

Warilla North Public School

2019 Annual Report



4333

Introduction

The Annual Report for 2019 is provided to the community of Warilla North 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

Warilla North Public School

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School background

School vision statement

Warilla North Public School

Small School: Big Future

Warilla North Public School engages in quality learning to empower confident, creative individuals, able to contribute positively to a constantly changing society.

School context

Warilla North Public School is situated near the southern edge of Lake Illawarra. It is a small school with 159 students that is strongly committed to improving the life opportunities of its students so that each child can achieve his or her potential. The curriculum presented gives emphasis to literacy, numeracy and student welfare in addition to sporting, artistic and strong values based learning experiences. The school motto 'Respect and Honour' is emphasised in the development of positive relationships to create a safe and happy learning environment.

32% of our student population are from indigenous backgrounds. A focus is maintained to ensure that Aboriginal culture and history are taught and celebrated appropriately, and that positive relationships exist and will continue to develop with the Aboriginal community.

The school is an Early Action for Success partner. We receive additional funding to enable us to better meet the learning needs of all students. An Instructional Leader and interventionist teacher have been appointed to support personalised teaching and learning programs. The committed staff regularly engages in ongoing research based professional learning and coaching with the instructional leader to continually reflect on and improve teaching practice.

We work in close cooperation with various agencies that enhance opportunities for our students and their families. These include Communities for Children – Shellharbour, Smith Family, Red Cross and Baptist Care. The school is a proud member of our local community of schools – 'The Lake Learning Community'. Positive Behaviour for Learning is implemented and has resulted in the school community having a shared understanding of the values that underpin the program of

- **Be respectful**
- **Be responsible**
- **Be safe.**



Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Wellbeing, Curriculum and Assessment

Purpose

To provide a strategic and planned approach to student learning using whole school wellbeing processes that enable students to excel in their learning. Curriculum planning and delivery to be implemented through high quality teaching that supports student learning outcomes. School wide assessment practices will support teachers to monitor, plan and report on student progress.

Improvement Measures

A significant improvement of students to be demonstrating expected growth per semester across Department of Education Literacy and Numeracy progressions relevant to expected timeframes.

Increase in student engagement visible through student attendance data, decrease in class incidents and suspension rates to be confirmed by Sentral data.

Improved knowledge of using learning progressions to assess and monitor student achievement.

Progress towards achieving improvement measures

Process 1: Wellbeing: Develop a strategic and planned whole school approach to student wellbeing that supports students to reach their full potential.

Evaluation	Funds Expended (Resources)
Fortnightly meetings re: welfare took place. All staff aware of procedures and using consistent approach.	• Timetables for meetings

Process 2: Curriculum: Promote school wide consistency in literacy and numeracy programs based on feedback of quality teaching practices, consistent and reliable student assessment and tracking of student progress and achievement.

Evaluation	Funds Expended (Resources)
Cultural connections embedded into English and other KLA daily programming Cultural Connection presentation day Week 6 Weekly pre-school visits to kindergarten room Engagement class to be transitioned permanently into home room Laptops distributed to ES1	meeting timetabling release of Transition leader. casual employment. Release of teacher to attend high school with 2020 year 7 students Funds for ICT

Process 3: Assessment: Provide opportunities for staff to engage in data conversations and use learning progressions to monitor student performances. Pre and post assessments will inform the teaching of and for learning to maximise student achievement.

Evaluation	Funds Expended (Resources)
During staff meetings data conversations to take place. Staff to take ownership of student data and use this data to drive teaching (differentiation). Looking at PAT test data (pre and post) to determine impact of TPL and research.	staff meeting allocation



Strategic Direction 2

Teaching and Professional Development

Purpose

To ensure that staff are engaging in purposeful professional learning that is collaborative and assists students in accessing curriculum whilst improving teacher pedagogy and addressing the Professional Teaching Standards.

Improvement Measures

100% of staff use the Australian Institute Professional standards to reflect on professional practice and monitor areas for professional learning leading to increased learning outcomes for students.

Sustained explicit systems for teacher collaboration, classroom observation and feedback that links directly to classroom practice and student learning outcomes.

100% of teachers and school leaders engage in professional learning, linking to identified student learning needs.

Progress towards achieving improvement measures

Process 1: • **Collaborative Practices:** Explicit systems for collaboration and feedback to sustain quality teaching practice.

Evaluation	Funds Expended (Resources)
By the end of 2019, All teaching staff to be reflecting on and refining their comprehension instruction based on observations and feedback provided by expert teachers. Student conferencing to reveal a significant number of students displaying a deeper understanding of reading as reported to Stage Supervisors.	<ul style="list-style-type: none">• Classroom Teachers.• PLP Books.• Stage Supervisors

Process 2: • **Professional Learning:** Build pedagogical and curriculum knowledge by using expertise within the school for professional development that will focus on the needs of our teachers and students.

Evaluation	Funds Expended (Resources)
Staff have implemented comprehension strategies however further professional development and monitoring will be undertaken in 2020.	<ul style="list-style-type: none">• Class Programs.• Staff Meeting agendas•

Process 3: • **Accreditation:** Professional Development Plan reviews and support structures to assist staff throughout the accreditation process to be implemented.

Evaluation	Funds Expended (Resources)
By the end of 2019, teaching staff to have undertaken accreditation/maintenance professional learning by and expert. All staff to be aware and active within the accreditation process. Staff to submit updated log of hours or accreditation status to Stage Supervisor.	<ul style="list-style-type: none">• Accreditation/Maintenance Report.• Expert to undertake professional learning.



Strategic Direction 3

Administration, Leadership and Community

Purpose

To enhance community involvement by being proactive and innovative in the way in which the school communicates with the community and to evaluate current administrative processes to ensure best allocation of resources for Warilla North Public School.

Improvement Measures

Efficient use of budget allocation to meet strategic direction goals. All financial allocation is used within targeted period.

Professional Development Plans reflect growth in the number of staff working towards highly accomplished or lead elements across the Australian Professional Standards for Teachers.

Increased number of community members engaged in school activities. Increased number of community members who respond the the Tell Them From Me Survey. Data to be measured between 2016 and 2020.

Progress towards achieving improvement measures

Process 1: • **Administrative Systems and Processes:** The finance team which will include the Principal, School administrative manager and strategic direction leaders will ensure administrative practices and systems are in place based on cost effectiveness, evidence and in response to local context and need.

Evaluation	Funds Expended (Resources)
Leadership team evaluates budget in reference to the Strategic Directions and adds future directions/adjustments for 2020.	SAP budget report

Process 2: • **Leadership:** Professional learning in the school targets developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

Evaluation	Funds Expended (Resources)
End of year PDP review: Staff review their PDP's using the Australian Professional Standards and evaluate their professional learning goals.	Time was allocated for executive to meet Casual to cover staff off class

Process 3: • **Community:** Through flexible and creative timetabling, expert community members and outside agencies where needed, information will be delivered and support given to encourage parental engagement within the school.

Evaluation	Funds Expended (Resources)
Review of student PLP's and evaluation of the success on impact on our students.	PLP booklets
Review of ANCHOR project data collection procedures.	Employment of staff Allocation of release for Aboriginal Ed. team
Review of school web-site data	Proposal Submitted for funding to have Anchor project evidence based, research project.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		<p>*Staff have reviewed PLP process & have agreed to work towards achieving a cultural goal for each Indigenous student every term.</p> <p>*Indigenous teacher to retell local version of Gang–Man–Gang to staff & students during RFF lessons and staff meetings. This version has been approved by local ELders & AECG.</p> <p>*Indigenous students have increased confidence to share 'Acknowledgement of Country' at school events and meetings at Head Office and School with visiting Principals & other school/community staff.</p> <p>*ANCHOR project has had improved outcomes for Indigenous families & students involved in this program:</p> <ul style="list-style-type: none"> –supported families with parenting & accessing services needed. –Families accessing services & engaging with school. –Increased attendance for students involved in this program. –Indigenous staff member assisted to liaise with Indigenous services. –Improved education, social, health outcomes for families. –Increased access and attendance to local health services.
Low level adjustment for disability	<p>SDD, parent Survey</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$547.00) 	<p>Parent Cafe, Teacher review, LAST survey</p>
Socio–economic background	<p>Time, venue, catering</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (\$2 000.00) 	<p>Student outcomes, teacher observations, expert survey. Feedback from presentations.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	81	77	74	82
Girls	75	74	80	75

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92	93.9	91.4	91.9
1	92.2	93.5	91	87
2	91.3	92.8	90.5	91.6
3	90.3	91.1	91.1	88.1
4	88.5	89.7	90.1	90.5
5	86.6	86.1	86.4	88.7
6	89.6	77	90.7	86.8
All Years	90.4	89.9	90.2	89.4
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
Assistant Principal(s)	2
Classroom Teacher(s)	5.96
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	2.07

*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	193,721
Revenue	2,488,031
Appropriation	2,416,419
Sale of Goods and Services	44,421
Grants and contributions	26,366
Investment income	825
Expenses	-2,644,153
Employee related	-2,272,824
Operating expenses	-371,329
Surplus / deficit for the year	-156,122

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	38,698
Equity Total	605,164
Equity - Aboriginal	88,770
Equity - Socio-economic	415,033
Equity - Language	5,707
Equity - Disability	95,654
Base Total	1,383,825
Base - Per Capita	36,134
Base - Location	0
Base - Other	1,347,690
Other Total	237,381
Grand Total	2,265,068

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.

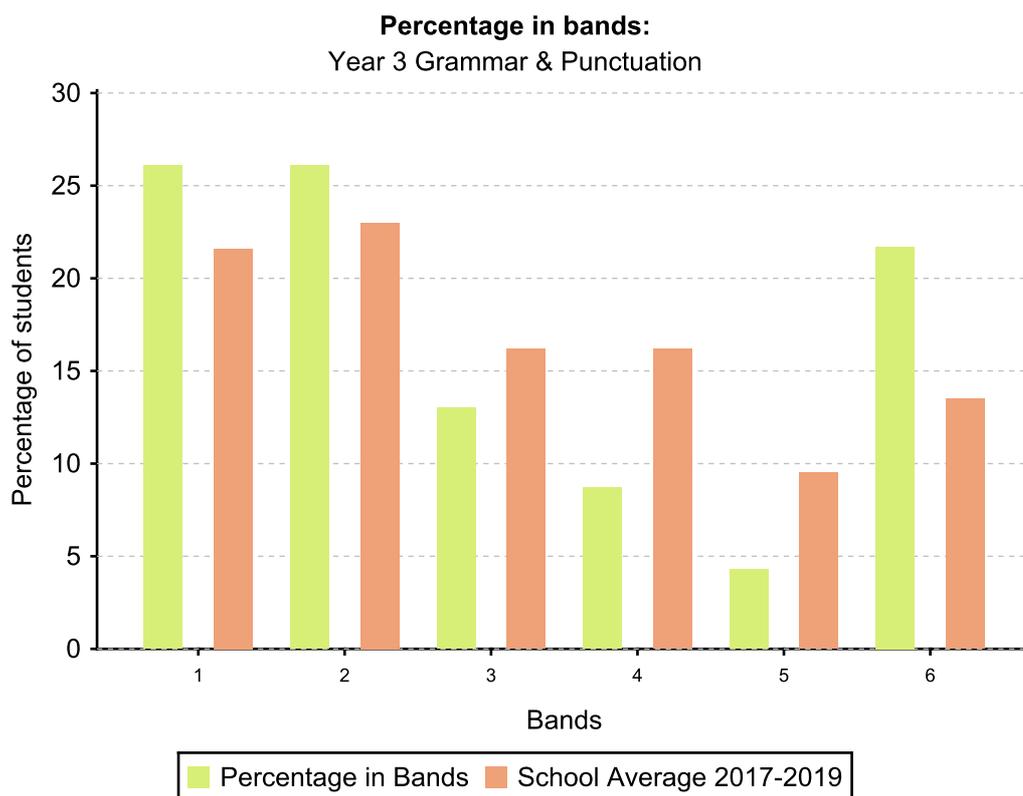


School performance - NAPLAN

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.

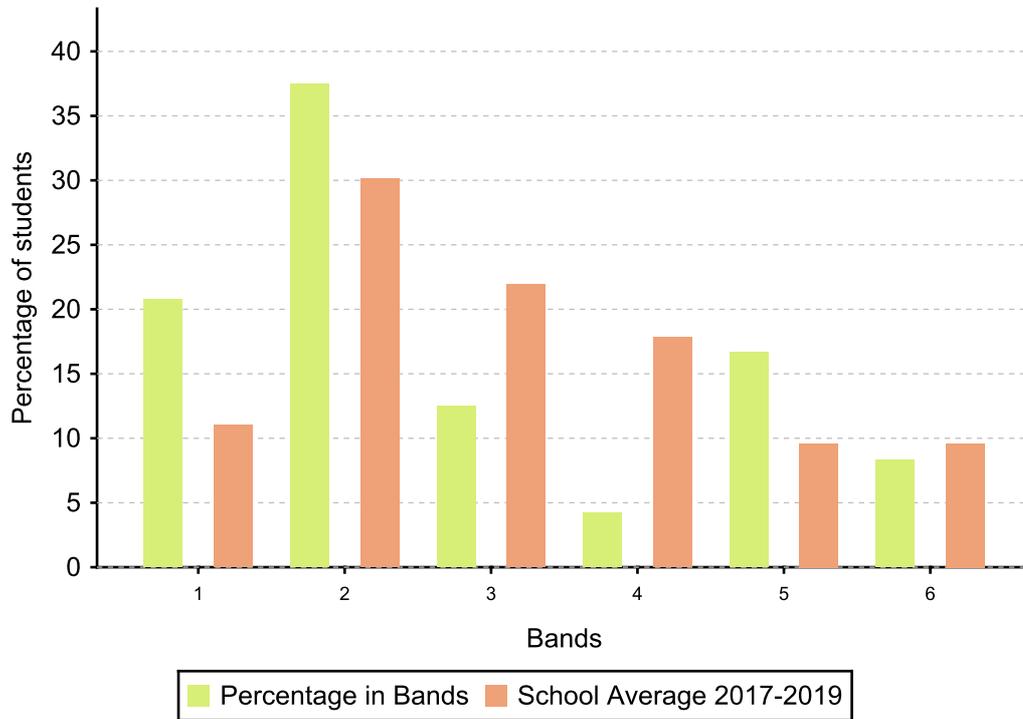
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



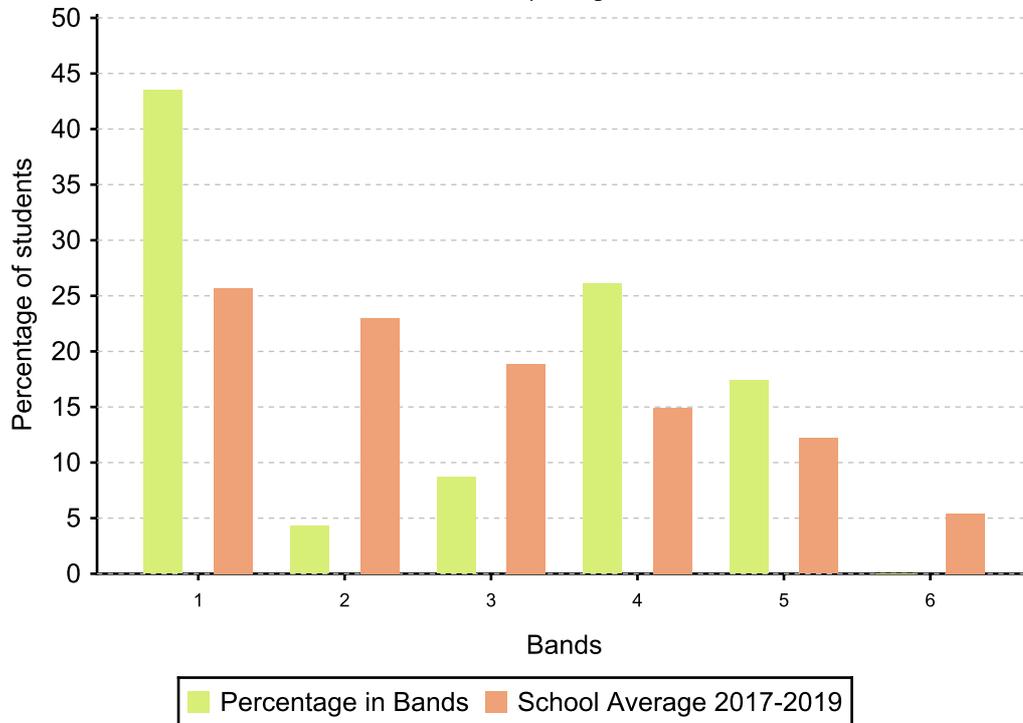
Band	1	2	3	4	5	6
Percentage of students	26.1	26.1	13.0	8.7	4.3	21.7
School avg 2017-2019	21.6	23	16.2	16.2	9.5	13.5

**Percentage in bands:
Year 3 Reading**



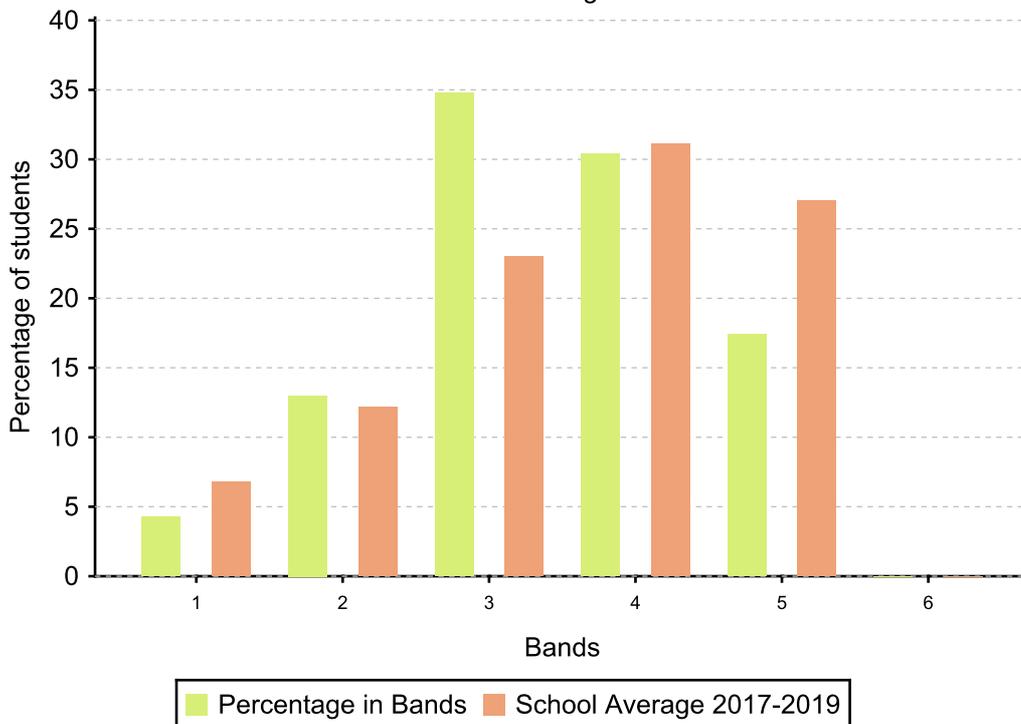
Band	1	2	3	4	5	6
Percentage of students	20.8	37.5	12.5	4.2	16.7	8.3
School avg 2017-2019	11	30.1	21.9	17.8	9.6	9.6

**Percentage in bands:
Year 3 Spelling**



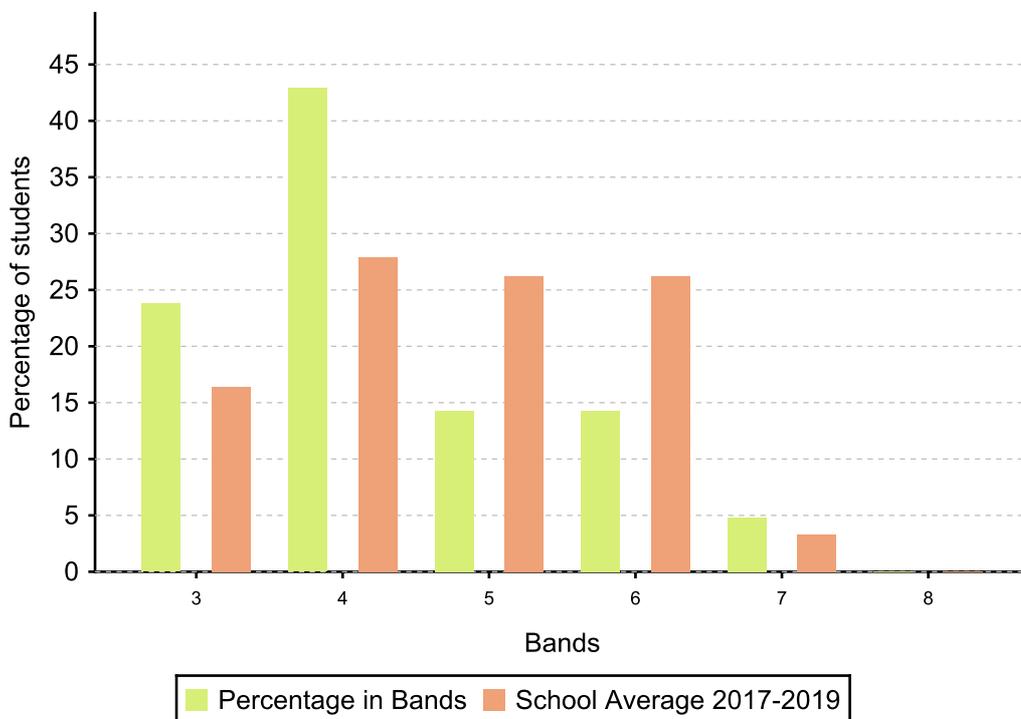
Band	1	2	3	4	5	6
Percentage of students	43.5	4.3	8.7	26.1	17.4	0.0
School avg 2017-2019	25.7	23	18.9	14.9	12.2	5.4

**Percentage in bands:
Year 3 Writing**



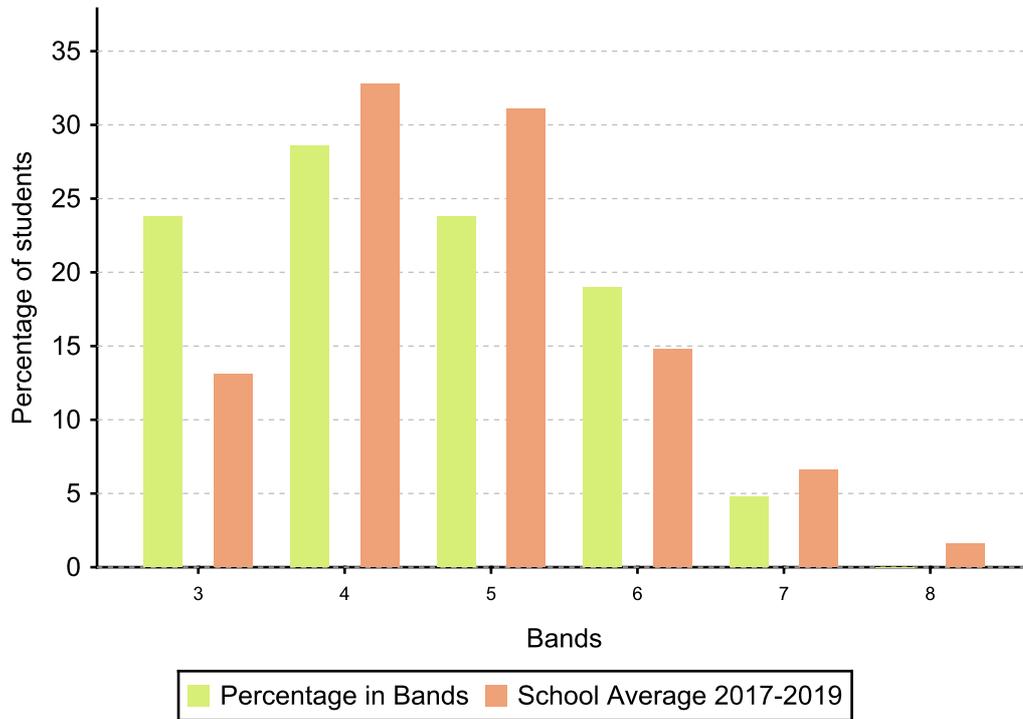
Band	1	2	3	4	5	6
Percentage of students	4.3	13.0	34.8	30.4	17.4	0.0
School avg 2017-2019	6.8	12.2	23	31.1	27	0

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



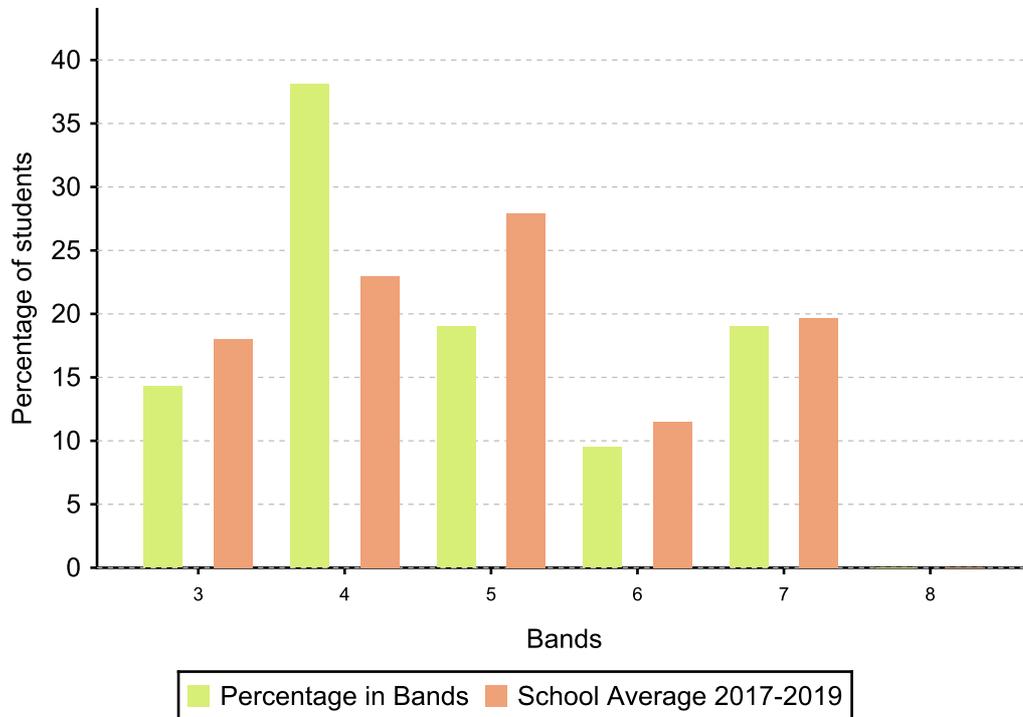
Band	3	4	5	6	7	8
Percentage of students	23.8	42.9	14.3	14.3	4.8	0.0
School avg 2017-2019	16.4	27.9	26.2	26.2	3.3	0

**Percentage in bands:
Year 5 Reading**



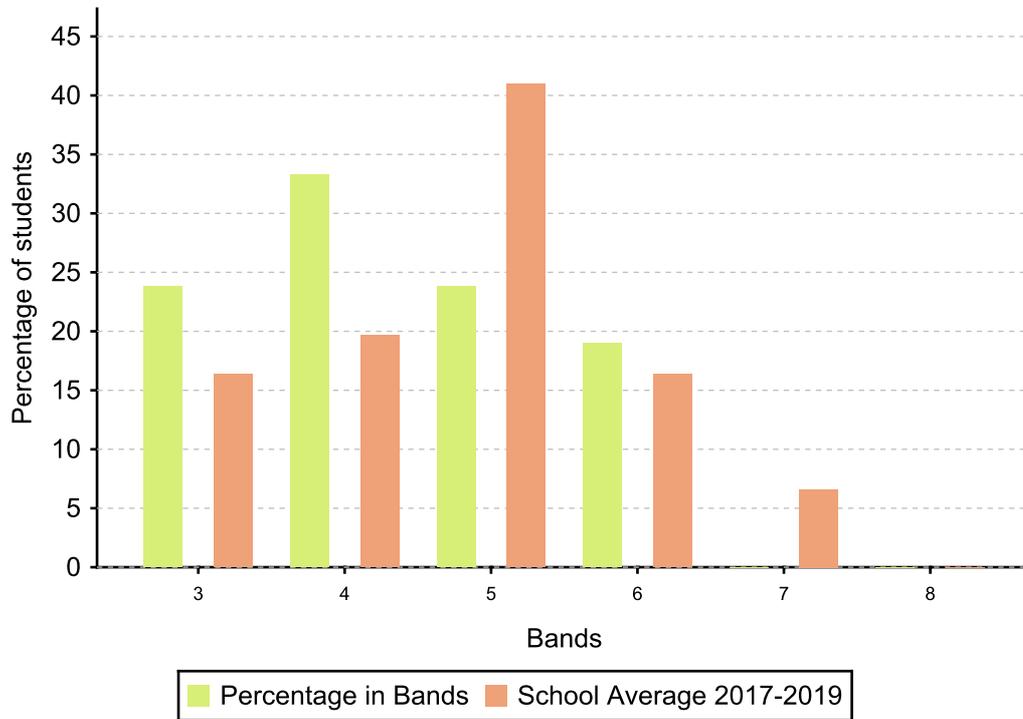
Band	3	4	5	6	7	8
Percentage of students	23.8	28.6	23.8	19.0	4.8	0.0
School avg 2017-2019	13.1	32.8	31.1	14.8	6.6	1.6

**Percentage in bands:
Year 5 Spelling**



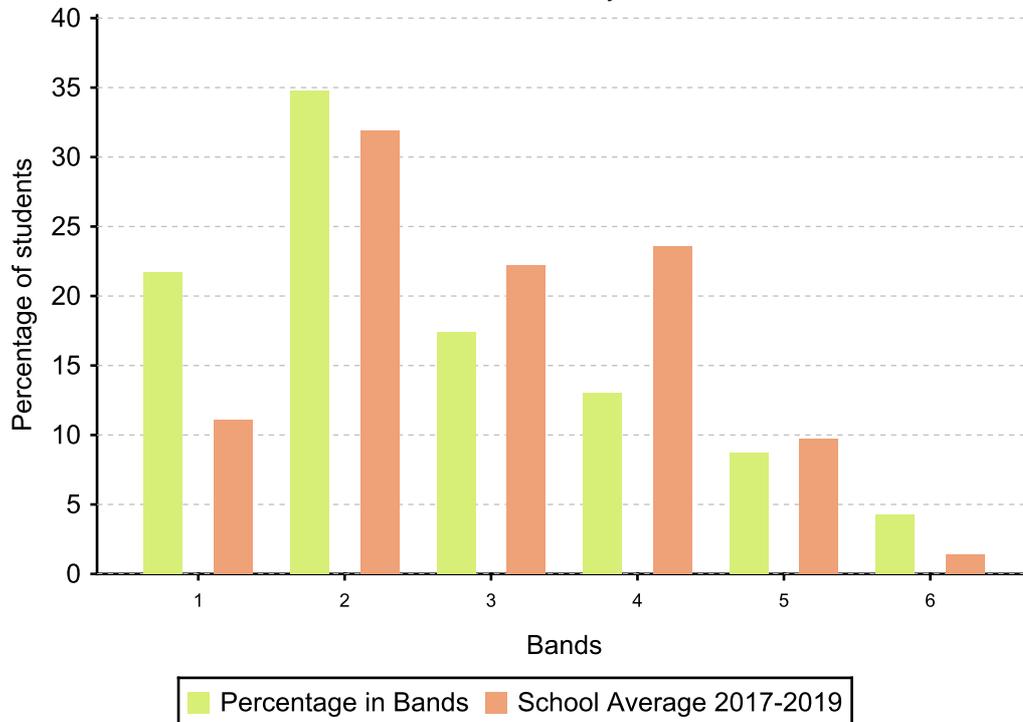
Band	3	4	5	6	7	8
Percentage of students	14.3	38.1	19.0	9.5	19.0	0.0
School avg 2017-2019	18	23	27.9	11.5	19.7	0

Percentage in bands:
Year 5 Writing



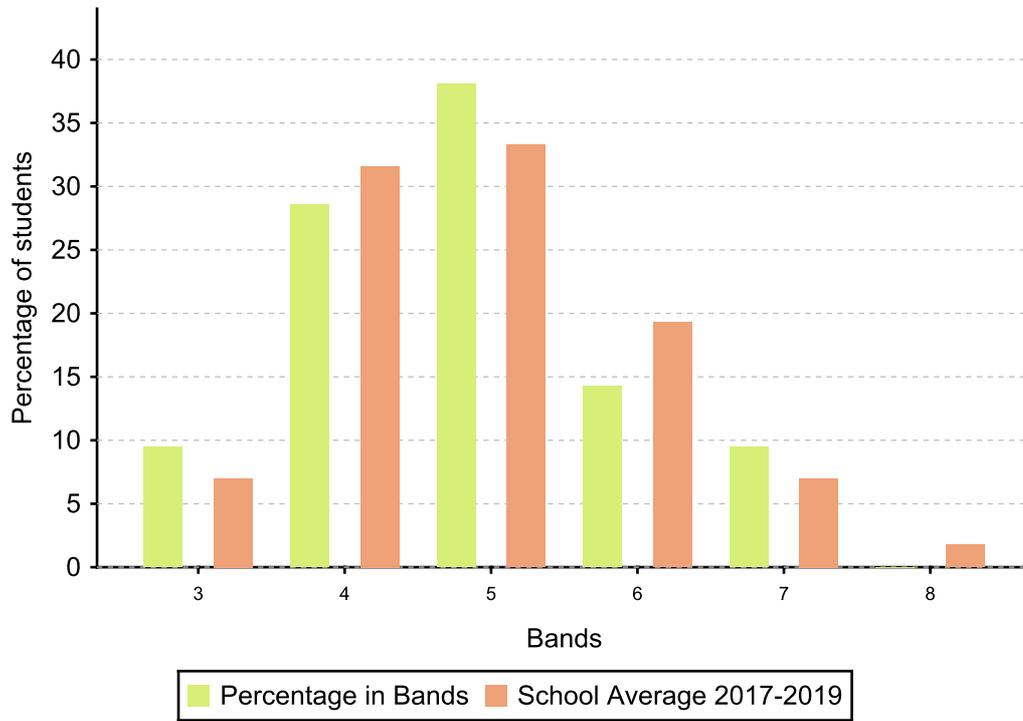
Band	3	4	5	6	7	8
Percentage of students	23.8	33.3	23.8	19.0	0.0	0.0
School avg 2017-2019	16.4	19.7	41	16.4	6.6	0

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	21.7	34.8	17.4	13.0	8.7	4.3
School avg 2017-2019	11.1	31.9	22.2	23.6	9.7	1.4

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	9.5	28.6	38.1	14.3	9.5	0.0
School avg 2017-2019	7	31.6	33.3	19.3	7	1.8

Parent/caregiver, student, teacher satisfaction

In 2019, Warilla North Public School worked hard to engage and meet the needs of our students, parents/caregivers and teachers. Our school participated in the Tell Them From Me Survey, in order to gauge the opinions of Students, Staff and Community. The feedback we received is highlighted below:

Students:

"I like how lessons are always planned in advanced and they are always helpful to my everyday life now, in high school and in many years to come."

"When I come to school, it's a kind caring environment."

Teachers:

"The staff ethos is focused on the betterment of staff professionalism and the well being of all. Having executive staff on hand to instruct and also intervene when necessary gives a sense of direction and support. The smaller classes and stage teaching helps to draw things together. The willingness to change if something tried does not work and to adjust is a strength."

"Communication between staff, students and the community is developing. The students have a clear understanding of what is expected of them when they are within the school environment. The school has become a calmer learning environment for not only the students but also the staff and the community. Behaviour management has improved greatly as everybody is on the same page as to handle each situation that arises. We are also able to discuss different situations that occur at communication meetings and work together as a team to work out the best solution."

Parents:

"The teaching staff are all passionate about their students and their learning. It is a small school where most teachers know most students."

"It may be a small school but I find that the teachers and Principal go above and beyond all expectations with the students."

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.