

2020 Annual Report

Warrawong Public School



3104

Introduction

The Annual Report for 2020 is provided to the community of Warrawong Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Warrawong Public School

127 Cowper Street

WARRAWONG, 2502

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

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

4274 1399

School vision

Warrawong Public School provides quality education in an innovative and supportive learning environment. We develop and value safe, respectful and responsible learners. We have a whole school commitment to literacy and numeracy learning and community partnerships.

Our vision is to:

- plan for ongoing learning for each student, providing students with the skills to become self-reflective, successful, effective and creative learners
- strengthen student, staff and community engagement in owning and celebrating student learning and to develop students' sense of belonging, commitment to school, relationships with peers and teachers and opportunities to actively participate in the extended school community
- make a positive contribution to their life, our society and to prepare them for the exciting future that awaits their participation and leadership

To achieve this we place emphasis on the intellectual, social, emotional and physical development of every student at Warrawong Public School.

School context

Warrawong Public School is located in the southern Wollongong suburb of Warrawong, in the heart of the industrial and business area. It is a low socio-economic and ethnically diverse area of the Illawarra with a Family Occupation Education Index (FOEI) 174.

Current enrolment is 293 students. Approximately 40% of the students have a non-English speaking background and there are over twenty nationalities represented among the student population. There are 46 students enrolled who identify as Aboriginal. There are eleven mainstream classes. The school has three support classes catering for students with a moderate intellectual disability, mild intellectual disability and those eligible for a multi categorical class. A Macedonian community language program operates. The school is an active member of the Warrawong Community of Schools which operates programs such as the school permaculture garden, transition from Stage 3 to Stage 4, High school links and Teacher Professional Learning programs.

Warrawong Public School receives additional equity funds through its Resource Allocation Model (RAM). This funding plays a pivotal role in the staffing and resourcing of the school to raise the learning outcomes and lift educational standards for all students so that they have the best chances and choices in life. The programs provide additional classroom teachers, support for all students, valuable teaching resources and teacher professional learning. The school is also part of the Early Action for Success Phase Two (EaFS) initiative. As an EaFS school we are provided with an Instructional Leader to ensure best practice and to monitor the performance of each student K-3. The school co-funds an interventionist teacher and in 2018 will fund a 3-6 Instructional Leader.

Self-assessment and school achievement

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

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

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

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Leading School Culture

Purpose

To foster a school wide culture of excellence through strengthening and streamlining operational systems and developing the leadership capacity of staff and students in order to support a collective responsibility for student learning and success. School wide practices are consistently implemented through collaboration and a shared vision of excellence.

Improvement Measures

By December 2020 the school has developed, implemented and embedded policy and processes Induction document that is used school wide to standardise practice in all KLA's and areas of school administration.

Increase in staff undertaking leadership roles and responsibilities and 100% of staff participating in professional learning opportunities linked with PDPs and Australian Professional Standards for Teachers.

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

Progress towards achieving improvement measures

Process 1:

Consolidation of Warrawong Public School culture.

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

Evaluation	Funds Expended (Resources)
Changes in practice in written form are not yet ready to be published	

Process 2:

Personalised Professional Learning and Leadership

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

Evaluation	Funds Expended (Resources)
School TPL budget	School TPL budget
Staff Professional observation forms are uploaded to school faculty drive.	Staff Professional observation forms are uploaded to school faculty drive.

Process 3:

Student Leadership opportunities

Student voice is routinely sought and recognised with practical implementation opportunities

Evaluation	Funds Expended (Resources)
What do the students want to do next? How else would they like to get their message across?	

Strategic Direction 2

Wellbeing, citizenship and community collaboration

Purpose

To foster positive, complementary and collaborative relationships between students, teachers and community members to underpin a productive learning environment.

Build the collective capacity of the school community in order to make strategic decisions resulting in sustained and measurable whole school improvement.

Continue to develop responsible, positive and resilient global citizens who fulfil their full potential.

Improvement Measures

By December 2020 the school has established a successful community hub that is utilised by parents to engage with the school. Measure attendance rates at Hub and programs offered.

Parent attendance at learning conversations is increased to 75% attendance.

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

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

Progress towards achieving improvement measures

Process 1:

Community Collaboration and Capacity Building

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

Evaluation	Funds Expended (Resources)
<p>The Wellbeing team has developed and strengthened processes to allow for programs such as Community Hub, PATCH, P & C, School Chaplain, to become embedded as part of Warrawong Public School culture. Whole school evaluation (parents/teachers/students) of the Community Hub effectiveness in engaging and strengthening school programs</p> <p>PATCH Celebrate and congratulating PATCH parents at school annual presentation day P&C Whole school (parents/teachers/students) evaluation of P&C involvement/programs.</p>	

Process 2:

Student Engagement and Wellbeing

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

Evaluation	Funds Expended (Resources)
<p>To establish a consistent approach to current wellbeing and engagement programs already existing in the school focusing on resilience approach to</p>	

Progress towards achieving improvement measures

student achievement and community engagement.

Policy finalised ready to be presented to staff

Process 3:

Citizenship

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

Evaluation	Funds Expended (Resources)
Feedback to parents at school presentation day results from data collection to further engage the community acknowledge and congratulate school community on engagement in building school culture through wearing school hats	

Strategic Direction 3

Quality teaching and effective learners

Purpose

To provide differentiated quality learning experiences through innovative curriculum delivery and evidenced based teaching practices empowering students to become effective, resilient, self motivated and creative lifelong learners.

Students develop effective literacy and numeracy skills through informed pedagogy and a collaborative approach.

Improvement Measures

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

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

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

Progress towards achieving improvement measures

Process 1:

Visible Learners

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

Evaluation	Funds Expended (Resources)
Classroom walkthrough to observe staff use of LISC week 6.	

Process 2:

Whole school collaborative practices

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

Evaluation	Funds Expended (Resources)
Continued skill development with using and understanding PLAN2. Teachers are more familiar with understanding how to use data to plan for learning.	

Process 3:

Evidence based pedagogy

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

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

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

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Evidence based pedagogy</p> <p>Develop and consolidate a whole school approach underpinned by evidence based teaching methods to optimise learning progress for all students across a full range of abilities Achieved.</p> <p>Higher order thinking skills are embedded and become a valued approach to future focused learning. Achieved.</p> <p>Student assessment data is used school wide to identify school achievements and progress in order to reflect on teaching effectiveness. Achieved</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	0.704 (22hrs) Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$66 442.00) • Aboriginal background loading (\$6 000.00) • S (\$0.00) 	<p>Continued to build positive relationships with Aboriginal community. A contact/advocate at the school for the community. Assist Aboriginal students in accessing the curriculum.</p> <p>NAIDOC Celebrations include local community stories. All students exposed to local Aboriginal culture and customs. Aboriginal students feel pride, belonging and are able to share knowledge with their peers and teachers.</p> <p>High impact connecting Aboriginal students to culture.</p>
English language proficiency	0.4 Staffing Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$60 000.00) 	<p>New arrivals students and students of EAL/D background are able to access curriculum, socialise and achieve expected growth efficiently within tight timelines relative to individual students.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$1 904 700.00) 	<p>SLSO 1: assist targeted students in K to make a successful start to school. SLSO will support students in Literacy and Numeracy activities as well as support them in adjustment to school and continuing social relationships. SLSO 2: Literacy Intervention in Literacy Lab. Targeted students are successfully transitioned back to the mainstream classroom after specific intervention in Literacy Lab.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$50 000.00) 	<p>Student data monitored. and 5 weekly planning cycles based on student data and performance. All students plotted on Lit/Num Progressions, next phase of learning planned, individualised and differentiated for individual students. Teacher professional development is cutting edge and differentiated for each teacher based on their students' need.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$450 000.00) 	<p>Relieve Assistant Principal Support of classroom duties to work in an Instructional Leader role. Student data monitored. and 5 weekly planning cycles based on student data and performance. All students plotted on Lit/Num Progressions, next phase of learning planned, individualised and differentiated for individual students. Teacher professional development is cutting edge and differentiated for each teacher based on their students' need. Specific students interventions are successful and 80% of students return to mainstream class after successful intervention. Employ teacher K-2 to prevent excessive cross stage composite classes. Leading to better learning outcomes for students. More suitable when working in the EaFS model. Teacher Science/Permaculture to work with students in improving Science outcomes K-6. Use expertise in Permaculture Garden to use a</p>

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$450 000.00) 	natural resource for learning. Provide students with sporting/healthy lifestyle equipment so they are able to improve gross motor skills and understand healthy lifestyle choices. Each student in school will be subsidised for incursion performance once a term. Provide students experiencing economic hardship with the tools required to learn. Reinvigorate Positive Behaviour for Learning to re-engage students, staff and the community in our school values. All students will understand and vocalise the attributes of effective learners.
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$7 000.00) 	Refugee and new arrival students have the equipment and tools to learn. They have uniform and appropriate clothes to feel part of the school and belong.
Early action for success	1.0 FTE Instructional Leader Funding Sources: <ul style="list-style-type: none"> • Early action for success (\$167 336.00) 	Teachers are differentiating curriculum for every student Classroom practice based on current research Students making expected progress in Plan 2 Student data is closely monitored, teaching programs reactive to the data
Integration funding support	Funding Sources: <ul style="list-style-type: none"> • Integration funding support (\$17 208.00) 	At risk students successfully integrated into mainstream school.
Literacy and numeracy	Literacy/Numeracy resources eg: Readers, Tech, Maths equipment etc Funding Sources: <ul style="list-style-type: none"> • Literacy and numeracy (\$8 091.00) 	Classrooms are well resourced based on student need. Teachers have what they need to plan, program and deliver learning effectively.
Professional learning	Funding Sources: <ul style="list-style-type: none"> • Professional learning (\$24 936.00) 	Unfortunately many intended Professional Learning opportunities weren't able to run. Instead our Teachers were upskilled in on line learning technologies. This was a steep learning curve for some but also allowed other teachers to become leaders in this area.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	145	138	155	156
Girls	135	130	132	119

Student attendance profile

School				
Year	2017	2018	2019	2020
K	90	89.1	91.4	89
1	89.2	87.3	90.3	85.7
2	92.7	89.2	90.4	83.8
3	87	87.8	91.7	83.8
4	92.6	89.7	89	86.3
5	92.8	90.5	88.3	86
6	91.1	91.5	92	83.8
All Years	91	89.4	90.6	85.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.13
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	6.52
Other Positions	0.4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	294,465
Revenue	4,421,838
Appropriation	4,343,600
Sale of Goods and Services	21,099
Grants and contributions	56,294
Investment income	745
Other revenue	100
Expenses	-4,637,605
Employee related	-4,075,895
Operating expenses	-561,710
Surplus / deficit for the year	-215,768
Closing Balance	78,698

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.

	2020 Approved SBA (\$)
Targeted Total	24,520
Equity Total	960,009
Equity - Aboriginal	72,349
Equity - Socio-economic	637,056
Equity - Language	60,134
Equity - Disability	190,470
Base Total	2,772,158
Base - Per Capita	76,678
Base - Location	0
Base - Other	2,695,481
Other Total	542,081
Grand Total	4,298,769

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parent/caregivers were engaged in a number of ways at Warrawong Public School throughout 2020. The Tell Them From Me student survey asks questions about factors that are known to affect academic achievement and other outcomes. It aims to help improve the learning outcomes of students. The survey is designed to measure, assess and report insights from the student point of view at the school and system levels. The focus of this NSW survey is on student wellbeing, engagement and effective teaching practices. Results from the Tell Them From Me student survey are used in school planning to further improve the educational and wellbeing outcomes at Warrawong Public School.

Warrawong Public School deeply engaged in this process participating in two student surveys in 2020 as well as the teacher survey and parent survey. At WPS Year 4, 5 and 6 were surveyed for a total of 100 students in June and 90 students in October 2020. We also invited parents to participate in our TTFM parent survey. Due to Covid 19 restrictions, we were unable to offer parents the opportunity to complete the survey at the school on Ipads or other digital methods. Instead parents were invited to participate online remotely, through links provided on Facebook, through the school app and school newsletter. We did not have an increase in participation from the 2019 survey. In 2019 school completion of the survey was the preferred level of engagement with all parents with parents completing the survey while at the school dropping off their children, picking them up or attending another school event, eg. school assembly and this fact coupled with Covid-19 restrictions had an impact on the levels of engagement in 2020. As in 2019, following the student survey focus groups of students were interviewed by the school Wellbeing team to gather further clarification around some of the results received. This information was used along with the TTFM results to inform teacher planning and Professional Learning, with the Wellbeing team presenting these results to staff on the the first Staff Development Day of 2021. The focus groups were an invaluable evaluation tool for the school and informed planning for 2021. Following the success of the focus groups in 2019 the focus groups were intended to be expanded to include a parent focus group in 2020, however Covid-19 restrictions prevented this from occurring. They will be considered for 2021.

In 2020, teachers at Warrawong Public School also participated in the Tell Them From Me Teacher survey. The information gathered was used in planning for 2021. 2020 also saw the continuation and expansion of Wellbeing week for staff at WPS following a very successful introduction in 2019. This initiative was a result of discussion with teachers and other staff members and survey results from teacher. Wellbeing week is a time to re-calibrate as a staff where teachers are given reduced duties, meetings, lunch, morning tea and coffee to reinvigorate and re-engage with each other and students, in this way providing better learning outcomes for 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.