

# 2020 Annual Report

## Warrawee Public School



3390

## Introduction

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

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

### School contact details

---

Warrawee Public School

1486 Pacific Highway

Turramurra, 2074

[www.warrawee-p.schools.nsw.edu.au](http://www.warrawee-p.schools.nsw.edu.au)

[warrawee-p.school@det.nsw.edu.au](mailto:warrawee-p.school@det.nsw.edu.au)

9144 2637

## School vision

At Warrawee Public School we empower students with creative skills, practical knowledge and critical understandings, as well as the confidence and courage to embrace life's opportunities with resilience, responsibility and respect. At Warrawee Public School we value and celebrate difference.

## School context

Warrawee Public School is a vibrant and happy place to be. Our parent community is actively involved in supporting the school and the students both in the classroom and beyond. Each year the Warrawee P&C Association organises both social and fundraising opportunities for our families and this support is greatly appreciated.

In 2020 our students were grouped into 27 mainstream classes from Kindergarten to Year 6 and three support classes.

Warrawee students are provided with a multitude of different learning experiences including sport, dance, band, choir and chess. Encouraging children to try new things, have a go, have fun and to be an enthusiastic participant in all activities are central to the core values of the school. Our students are encouraged to do their personal best, to be considerate and tolerant of others, to have personal pride and to be responsible citizens.

## Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

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

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

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

## Strategic Direction 1

### Quality Teaching

#### Purpose

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

#### Improvement Measures

Evidence of visible learning in all classrooms

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

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

100% teachers will incorporate evidence based teaching practices such as defining learning intentions, success criteria, using student feedback to adapt lessons/programs in order to optimise learning progress for all students, across all abilities.

#### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Teachers collaboratively planned units of work online through Google classroom during home learning. Opportunities for staff to meet collaboratively to design, implement and evaluate tasks was increased as face-to-face teaching was required only for students whose parents were considered essential workers. After all students returned to school in May, the use of Google classrooms was maintained across some stages due to its success. Stage 1 continued the use of their slideshows which introduced lessons with lots of visuals and interesting links. Lessons included elements of visual learning such as learning intentions, success criteria and peer assessment. Teachers provided regular feedback and learning outcomes were maintained. Naplan was not conducted in 2020 due to COVID-19.	Technology upgrades including new laptops and SMART panels \$182,000

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

Evaluation	Funds Expended (Resources)
We were unable to hold a parent workshop on visible learning due to COVID-19 but in 2021 we will present this information session attached to a P&C meeting. We will also show examples of visible learning in the newsletter with student work samples and photographs of classroom displays.	

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

Evaluation	Funds Expended (Resources)
Whole staff professional learning on the What works best documents looking at evidenced-based teaching practices. Staff reflected on their own practice and areas for development.	<b>Funding Sources:</b> • Professional learning (\$21300.00)

#### Next Steps

Increase opportunities to establish professional learning groups through the establishment of internal professional

learning communities (PLC) utilising an external program that allows teachers to be released once a week altogether as a grade. This time will be used for targeted professional learning in the areas of effective reading instruction, comprehensive analysis of data including NAPLAN, PAT K-6 and other internal assessment data, e.g. reading benchmarks, early arithmetic strategies and Data Walls.

## Strategic Direction 2

### Quality Learning

#### Purpose

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

#### Improvement Measures

All students will be able to articulate the learning intention and success criteria of lessons

All students will be able to set aspirational expectations for themselves when identifying their individual learning goals.

85% of students will be able to provide work samples as evidence of their achievement on the literacy learning progressions

All students participate in peer feedback opportunities about their learning.

#### Overall summary of progress

All students K-6 set clear learning goals which were reviewed regularly. Students completed a self-reflection at the end of each semester which was sent home to share with families with the twice yearly semester reports. These self-reflections on learning K-6 reflected the school's three core values of respect, responsibility and personal best and in 3-6 included looking at strengths, areas for improvement and goal setting. Most of our students had opportunities to participate in peer feedback opportunities across different key learning areas.

#### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
All classrooms demonstrate some examples of formative assessment including goal setting, learning intentions and success criteria.	Various school subscriptions including Twinkl approx. \$8000

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

Evaluation	Funds Expended (Resources)
Lessons include: WALT, WILF and WAGOLL statements or examples.	As above

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

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

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

Student - Student : To provide peer feedback against success criteria

Evaluation	Funds Expended (Resources)
Teachers work with students on conferencing writing (teacher - student), teachers work in teams and moderate writing tasks and use this data to inform teaching and to ensure consistent teacher judgement (teacher-teacher) and students have successfully worked together to provide peer feedback.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$132136.00)</li></ul>

## Next Steps

Continue to ensure formative assessment strategies are implemented within all classrooms K-6

Share resources to support teachers to make their classrooms and learning "visible"

Look at effective data collection to inform teaching

## Strategic Direction 3

### Quality Partnerships

#### Purpose

Improve student wellbeing and enhance student learning by embedding collaborative decision making and meaningful partnerships with the wider school community.

#### Improvement Measures

Increased awareness and understanding of our school wellbeing policy

All students will have at least one opportunity to showcase their work to an audience outside of their immediate peers and teacher / beyond the classroom

100% student participation in parent-teacher interviews

#### Overall summary of progress

Due to COVID-19 we were unable to hold face-to-face three-way interviews as planned. Instead during home learning teachers contacted families via phone at least once to check in with parents and students. There was also regular communication via Google classroom and/or email. Positive feedback was received regarding changes made to Google classrooms.

#### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Due to COVID we were unable to hold regular parent meetings. However, wellbeing information was communicated via the newsletter, when required.	

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

Evaluation	Funds Expended (Resources)
Due to COVID we were unable to hold student work showcases at local community spaces. However, the Year 4 students put on a small school-based expo for their fellow stage members (Year 3).	Powerful Project Approx. \$3000

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

Evaluation	Funds Expended (Resources)
Due to COVID-19 we were unable to hold face-to-face three-way interviews as usual. Instead during home learning teachers contacted families via phone at least once to check in with parents and students. There was also regular communication via google classroom and/or email.	

#### Next Steps

Continue to compile and deliver surveys to staff, students and parents and offer parent workshops to build on parent knowledge to support learning at home.

Increase opportunities for parents to find out what their child is learning in the classroom through more regular communication such as a termly newsletter, photo collage or imovie, apps such as Seesaw, etc.

Review the student reports sent home each semester with parent consultation to discuss what they would like to see more of and to help better understand how their children are progressing.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	EALD FTE 1.6  <b>Funding Sources:</b> • English language proficiency (\$211 538.00)	EALD programs run by two EALD teachers included in-class support and withdrawal lessons.
<b>Low level adjustment for disability</b>	Low Level Adjustment for Disability funding \$91,562	With a growing numbers of students with support needs this funding was used to support these students and their teachers within the classroom and playground through employment of SLSOs
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS FTE 1.2	QTSS funding was utilised to provide teacher time to assess students, write individual learning goals and prepare resources, run enrichment programs and to allow teachers time to observe each others lessons and to meet for follow-up discussions.
<b>Support for beginning teachers</b>	Beginning teacher funding \$24,667	Two of our beginning teachers took part in Vicki Treble's beginning teacher network and professional learning groups. All our beginning teachers were given additional time to plan and evaluate lessons, programs and to report to parents. A number of our beginning teachers are displaying leadership skills by sharing skills in technology, joining the school improvement committee and taking roles in various committees.

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	318	352	369	370
Girls	290	301	318	342

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.5	95.4	96.1	95.4
1	95.7	95.7	95.4	95.3
2	96.5	95	95.7	94.9
3	95.3	96.9	95.7	96.1
4	96.1	94.5	96.2	95.1
5	96.1	95.4	94.7	95.5
6	96.7	94.8	93.8	95.7
All Years	96	95.4	95.4	95.4
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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	28.92
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	1.6
School Administration and Support Staff	7.67

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,960,795
<b>Revenue</b>	6,651,645
Appropriation	6,242,101
Sale of Goods and Services	4,682
Grants and contributions	399,455
Investment income	4,807
Other revenue	600
<b>Expenses</b>	-6,511,549
Employee related	-5,517,504
Operating expenses	-994,046
<b>Surplus / deficit for the year</b>	140,096
<b>Closing Balance</b>	2,100,891

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.

A number of projects (valued over \$500,000) have been approved and are awaiting completion in 2021. These include: tiered seating in Franc Carter, playground development, an awning for the Kindergarten outdoor learning space, an administration block upgrade and landscaping.

## Financial summary - Equity loadings

---

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	135,821
<b>Equity Total</b>	307,931
Equity - Aboriginal	0
Equity - Socio-economic	4,832
Equity - Language	211,538
Equity - Disability	91,562
<b>Base Total</b>	5,316,953
Base - Per Capita	169,570
Base - Location	0
Base - Other	5,147,383
<b>Other Total</b>	323,429
<b>Grand Total</b>	6,084,134

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](https://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

Each year we ask parents and carers for their valuable feedback to help guide decisions around the future directions of our school. The survey data will assist us to form part of the school improvement plan for 2021-2024. We received 91 responses from parents.

60% of parents survey believed that they know what their child is learning at school

53.3% of parents felt informed enough to support their child's learning at home

46.7% did not feel that twice-yearly student reports was adequate in informing them of their child's progress at school. A number of responses indicated that two parent-teacher meetings would help in this area.

Our school's strengths as identified in the survey included: the quality of the teaching staff, communication, holistic approach to social and academic development, a well-rounded curriculum and that the school provides a happy, safe and nurturing environment for students.

Our school's areas of development or ways to improve as identified in the survey included: increased communication, to include a language into the curriculum and offer more than one formal parent-teacher meeting per year.

Student feedback from surveys were overwhelming positive about their school:

Things they love about their school include:

- the extra curricular opportunities such as dance, choir and drama groups and band
- the buddies program
- PSSA sport opportunities
- the annual dance concert
- the playground equipment
- the teachers and their friends

Suggestions for improvement include:

- upgrade toilets
- more technology

# 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.