

# 2020 Annual Report

## Warilla North Public School



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# Introduction

The Annual Report for 2020 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

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Warilla North Public School

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## School vision

### 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. 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
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)
<ul style="list-style-type: none"><li>• Employment of qualified staff to develop evidence based well-being systems.</li><li>• Draft Well-being policy and flow-charts.</li><li>• Implementation of new Learning Support Team procedures.</li><li>• All staff familiar with and implementing whole school well-being procedures and scripts.</li><li>• Processes and routines established in every classroom using consistency of approach/language</li></ul>	<ul style="list-style-type: none"><li>• Timetables for meetings</li><li>• Assistant Principal Well-being</li><li>• Learning Support Team</li><li>• casual relief teacher</li><li>• class teachers</li></ul>

**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)
<ul style="list-style-type: none"><li>• Developed K-6 Mathematics Scope and Sequences to map content across Semester 1.</li><li>• Modelling of phonemic awareness strategies K-2 and in-class coaching and feedback to classroom teachers development and implementation of common writing and mathematics assessments K-6 for placing students on PLAN 2 identification of target students to inform short cycle planning in literacy and numeracy</li><li>• implementation of common writing and mathematics assessments K-6 for monitoring students on PLAN 2</li><li>• All teachers collaborated to establish consistent literacy and numeracy programs and student assessment designed to support the consistent tracking of student progress. Peer coaching and feedback of quality teaching is practised.</li></ul>	<ul style="list-style-type: none"><li>• Instructional Leader</li><li>• Stage meetings</li><li>• data meetings</li><li>• peer coaching timetable</li></ul>

**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)
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## Progress towards achieving improvement measures

- data monitoring K-6 in literacy and numeracy.
- Identification of target students to inform short cycle planning in literacy and numeracy

- Instructional Leader
- Supervisors
- stage meetings
- data meetings in stage group



Stage 2 - Numeracy Data meeting

## 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)
<ul style="list-style-type: none"><li>Teaching staff have completed professional learning on play based learning.</li><li>All teaching staff have been reflecting on teaching practice that has been focused on play based learning strategies.</li><li>Continued Monitoring of collaborative systems : shared programs on Google drive; collaborative planning during RFF; team meetings with Instructional Leader;</li></ul>	<ul style="list-style-type: none"><li>Time - Casual relief</li><li>Mentor - Kellie Van Sebille</li><li>Staff meeting allocation. - Facilitating staff</li><li>RAM funding</li><li></li></ul>

**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)
<ul style="list-style-type: none"><li>Professional Learning: literacy and numeracy progressions K-6; K-2 Professional Learning on aspects from progressions of Phonemic Awareness and Phonic and Word Knowledge: OPL L3 training for Kindergarten and Stage 1.</li><li>Continued in class coaching by IL of phonemic awareness and phonic and word knowledge and links to reading and writing.</li></ul>	<ul style="list-style-type: none"><li>Progressions documents. English and Mathematics syllabus documents.</li><li>Instructional Leader</li><li>Sound Waves</li></ul>

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Writing of PDPs linked with Teacher Professional Standards that reflect the strategic directions of the school.</li><li>In class coaching by Instructional Leader matched to PDP goals. In class peer observations linked to PDPs and school goals.</li><li>Teaching staff have identified current status within accreditation/maintenance period and undertake professional learning by researching/investigating accreditation processes.</li></ul>	<ul style="list-style-type: none"><li>Time - casual relief</li><li>Timetables. Observation feedback sheets.</li><li>Accreditaion/Maintenance Reports</li></ul>



Stage One - Phonics Lesson

## 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)
<ul style="list-style-type: none"> <li>Leadership team allocated budget in reference to the Strategic Directions.</li> <li>Business Manager appointed</li> <li>Executive and Teaching staff are using finance sheet to track expenditure.</li> <li>Reassessed finances after COVID 19 - need to drop programs and assess what is needed to continue this year.</li> <li>Leadership team evaluate budget spending in reference to the Strategic Directions.</li> <li>Leadership team evaluates the effectiveness of staff use of application for funding procedures</li> </ul>	<ul style="list-style-type: none"> <li>Allocation report</li> <li>School plan</li> <li>EFPT tool</li> <li>Exec team</li> <li>Time to meet with Business Manager / Sam and executive members</li> <li>SAP report</li> <li>Finance review sheet</li> </ul>

**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)
<ul style="list-style-type: none"> <li>Development of leadership teams' understanding of writing milestones to track progress of the school report through professional learning.</li> <li>All mandatory training documents completed and updated on spreadsheet. All certificates provided and stored with LAST.</li> </ul>	<ul style="list-style-type: none"> <li>Release time for leadership team and professional learning</li> <li>PSL Sue Tolhurst</li> <li>Time for training</li> <li>Spreadsheet for tracking</li> </ul>

**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)
<ul style="list-style-type: none"> <li>Collect survey results from 2020.</li> <li>Analyse number of Student, Teacher and Parent respondents and compare to the number of participants since 2016..</li> <li>Graph evidence and share with Staff.</li> </ul>	Strategic Direction 3 Team



At home Learning work packs

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• SLSO - \$87,084</li> <li>• ILPs - \$1694</li> </ul>	<ul style="list-style-type: none"> <li>• Students able to regulate behaviours with the support of SLSOs in the classroom. All SLSOs are using our school processes and procedures ensuring students have a fair, consistent, predictable learning environment each day.</li> <li>• Individual conference books used regularly and teachers using these to assess and inform teaching daily.</li> <li>• Access request completed, attendance records kept and updated regularly. Learning and support team meet and discuss needs and prioritise a small number of children to wrap support around over a 10 week period.</li> <li>• All ILPS in conference book. Every student has an ILP across the school which includes a personal or cultural goal.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• Instructional leader / Casual Relief for teachers - \$26,756.00</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development</li> <li>• data rounds</li> </ul>
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Fund Initiatives - \$305,628.00</li> </ul>	<ul style="list-style-type: none"> <li>• Extra class - small Kindergarten classes (trauma informed practice)</li> <li>• SLSO ES1 - 4 days</li> <li>• Aboriginal SLSO - 2 days</li> <li>• Teacher interventionist</li> <li>• SAO - 2 days</li> <li>• Instructional Leader 1 day</li> </ul>



Presenting at Greater Union Cinemas

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	77	74	82	91
Girls	74	80	75	77

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.9	91.4	91.9	88.4
1	93.5	91	87	90.9
2	92.8	90.5	91.6	90.8
3	91.1	91.1	88.1	89.4
4	89.7	90.1	90.5	90.6
5	86.1	86.4	88.7	89.5
6	77	90.7	86.8	88.1
All Years	89.9	90.2	89.4	89.6
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)	2
Classroom Teacher(s)	5.96
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	2.08

\*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 Actual (\$)
<b>Opening Balance</b>	37,598
<b>Revenue</b>	2,509,363
Appropriation	2,456,108
Sale of Goods and Services	25,505
Grants and contributions	20,053
Investment income	115
Other revenue	7,583
<b>Expenses</b>	-2,765,927
Employee related	-2,414,866
Operating expenses	-351,061
<b>Surplus / deficit for the year</b>	-256,564
<b>Closing Balance</b>	-218,965

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

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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>	51,043
<b>Equity Total</b>	598,613
Equity - Aboriginal	66,577
Equity - Socio-economic	416,110
Equity - Language	7,405
Equity - Disability	108,520
<b>Base Total</b>	1,412,056
Base - Per Capita	37,759
Base - Location	0
Base - Other	1,374,297
<b>Other Total</b>	232,398
<b>Grand Total</b>	2,294,110

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

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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

In 2020, 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."



Students completing the Tell Them From Me survey

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.