

2020 Annual Report

John Warby Public School



4479

Introduction

The Annual Report for 2020 is provided to the community of John Warby 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

John Warby Public School
Deans Rd
Airds, 2560
www.johnwarby-p.schools.nsw.edu.au
johnwarby-p.school@det.nsw.edu.au
4625 8140

Message from the principal

2020 has been a year of great success and also change. Our way of teaching and learning was impacted along with the community links that we already have in place. Our staff became the learners of new technology and we worked as a team to ensure that our students were provided with additional support during this time of change. Our plans for our school became problems that we needed to solve and we tried many new options for teaching and learning that we may never have attempted before. Our students showed resilience, independence and teamwork, with our most youngest students demonstrating to us all how just being at school makes them happy.

We continued with the Early Action for Success initiative, with Ms Murray supporting our K-2 staff and students whilst the Deputy Principal role 3-6 was not filled due to the impact of COVID. Our professional learning processes were streamlined and our staff learnt how to 'Zoom' and 'SeeSaw'.

2020 saw the retirement of a number of members of staff, including Mrs Kitchin who had been our principal since 2013, Mrs Denford our School Administration Officer and Ms Bourke our Assistant Principal. We also welcomed a number of new staff in a temporary capacity throughout the year, allowing for a number of new initiatives to be explored. This included the employment of a teacher for our digital technology space 'Megabytes'.

Our preschool team undertook the biggest challenge of the year, relocating from their learning space into the library for a number of months whilst the preschool playground facelift was being completed. The staff, students and community all worked together to ensure this was a successful change, embodying the statement "Together we belong, we become, we succeed".

Our Term 4 'Celebration of Learning' allowed our students and staff to showcase the wonderful teaching and learning that occurs at our school. The hall was full of colour and all students created imaginative and thoughtful sculptures and art pieces linked to literacy. Students explaining their learning and why they chose to create particular items was a definite success of the display. Our students also participated in additional activities where possible, with students representing our school at Zone Swimming after competing in our swimming carnival. Unfortunately sporting events were unable to be run for most of the year so we are looking forward to these starting up again in the future.

The P&C undertook fundraising initiatives to support the school, with our Easter Raffle once again raising a significant amount of funds. I am grateful for the continuous support that the P&C and whole school community have shown towards the initiatives at our school and would like to thank them for their ongoing involvement.

Mellissa Page (Acting Principal)



School vision

We are committed to creating a dynamic, engaging and nurturing environment that promotes a passion for life-long learning. We foster positive, collaborative relationships, embrace cultural diversity and develop outstanding leaders.

School context

John Warby Public School is situated in the Campbelltown School Network. There are 248 students enrolled from Pre-school to Year 6. Classes include Pre-school, mainstream, classes for students with intellectual disabilities and autism. There is a strong emphasis on Aboriginal Education at John Warby Public School with many strategies being embedded across all areas of school life.

John Warby Public School has students who come from a variety of cultural and language backgrounds including 20.3% Aboriginal and Torres Strait Islander and 16.8% Pacific Islander. The school is located in the Airds/Bradbury Housing Renewal Project area and it is anticipated that, over time, the percentage of students who live in Department of Housing properties will decline significantly. Many new houses have been constructed within the school's drawing area but this has not resulted in a significant increase in student enrolments to date. It is envisaged that as enrolments increase there will be a change to the cultural make-up of the student body.

The school has strong links with the Airds/Bradbury Community of Schools including Briar Road PS, Bradbury PS, Woodland Road PS and Airds High School. This network provides opportunities for professional development, Aboriginal learning, leadership programs and transition to high school initiatives.

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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
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	Sustaining and Growing

In the domain of **Learning** our school has continued to focus on providing learning environments that promote a positive and productive culture among students, staff and community. Positive Behaviour for Learning (PBL) is embedded in all aspects and underpin the expectations for learning. School wellbeing procedures were updated, however this area will continue to be revisited as required by the changes in departmental policies. The Spirals of Inquiry process was greatly affected during 2020 and its success in improving teaching pedagogy and student outcomes was evaluated during our annual process. The school rated itself as Delivering for Learning Culture, Assessment & Student Performance Measures; Sustaining and Growing in Curriculum, Reporting and Wellbeing. Overall rating as **Sustaining and Growing**.

In the domain of **Leading** our school was impacted during 2020 and a number of school practices were unable to be continued, however will recommence in 2021. This includes our strong commitment to improving the involvement of our whole school community. Our students provided feedback through the Tell Them From Me and school surveys. The school rated itself as Delivering for School Resources; and Sustaining and Growing for Educational Leadership, School Planning, Implementation and Reporting and Management Practices and Processes. Overall rating as **Sustaining and Growing**.

In the domain of **Teaching** our school continued to implement the Spirals of Inquiry process in a restricted format during 2020. Numeracy as the focus area was continued with data analysed to determine trends and specific targeted teaching

implemented. Three teams in the Spirals of Inquiry process were linked to the curriculum area, with one team continuing to focus on wellbeing and creating a sense of belonging. Performance and Development Plans for staff were linked to the School Plan and ensured there was a direct connection to the strategic directions. The school rated itself as Delivering in Effective Classroom Practice, Data Skills and Use, and Sustaining and Growing in Professional Standards and Learning and Development. Overall rating as **Sustaining and Growing**.

Strategic Direction 1

Collaborative Learning Culture

Purpose

To establish a learning community that provides planned opportunities for staff and students to participate in collaborative processes, linked to professional learning to improve teacher practice, and improvement of student literacy and numeracy outcomes.

Improvement Measures

Improved student outcomes linked to internal and external assessment data.

Increased percentage of students demonstrating expected growth in Literacy.

Increased percentage of students demonstrating expected growth in Numeracy.

100% of teachers actively engage in the Spirals of Inquiry professional learning model.

100% of teachers confidently using PLAN2 to track student performance against Early Action for Success sub-elements of the National Learning Progressions in literacy/numeracy

Overall summary of progress

Professional learning using the Spirals of Inquiry process continued during 2020 with the specific focus linked to Numeracy across the school. One group continued with a wellbeing and belonging focus. During 2020 this professional learning model was impacted and was run in a streamlined process. The opportunity to observe teaching practice was not able to be implemented and the analysis of data was difficult. The school participated in the Check-In Assessment and this data was used to support planned focus areas for teaching Numeracy.

Progress towards achieving improvement measures

Process 1: Spirals of Inquiry

There is a consistent school-wide system that supports the provision of high quality professional learning to build the capacity of all teachers.

Evaluation	Funds Expended (Resources)
<p>Questions: Is the current structure suitable for ongoing professional learning that may be linked to new syllabus being developed? Does the spiral of inquiry process support the professional learning needs of the school context with regards to staffing, curriculum knowledge.</p> <p>Data Source: Feedback from staff; internal and external student data</p> <p>Findings: Most staff have indicated that Spirals of Inquiry has supported improvement in their teaching practice. School data has not shown a shift in student results, particularly for middle band and proficient students.</p> <p>Implications: Spirals of Inquiry to be re-defined. Twice a term collaboration sessions to be undertaken instead of fortnightly. Deputy Principal/Instructional Leader position to be across the school P-6 and support teachers with individual targeted support.</p>	<p>Spirals of Inquiry - RAM Equity funding - staffing</p> <p>Spirals of Inquiry - Professional Learning funding</p> <p>Spirals of Inquiry - Early Action for Success funding</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Early action for success (\$133868.00)• Socio-economic background (\$32815.00)• Professional learning (\$22608.00)

Process 2: Instructional Leadership

Instructional Leader and Deputy Principal facilitate planned and purposeful individualised professional learning, targeted tiered interventions and on-going collection and analysis of internal and external student assessment data.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Questions: Is data being entered, analysed and used to inform practice? Have the tiered interventions improved students outcomes? Has the shoulder to shoulder professional learning improved pedagogical practice?</p> <p>Data Source: Lesson Observations, inclass support, team teaching and professional discussions.</p> <p>Findings: Data is not being entered consistently across the school. Feedback from staff indicated that the whole school and inclass assessment procedures need refinement and streamlining. The speech program proved to be a success with most students P-6 showing improvement based on the analysis of the pre and post language screeners. The Reading Project continued until the end of the term, with the ES1 students ending the year without having read an instructional leveled text. 26% of students in Kindergarten finished with report grades indicating they achieved above expected growth in reading.</p> <p>Implications: The 3-6 DP position was not funded in 2020 due to staffing restructures. The IL led the staff in the process of modifying the whole school assessment procedures that are now refined and streamlined and in draft for trial in 2021. The contract for the speech program was renegotiated and finalised ensuring that the same clinician would be employed for program continuity in 2021. The Reading Project will continue into 2021 with the IL leading regular whole school professional learning focused on the use of decodable texts and how to effectively and explicitly teach phonemic and phonological awareness.</p>	<p>RAM Equity - speech therapist</p> <p>Professional Learning allocation</p> <p>Early Action for Success allocation</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$36960.00)• Professional learning (\$22608.00)• Early action for success (\$133868.00)

Next Steps

The Spirals of Inquiry process was evaluated through the Situational Analysis and it was determined that although teacher's believed there was an improvement in their teaching, over the 3 years of the initiative there was no significant shift in improving student outcomes as demonstrated by a range of internal and external data sources. The determination was made that the Spirals of Inquiry process would be streamlined to twice a term and that individualised support for teachers would be provided on a fortnightly basis by the Instructional Leader/Deputy Principal. This will commence in 2021.

Strategic Direction 2

Positive Practices

Purpose

To provide safe, inclusive and stimulating learning environments, supporting an engaged and aspirational school community.

Improvement Measures

Increased percentage of students who consider themselves a leader within our school.

Increased proportion of students reporting a sense of belonging, expectations for success and that the school advocates for them.

Increased community interaction with the school.

All planned infrastructure improvements and updates completed.

Overall summary of progress

During 2020 School Leadership continued with SRC embedded across the school setting. Planning and activities for this initiative were put on hold and will be re-visited during 2021. The physical environment of the school was invested in, with classrooms having wet areas replaced and beautification projects across the school and in the preschool and library planned and commenced. Community interaction was maintained through a variety of different communication channels including online learning and daily updates with teachers.

Progress towards achieving improvement measures

Process 1: Leadership

Our school provides opportunities to develop strong positive character traits that are reflected in behaviour decision making and relationships.

Evaluation	Funds Expended (Resources)
Due to COVID 19 many leadership opportunities were delayed. However, a whole school SRC has begun and includes representatives from every class in the school. Student leaders successfully implemented a Teacher of the week scheme which rewards teachers for their effort and contribution to the school.	Student leadership opportunities and reward days - RAM equity funding Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Process 2: Engaging School Environment

Our school provides an environment where students, staff and the community experience a sense of belonging and connectedness that respects diversity and identity.

Evaluation	Funds Expended (Resources)
COVID 19 affected this strategic direction however significant improvements were made across the school setting to create a more positive and welcoming site. The preschool playground and library had major upgrades, as well as the security of the school and the office area.	Upgrades to school setting - RAM Equity funding Significant projects include the Library - \$55834 and Preschool - \$73162 6300 School and Community Funds - Security fencing installed - \$110,000 Funding Sources: <ul style="list-style-type: none">• Socio-economic background

Progress towards achieving improvement measures

COVID 19 affected this strategic direction however significant improvements were made across the school setting to create a more positive and welcoming site. The preschool playground and library had major upgrades, as well as the security of the school and the office area.	(\$168030.00)
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Process 3: Social and Emotional Support

Our school is focused on building individual and collective wellbeing through a climate of care and positivity.

Evaluation	Funds Expended (Resources)
Although affected by COVID-19 the Wellbeing Spiral of Inquiry were still able to identify and target specific areas of need within the school around social and emotional support. Bell times will be changed in 2021 as a result of surveying staff and students. This will be trialled, evaluated and monitored throughout the first semester. Attendance has also been identified as an area of focus and as a result of student surveys, strategies such as adding sports equipment on the playground, implementing morning social and activity clubs, and implementing an attendance Tombola prize draw to reward students for their attendance. We will continue to survey staff and students to ensure that the strategies implemented are successful and worthwhile and to gain insight in how to improve in the future.	School Learning Support Officers - RAM Equity Funding Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$58039.00)

Next Steps

Student Representative Council (SRC) will be assigned a staff member to oversee their leadership and initiatives and create an Action Plan. Whilst a significant amount of funds has been allocated to improving the beautification of the school this will need to be an ongoing process in 2021. The school will continue to have a strong Learning and Support Team to monitor and improve student wellbeing.

Strategic Direction 3

Future-Focused Learning

Purpose

To provide students with the dispositions, skills and strategies to become curious learners who think critically and creatively.

Improvement Measures

All staff apply future-focused professional learning to classroom practice.

Increased engagement in regular inquiry based programs.

80% of students K-6 achieve the expected level on the Critical and Creative Thinking Learning Framework in at least six sub elements.

Increased frequency in collaborative learning for students, staff, and community.

Overall summary of progress

The school employed a teacher 2 days/week during Term 4 to support the use of the digital technologies classroom that had been established. Links to Science were taught using the digital technology resources that had previously been purchased. Resources were sourced as needed to improve the use of the space. Significant purchases in online and classroom-based technology were made, with laptops bought to be integrated into classrooms in 2021.

Progress towards achieving improvement measures

Process 1: Pedagogical Practice

Teachers and leaders implement evidence based future-focused pedagogical practices which are evaluated, refined and measured.

Evaluation	Funds Expended (Resources)
<p>CCT culminating tasks and upskilling of new staff did not occur due to COVID-19. To be revisited in 2021.</p> <p>Assessment against the CCT continuum did not go ahead and will be revisited in 2021.</p> <p>3-6 students have been engaging with digital technologies including design thinking and processes, while K-2 students have been engaging with digital technology resources. This has been a result of the employment of a teacher specifically to upskill and support teachers implementing digital technologies within their programs.</p>	<p>0.4 staffing digital technology teacher - RAM Equity</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$16245.00)

Process 2: Collaborative Practice

Our school collaborates to develop, provide and share future-focused learning practices.

Evaluation	Funds Expended (Resources)
<p>There were no Community of School or school networks available for professional learning due to COVID-19 restrictions.</p> <p>The units for STEM did not commence, however the beginning stages of integrating technology into programs with the specialist teacher has started. This will continue into 2021 progressing towards the implementation of STEM units.</p>	<p>Purchase of laptops - RAM Equity</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$55094.00)

Next Steps

All teachers will be upskilled with the employment of a technology teacher 3 days/week in 2021. Students and teachers will be timetabled fortnightly to ensure staff have the skills to embed digital technology and critical and creative thinking across all KLA's. Teachers will revisit the dispositions of learning through the whole school Social Skills Program taught in Term 1. Resources that were purchased in 2020 will be allocated to staff and classrooms during 2021. Timetabled support for technology requiring updating will be provided in 2021. Collaborative planning sessions will occur termly to support teachers in planning integrated units of work that use a range of stimuli and engage students in critical and creative thinking through the use of rich, quality texts.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Education Officer position - \$76,277 Flexible funding - \$10,400 Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$86 677.00) 	<p>The Aboriginal Education Officer role was filled part-time through an Expression of Interest process with the position being shared to support all students. The AEO facilitated student participation in a number of cultural activities for our Aboriginal students, with the majority being online support.</p> <p>Our cultural garden was mostly completed, with new works being planned for an additional area in 2021.</p> <p>The development of PLP's at the beginning of the year allowed for relationships with our community to be established for new students and strengthened with existing families. With the changes to learning over the year the role of the AEO's became essential to ensure engagement with learning and the successful return to school of students.</p>
English language proficiency	Employment of EAL/D teacher 0.2 - funding allocation Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$26 370.00) 	<p>Students were supported to improve their English Language proficiency skills throughout the year. Targeted students received support on a weekly basis, individually and in small groups. The employment of a teacher 1 day/week ensured tracking of student progress and ongoing support for families was available.</p>
Low level adjustment for disability	School Learning Support Officers employed - Low level adjustment funding \$58, 039; Integration Funding \$136, 000 Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$211 177.00) Integration funding support (\$136 000.00) 	<p>The Learning and Support program was disrupted due to COVID-19 during 2020. Learning and Support teachers created resource packs to support student's learning from home. Staffing was used to support both in-class and withdrawal groups. At times this was impacted by an inability to replace staff.</p> <p>Procedures for Learning and Support were updated and shared with all staff. School Learning Support Officers were directly linked to stage requirements and were utilised across the school setting including preschool.</p>
Quality Teaching, Successful Students (QTSS)	Executive Release - QTSS funding Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$48 343.00) 	<p>Additional executive release was provided to the Assistant Principals to support school initiatives, wellbeing and mentoring of staff.</p>
Socio-economic background	Staffing 0.3 - \$32815 Flexible funding - \$517, 728 Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$550 543.00) 	<p>Employment of a Deputy Principal 0.2 (Instructional Leader 0.8) and Assistant Principal provided additional support to teachers and students in the ongoing implementation of initiatives across the school. Teaching and learning practices were evaluated and refined during fortnightly professional learning sessions through the Spirals of Inquiry streamlined process. An additional teaching position was funded to ensure class sizes were minimised and there was minimal disruption to the school. Teaching and classroom resources were purchased, with substantial investments in</p>

<p>Socio-economic background</p>	<p>Staffing 0.3 - \$32815</p> <p>Flexible funding - \$517, 728</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$550 543.00) 	<p>school upgrades and technology. A Speech Therapist, Community Liaison Officer and an Administration Officer for the library were also employed on a weekly basis. School Learning and Support Officers were employed to provide additional roles in the school (breakfast club, school bus).</p>
<p>Support for beginning teachers</p>		<p>School did not receive funds in this area for 2020.</p>
<p>Targeted student support for refugees and new arrivals</p>		<p>School did not receive funds in the area for 2020.</p>
<p>Early Action for Success (EAfS)</p>	<p>Instructional Leader - 0.8 staffing</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Early action for success (\$133 868.00) 	<p>The Reading Pilot provided the IL with the opportunity to upskill staff with the effective use of decodable texts. This resulted in a significant shift in traditional pedagogical practice in Kindergarten. The complete removal of instructional leveled texts proved to be challenging as external support was withdrawn due to Covid. The IL and ES1 staff led the innovation of creating a new pedagogy and collaborated regularly to ensure students were achieving the expected levels in reading, phonics and phonological awareness. This method of teaching will continue into 2021 and involve the entire K-2 cohort. The IL will extend the professional learning to the whole school staff P-6 to ensure all staff are prepared for the implementation of the new K-2 English Syllabus.</p>
<p>Yalaganj Initiative</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$5 000.00) 	<p>The initiative was recommenced in 2020 however was impacted and the focus became online resourcing and support for students. The Instructional Leader provided a variety of learning opportunities for students and teachers, with professional learning for staff in the use of the resources. The in-school initiative was supported by school funds and saw the creation of an activities room linked to literacy and numeracy completed by the students. The program will not be funded by the Dept. in 2021.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	122	105	107	94
Girls	82	92	95	89

The Airs Housing Renewal project has continued to have an impact on student enrolment numbers.

Student attendance profile

School				
Year	2017	2018	2019	2020
K	89.8	84.7	88.5	88.9
1	92.5	86.6	87.7	88.4
2	92.2	91.8	84.7	87.7
3	88.6	87.9	90.3	81.8
4	88	89.6	88.5	90.6
5	93.8	82.3	87	90.4
6	93.8	92.3	86	90.2
All Years	91.1	88.1	87.4	88.4
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
Assistant Principal(s)	4
Classroom Teacher(s)	9.8
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	8.27

*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.

During 2020 all staff engaged in professional learning based on their Professional Development Plans (PDP's) which

were linked to school targets and the strategic directions of both the school and the Department. The school participated in two twilight staff development sessions and 5 staff development days due to COVID. All staff, teaching and administrative, participated in sessions on the Code of Conduct, Child Protection, Anaphylaxis and CPR. Both internal and external sources were used to provide a range of training to staff.

All staff participated in professional learning to support the writing of the new Strategic Improvement Plan. A number of professional learning sessions were also provided to discuss the findings of the Situational Analysis undertaken during 2020. Teaching staff participated in fortnightly professional learning through a streamlined Spirals of Inquiry process during semester 2, linked to school data and student needs. Focus areas were Numeracy and Wellbeing. Additional professional learning was provided to staff in Effective Reading: Vocabulary and was supported by Literacy and Numeracy Strategy Advisors.

Preschool educators successfully completed professional learning by attending the Early Learning Leadership Conference, online Network professional meetings, Effective Reading: Vocabulary Knowledge and Preschool Quality Improvement Plan (QIP) professional learning.

The Principal and School Admin Manager participated in online training on the Budgeting Planning Tool and SCOUT reports .

The school employed one teacher in 2020 who was working towards their Board of Studies Teaching and Education Standards (BOSTES) accreditation. All other teachers were maintaining their accreditation at Proficient.

Staff members undertook internal professional learning from experienced staff members in using online applications including Microsoft Teams and SeeSaw. This was to ensure learning and communication during the period of online and home learning was maintained with the school community.

Unfortunately a number of professional learning opportunities that had been planned were cancelled during the year.

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	660,068
Revenue	4,269,250
Appropriation	4,213,116
Sale of Goods and Services	17,144
Grants and contributions	8,192
Investment income	799
Other revenue	30,000
Expenses	-4,270,325
Employee related	-3,692,450
Operating expenses	-577,875
Surplus / deficit for the year	-1,075
Closing Balance	658,993

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	168,054
Equity Total	874,766
Equity - Aboriginal	86,677
Equity - Socio-economic	550,543
Equity - Language	26,370
Equity - Disability	211,177
Base Total	2,147,247
Base - Per Capita	57,695
Base - Location	0
Base - Other	2,089,553
Other Total	826,977
Grand Total	4,017,045

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

In 2020 the school sought the opinions of parents/carers, students and teachers about the school through surveys and focus groups. School satisfaction surveys were returned from 53 parents/carers, 60 students across K-6 and 19 staff members. Their responses are presented below.

- 83% of students indicated that they were very happy or fairly happy with the school;
- 85% of staff indicated that they were highly satisfied or satisfied with the school; and
- 85% of parents/carers indicated that they were highly satisfied or satisfied with the school.

Findings: Strongly Agree or Agree

- John Warby PS has improved the 'look' of the school - 54% staff, 92% parents/carers and 87% students.
- John Warby PS welcomes community and parent involvement- 80% staff, 87% parents/carers and 80% students.
- Parents are encouraged to contact the school to discuss matters concerning their child- 90% staff, 92% parents/carers and 83% students.
- Student wellbeing is a strong focus- 90% staff, 85% parents/carers and 87% students.
- The school maintains a strong focus on Literacy and Numeracy- 100% staff, 85% parents/carers and 84% students.
- John Warby PS provides clear information to the whole school community about Positive Behaviour for Learning (PBL)- 95% staff, 77% parents/carers and 76% students.
- The school caters well for the individual needs of the students- 95% staff, 75% parents/carers and 85% students.
- Teachers consistently set appropriate homework- 100% staff, 83% parents/carers and 85% students.
- John Warby PS sets high levels for student progress- 95% staff, 82% parents/carers and 83% students.
- There is good access to technology - 58% staff, 90% parents/carers and 72% students.
- Teachers create a happy and positive learning environment- 100% staff, 92% parents/carers and 87% students.

The school community (staff, parents/carers and students) indicated that they were pleased with how the school had:

- created a safe learning environment;
- staff who ensure learning and improvement, and
- engaged personally with parents and students during the year.

The school community (staff, parents/carers and students) reported that areas for further investigation should include:

- improvements, upgrades and beautification of the school grounds and classrooms, especially installation of air conditioning;
- improved access to technology;
- access to additional sporting opportunities;
- celebration of cultural diversity, and
- updated information and communication about school programs.

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.

The school has an Anti-Racism Contact Officer(ARCO). Racism is included in the school's behaviour system and all students involved in racism incidents are referred to the ARCO for relevant guidance and counselling. The school's Positive Behaviour for Learning (PBL) initiatives continue to create a culture of acceptance, appreciation and collaboration among students in all aspects of school life.

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.

John Warby Public School is made up of a diverse population from various cultural backgrounds and our EAL/D students have diverse talents and bring a wide range of prior learning and life experiences to their learning. The school used its EAL/D RAM funding to employ a teacher for 4 hours per week. Our EAL/D students are developing their literacy skills and received support individually and in small groups to further their language proficiency and understanding of English across all Key Learning Areas. Our EAL/D teacher worked collaboratively with classroom teachers and the SLSO's on planning and implementing programs.

Other School Programs (optional)

Transition to School

At John Warby preschool positive transitions to kindergarten formal schooling have been embedded within the preschool program. Children were given opportunities to become familiar with the school grounds throughout the year by taking part in assemblies, using the canteen, visiting the library, nature walks, visits to the classroom and playing on the fixed equipment. Orientation and transition information was communicated in a variety of ways such as through the school newsletter, verbally, through social media, through the schoolbag App, posters, and individualised mail sent to the child's home. Educators were able to share prior knowledge to benefit a smooth transition.

Ms Murray continued to lead our transition program 'Getting Ready for Big School'. Through this program parents and carers are generally provided with opportunities to visit classrooms and watch teachers in action. This occurred in a modified version in 2020.

