Warrawee Public School

2019 Annual Report

3390

Introduction

The Annual Report for 2019 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.

School contact details

Warrawee Public School
1486 Pacific Highway
Turramurra, 2074
www.warrawee-p.schools.nsw.edu.au
warrawee-p.school@det.nsw.edu.au
9144 2637

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 2019 our students were grouped into 26 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

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

Strategic Direction 1

Quality Teaching

Purpose

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

Improvement Measures

Evidence of visible learning in all classrooms

12% increase in the number of Year 5 students in the top 2 bands for writing

10% increase in the number of Year 5 students in the top 2 bands for numeracy

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.

Overall summary of progress

The majority of classrooms at Warrawee Public School are visible learning classrooms with learning intentions and success criteria evident and student learning goals identified. Most classrooms are using WALT (We are learning to) and WILF (What I am looking for) cards to support this. The majority of teachers saw value in the training and development opportunities in the area of Assessment for Learning including observations of their colleagues.

Our school writing and numeracy targets were not achieved. However, we had 43% of students in writing and 70% in numeracy in the top two bands.

Progress towards achieving improvement measures

Process 1: Provide opportunities for teachers to annotate programs, update visible learning in classrooms and collaboratively plan and program by providing twice–termly release for each teacher.

Evaluation	Funds Expended (Resources)
Teachers have improved programs and are working collaboratively in planning and judging assessment tasks together. Teachers have had stage planning days once a term this year and met regularly throughout the week using stage meeting and QTSS time to plan, program and review teaching and learning programs. 89.5% of teachers value collaborative stage planning time.	QTSS Staffing allocation FTE 1.2 Teacher Professional Learning funds to allow a teacher release $16,200

Process 2: Communicate with parents and the wider school community on aspects of visible learning through parent workshops, newsletter information and photographs.

Evaluation	Funds Expended (Resources)
A parent information session on visible learning will be held in Term 3 2020 and not as planned for Term 2 due to COVID–19. Newsletter blurbs on visible learning to included in newsletter commencing in Term 1, 2020.	

Process 3: Upskill all our teachers in embedding formative assessment and visible learning in all their T & L programs and classrooms.

Evaluation	Funds Expended (Resources)
All teachers were actively involved in the Embedding Formative Assessment	Stamps and resources $500

Progress towards achieving improvement measures	
Teacher Professional Development, twice termly. This also involved observations of different formative assessment strategies employed such as Plus, Minus, Equals (PMIs), self–assessment checklists, using puppets, margin marking and traffic lights with a teacher from their AfL (assessment for learning) team.	

Next Steps

Continue to embed formative assessment strategies in every classroom and inform the parents about Visible Learning and how it is used across the school through a parent information session and regular newsletter blurbs (termly).

Strategic Direction 2

Quality Learning

Purpose

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

Improvement Measures

All students will be able to articulate the learning intention and success criteria of lessons
All students will be able to set aspirational expectations for themselves when identifying their individual learning goals.
85% of students will be able to provide work samples as evidence of their achievement on the literacy learning progressions
All students participate in peer feedback opportunities about their learning.

Overall summary of progress

All classes set individual learning goals. These goals are displayed in all classrooms in different forms.

After two professional learning sessions on the learning progressions it was decided at this stage that we would not use the learning progressions as a tool for programming or assessment. In 2020 we will purchase the ACER Assessment Package to ensure whole school consistent benchmarks, tracking and assessment of all students, K–6.

Progress towards achieving improvement measures

Process 1: Plan professional learning around Assessment for Learning with an initial emphasis on writing.

Evaluation	Funds Expended (Resources)
Assessment for Learning Professional Development sessions were held twice termly and teachers observed a colleague implementing a formative assessment strategy. Ideas were shared regularly and demonstration lessons in the area of writing in Stage 1 were delivered.	QTSS Allocation

Process 2: In order to make learning visible for students, develop and provide proformas and templates to students for goals, reflection and feedback based on learning intentions and success criteria.

Evaluation	Funds Expended (Resources)
Students are given proformas or questions that assist with goal setting each term. Students assess their own learning and complete a personal reflection report which is sent home at the end of each semester with student reports. Classes uses stamps that provide feedback such as 'two stars and a wish' and a self reflection traffic light stamp to inform teachers how they are understanding a concept. In Stage 3 students were encouraged to think critically about their individual learning areas of strength and areas for improvement. They were asked to write a goal for English, Mathematics, PBEL (behaviour) and a personal goal and furthermore, show ways to help achieve their goals. Students' referred to their four created goals in 15 minute, three–way parent, teacher and student interviews. By creating individual goals students engage in the learning process and articulate their goals to empower them to become reflective learners. Students K–6 identified ways in which they can improve their own learning by writing ways that they can be a successful learner. Students used "I can"	

Progress towards achieving improvement measures	
statements to identify personal attributes of successful learners and ways to improve their learning. The school culture is strongly focused on high expectations and learning. The aspirations and expectations of students are known and inform planning for learning.	

Process 3:   Increased dialogue amongst the stakeholders i.e.

Teacher – Student : one–on–one or small group conferences for detailed feedback and to help them set SMART goals

Teacher – Teacher: to analyse work samples and student feedback in order to adapt Teaching and Learning programs to meet student needs.

Student – Student : To provide peer feedback against success criteria

Evaluation	Funds Expended (Resources)
Teachers provide students with explicit success criteria and discuss ways in which they can improve their work and their results. Work samples of various standards are provided to students to show them how to bring their work up to the next level. For example, from sound to high or high to outstanding. This also correlates with visible learning and showing students what a good one looks like (WAGOLL). Teachers in stage teams mark across grades and stages in order to ensure consistent teacher judgements and standards. Teaching and Learning programs are modified according to meet student needs. Peer editing and writing conferences are regularly held between students before teachers review and mark work.	

Next Steps

Continue sharing of Assessment for Learning strategies and uploading resources on the server for all teachers K–6 to utilise.

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.

Improvement Measures

Increased awareness and understanding of our school wellbeing policy

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

100% student participation in parent–teacher interviews

Progress towards achieving improvement measures

Process 1: Regular meetings with community members in reviewing and formulating school wellbeing policy.

Evaluation	Funds Expended (Resources)
The parent community are regularly consulted and informed through meetings and the fortnightly newsletter about our Wellbeing practices and procedures. The PBEL fortnightly focus is presented to parents in the newsletter so that they can work with the school and promote the desired behaviour/s.	New PBEL posters were created by a graphic designer parent – NIL cost

Process 2: Approach local community spaces to provide opportunities to showcase student work. (In the annual milestones we will commit to checkpoints where we will share this work , e.g. newsletter)

Evaluation	Funds Expended (Resources)
Students were given opportunities to showcase their work beyond the classroom this year but we would like to see an increase in this. Work samples were published in the school newsletter, dance routines learnt as part of the PD/H/PE and Creative Arts syllabuses were performed at Turramurra High School for family and friends and the TLC Powerful Projects (frog habitats) were showcased at Turramurra High School as part of our Community of School initiative.	

Process 3: Encourage parents to include their child in the 3 way interviews

Evaluation	Funds Expended (Resources)
All students were encouraged to attend parent/teacher interviews to discuss their progress. However, there was still a number of students who did not attend for various reasons including being unable to attend, parents preferred to attend without children to enable more open discussions and students not wanting to take part. We will endeavour to shift this change in culture and provide students, teachers and parents with more information about the value of students being involved and how to do conduct these.	

Next Steps

Continue to explore more opportunities for students to showcase their work to authentic audiences beyond the classroom.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	1.4 FTE EALD teacher including NAP	Students from non–English speaking backgrounds formed 45% of the school population. We had four specialist EALD teachers who supported students from language backgrounds other than English in our school for 7 days per week in total.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($84 578.00)	The School Wellbeing Team regularly review student needs and their progress. Our Wellbeing practices and processes help to ensure all students at our school connect, succeed and thrive. Students with low level support needs engage with a school learning and support officer (SLSO) at least twice a week. Our funds have primarily been used to support students within the classroom setting to assist with group work, one–on–one assistance, resource preparation and monitoring of health care needs.
Quality Teaching, Successful Students (QTSS)	1.2 FTE Teacher	In 2019 we continued to employ two teachers for 3 days per week to support quality teaching resulting in student success. This release time was shared among all stages and was utilised to support a range of 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. We will continue with this model in 2020.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($14 130.00)	In 2019 ongoing support was given to 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

Students	Enrolments			
	2016	2017	2018	2019
Boys	306	318	352	369
Girls	279	290	301	318

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.4	95.5	95.4	96.1
1	95.7	95.7	95.7	95.4
2	96.7	96.5	95	95.7
3	96.5	95.3	96.9	95.7
4	97	96.1	94.5	96.2
5	96.5	96.1	95.4	94.7
6	94.7	96.7	94.8	93.8
All Years	96.2	96	95.4	95.4
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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	27.71
Teacher of Reading Recovery	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	1.4
School Administration and Support Staff	7.46

*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	1,516,281
Revenue	6,477,915
Appropriation	5,867,713
Sale of Goods and Services	6,006
Grants and contributions	575,569
Investment income	13,664
Other revenue	14,963
Expenses	-6,033,400
Employee related	-5,151,545
Operating expenses	-881,855
Surplus / deficit for the year	444,514

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	701,740
Equity Total	276,138
Equity - Aboriginal	1,474
Equity - Socio-economic	3,721
Equity - Language	182,977
Equity - Disability	87,965
Base Total	4,467,766
Base - Per Capita	157,456
Base - Location	0
Base - Other	4,310,310
Other Total	340,398
Grand Total	5,786,042

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.
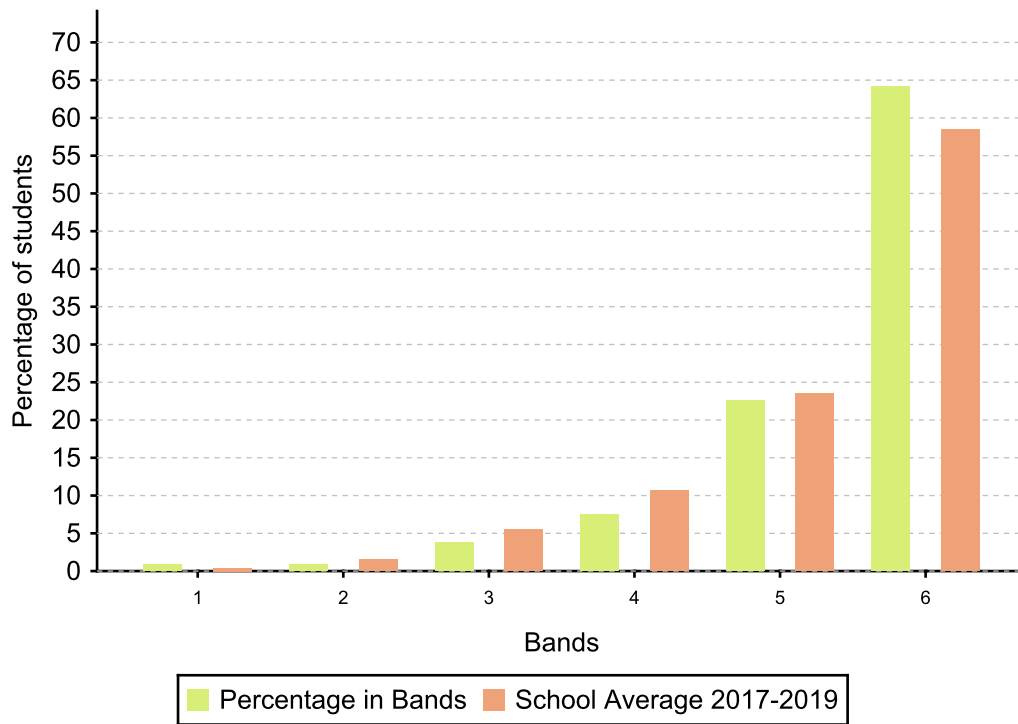
Literacy and Numeracy Graphs

Percentage in bands:

Year 3 Grammar & Punctuation
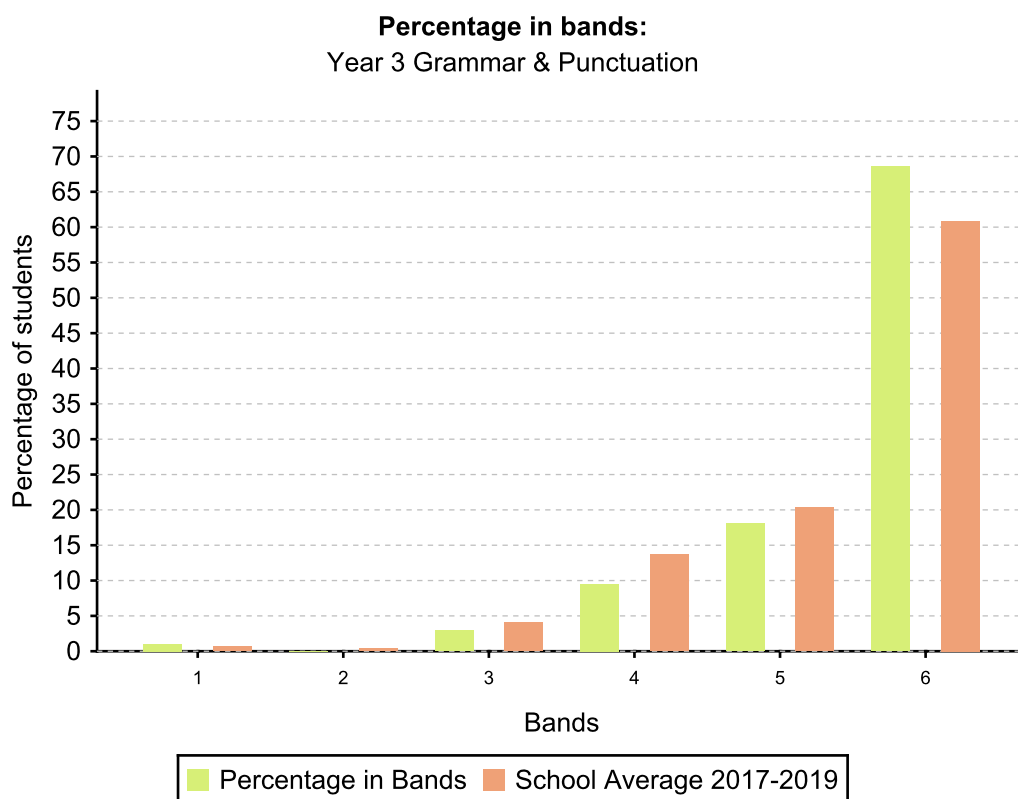
Band	1	2	3	4	5	6
Percentage of students	1.0	0.0	2.9	9.5	18.1	68.6
School avg 2017-2019	0.7	0.4	4.1	13.7	20.3	60.9

Percentage in bands:
Year 3 Reading

Band	1	2	3	4	5	6
Percentage of students	0.9	0.9	3.8	7.5	22.6	64.2
School avg 2017-2019	0.4	1.5	5.5	10.7	23.5	58.5

Percentage in bands:
Year 3 Spelling
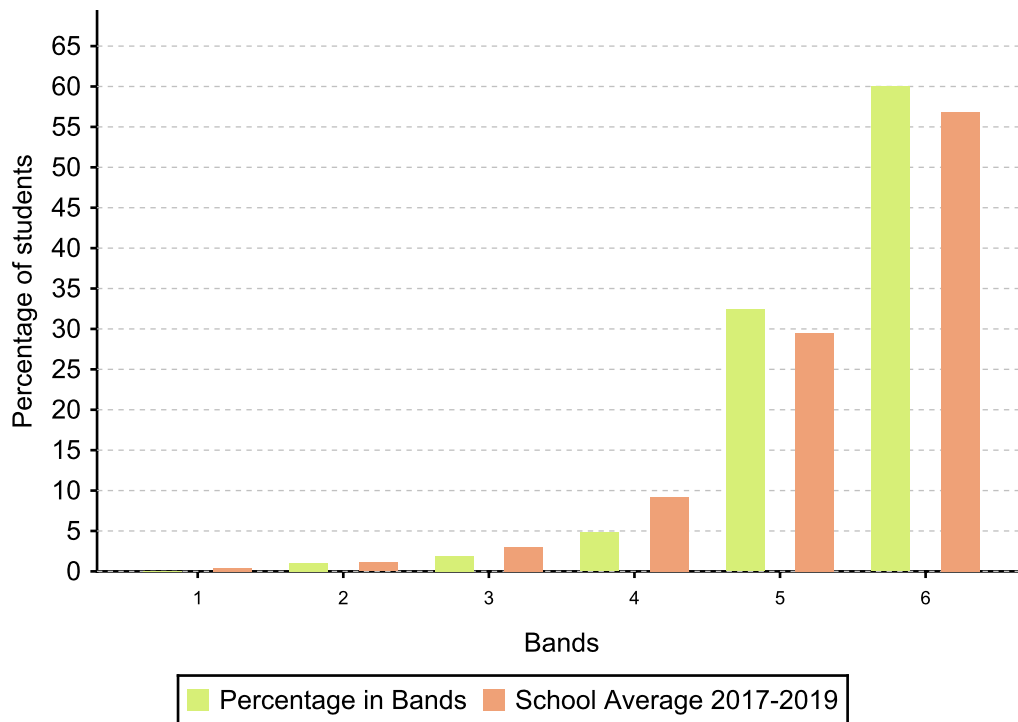
Band	1	2	3	4	5	6
Percentage of students	0.0	1.0	1.9	4.8	32.4	60.0
School avg 2017-2019	0.4	1.1	3	9.2	29.5	56.8

Percentage in bands:
Year 3 Writing
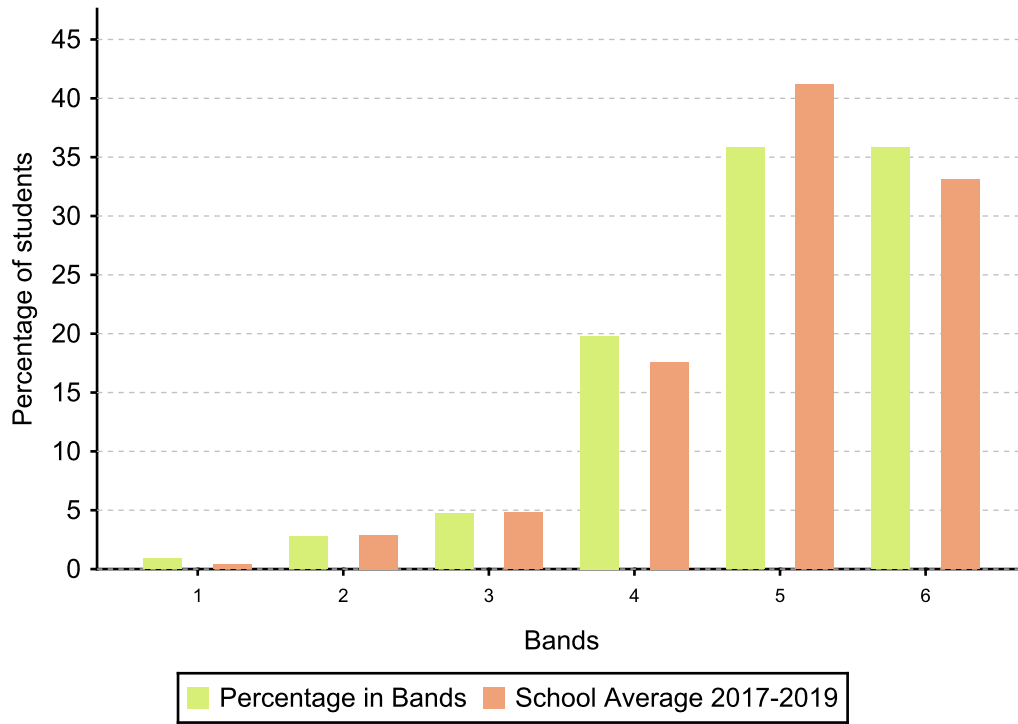
Band	1	2	3	4	5	6
Percentage of students	0.9	2.8	4.7	19.8	35.8	35.8
School avg 2017-2019	0.4	2.9	4.8	17.6	41.2	33.1

Percentage in bands:
Year 5 Grammar & Punctuation
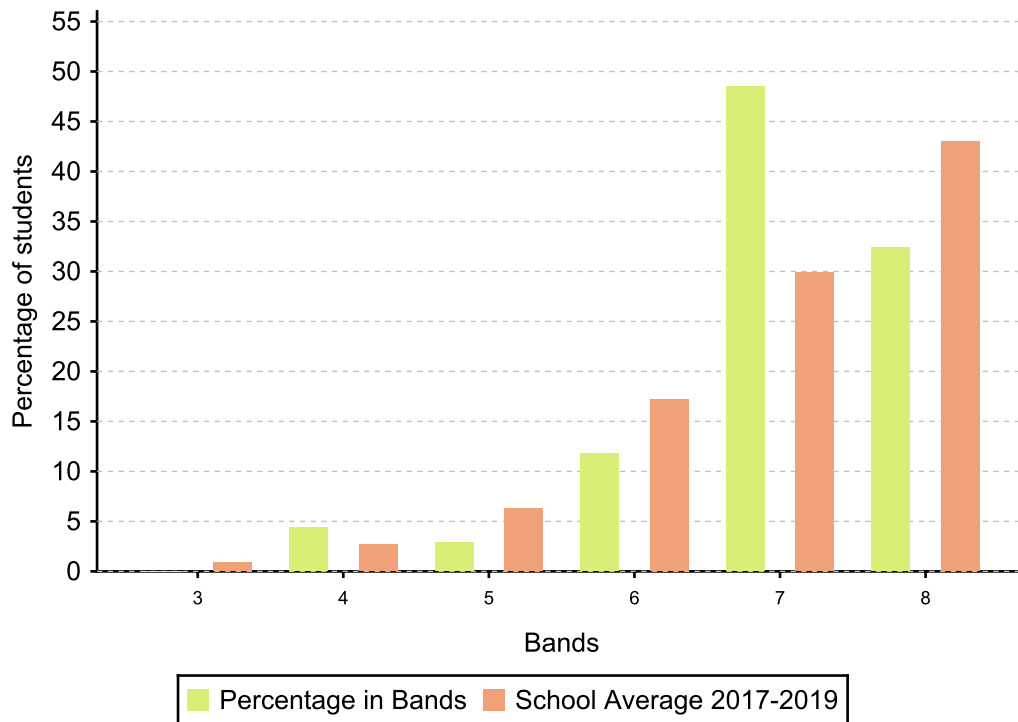
Band	3	4	5	6	7	8
Percentage of students	0.0	4.4	2.9	11.8	48.5	32.4
School avg 2017-2019	0.9	2.7	6.3	17.2	29.9	43

Percentage in bands:
Year 5 Reading
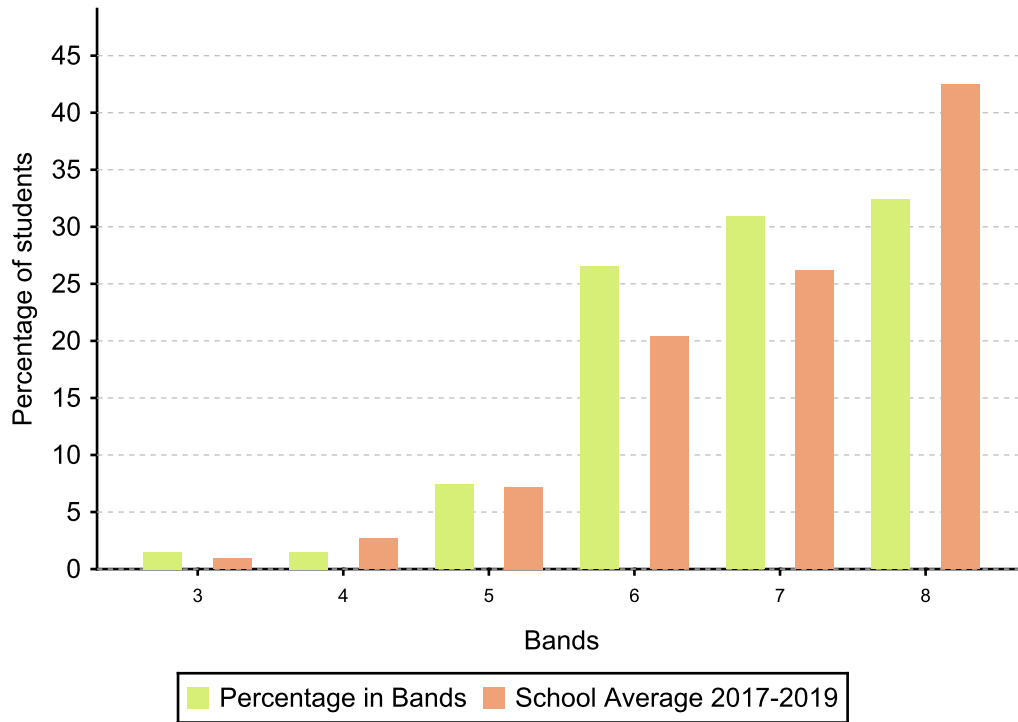
Band	3	4	5	6	7	8
Percentage of students	1.5	1.5	7.4	26.5	30.9	32.4
School avg 2017-2019	0.9	2.7	7.2	20.4	26.2	42.5

Percentage in bands:
Year 5 Spelling
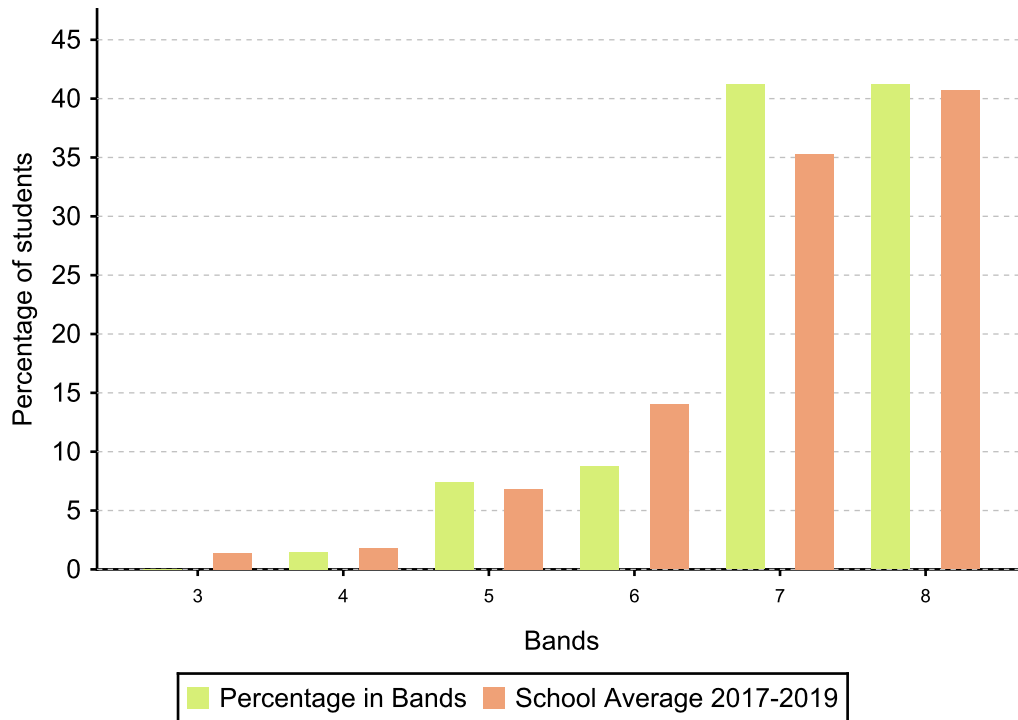
Band	3	4	5	6	7	8
Percentage of students	0.0	1.5	7.4	8.8	41.2	41.2
School avg 2017-2019	1.4	1.8	6.8	14	35.3	40.7

Percentage in bands:
Year 5 Writing
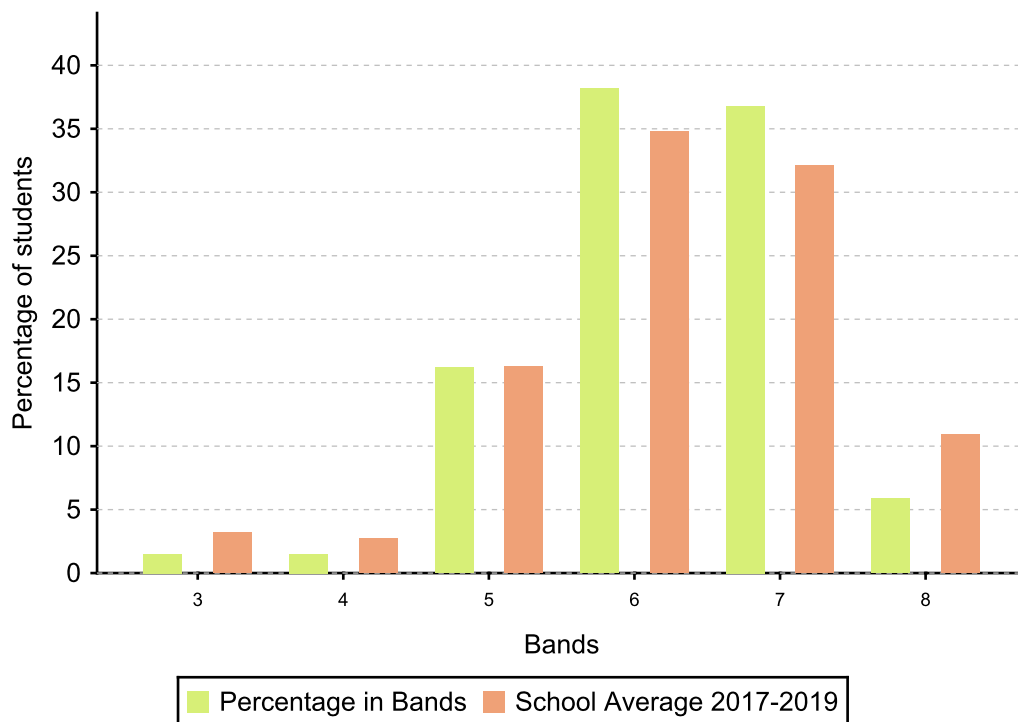
Band	3	4	5	6	7	8
Percentage of students	1.5	1.5	16.2	38.2	36.8	5.9
School avg 2017-2019	3.2	2.7	16.3	34.8	32.1	10.9

Percentage in bands:
Year 3 Numeracy
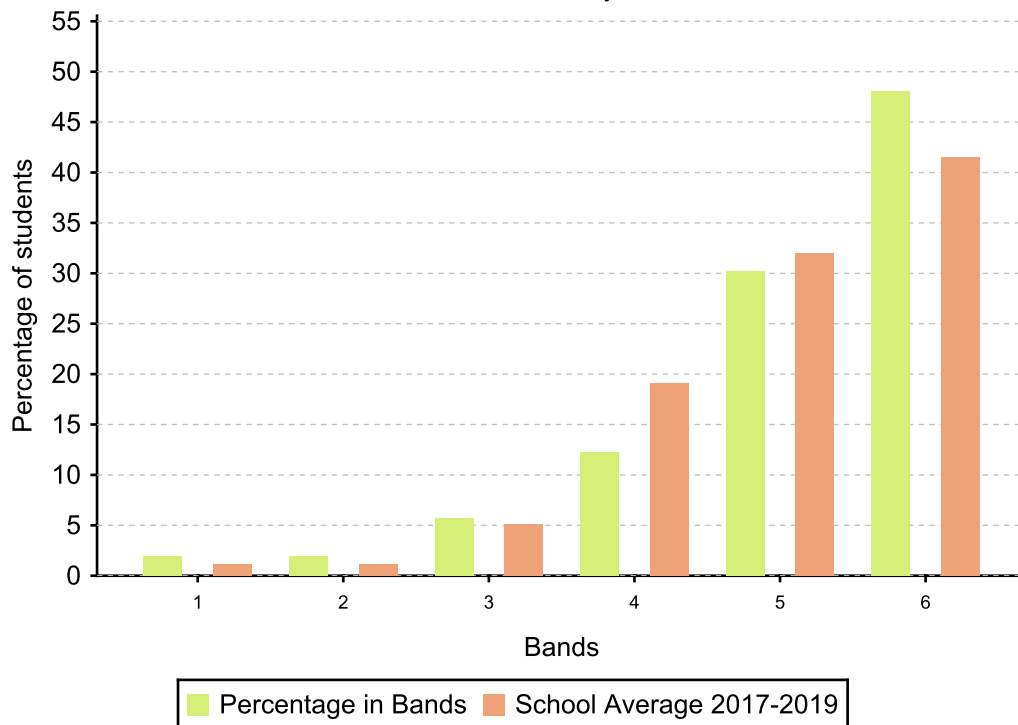
Band	1	2	3	4	5	6
Percentage of students	1.9	1.9	5.7	12.3	30.2	48.1
School avg 2017-2019	1.1	1.1	5.1	19.1	32	41.5

Percentage in bands:
Year 5 Numeracy

Percentage of students (y-axis) vs **Bands** (x-axis)

Legend: ▢ Percentage in Bands ▢ School Average 2017-2019
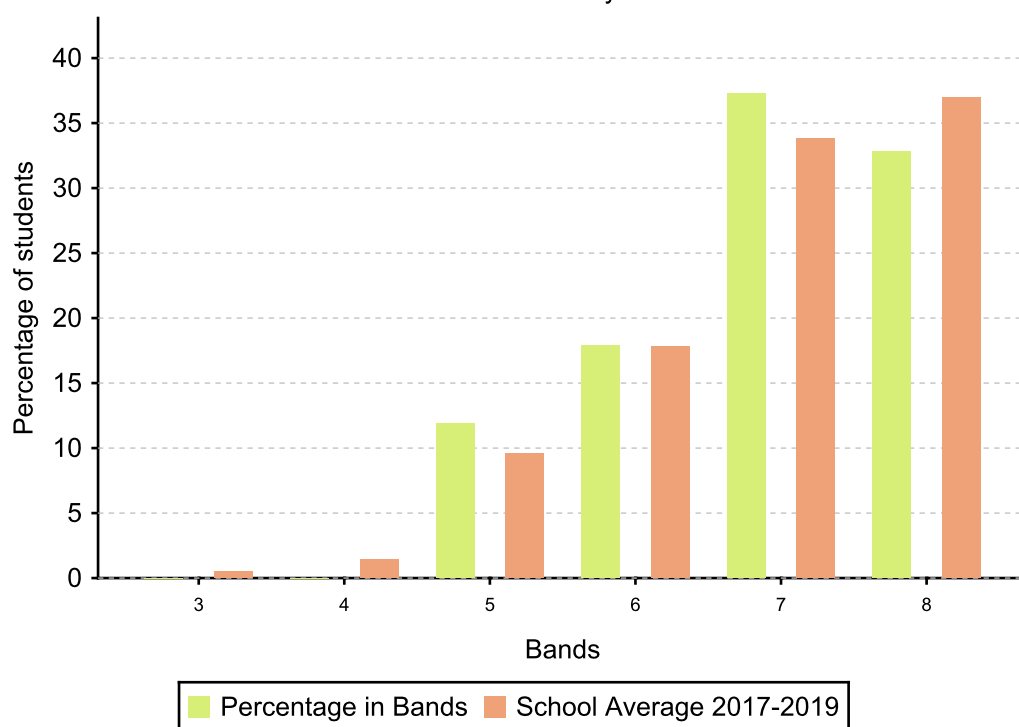
Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	11.9	17.9	37.3	32.8
School avg 2017-2019	0.5	1.4	9.6	17.8	33.8	37

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)

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

and enter the school name in the *Find a school* and select *GO* to access the school data.

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

The Year 3 average scores were significantly higher than the state average. 87% of students were placed within the two highest bands of Year 3 reading achievement. This is a 9.1% increase from last year's results. In Year 3 writing, 72% of students were placed within the top two bands. This is a 5.7% increase from last year's results.

NAPLAN – Year 3 Numeracy

The Year 3 numeracy score was significantly higher than the state average with 78% of students placed in the highest bands of Year 3 numeracy achievement. This is an 11.7% increase from last year's results.

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

63% of students were placed within the two highest bands of Year 5 reading achievement. In Year 5 grammar and punctuation, 81% of students were placed within the top two bands.

NAPLAN – Year 5 Numeracy

The Year 5 numeracy score was significantly higher than the state average with 76.4% of students placed in the highest bands of Year 5 numeracy achievement.

62% of students demonstrated the expected growth in reading from Year 3 to Year 5 and in Numeracy 69% students did the same.

Warrawee Public School 3390 (2019)

Parent/caregiver, student, teacher satisfaction

The results of the improvement survey sent home were overwhelmingly positive. 261 parent surveys were completed. 97.7% of parents surveyed agreed that their child felt happy at school and 97.3% safe at school. Some of the common thoughts from parents about what they love about Warrawee Public School included: its sense of community, reputation, cultural diversity, focus on school values (PBEL), school leadership, caring, professional and hardworking staff and the balance between academic and extra–curricular programs

92.5% of parents felt that the school is well led and managed

94.4% felt that they are kept up–to–date and informed about what is going on at school

71.4% believed that they receive valuable and regular information from the school regarding their child's progress

94% would recommend the school to another parent

94.8% feel welcomed at school

91.5% would like to see the annual dance concert as a yearly event

Areas for improvement included: more regular opportunities for formal parent/teacher meetings, better traffic and parking including a crossing guard (lollypop person), additional ethics classes, improve timeframe of communication and change to polo shirts. In 2020 we will be holding the annual dance concert at a new venue as suggested by parents.

92% of students surveyed said they were happy at school.

74.4% of students felt that the school has high expectations for learning and behaviour and 23.1% were unsure or did not know

77.8% said that that their teacher listens to them if they are worried about something and 22.2% were unsure or did not know

82.1 % of students felt safe at school and 17.9% were unsure or did not know

The students enjoy the range of opportunities offered at school including dance, sport, STEM, science and music, the kind and wonderful teachers, their friends and the quality of their education. Areas in which they would like to see improvements include: faster technology, more play equipment and bathroom upgrades.

89.5% of teachers value collaborative stage time.

89.5% believe that their classroom is a visible learning classroom where formative assessment strategies are regularly implemented.

100% of teachers feel that it is important for their students and themselves to access technology to support teaching and learning within the classroom.

78.9% of teachers felt that the school climate is positive, cohesive, collaborative and supportive and 15% felt some of those elements but not all and 5% disagreed.

The teacher survey was very positive. We will continue to promote visible learning in 2020 with a parent and community presentation and a cohesive and collaborative school climate among all stakeholders, as well as focus on technology to support teaching and 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.