Warnervale Public School

2019 Annual Report

4117

Introduction

The Annual Report for 2019 is provided to the community of Warnervale 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

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School background

School vision statement

Warnervale Public School develops engaged and motivated learners, by fostering a love of learning through excellence in educational practice, supported by positive respectful community partnerships.

School context

Warnervale Public School has a strong, inclusive school community with high expectations, shared priorities and clear directions. Our school aims to provide a safe and happy learning environment that is attractive and stimulating, and promotes the skills of literacy and numeracy while expecting students to accept increasing responsibility for their own learning and behaviour. With a school vision of 'To Learn To Live', an education at Warnervale Public School (WPS) provides the knowledge, skills, attitudes and values relevant to our diverse student body. Present and emerging social, cultural and technological needs are the foundation of lifelong learning in complex and rapidly changing local and global communities.

Located on the Central Coast, WPS is part of the Wadalba Schools Learning Community which provides a cohesive, collaborative schools network for the fast growing Warnervale / Wadalba area. The school celebrated its 60th anniversary in 2018. The school's modern and well–designed facilities include outdoor learning spaces with extensive garden areas, enhance the standard of the learning environment for students as well as provide exciting new opportunities for the growing school community of over 570 students in 2019.

Our school aims to involve parents and community members in a team effort which is exemplified by our strong, supportive, collaborative P&C and valued consultative partnership with our Aboriginal community and the Ngara AECG. Our school is on Darkinjung traditional land with 13% of our students identifying as being from Aboriginal Torres Strait Islander backgrounds. Our focus on the L3, Focus on Reading and High Expectations programs exemplify our whole–school improvement process. Teaching and classroom initiatives demonstrate our integration of appropriate technology and implementation of creative solutions which potentially improve student learning outcomes. Other initiatives include fluid student grouping, engagement, focus on social emotional learning, an active environmental group, creative arts initiatives, sporting endeavours, teacher collaboration and a professional learning culture.

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

Strategic Direction 1

Positive productive partnerships

Purpose

To create a school community where positive and respectful relationships in combination with social and emotional learning develop a collective responsibility ensuring a strong spirit of belonging, open communication and shared vision.

Improvement Measures

Greater than 90% of students (2018 to be baseline) attaining positive school and Go for Gold welfare awards and a 15% decrease in recorded negative behaviour incidents (2015: 2246, 2016: 2011, 2017: 1846) on electronic reporting system.

Increase to 80% of parent respondents reporting satisfaction ratings and positive value of school events (2015–2017 average was 71%), including parent/teacher communication sessions, curriculum workshops, P&C meetings and fundraising events.

Overall summary of progress

Respectful positive partnerships between all stakeholders continue to be a key aim of this strategic direction. 2019 behaviour tracking show a decrease in negative incidents, when Tier 3 offenders are excluded. Daily Check In for Tier 3 students was a success as they made daily behaviour goals. These were communicated with all teachers and students were accountable for their behaviour goals.

Program Achieve and You Can Do It (YCDI) program continues to be a whole school social, emotional, wellbeing program with the purchase of an online subscription for 2020. YCDI units were prepared and linked to the new PDHPE syllabus, ready for implementation in 2020. Assembly items targeted the Student Skills for Success initiative as each class presented one aspect to their peers. A successful Wellbeing Day was organised and implemented and resulted in a whole school day aimed at wellbeing and mindfulness. Staff were also provided with a Wellbeing breakfast. We continued Staff Development on YCDI and Habits of the Mind.

Feedback and data collated from school events indicated parents and families were engaged and very positive about attending activities, assemblies and classroom visits where they had the opportunity to experience school life with their children.

Progress towards achieving improvement measures

Process 1:   Implement a whole–school approach to wellbeing which supports cognitive, emotional, social and physical wellbeing.

Evaluation	Funds Expended (Resources)
Our whole school implementation of the YCDI program and positive incentives, combined with Tier 3 behaviour intervention, and consistent expectation and consequences of negative behaviour has resulted in a significant decrease of negative incidences. Our 2019 data indicates a substantial 51% reduction from our 2015 baseline. Our increasingly positive school culture is exemplified by the increase of Go For Gold awards. From 25 students achieving gold medallions in 2018, we awarded 42 students in 2019 with gold medallions. This increase reflects a key aspect of a positive whole school approach to wellbeing. The new signage located on the entry to toilets has made a significant decrease in negative incidents when comparing to all other unsigned 'hot spot' locations around the school. As an example, in Term 3 there were 14 incidents in the toilet area, significantly lower than previously recorded.	Total Wellbeing: $4,551

Process 2:   Implement a whole school process that embeds a shared understanding, respect and a positive spirit of belonging, facilitated by regular, clear and open communication.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
There is a shared understanding with all stakeholders, working collaboratively and positively, engaging in the culture and vision of the school to ensure a strong spirit of belonging and open communication. Through satisfaction surveys, parents shared their appreciation of the learning and extra curricular activities provided. Some notable comments indicated parents really valued opportunities to experience a time with their child at school. Throughout the year, our SRC were actively involved in internal and external opportunities to fundraise for a range of charities. This provided additional opportunities for student leadership and partnerships with school and community.	Parent Partnership: $5690

Next Steps

In 2020, signage for more 'hot spot' areas around the school will be designed and installed. A Wellbeing Day for staff and students in addition to the Bully No Way Day will be planned with a whole school approach focussing on friendship and harmony.

Online YCDI subscription for 2020 will be implemented K–6. Evaluation of the program will be scheduled regularly throughout the year.

As part of the goals of SD1, we will continue to engage the Warnervale parents and community and the Local Management Group through a variety of events planned for 2020. As our school continues to grow, with an increasing enrolment of EAL/D families, we will provide additional PL for staff and disseminate to our community via face–to–face workshops and regular communication opportunities. This is a new direction for WPS, and we are committed to ensuring every child is known, valued and cared for.

Strategic Direction 2

High quality teaching practices

Purpose

To embed Professional Learning including High Expectation practices which promote and enable teachers to provide quality, innovative, student–focused learning to enhance all students' capacity to achieve.

Improvement Measures

90% of teachers identify improvement in their own professional practice as informed by self assessment, student, colleague and parent feedback.

Increase the proportion of students in the top two NAPLAN bands in Reading and Numeracy to 36% by 2019 (27% in 2017).

Aboriginal student performance matches broader population, contributing to 35% state target in top two bands in NAPLAN 2020.

Overall summary of progress

High quality teaching practices continued to be an integral part of improving teaching and learning across all grades K–6.

At the commencement of 2019, 1 additional fulltime and 1 part time position were allocated to support the improvement measures of increasing students in the top 2 bands for Reading and Numeracy. Mid 2019, an additional fulltime, experienced staff member was released to work with improving the professional practice of ES1 teachers in programming and delivering literacy content. Term 4 2019, 1 staff member was released to commence targeted programs to support Aboriginal students in Reading and Numeracy and improve EAL/D procedures and tracking of EAL/D students. At the conclusion of 2019, 5 staff are working alongside teachers and working with students in class or withdrawal groups to strengthen student's knowledge and understanding in many key reading and numeracy concepts.

Curriculum initiatives created pre 2019 (Daily 3, Quick 5, Rad Reading) are embedded programs, taught daily in classrooms K–6.

PL sessions have continued to run every Tuesday with a focus on data analysis, learning progressions and delivering curriculum effectively. External PL has been varied throughout 2019 with EAL/D, Assessment, Data, Comprehension strategies, Accreditation levels, Schools Excellence, PD/H/PE syllabus being PL opportunities for staff to learn and share back with whole school. The Instructional Leader position is shared between 2 staff from second semester 2019.

In 2019, 4 staff completed their proficiency level of Accreditation attainment.

Assessment remained a strong focus in 2019. All classroom teachers were involved with planning, programming and implementing assessments with an A to E focus for all subjects.

Progress towards achieving improvement measures

Process 1:   Implement effective Professional Learning with sessions that focus on Department of Education program initiatives, classroom environment, teaching methods, data analysis and curriculum content in order to review and design teaching and learning programs that reflect student need in differentiated, targeted, flexible and fluid groups.

Evaluation	Funds Expended (Resources)
The Bump It Up initiative continued to evolve throughout 2019 with teaching and learning programs successfully implemented across all classes K–6. 2019 NAPLAN results indicated, a 3rd consecutive year of exceeding the original Premier's Priority targets set for WPS. In 2019, NAPLAN results for top two bands of Reading and Numeracy surpassed 36% with an overall total of 47.5%. 39.3% of our Aboriginal students in Years 3 and 5 achieved in the top 2	Total: Professional Learning $43,500 **Funding Sources:** • Socio–economic background ($43500.00)

Progress towards achieving improvement measures	
bands in the 2019 NAPLAN tests in Reading and Numeracy. 15% increase from 2018. Our successful teaching methods and flexible ability based groupings, with a focus on Reading and Numeracy for Stage 1, 2 and 3 students, allowed opportunity for differentiated learning to take place on a daily basis. Every 10 weeks Spelling and Reading Data K–6 was collected and analysed. This regular tracking of student performance ensured teachers were adequately grouping and moving students according to their individual needs. In Numeracy, a range of formative and summative internal and external assessments were completed throughout the year. The data collated by BIU team and shared with staff led to programs and tasks being reviewed. Staff maintained a consistent understanding and expectation of how to move students to reach their individual targets.	

Process 2: Develop a Community of Practice that allows teachers to share and collaborate on effective analysis of school and internal assessment data to evaluate and reflect on the student learning cycle and to implement individualised learning programs.

Evaluation	Funds Expended (Resources)
Weekly Professional Learning sessions continued to play an integral part in maintaining a strong Community of Practice for all staff K–6. In 2019, more than 90% of staff presented or shared explicit examples of improvement in their professional practice. Evidence of teacher self–assessment and thoughtful professional dialogue with colleagues, all staff reflected and used feed forward methods to plan specific goals to undertake in 2020. By ensuring sessions targeted analysing student performance and identifying areas for improvement, the student learning cycle model was at the forefront of teachers minds. Teachers were able to meet weekly in a grade, stage or whole school capacity to reflect and evaluate assessment data. By updating our K–6 Assessment Tracker to be inclusive of all subjects, staff were able to maintain a consistent and collaborative approach to marking and set clear criteria for all students to achieve. In staff meetings, teachers and executive regularly presented and shared programming ideas and assessment information for their colleagues to implement in their own classrooms. The PD/H/PE committee worked collaboratively to prepare all staff with programs and assessments which aligned to the new syllabus, ready for implementation in 2020. Speed Date sessions at the commencement of each year continued to be an effective and informative way for staff to share individual student information. In 2020, Speed Date sessions will be planned to include all staff K–6. This change has been due to an overwhelmingly positive reaction from all staff.	Total for Community of Practice $10,600 **Funding Sources:** • Socio–economic background ($10600.00)

Next Steps

Professional Learning will continue to be implemented into 2020 with an additional staff member merging into the role. The opportunity for continued PL to be supporting teachers in classrooms and mentoring teachers in best practice is a continued focus.

With a growing community and continually changing enrolment, new students are supported with initial screening activities to determine baseline data. This will continue to be a model to ascertain student performance. With a growing enrolment, brings additional teaching staff. New staff to Warnervale will be given a New Teacher Induction with additional Professional Learning sessions to ensure a smooth transition to a new setting.

External Validation in 2020 will give the opportunity to showcase the positive differences to our high quality teaching practices. We will continue to monitor and evaluate the PDP process and strengthen all staffs accountability of their own PL and accreditation requirements.

The Digital Technologies curriculum will be a focus area for programming and supporting staff to embed digital technologies into all KLAs.

The BIU team will work together to continue the explicit teaching to all grades. The new DoE targets leading into 2020 and beyond for our Aboriginal students will continue to be an area of focus and improvement.

Strategic Direction 3

Engaged and motivated learners

Purpose

To foster students who have strong foundations in literacy and numeracy and have the ability to be confident, adaptive and responsive learners.

Improvement Measures

90% of students achieve growth and 70% achieve at or above expected growth in school based and national testing programs in Reading at the completion of each academic year (2015–2017 average: 60.8%).

90% of students achieve growth and 70% achieve at or above expected growth in school based and national testing programs in Mathematics at the completion of each academic year (2015–2017 average: 46.3%).

Greater than 70% of students in their self–assessment reflection are interested and motivated in their attitudes to learning (TTFM 2017 lowest rating: 62%) and their Student Skills to Success (SSS).

Overall summary of progress

2019 marked the beginning of the schools journey on an initiative to encourage and support reading at home and in the classroom. The Turn the Page Home Reading program is for students and families to embrace the love of reading in and out of school hours. We have data to show that this program has been successful by tracking student participation and improvement of growth in reading levels for 2019. Reading will be tracked and encouraged for all students with progress and achievement being celebrated. In Semester 2, 100 nights of reading was tracked and celebrated at K–2 and 3–6 assemblies. The continuation of the D.E.A.R program K–6 will occur straight after spelling 4 days per week. Expansion of reading initiatives in the library, including a review of the Premier's Reading Challenge will be implemented to further support the full engagement of Reading for Pleasure. Community initiatives to communicate the love of reading and the importance of reading for our students will be shared amongst all stakeholders to improve student reading outcomes. This will be shared through parent workshops, articles and communication app updates.

A further initiative implemented in 2019 was the sharing of our Student Skills for Success learning model amongst staff members and how they integrate the SSS in a learning environment. Through collaboration and discussion, teachers have implemented strategies to support students. This has resulted in staff sharing their successes and areas of need in a supportive, non threatening environment. This will be a continual focus for 2020.

Progress towards achieving improvement measures

Process 1: Implement and establish a challenging learning environment which supports risk taking, goal setting and self monitoring and promote and celebrate a culture of student learning.

Evaluation	Funds Expended (Resources)
91% of our Year 5 students achieved growth in the 2019 NAPLAN Reading test. This was a slight decrease from 2018. 60% of students achieved at or above expected growth. However, there was an increase of student growth achieving in the top 2 bands. 98% of our Year 5 students achieved growth in the 2019 NAPLAN Numeracy test. This was a decrease of 2% from the previous year. 64% of our students achieved at or above expected growth. However, there was an increase of student growth achieving in the top 2 bands.	Total for Challenging Learning Environment: $10,600 **Funding Sources:** • Socio–economic background ($10600.00)

Process 2: Further improve and develop practices that increase personal student responsibility, autonomy and intrinsic motivation, and empower and develop the capacity of every student to actively engage in learning to value academic achievement.

Evaluation	Funds Expended (Resources)
From the 2019 Tell Them From Me survey the school mean for students who	Aboriginal support $38700

Progress towards achieving improvement measures	
are interested and motivated learners was 69%. This was an increase of 7% from the 2017 Tell Them From Me survey results. There was also a positive increase in students applying more effort into their work. The result from this year's Tell Them From Me survey was 80% of students applying more effort into into all school tasks.	SLSO and casual support $131500 **Funding Sources:** • Aboriginal background loading ($38700.00) • Socio–economic background ($131500.00)

Next Steps

During 2020, the Student Skills for Success will be reinforced with staff expected to have consistent discussions and sharing of ideas to implement the skills in action. Additional discussions and sharing of ideas will occur in 2020 around challenging environments and how this connects to risk taking and failure within the classroom.

After further analysis of staff success, we are now going to change direction and concentrate on the upskilling of students in the school environment. Students will be heavily involved in providing feedback and insight into how the school can grow to assist them in becoming autonomous learners.

Connecting student NAPLAN results with school based testing, and therefore evaluating improvement needs has proven to be one of the biggest aspects of increasing student outcomes. As such, this tool should be shared with Years 2 and 4 and ultimately whole school.

The Turn the Page Home Reading program will continue to be a focus for 2020. Through this strategic direction we will support students and parents through understanding that the expected homework for each student at Warnervale PS is to achieve 100 nights of reading or beyond by the end of the school year. We encourage students and parents to read more often at home. This year in the Tell Them From Me survey, only 40% of students understood the positive homework behaviour topic. We will continue to support parents through workshops, the school app and articles to ensure there is a trending increase of this figure for 2020.

In 2020, class assembly items will be focused on merging the YCDI skills with our Student Skills for Success to promote the 5 principles of the student toolkit.

During 2020, digital technology lessons will be implemented during classroom activities.Students will learn the necessary skills to become a successful 21st century citizen. STEM will be a focus for our students in 2020 due to the increase of STEM based occupations. STEM activities provide hands and minds on lessons for students allowing them to solve real life problems.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SD1, SD2,SD3 in combination with Aboriginal programs: $69,771	Our part time Aboriginal SLSO successfully supported all our Aboriginal students in a variety of ways through 2019. Our Aboriginal programs included: parent meet and greet, weekly cultural groups, Aboriginal Children's Day, NAIDOC week with cultural activities, Senior Boys Aboriginal Dance group performing at the CC Dance Festival and Ngara Assembly of Excellence events. PLPs for all students were created in collaboration with student, teacher, a SLSO and parent. Every individual student created goals with all students successfully feeling and demonstrating success academically, culturally and/or environmentally. The culture of belonging in varied ways for all Aboriginal students has resulted in an upward trend of Aboriginal student achievement. A third of our Aboriginal students achieved in the top 3 bands for Reading and 40% achieved in the top 3 bands for numeracy.
Low level adjustment for disability	SD1, SD2,SD3 in combination with supporting students with a disability: $66,000	All students were supported during class time and lunch breaks. A Check–in classroom, with a teacher and SLSO is timetabled every day in the 2nd break to ensure all students are catered for. Our vision impaired student has an SLSO allocated to use the Braille machine as well as support her in the classroom.
Quality Teaching, Successful Students (QTSS)	Total funding covered across SD1, SD2 and SD3: $66,000	Teacher support provided additional data, resources, and analysis of student assessment to support teachers in implementing targeted educational activities. The Bump It Up team provided an increasing level of support in 2019, to cover Years 2 to 6. Excellent NAPLAN results as well as positive feedback from staff involved, ensures this process continues.
Socio–economic background	SD1, SD2, SD3 were supported with funding:$202, 891 **Funding Sources:** • Socio–economic background ($202 891.00)	Our BIU team in 2019 consisted of 3 off class expert teachers who supported K–6 students academically. A well structured and weekly organised PL program supported our teachers to continue improving their capacity to teach our diverse and challenging student cohort. All teachers demonstrated improved practice by teaching through explicit and targeted programs for the individual, small group or whole class. The employment of casual teachers was funded to allow this meaningful and successful process to embed quality teaching and learning throughout our school K–6.
Support for beginning teachers	SD2 in combination with Key Funding Initiatives – $18,000	Our group of 5 Beginning Teachers were released weekly for professional learning time. In weekly sessions they focussed on developing their own professional practice relating to their PDP. All BT were given mentors to support them through learning curriculum and welfare practices. For example: BT were supported with extra time and a mentor to evaluate student data and prepare formal written reports to parents twice

Support for beginning teachers	SD2 in combination with Key Funding Initiatives – $18,000	a year. All BT commenced or completed their first level of accreditation. In addition, BT staff attended external BT workshops gaining valuable knowledge. EOY feedback confirmed that all BT felt well supported and gained excellent foundations to be well rounded, confident educators.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	251	255	269	275
Girls	228	241	265	286

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	95.3	95	93.8	92.7
1	94.7	93.7	94.2	92.8
2	93.7	94.3	93.2	92
3	95	94.4	92.6	92.2
4	92.2	94.9	91.7	90.6
5	92.2	93	92	89.9
6	93.2	94.6	89.8	91.1
All Years	93.8	94.3	92.5	91.7
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)	4
Classroom Teacher(s)	19.66
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Administration and Support Staff	3.96

*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	1,102,085
Revenue	5,174,833
Appropriation	4,784,593
Sale of Goods and Services	129,005
Grants and contributions	256,072
Investment income	5,063
Other revenue	100
Expenses	-4,614,462
Employee related	-4,262,270
Operating expenses	-352,192
Surplus / deficit for the year	560,371

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	156,057
Equity Total	572,598
Equity - Aboriginal	65,645
Equity - Socio-economic	313,694
Equity - Language	13,237
Equity - Disability	180,021
Base Total	3,633,546
Base - Per Capita	125,297
Base - Location	0
Base - Other	3,508,249
Other Total	280,997
Grand Total	4,643,198

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.
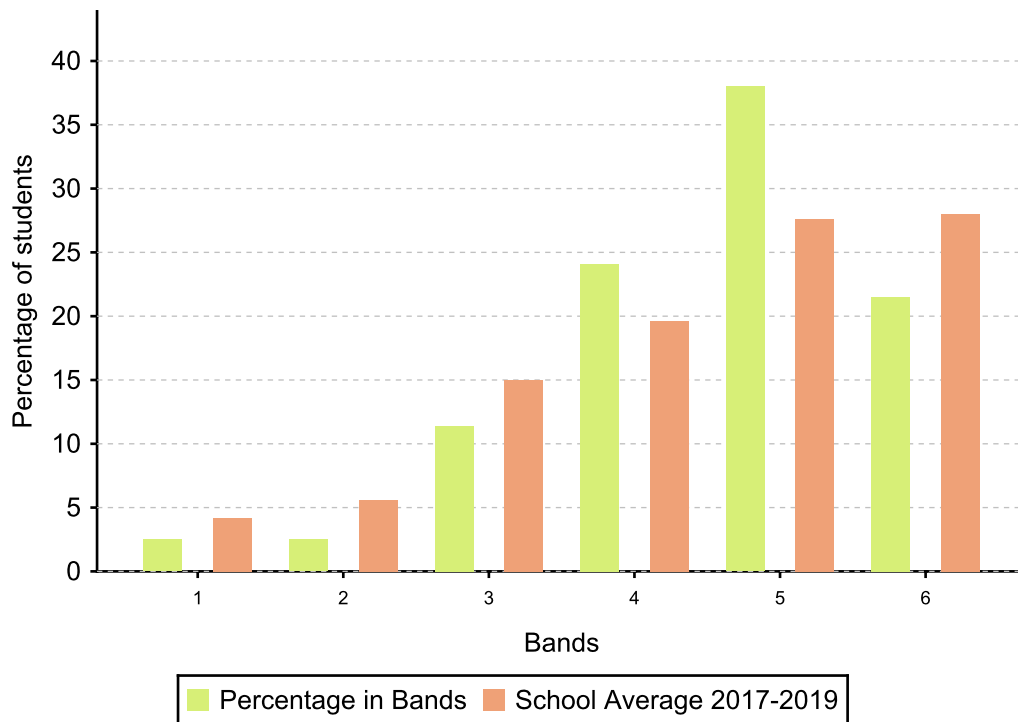
Literacy and Numeracy Graphs

Percentage in bands:
Year 3 Grammar & Punctuation
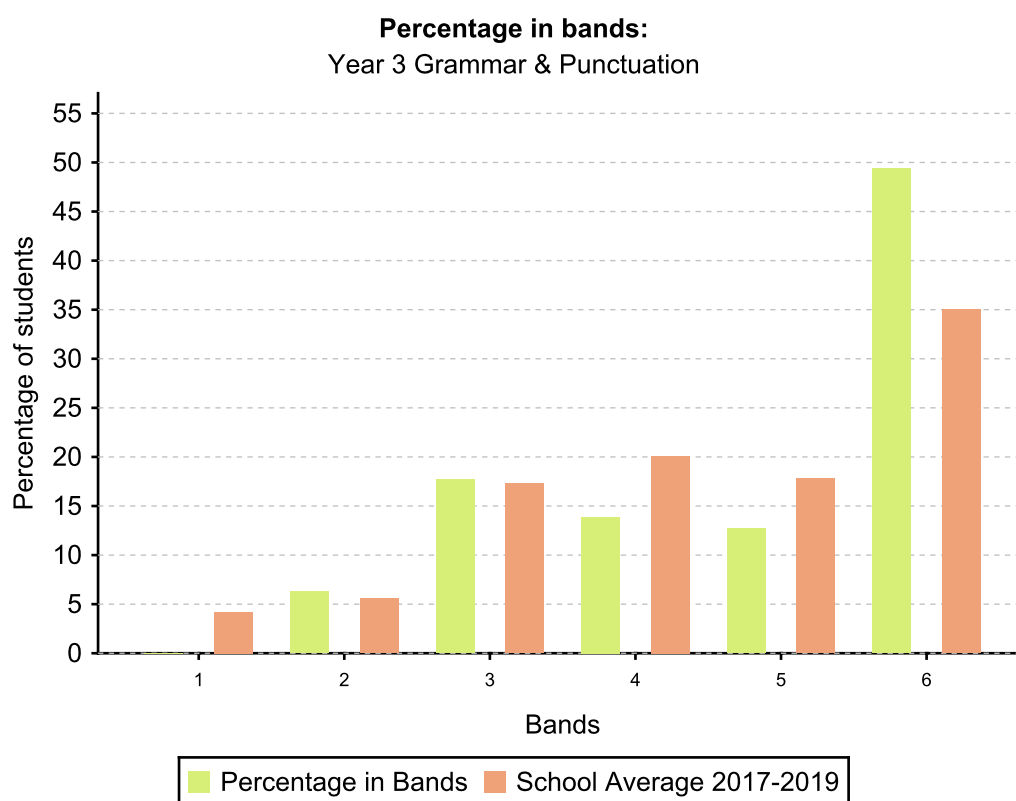
Band	1	2	3	4	5	6
Percentage of students	0.0	6.3	17.7	13.9	12.7	49.4
School avg 2017-2019	4.2	5.6	17.3	20.1	17.8	35

Percentage in bands:
Year 3 Reading
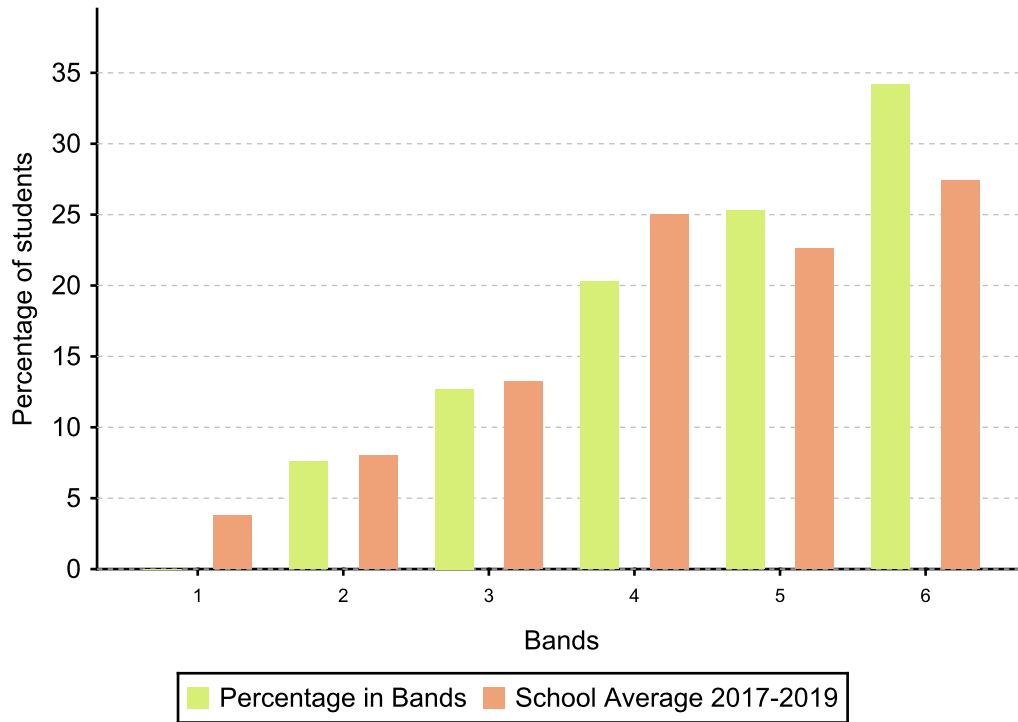
Band	1	2	3	4	5	6
Percentage of students	0.0	7.6	12.7	20.3	25.3	34.2
School avg 2017-2019	3.8	8	13.2	25	22.6	27.4

Percentage in bands:
Year 3 Spelling

Band	1	2	3	4	5	6
Percentage of students	2.5	2.5	11.4	24.1	38.0	21.5
School avg 2017-2019	4.2	5.6	15	19.6	27.6	28

Percentage in bands:
Year 3 Writing
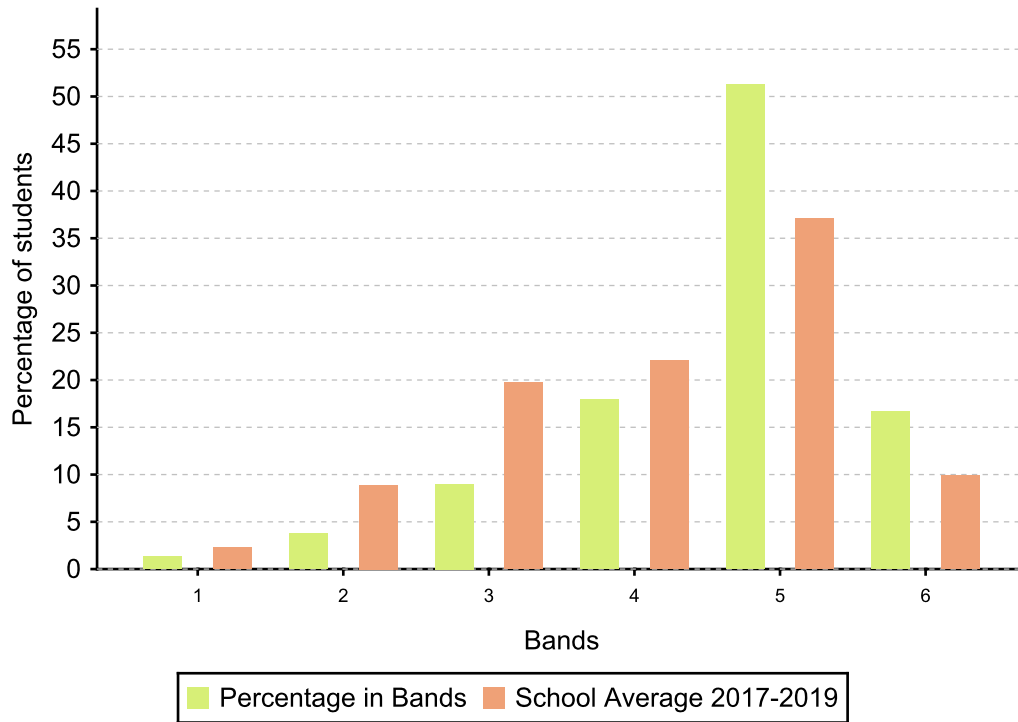
Band	1	2	3	4	5	6
Percentage of students	1.3	3.8	9.0	17.9	51.3	16.7
School avg 2017-2019	2.3	8.9	19.7	22.1	37.1	9.9

Percentage in bands:
Year 5 Grammar & Punctuation
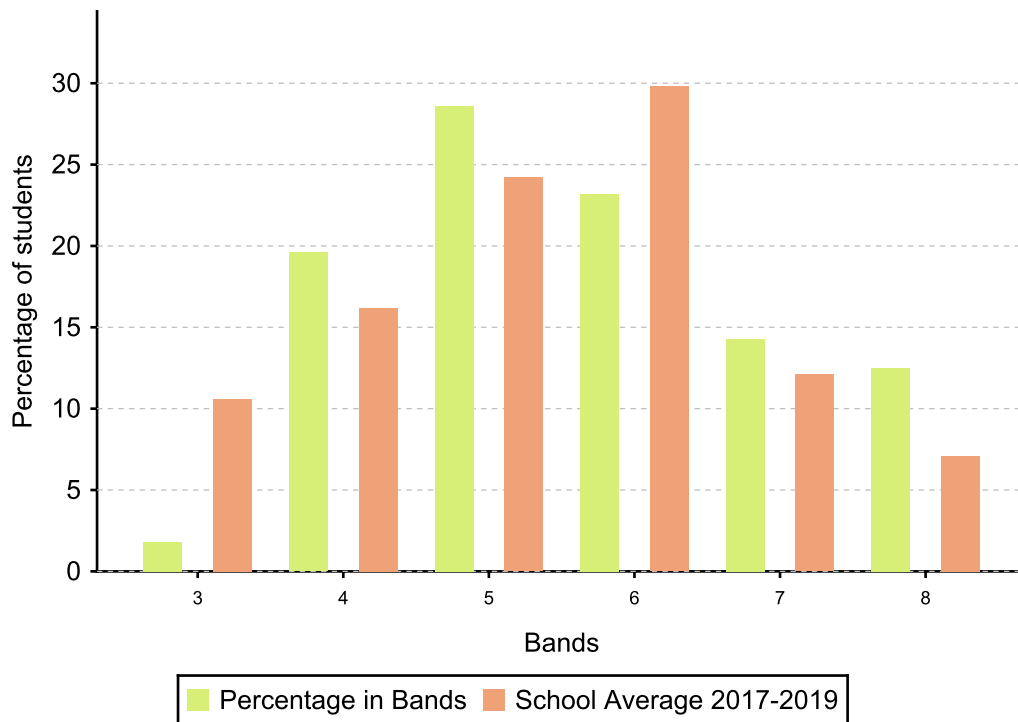
Band	3	4	5	6	7	8
Percentage of students	1.8	19.6	28.6	23.2	14.3	12.5
School avg 2017-2019	10.6	16.2	24.2	29.8	12.1	7.1

Percentage in bands:
Year 5 Reading
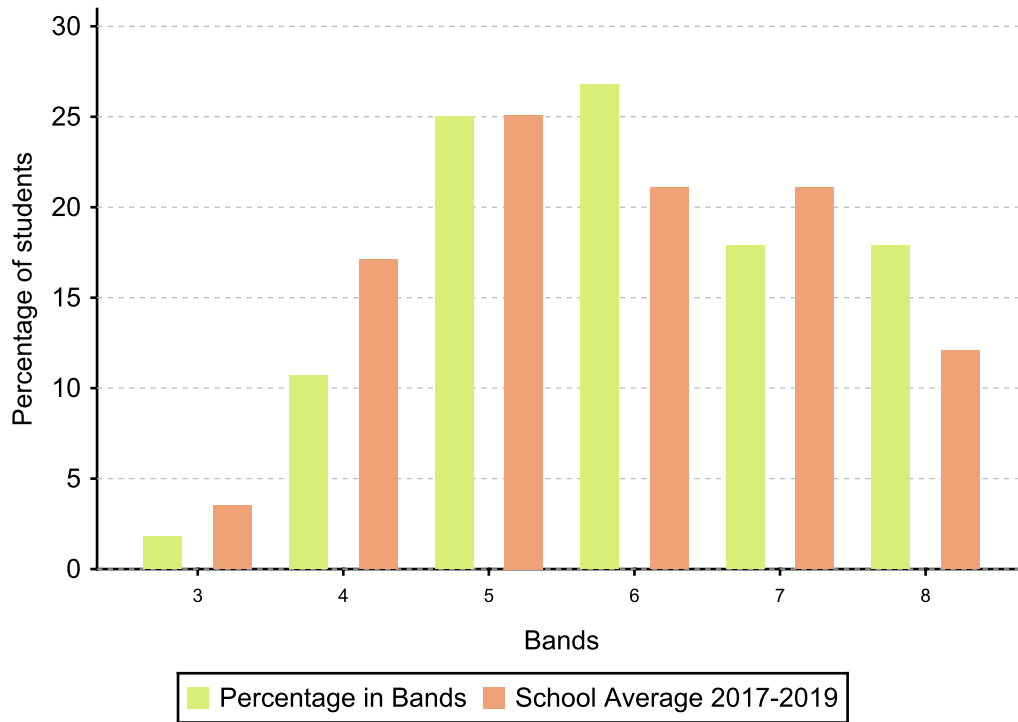
Band	3	4	5	6	7	8
Percentage of students	1.8	10.7	25.0	26.8	17.9	17.9
School avg 2017-2019	3.5	17.1	25.1	21.1	21.1	12.1

Percentage in bands:
Year 5 Spelling
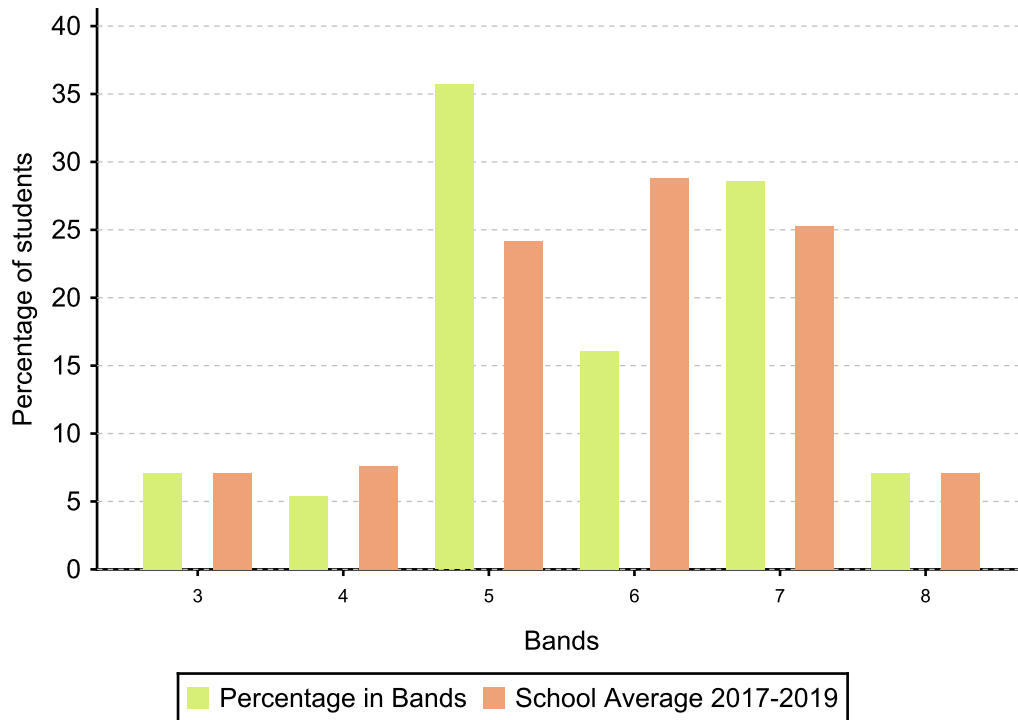
Band	3	4	5	6	7	8
Percentage of students	7.1	5.4	35.7	16.1	28.6	7.1
School avg 2017-2019	7.1	7.6	24.2	28.8	25.3	7.1

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Percentage in bands:
Year 5 Writing
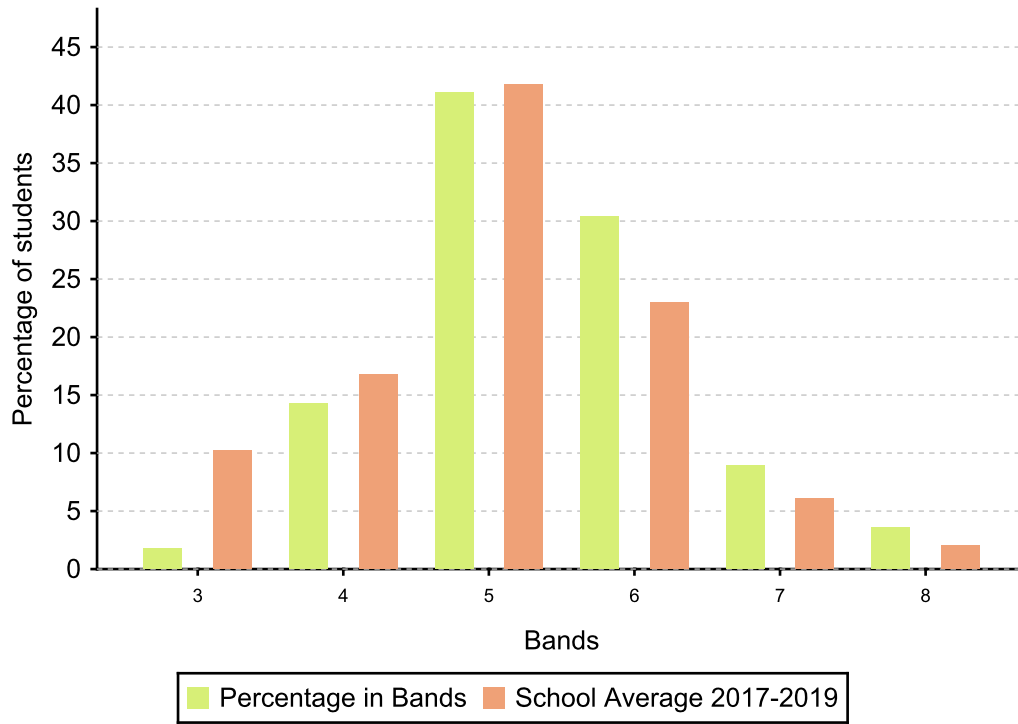
Band	3	4	5	6	7	8
Percentage of students	1.8	14.3	41.1	30.4	8.9	3.6
School avg 2017-2019	10.2	16.8	41.8	23	6.1	2

Percentage in bands:
Year 3 Numeracy
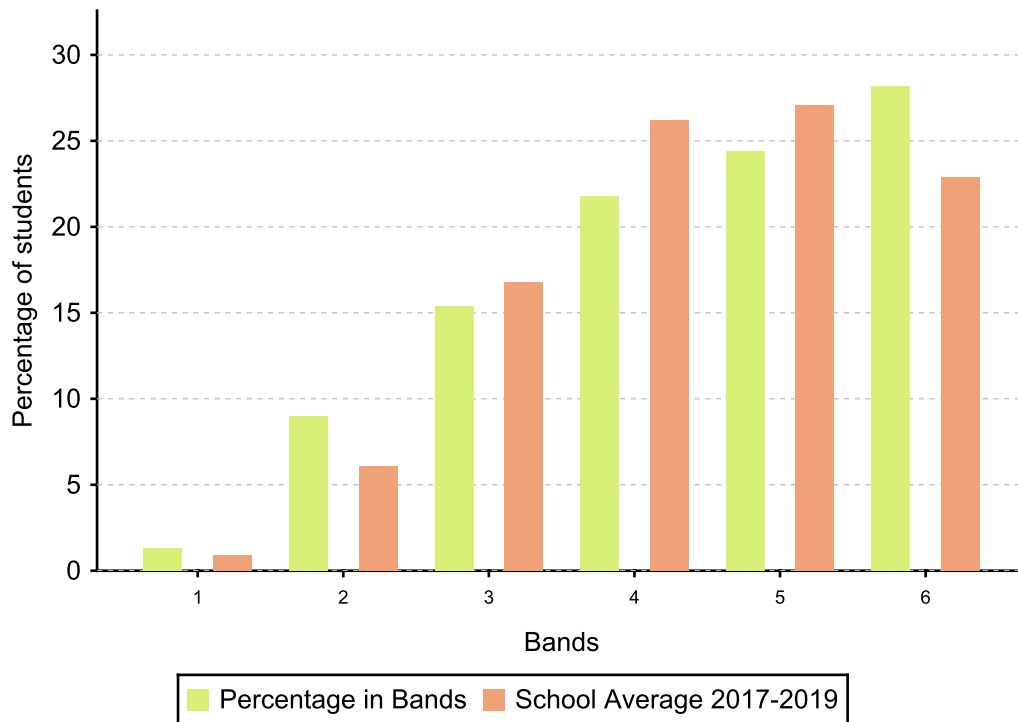
Band	1	2	3	4	5	6
Percentage of students	1.3	9.0	15.4	21.8	24.4	28.2
School avg 2017-2019	0.9	6.1	16.8	26.2	27.1	22.9

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Percentage in bands:
Year 5 Numeracy
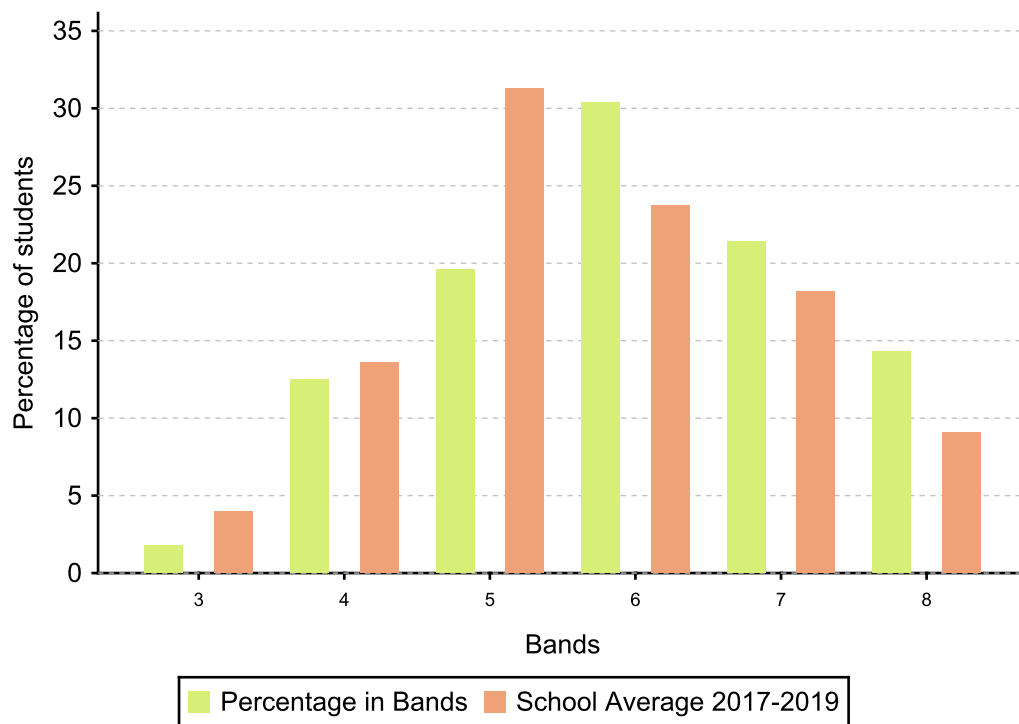
Band	3	4	5	6	7	8
Percentage of students	1.8	12.5	19.6	30.4	21.4	14.3
School avg 2017-2019	4	13.6	31.3	23.7	18.2	9.1

Parent/caregiver, student, teacher satisfaction

In 2019 the school sought the opinions of parents, students and teachers about the school. Areas targeted were student and parent engagement in the school culture, learning outcomes and activities, our communication process and increased involvement in Reading, both at home and at school.

In Term 1, a number of opportunities for parents to be involved in school life were scheduled. Particularly well–attended and positively rated are Parent Teacher interviews (95% attendance), Parent Information Sessions (74%) and classroom visits (71%). Parents listed their highlight of Term 1 as being events like Harmony Day, as well as their child's weekly assembly. Our classroom visit in Term 2 was linked to our Mother's Day morning tea. This was very well attended, with mums particularly pleased to be actively involved with their child in their classroom. Positive comments included "As a newly relocated mum to the school I was so overwhelmed by how included everyone was. I'm proud to have my son part of your school & over the moon that I was able to be part of such a wonderful experience, thank you." and "Seeing the grandchildren's classroom & helping them with the crafts. Great grandma was there too. The morning tea was well organised. Thankyou."

In Term 3, we held our Book Week parade, classroom visits and Book Week picnic. This was very well attended in 2019 and parents, teachers and students were very positive about the day. Of the 52 respondents to our survey, nearly 70% attended all three activities. As Reading has been a focus for our school this year, the positive feedback was particularly reassuring. Some of the heart warming parent responses about the highlight of the day included "Looking at all the amazing costumes and seeing the staff so engaged and dressed up!", "Seeing how well my 3 boys are doing at school. Warnervale Staff, you guys are doing an amazing job with all of the children who attend this school. I could not be more proud to send my children here" and "Bonding with my children whilst making their costumes and reading their picked books until we knew them word for word. The Parade & Picnic was absolutely incredible and we all had such a fantastic day seeing amazing costumes and excitement. Igniting the passion for reading through creative arts has been the best experience for our 1st Book Parade. Please consider this day every year, everyone involved couldn't wipe the smiles off their faces! Thank you for the best day ever!".

Our Term 3 Dance Showcase was also a positive experience for the whole community, as it had been in previous years. With 4 performances over 2 days and both night performance sold out, the applause after each class's act was reinforced with positive feedback from the parent survey. "The whole showcase was amazing! A real show of the children's hard work and the dedication of the teachers. I love that every child had their time to shine." In 2019, there were some elements of dissatisfaction of Showcase from some parents and indicated that in future years, with a growing school population, that a restructure of the event needs to be thought through.

Feedback from parents through other surveys, as well as anecdotal conversations with staff, indicated the majority of parents are very positive about the range of excursions our students attend, the sport and extra curricular activities available, and the teaching and learning that was happening in classrooms.

In Term 4, we surveyed staff to ascertain how they were using the various technology devices in their teaching and their feedback on further technology access in the school and required support. For Years 2 to 6, 100% used their preferred device, either ipads and/or laptops, every day or most days. Kindergarten only used ipads only in their rotations every day or most days. Most teachers were comfortable with the amount of technology they had, although would welcome some additional newer faster devices. To this end the school purchased a range of new ipads and laptops and spread these across years.

In the 2019 TTFM survey teachers responded in a positive manner in all areas of the classroom and school contexts, with upwards trends between 0.3 and 0.5. The collaborative and collegial nature of our leadership and decision making processes is obviously endorsed with 8.4 score in Leadership and 8.6 in Collaboration.

Students completed a number of feedback forms over 2019, which included TTFM, self–assessments, reflection of working habits and STEM workshop feedback. It was pleasing to see students becoming more considered and reflective in their responses. For instance, in their open question in TTFM which asked how they learn best, one answer was "I believe I learn best in multiple groups because we have multiple ideas to contribute to the discussion and therefore we have a stronger idea (or points). I believe in maths that I learn best on my own because it's easier for me to work because I have no discretions (sic .. distraction?) therefore I get the best result.

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.