

# Warners Bay Public School

## 2019 Annual Report



3384

## Introduction

The Annual Report for 2019 is provided to the community of Warners Bay 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

Warners Bay Public School

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WARNERS BAY, 2282

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4948 8129

## School background

### School vision statement

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

Our school believes ***Individual and collective responsibility leads to shared success.***

### School context

Warners Bay Public School is situated on the eastern side of Lake Macquarie and has a current enrolment of 457 students. We currently have 20 classes from Kinder to Year 6, including a multi-categorical support class and a class for students with Emotional Disturbances. With a FOEI of 78, our school has a mix of low and high socio-economic status backgrounds. We have 24 Aboriginal students and 19 families with Aboriginal Torres Strait Islander backgrounds. Our staff, including teachers, SASS staff and School Learning Support Officers are a dedicated team of professionals, ranging from those in their first years through to far more experienced staff. The school receives Equity funding for Aboriginal students and for Low Socio-Economic Status families, and EAL/D support for those students who have English as a second or other language. At Warners Bay Public School our school motto is Our Best Always. The school has just started to implement Positive Behaviour for Learning, focusing on our three expectations of being 'Respectful, Safe, Active Learners'. Each day, all students K-6 recite the school pledge. The school community highly values extra-curricular activities, including boys and girls dance, drumming, gymnastics, and aerobics. Warners Bay Public School is part of the The Bay Community of Schools, including Valentine, Eleebana, Biddabah and Warners Bay High School and the Kumaridha AECG. We have a growing and supportive Parents & Citizens Association (P&C) who contribute to the school. The school continues to focus on meaningful engagement with parents in curriculum-related activities including home reading helpers, as well as cultural and other non-academic celebrations.

## 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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

### CULTURE

#### Purpose

School culture has a major impact on ensuring we are producing highly literate and numerate students who are successful learners, confident and creative individuals, and active and informed citizens.

Our school continues to strive to build a culture which values knowledge, understanding, inclusivity, excellence and continual academic growth.

#### Improvement Measures

Increase the proportion of students demonstrating active engagement and continued growth in their learning.

Improved results in community survey using Term 3 2018 baseline.

#### Progress towards achieving improvement measures

##### Process 1: School Identity

Develop and deliver key messages and programs that benefit the school community, through analysis and making effective changes as required.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• The community Tell Them From Me survey showed 84% of parents were pleased with communications from the school.</li><li>• Feedback from workshops indicated they were worthwhile and something we should continue in 2020.</li><li>• The Tell Them From Me survey indicated parents feel welcome in the school.</li></ul>	<ul style="list-style-type: none"><li>• Community groups such as Uniting Church</li><li>• \$5000</li></ul>

##### Process 2: High Expectations

Collaborate and embed a culture of high expectation focused on continual improvement of teaching and learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Continue focus to develop skills in writing learning intentions and success criteria</li><li>• Take part in Formative Assessment Project with School Services to continue to develop staff skills</li></ul>	\$3000 professional learning funds

##### Process 3: Student Wellbeing

Embed and embrace positive, respectful relationships through evidence based wellbeing practices and support students wellbeing and engagement in learning,

Evaluation	Funds Expended (Resources)
<p>Implementation has been successful with all students and staff able to discuss PBL expectations in depth. In 2020, we will move into implementation in the classroom and train more staff in the universal procedures.</p> <p>Data shows an increase in understanding of expectations and clear usage of them in all universal areas.</p>	<ul style="list-style-type: none"><li>• PBL Assistant Principal support</li><li>• \$20 000 for training and signage</li></ul>

##### Process 4: Communication

## Progress towards achieving improvement measures

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
This process was amalgamated into Process 1, Strategic Direction 1 and monitored through 2019 in that process.	Nil

## Strategic Direction 2

### CAPACITY

#### Purpose

Our school embraces a culture of continued professional learning where staff are continually refining their practices to provide motivating and effective learning experiences. This encourages students to reach their full potential and explore their unique talents. Students and the community are given the opportunity to further develop their skills in an inclusive and supportive environment.

#### Improvement Measures

Improved PL practices as demonstrated through staff surveys.

Stakeholders – staff, students, P&C report that identified areas of need have been addressed and to ensure capacity to support student learning outcomes. Baseline survey data Term 2 2018.

#### Progress towards achieving improvement measures

##### Process 1: School Wide Systems

- School wide systems are improved to support school excellence.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• PDP support program valued by staff and allowed staff to continue to develop their teaching skills.</li><li>• Writing scope and sequence reviewed and updated. Consistent teacher judgement now evident in the teaching of writing.</li><li>• In 2020, focus on PDP development with non-teaching staff.</li></ul>	\$18000 professional learning funds QTSS allocation (0.801)

##### Process 2: Personalised learning

- develop, implement and monitor personalised learning for all students.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Writing personalisation in class is progressing.</li><li>• In 2020, the focus will be on numeracy and comprehension</li></ul>	\$12000 Professional Learning funds

##### Process 3: Student Voice

- Students (K–6) engage in leadership opportunities to increase authentic student voice within the school culture.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• K – 2 Student Representative Council involved in decision making throughout the year including PBL reward days.</li><li>• Leadership Passport to be completed in 2020 ready for use.</li><li>• Professional learning for staff in the Social Capabilities Framework.</li></ul>	

##### Process 4: Refining Literacy Practice

Evaluation	Funds Expended (Resources)
This process was amalgamated with Strategic Direction 2, Process 2, Personalised Learning in 2018 and has been monitored through that process in 2019.	Nil

##### Process 5: Refining Numeracy Practice

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
This process was amalgamated into Process 2, Personalised Learning, Strategic Direction 2 for 2020 and will be monitored through that process in 2020.	Nil

## Strategic Direction 3

### ACCOUNTABILITY

#### Purpose

Our school cultivates a stimulating and engaging learning environment, underpinned by individual and collective responsibility. Each key stakeholder is accountable for the learning of each student.

#### Improvement Measures

At least 85% of parents/ caregivers engaged in students learning conferences using 2017 data as baseline.

Student data demonstrates more students are operating at grade level or above grade level using 2017 data as a baseline.

#### Progress towards achieving improvement measures

##### Process 1: Evidence based pedagogy

- School maintains a deep commitment to 5 weekly data analysis with tiered intervention of programs and pedagogies.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Five weekly data strategies reviewed and changed accordingly.</li><li>• Professional Learning in the Learning Progressions for all staff and implementation for data collection.</li></ul>	\$3000 Professional Learning

##### Process 2: Effective Systems

- Professional learning in curriculum and corporate program development to inform effective assessment schedule, differentiation processes, consistent teacher judgement and LST processes.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• New processes implemented are resulting in growth of student learning, with internal school data.</li><li>• In 2020, the intervention role will be strengthened and the Gifted and Talented Teacher role will continue.</li></ul>	Intervention teacher \$20000 Gifted and Talented Teacher \$20000 Instructional Leader \$40000

##### Process 3: Student Goal Setting

Evaluation	Funds Expended (Resources)
This process was amalgamated in Strategic Direction 2, Process 2, Personalised Learning.	Nil

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$24 137	<ul style="list-style-type: none"> <li>• Yarning Circles to continue in 2020. Parents and families positive about opportunities.</li> <li>• Aboriginal Education Team to continue in 2020.</li> <li>• NAIDOC Week was a highlight of our school calendar with all involved extremely positive about the event.</li> <li>• PLPs to be refined in 2020.</li> <li>• SLSO support.</li> <li>• Aboriginal Student Leadership Team introduced.</li> </ul>
<b>English language proficiency</b>	\$2801	EAL/D lessons provided through the New Arrivals Program and to other students in the school. Students engaged in lessons and will continue to develop their English language skills in 2020.
<b>Low level adjustment for disability</b>	\$158 079: <ul style="list-style-type: none"> <li>• \$106 716 for Learning and Support Teacher</li> <li>• \$51 363 funding</li> </ul>	<p>Learning and Support Teacher and intervention teacher (employed with funding) worked across the school in literacy and numeracy.</p> <p>Students displayed growth in learning after working on this program.</p> <p>This program will continue in 2020.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	0.801 allocation of staffing (4 days per week)	<p>Staff are provided time to participate in learning to achieve PDP goals throughout the year. Executive staff across the school provided with one day per week to work with their teachers and students.</p> <p>This program was successful and will continue in 2020.</p>
<b>Socio-economic background</b>	\$48884	In 2019, we utilised our socio-economic funds to employ extra SLSOs and teaching staff to support learning across the school. We also provided student assistance so all students had the opportunity to attend school excursions and events.
<b>Support for beginning teachers</b>	<ul style="list-style-type: none"> <li>• Newly appointed teacher of Aboriginal descent (NATAD) support program – 10 casual release days</li> <li>• Beginning Teacher funding \$18 399</li> </ul>	<p>In 2019, we had one first year teacher and one second year teacher. Both teachers worked with a mentor during the year and had opportunities to attend professional learning to support their PDP goals.</p> <p>One teacher had extra time to spend with her mentor as part of the NATAD program.</p> <p>Both teachers found the time and opportunities valuable in supporting their career.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	226	222	220	215
Girls	215	217	224	230

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.4	95.9	94.8	95.2
1	94.5	93.7	93.9	94.3
2	95.2	95.6	93.3	94.3
3	94.2	94.1	93.7	92.9
4	94.1	95.2	92.7	92.9
5	94.2	94.6	94.4	91.7
6	94.5	94	94.6	90.9
All Years	94.6	94.7	93.9	93.2
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)	18.38
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	5.22

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	509,466
<b>Revenue</b>	4,580,797
Appropriation	4,293,188
Sale of Goods and Services	35,590
Grants and contributions	243,209
Investment income	3,854
Other revenue	4,956
<b>Expenses</b>	-4,479,546
Employee related	-3,948,644
Operating expenses	-530,902
<b>Surplus / deficit for the year</b>	101,251

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	421,704
<b>Equity Total</b>	233,900
Equity - Aboriginal	24,137
Equity - Socio-economic	48,884
Equity - Language	2,801
Equity - Disability	158,079
<b>Base Total</b>	2,922,655
Base - Per Capita	107,004
Base - Location	0
Base - Other	2,815,651
<b>Other Total</b>	485,423
<b>Grand Total</b>	4,063,683

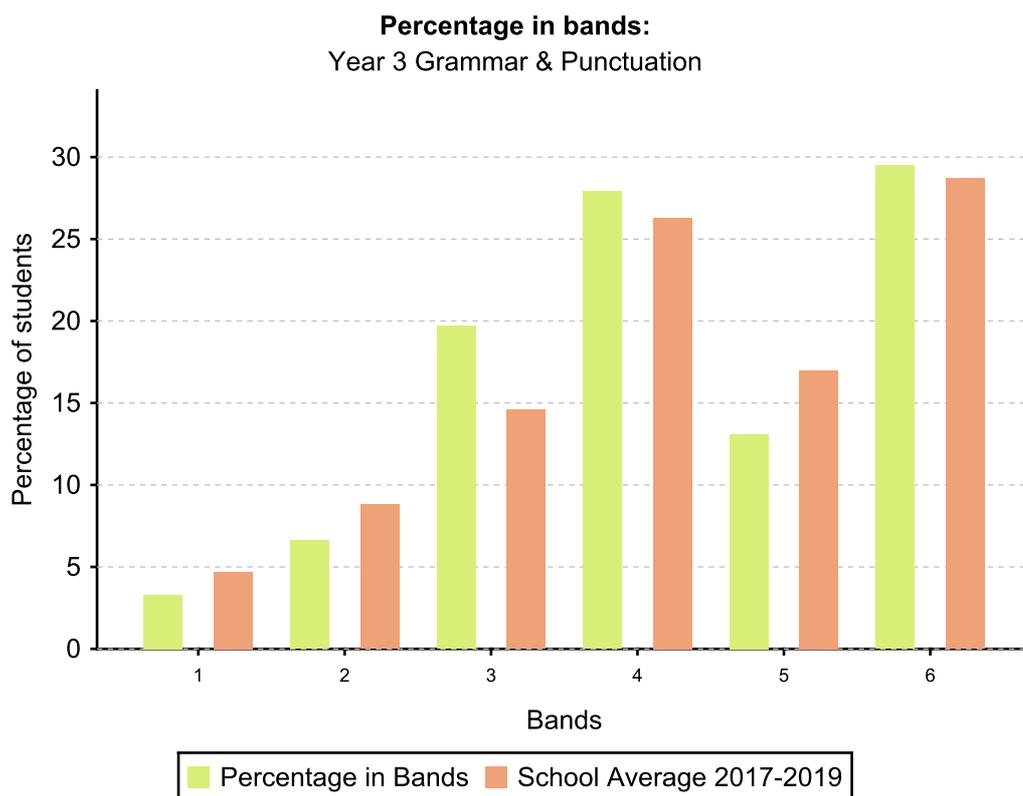
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

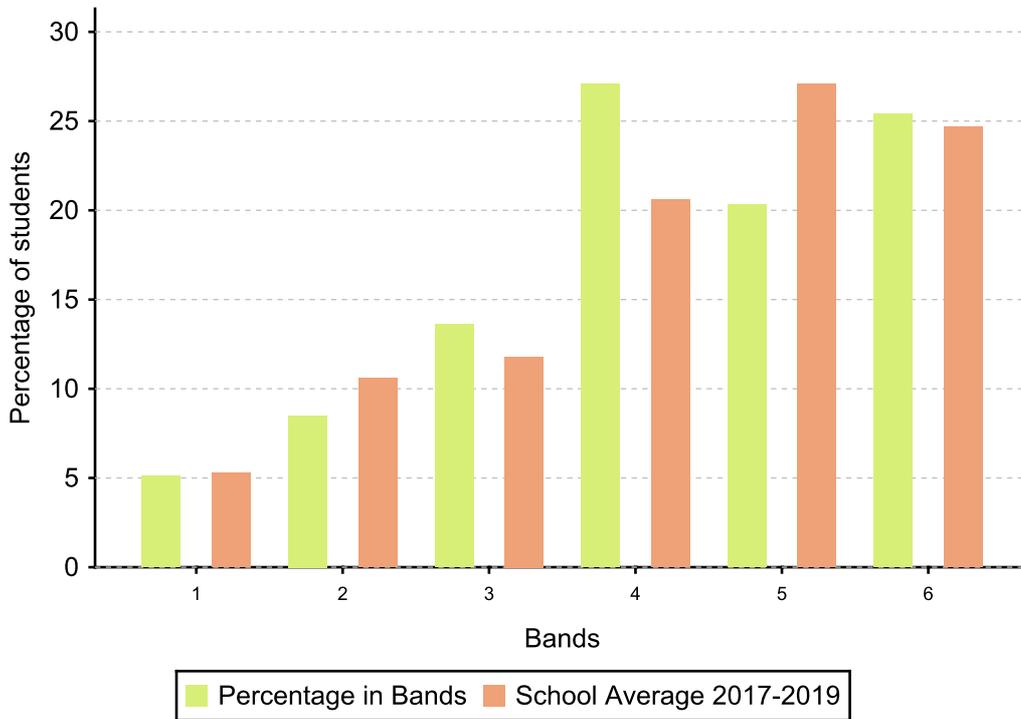
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

### Literacy and Numeracy Graphs



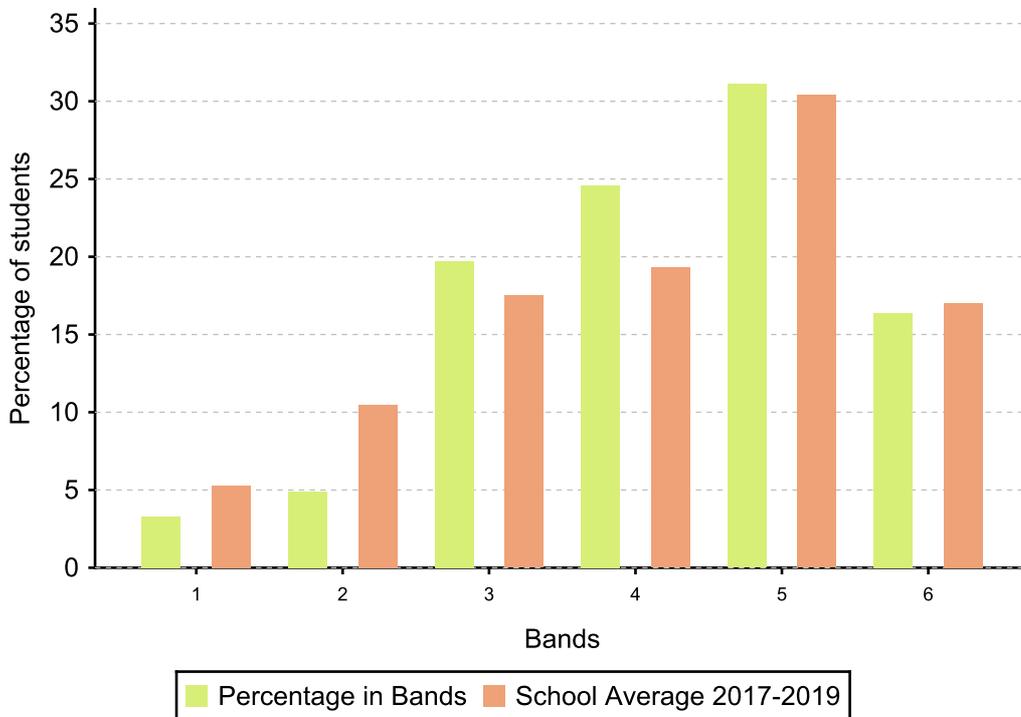
Band	1	2	3	4	5	6
Percentage of students	3.3	6.6	19.7	27.9	13.1	29.5
School avg 2017-2019	4.7	8.8	14.6	26.3	17	28.7

**Percentage in bands:  
Year 3 Reading**



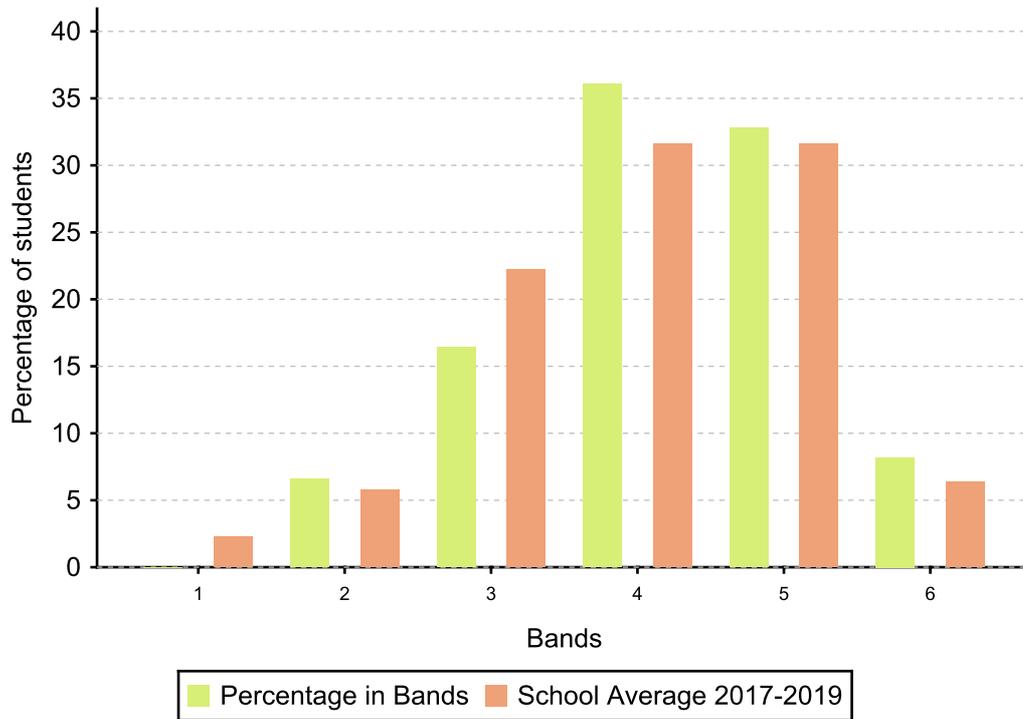
Band	1	2	3	4	5	6
Percentage of students	5.1	8.5	13.6	27.1	20.3	25.4
School avg 2017-2019	5.3	10.6	11.8	20.6	27.1	24.7

**Percentage in bands:  
Year 3 Spelling**



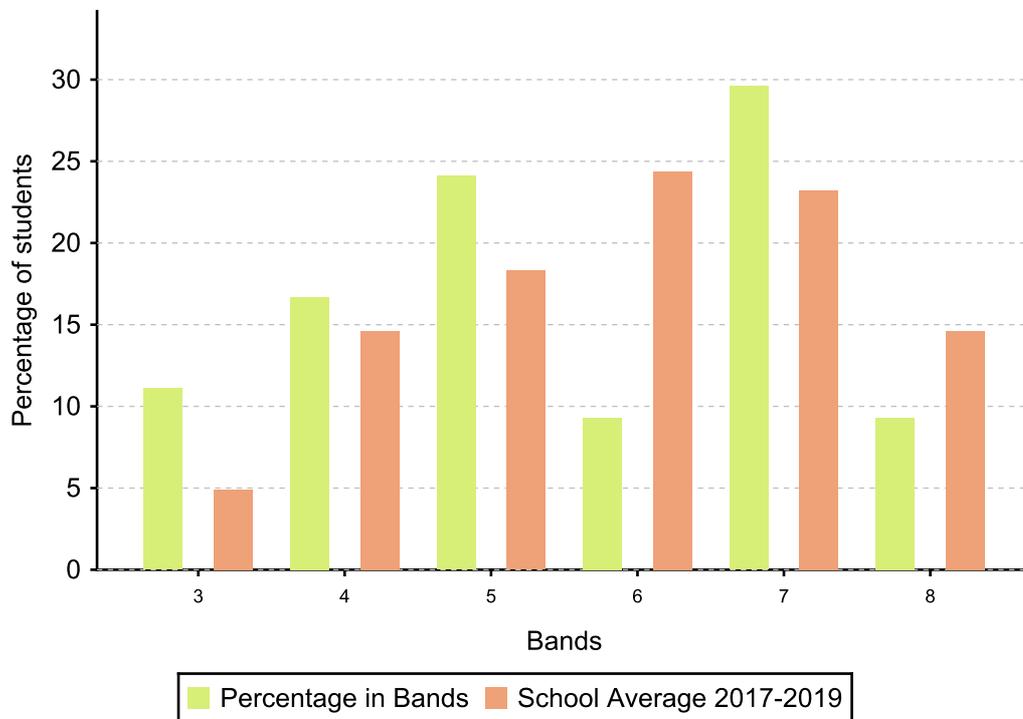
Band	1	2	3	4	5	6
Percentage of students	3.3	4.9	19.7	24.6	31.1	16.4
School avg 2017-2019	5.3	10.5	17.5	19.3	30.4	17

**Percentage in bands:**  
Year 3 Writing



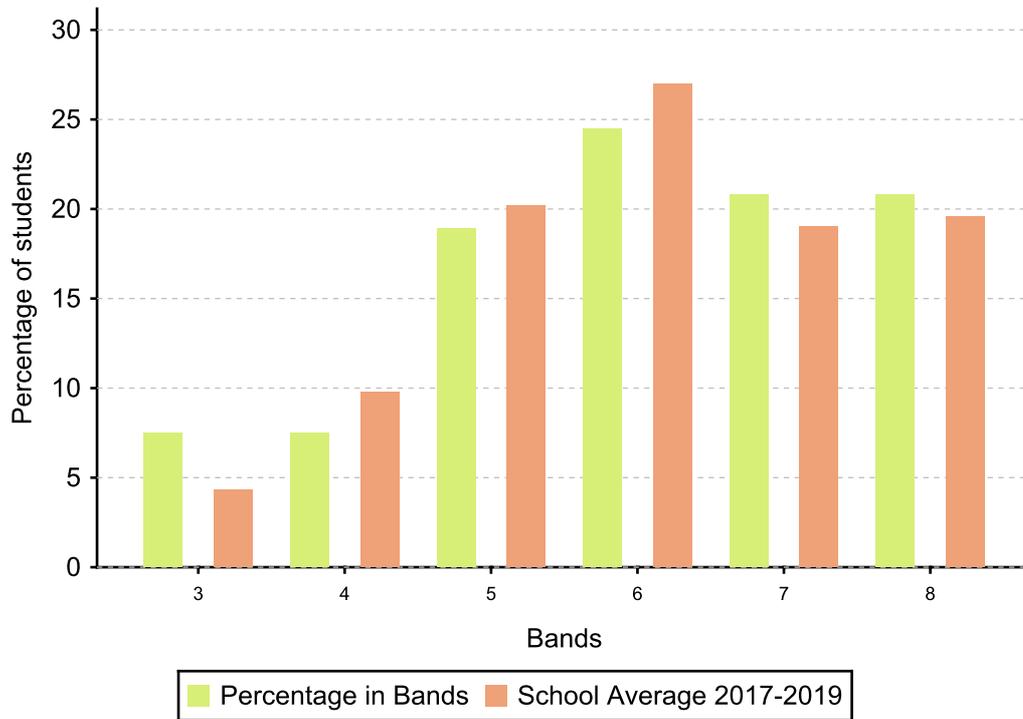
Band	1	2	3	4	5	6
Percentage of students	0.0	6.6	16.4	36.1	32.8	8.2
School avg 2017-2019	2.3	5.8	22.2	31.6	31.6	6.4

**Percentage in bands:**  
Year 5 Grammar & Punctuation



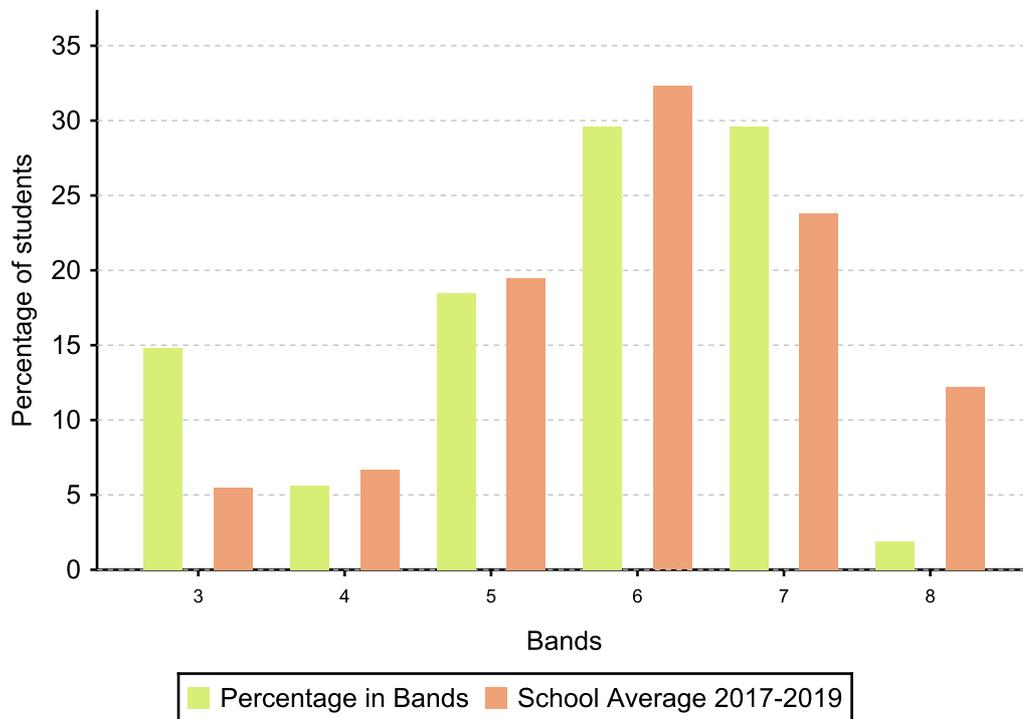
Band	3	4	5	6	7	8
Percentage of students	11.1	16.7	24.1	9.3	29.6	9.3
School avg 2017-2019	4.9	14.6	18.3	24.4	23.2	14.6

**Percentage in bands:**  
Year 5 Reading



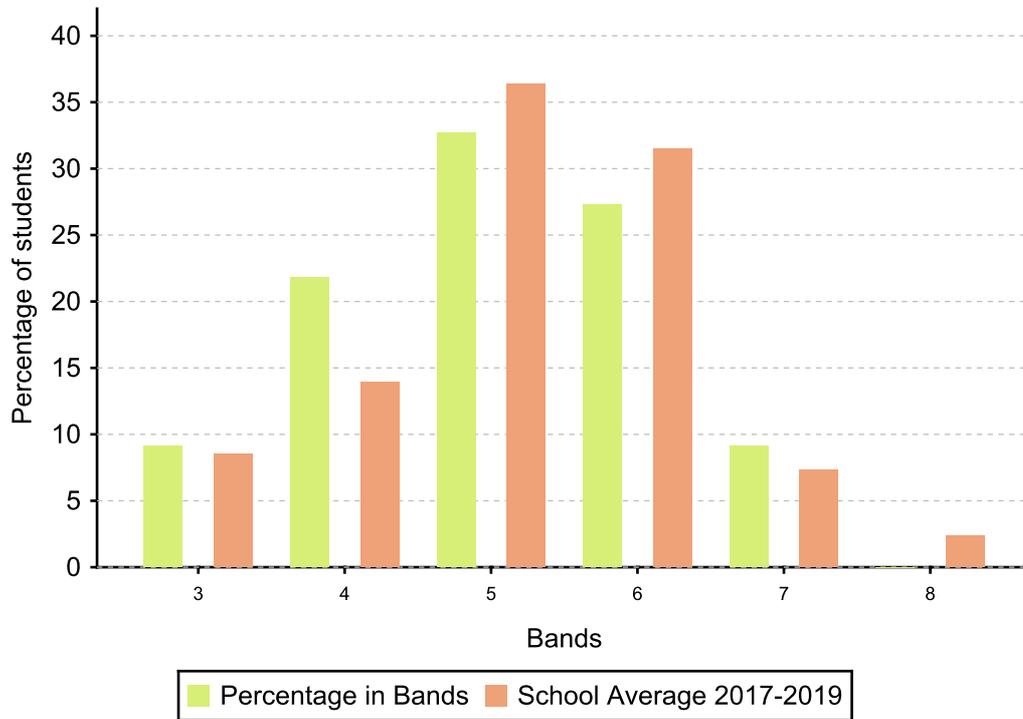
Band	3	4	5	6	7	8
Percentage of students	7.5	7.5	18.9	24.5	20.8	20.8
School avg 2017-2019	4.3	9.8	20.2	27	19	19.6

**Percentage in bands:**  
Year 5 Spelling



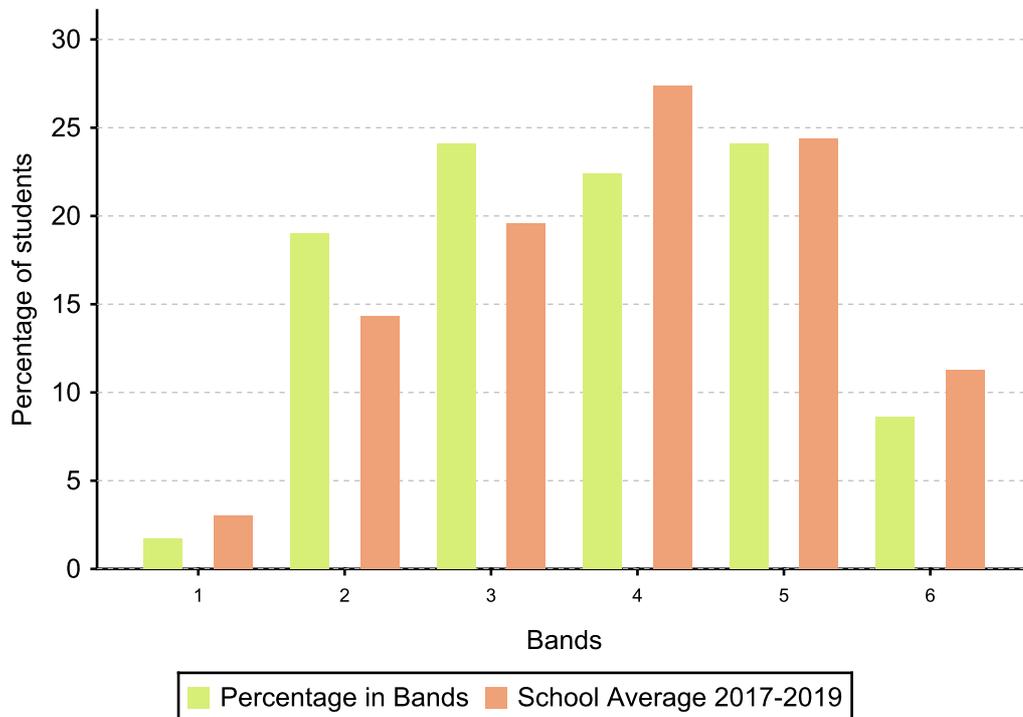
Band	3	4	5	6	7	8
Percentage of students	14.8	5.6	18.5	29.6	29.6	1.9
School avg 2017-2019	5.5	6.7	19.5	32.3	23.8	12.2

**Percentage in bands:**  
Year 5 Writing



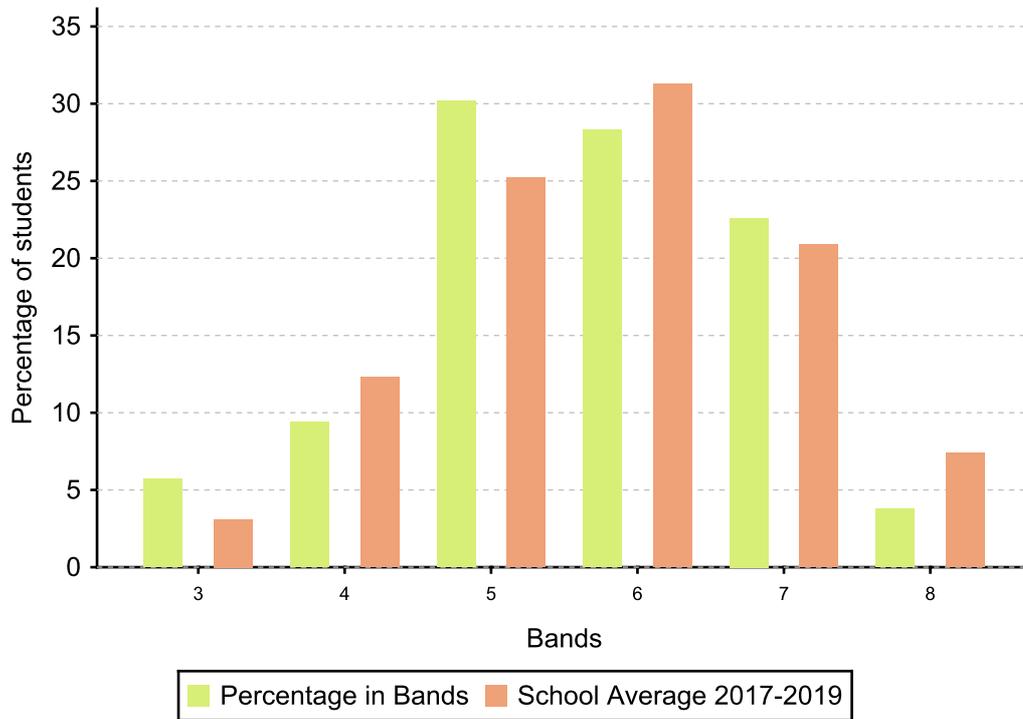
Band	3	4	5	6	7	8
Percentage of students	9.1	21.8	32.7	27.3	9.1	0.0
School avg 2017-2019	8.5	13.9	36.4	31.5	7.3	2.4

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	1.7	19.0	24.1	22.4	24.1	8.6
School avg 2017-2019	3	14.3	19.6	27.4	24.4	11.3

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	5.7	9.4	30.2	28.3	22.6	3.8
School avg 2017-2019	3.1	12.3	25.2	31.3	20.9	7.4

# Parent/caregiver, student, teacher satisfaction

## Parent Satisfaction

In 2019, our parent community completed the Tell Them from Me survey. Results indicated:

- our school is above average in supporting positive behaviour
- our school is above average in welcoming parents
- formal interviews is the most useful type of communication with parents
- our school is well maintained and welcoming

## Moving Forward

In 2020 and beyond, we will aim to:

- continue to encourage parents to be involved in school activities
- continue to refine our communication practices to support parent needs

## Student Satisfaction

In 2019, our students completed the Tell Them from Me survey. Results indicated:

- our school is above average with students displaying positive behaviours
- our Aboriginal students feel good about their culture when at school and the teachers have a good understanding of their culture
- 86% of students feel proud of their school
- 98% of students say their teacher sets clear goals for them in lessons

## Moving Forward

In 2020 and beyond, we will aim to:

- encourage student involvement in sport
- continue to develop students' sense of belonging
- continue to develop positive homework practices

## Teacher Satisfaction

In 2019, our teachers completed the Tell Them From Me survey. Results indicated:

- our school is above average in collaboration, leadership and learning culture
- the use of data regularly informs teachers' practice
- technology is not used extensively across the school
- staff have confidence in meeting the needs of students with special needs

## Moving Forward

- build resources and skills in the use of technology in classrooms
- continue to develop ways to involve parents in everyday learning

## 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.