

2021 Annual Report

Warrawong Public School



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Introduction

The Annual Report for 2021 is provided to the community of Warrawong Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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.

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School vision

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

Our vision is to:

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

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

School context

Warrawong Public School is located in the southern Wollongong suburb of Warrawong, in the heart of the industrial and business area. It is a low socio-economic and ethnically diverse area of the Illawarra with a Family Occupation Education Index (FOEI) 178.

Current enrolment is 275 students. Approximately 40% of the students have a non-English speaking background and there are over twentyeight nationalities represented among the student population. There are 51 students enrolled who identify as Aboriginal. There are eleven mainstream classes. The school has four support classes catering for students with a moderate intellectual disability, mild intellectual disability, Autism and those eligible for a multi categorical class. A Macedonian community language program operates. The school is an active member of the Warrawong Community of Schools which operates programs such as the school permaculture garden, transition from Stage 3 to Stage 4, High school links and Teacher Professional Learning programs.

Warrawong Public School receives additional equity funds through its Resource Allocation Model (RAM). This funding plays a pivotal role in the staffing and resourcing of the school to raise the learning outcomes and lift educational standards for all students so that they have the best chances and choices in life. The programs provide additional classroom teachers, support for all students, valuable teaching resources and teacher professional learning. The school is also part of the Early Action for Success Phase Two (EAfS) initiative. As an EAfS school we are provided with an Instructional Leader to ensure best practice and to monitor the performance of each student K-3. The school co-funds an interventionist teacher and a 3-6 Instructional Leader. In 2022 we will be allocated 1.4FTE AP.C&I, the school will use its funding to ACIP that position to 2.0FTE.

In 2021 the school received funding for 2.0 FTE teaching Covid Intensive Learning Support Program. The school has employed two qualified teachers who will work with identified students in an intensive support role.

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 Strategic Improvement Plan and annual report. Every four 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 Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth in Literacy and Numeracy, teachers will embed explicit research-informed and data-driven practices that are responsive to the learning needs of individual students. We will build student capacity to develop skills to reflect on and take ownership of their learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy
- Numeracy

Resources allocated to this strategic direction

Early Action for Success (EaFS): \$343,025.94

Refugee Student Support: \$13,562.58

Low level adjustment for disability: \$182,806.00

Socio-economic background: \$606,334.00

QTSS release: \$59,198.00

Literacy and numeracy: \$8,091.00

Aboriginal background: \$68,101.00

English language proficiency: \$70,939.38

Literacy and numeracy intervention: \$47,090.00

Summary of progress

Strategic Direction One, worked consistently and collaboratively throughout the year to enact the implementation of its initiatives. Covid-19 and home learning had a significant impact on the delivery of explicit teaching and learning programs, however staff worked diligently to ensure that student learning continued and that there was minimal slide in literacy and numeracy progress. 2020 NAPLAN data was not available for comparison, however compared to 2019, there were incremental positive and negative results. In response, and to provide more relevant and useful data, the introduction of the ACER-PAT assessments, check-in assessments, regular classroom assessment and the use of the ALAN diagnostic assessments has begun the collection of more relevant whole school data to monitor student progress, conduct more responsive professional learning and target teaching, learning and intervention needs.

We continued our twice-termly collaboration schedule with each stage group focused on data analysis for literacy and numeracy linked to the Learning Progressions and internal and external assessments, stage reflection on whole-staff professional learning and collaborative planning. Collaboration days are the cornerstone of practice improvement at WPS, thinking forward, the collaboration days will continue in the current format with a move to systematize the format to ensure consistent messaging and practices across the school.

To embed a more rigorous use of norm-referenced data to identify starting points for learning, target teaching and monitor growth, we began using the ACER-PAT reading and numeracy assessments for year 2-6 (and year 1 at the end of the year). Teachers and leadership identified that the PAT clearly highlighted a need for early ICT skills, improved vocabulary across literacy and numeracy to comprehend questions and word problems and reading stamina. We have re-subscribed and plan to engage teachers in professional learning during collaboration days to embed the assessment tool and its resources as part of the teaching and learning cycle.

The school was invited to participate in a research project looking at the Science of Reading evidence-base and classroom implications. Over 10 weeks, the IL, Lead Specialist and Kinder teacher collaborated to trial whole class phonics instruction using the Gradual Release of Responsibility Model. The project successfully highlighted the effectiveness of the evidence-base in teaching decoding to our kinder students who previously had only been exposed to the '3 cuing system' and the need to increase teacher knowledge in the current reading research base across K-6.

The unexpected addition of undertaking the 'Science of Reading Journey' did incur a pivot in allocated time and funds for SD1 initiatives, however the continuation of the journey in 2022, we will begin to see the effect of practice change through student achievement across the school. In response, SD1 established a Literacy Leadership Team with teacher representation from across the school. The team delivered 2 introductory professional learning to introduce 'The Science of Reading and the Reading Rope' and 'Decoding'. Distributed leadership enabled 2 teachers to undertake additional PL to support the collaborative delivery of the whole school PL. Covid-19 restricted additional work being undertaken, however the team is planning additional sessions in 2022 to continue our evidence-based journey in reading.

In numeracy, 1 teacher from each stage engaged in the NSW Mathematics Strategy - Starting Strong K-2 or Big Ideas 3-6 Mathematics professional learning. Implementation and sharing of learning was effected by home learning. Teachers used the resources in home learning plans and upon return, but full engagement was not possible. At this stage we plan to revisit and apply the learning in depth in 2022 in stage teams with the target teacher's supporting the learning across the school.

Additionally we undertook whole staff professional learning on feedback to review current practices and provide additional evidence-based strategies to support refocus and support new teachers based on the initial SD1 teacher survey. Classroom walk-throughs did not occur due to home learning, however there was evidence of application online with a number of teacher's targeting feedback on process and feeding forward for improvement, uptake was difficult to monitor due to the restricted nature of the online learning environment. Follow up is necessary in 2022 to support classroom implementation and improve student uptake of feedback to guide the development of learning goals and student agency.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Improvement as measured by NAPLAN in the top two bands in NAPLAN:</p> <p>* Improvement in the percentage of students achieving in the top 2 bands in reading to be the negotiated lower bound target.</p> <p>* Improvement in the percentage of students achieving in the top 2 bands in numeracy to be above the negotiated lower bound target.</p> <p>* Improvement in the percentage of Aboriginal students achieving in the top 3 bands in reading and numeracy to be above the negotiated lower bound target.</p>	<p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading is 20.78% indicating progress exceeding the negotiated lower bound target. .</p> <p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy is 9.09% indicating progress yet to be seen toward the negotiated lower bound target..</p> <p>47.4% of Aboriginal students achieved in the top 3 bands for NAPLAN Reading.</p> <p>26.3% Aboriginal students achieved in the top 3 bands for NAPLAN Numeracy.</p>
<p>Improvement as measured by NAPLAN expected growth:</p> <p>* Improvement in the percentage of students achieving expected growth in literacy to be above the negotiated lower bound target.</p> <p>* Improvement in the percentage of students achieving expected growth in numeracy to be above the negotiated lower bound target.</p>	<p>The percentage of students achieving expected growth in Reading is 68.62% indicating progress exceeding the negotiated lower bound target..</p> <p>The percentage of students achieving expected growth in Numeracy is 48.28% indicating progress yet to be seen toward the system negotiated target baseline.</p>
<p>School negotiated targets: NAPLAN growth as measured by School Excellence Framework:</p> <p>Value added data in Scout for K-3 improves in Excelling.</p>	<p>K-3 value added data in SCOUT is maintained at Excelling.</p> <p>3-5 value added data in SCOUT is maintained at Delivering.</p>

<p>Value added data in Scout for Years 3-5 moves to Excelling.</p>	
<p>School negotiated targets: Student growth and attainment as measured by PLAN2 learning progressions:</p> <p>All students achieve at or above expected growth in school determined literacy and numeracy targets (goals) using learning progressions in PLAN2 data.</p>	<p>An average of 50% of stage 3 and 63% of stage 2 students have demonstrated at or above expectation in the quantifying number strand of the Numeracy Learning Progressions.</p> <p>An average of 42.5% of stage 3 and 47.4% of stage 2 students have demonstrated at or above expectation in the understanding texts strand of the Literacy Learning Progressions.</p>

Strategic Direction 2: Commitment to School Community

Purpose

To improve student attendance and whole school community wellbeing through a culture of high expectations. Establish a community focussed approach that is flexible and dynamic in order to meet the diverse needs of all stakeholders.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Attendance
- Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$46,347.00

Low level adjustment for disability: \$11,218.00

Professional learning: \$8,600.00

Aboriginal background: \$7,640.00

Integration funding support: \$40,929.00

Summary of progress

Throughout 2021 Warrawong Public school has continued to develop and enhance a range of measures designed to improve and support an increase in school attendance. Warrawong Public School's overall attendance fell from 85% in 2020 to 83.7% in 2021.

Throughout 2021 WPS has participated in an Attendance Pilot program to target students with 80-90% attendance. To achieve this, a team has met fortnightly to identify and target students within this range. The team then contact the parents of these students to encourage more consistent attendance. To compliment the targeting of the students in the 80-90% range, attendance tracking for whole school attendance is also in place. Letters are sent home for unexplained whole day and partial attendance. Our school Learning and Support Teacher is also in regular contact with the Home School Liaison officer to discuss strategies for students with problematic attendance. To further support positive attendance and attendance growth, WPS provide targeted Wellbeing Groups with students requiring extra social/emotional support or Support students in mainstream classes. To facilitate this WPS hire a 0.1 FTE teacher for Wellbeing Groups. The groups are engaged in a range of activities and build various skills working in the school's Permaculture garden.

Throughout 2021 WPS has implemented a range of strategies to ensure our Wellbeing targets are met and exceeded. These Include PBL, which has been a part of WPS since 2011. Over that time the school's values of Safe, Respectful, Responsible have become embedded in school and community practice. In 2020, the Wellbeing team identified the need to revamp our procedures regarding PBL, to ensure the whole school community were engaging in the policies and procedures in place. To achieve this, the Wellbeing team employed a number of strategies. These included, an overview for staff of PBL procedures at SDD, PBL lessons timetabled into whole school timetable, student Safe, Respectful, Responsible, AA/AAA Staff reminder emails sent, an updated tracking book and discussion at collaboration day, clarified no limit of value vouchers handed out weekly, reward days embedded into whole school timetable, and AAA rewards day held at the end of each term.

In 2021, WPS engaged in TTFM student (T2 and T4), staff and parent surveys. The Wellbeing team employed a range of strategies to ensure accurate data was collected and the data was utilised in future planning. These included, presenting 2020 results to staff at SDD, completing student surveys Term 2 and 4, completing staff survey, completing parent survey, and conducting focus groups with students on feedback. The Wellbeing team also participated in a planning day where suspension data was analysed and future directions were identified and planned for.

Staff were released for half day to consult with Learning and Support Teacher to complete ILP's, adjustments and behaviour plans, where they were held after first collaborating meeting in Term 1.

A range of programs and initiatives were continued or implemented in 2021 to support Aboriginal Education including, Arvo mob timetabled weekly, the employment of an Aboriginal SLSO 2 days to support Aboriginal students in the classroom, consultation with Aboriginal Education and Wellbeing Officer about programs within the school, a staff survey sent out about Aboriginal Education and the completion of whole staff TPL on Acknowledgement of Country. First Nations families were also invited to attend the PLP BBQ to discuss outcomes and learning goals for students and complete PLP collaboratively, whilst also building relationships between the school and these families. WPS also

acknowledged and celebrated a range of significant dates in Aboriginal history, including Reconciliation Week and NAIDOC week.

Despite COVID restrictions, WPS still conducted a range of programs for kindergarten and year 6 students to support their transition to school in 2022. Kindergarten 2022 students were able to attend the Start Strong Warrawong playgroup held on Friday mornings in Term 2, as well as view a series of videos posted online designed to introduce them to the school. In Term 4, students could again attend the school for orientation sessions where they could meet the staff and become familiar with their surrounds. Year 6 students in the Support Unit attended the High School for a transition visit to learn some of the places of importance in Year 7 and to meet a number of staff. Year 6 teachers met with High School staff to discuss students and handover all relevant information to best support their class placements for Year 7.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending school 90% or more of the time to be at or above the system-negotiated baseline target of 58.24%.	<p>The number of students attending greater than 90% or more of the time is 55.94% indicating progress toward the system negotiated target baseline.</p> <p>Warrawong Public School's overall attendance decreased from 85% in 2020 to 83.7% in 2021.</p>
Increase the percentage of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to be at or above the system negotiated baseline target of 83%.	Tell Them From Me data shows 85.67% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress exceeding the system negotiated target baseline.
Provide Opportunities for effective and supportive transitions to ensure students successfully prepare for Kindergarten and year 7.	<p>Kindergarten 2022</p> <ul style="list-style-type: none"> Start Strong Warrawong Playgroup for kinder 2022 students commenced in Term 2, Friday mornings in the old hall, led by the K-2 Assistant Principal and intervention teacher. Videos published online as part of kindergarten orientation, due to COVID restrictions. <p>Year 6</p> <ul style="list-style-type: none"> Year 6 staff met with High School teachers to discuss student placements in Year 7. Year 6 teachers and AP liaison with High school to ensure successful transition program is implemented. <p>Support Unit</p> <ul style="list-style-type: none"> Year 6 students visit to various high school support units for transition mornings and days. Support Unit teachers and AP liaison with High school to ensure successful transition program is implemented.

Strategic Direction 3: School Culture

Purpose

To foster a school wide culture of excellence through strengthening and streamlining operational systems and developing the leadership capacity of staff and students in order to support a collective responsibility for student learning and success.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Streamlining and Strengthening Operational Systems
- Developing Leadership and Excellence: A Systems Approach

Resources allocated to this strategic direction

Professional learning: \$8,600.00

School support allocation (principal support): \$17,527.00

Summary of progress

A template has been created for K to 6 to use for teaching and learning programming. In 2022 the Strategic team will need to organise and run professional learning across Semester One demonstrating how to use the Onenote template to create their own Teaching and learning Program and how this may be shared with supervisors online. Our goal for Semester Two is to have staff implement and use Onenote for Teaching and Learning Programming which aligns with current NESA supervision document.

During 2021, student leadership roles were developed and implemented as much as possible with in line with Covid settings. SRC and student leadership team has been a success with student leaders working with SRC teachers to develop the School wide recycling program for drink containers. 2022 will continue to build student leadership along with leadership opportunities for our First Nations students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Digital teaching and learning programming is developed and streamlined with strengthening operational systems.	A template has been created using OneNote for K-6 teachers to use with programming next year.
Teachers Accreditation, maintenance and higher levels Team to look at maintaining accreditation and achieving higher accreditation TPL.	The team is still gathering documentation on attaining and maintaining accreditation. Standards tracker to track proficiency and help with logging hours. Checklists and other documentation still being gathered. Goal for 2022 will be to have some staff development time to allow resources to be collated and put together. Staff TPL to be held in Semester One. Face to Face meeting with mentor from Illawarra Sports High to discuss their model and look at how we can make it fit at WPS.
Developing student leadership Authentic Student leadership roles. School leaders to attend TPL and become part of the School SRC team	Student leadership roles have been developed and implemented as much as possible with Covid situation. SRC and student leadership team has been a success with student leaders working with SRC teachers to develop the School wide recycling program for drink containers.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$13,562.58</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • additional staffing for targeted interventions to support student learning • engage with external providers and specialist to provide intensive language support to identified EAL/D students • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students <p>The allocation of this funding has resulted in: attendance data showed an increase in attendance for the targeted group. the Community Hub has increased activity by 16 families.</p> <p>After evaluation, the next steps to support our students with this funding will be: attendance data accuracy was hampered by the Covid 19 settings and learning from home. Data did show an increase in attendance for targeted students. The team will continue to interrogate data and refine processes and practice. during Home learning the Hub leader was crucial in engaging our NESB families. With the Hub leader's assistance families who would not normally have engaged were able to access equipment from the school and engage in online home learning.</p>
<p>Integration funding support</p> <p>\$40,929.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Warrawong Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around Literacy, Numeracy and emotional support. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of individual behaviour plans. • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: all students with diagnosis receiving additional learning support in the classroom and playground.</p> <p>After evaluation, the next steps to support our students with this funding will be: as our funds are increasing in this area we are employing new staff who will</p>

Integration funding support \$40,929.00	need additional professional development. This will be a priority in Semester 1 2022.
Socio-economic background \$652,681.00	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Warrawong Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Attendance • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement literacy and numeracy to support identified students with additional needs • supplementation of extra-curricular activities • equitable access to specialist resources • professional development of staff through new curriculum, in particular phonics, to support student learning • staff release to increase community engagement • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Warrawong Public School receives substantive funding for students from a low socio-economic background. this funding provides for the majority of our additional programs, particularly wellbeing and learning opportunities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Warrawong Public School will continue to have a strong emphasis on student wellbeing and equally providing our students with learning opportunities. The one to one laptop program in Years 3-6 has been an outstanding success for our students, giving them access to the latest technology and enabling WPS to train teachers in the use cutting edge use of technology.</p>
Aboriginal background \$75,741.00	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Warrawong Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in:</p>

<p>Aboriginal background</p> <p>\$75,741.00</p>	<p>a person who identifies as First Nations was employed as an SLSO to work in classrooms with students and in our Office area to assist parents and other community members in accessing the school. Additional funds were used to purchase quality texts and to engage First Nations people from the community to share culture, art, dance and traditions with students.</p> <p>After evaluation, the next steps to support our students with this funding will be: next year we will employ the current SLSO as a full time AEO. This will provide continuity in the position and give our First Nations students and their families access everyday. Additional funding for cultural events and resources will be contributed from Low SES equity budget.</p>
<p>English language proficiency</p> <p>\$70,939.38</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Warrawong Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: a number of students being supported by a bilingual SLSO and provided additional hours with a specialist teacher for student support both in the classroom and small group tuition.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the level of support and create professional relationships with additional bilingual SLSOs. Again, we expect an increase in new arrival students next year as Covid immigration restrictions ease.</p>
<p>Low level adjustment for disability</p> <p>\$194,024.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Warrawong Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: all students with low level disability being supported in their learning through</p>

<p>Low level adjustment for disability</p> <p>\$194,024.00</p>	<p>differentiation, adjustments and wellbeing support.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue with current program. Additional professional development for SLSOs.</p>
<p>Professional learning</p> <p>\$17,200.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Warrawong Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance • Developing Leadership and Excellence: A Systems Approach <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in: our "normal" professional development practices proceeded in line with Covid settings. Staff were still able to access many online modules and Zooms. Literacy/Numeracy and Wellbeing continue to be our main focus areas for Professional Development.</p> <p>After evaluation, the next steps to support our students with this funding will be: 2022 should see a more traditional return to the delivery of Professional Development. The school will continue its engagement with the Wollongong Literacy Leadership group under the guidance of Jann farmer Haley. WPS will also continue to prioritise Literacy, Numeracy and Wellbeing.</p>
<p>School support allocation (principal support)</p> <p>\$17,527.00</p>	<p>School support allocation funding is provided to support the principal at Warrawong Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Developing Leadership and Excellence: A Systems Approach <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • SLSO employed to ensure staff comply with Mandatory Training and qualifications and that all child protection processes are in place and followed. <p>The allocation of this funding has resulted in: all staff comply with Mandatory Training and Qualification expectations. Processes at the school for child protection are in place and followed. This results in a safe and compliant workplace.</p> <p>After evaluation, the next steps to support our students with this funding will be: this will continue next year. Systems and processes will continue to be refined.</p>
<p>Literacy and numeracy</p> <p>\$8,091.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Warrawong Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Literacy and numeracy</p> <p>\$8,091.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: quality texts and readers purchased K-6 to support phonics and new curriculum initiatives.</p> <p>After evaluation, the next steps to support our students with this funding will be: this funding will be discontinued.</p>
<p>Early Action for Success (EAfS)</p> <p>\$343,025.94</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Warrawong Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead professional learning opportunities available through the Numeracy Strategy • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy • employment of Instructional Leader to lead analysis of data and professional learning, including cross-stage teaching rounds and the use of learning sprints <p>The allocation of this funding has resulted in: the EAfS program has made a profound difference to teaching and learning at WPS. It has been integral in staff learning about the importance of data analysis and differentiation and how they impacts teaching planning and delivery. The impact of EAfS will last long into the future at WPS.</p> <p>After evaluation, the next steps to support our students with this funding will be: two APC&Is will continue the fabulous work of EAfS in to the future.</p>
<p>QTSS release</p> <p>\$59,198.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Warrawong Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: QTSS has in part allowed staff to meet as teams and collaborate in the</p>

<p>QTSS release</p> <p>\$59,198.00</p>	<p>analysis of student data and planning for lesson delivery and differentiation on a five weekly cycle.</p> <p>After evaluation, the next steps to support our students with this funding will be: QTSS will continue to be used in this manner in 2022.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Warrawong Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in: the Interventionist role has been critical at WPS for a number of years. Data is carefully analysed and learning is designed to be at individual students' point of need.</p> <p>After evaluation, the next steps to support our students with this funding will be: whilst this funding will be discontinued in 2022 WPS will continue to fund a specialist Intervention Teacher.</p>
<p>COVID ILSP</p> <p>\$235,999.54</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing staff to provide online tuition to student groups in literacy/numeracy - [focus area] • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] <p>The allocation of this funding has resulted in: Numbers Semester 2 Year 1-2 35 students Year 3-4 35 student Year 5-6 - 34 students</p> <p>Evaluation Question: To what extent have we improved the Literacy and Numeracy outcomes of the students in the program? Data: The following data sets were used to analyse and track students' progress throughout the ILSP: Check-in Assessments, PLAN2 data, L&N progressions and Syllabus, Phonological Assessment, short reading quizzes from the literacy hub online, internal assessments, student self-reflection,</p>

<p>COVID ILSP</p> <p>\$235,999.54</p>	<p>peer to peer reflections and both pre and post student work samples. COVID ILSP teacher and tutors TPL feedback and focused discussions.</p> <p>Analysis</p> <p>Literacy - The data analysis showed that the small group tuition had been implemented effectively in Literacy for Years 1-6.</p> <p>Year 1-2 focused on Phonological Awareness and Phonic knowledge that encouraged a strong understanding of the basics of reading readiness by consolidating their grapheme-phoneme correspondence and strengthening their segmenting and blending skills. A total of 75% of students have demonstrated growth and progress in these areas which has been reflected in their increased confidence when reading and spelling in the classroom.</p> <p>Year 3-4 focused on predicting, inferring, and comprehending texts. Students improved their understanding of predicting, inferring, and understanding texts, where 80 % of students showed growth and improvement in their reading comprehension and vocabulary usage.</p> <p>Year 5-6 focus was on predicting, inferring, and comprehending with a strong basis of vocabulary understanding within the text. A total of 85% of students in this cohort achieved their personal learning goals in Semester 2.</p> <p>As a result of the consistent targeted support, teachers reported that students' engagement both in class and in small group tuition sessions was strong and showed a marked improvement. Students' ability to transfer their learning into other curriculum areas has improved. The stage 2 and 3 students have significantly improved their self-reflection and peer to peer feedback skills.</p> <p>Numeracy:</p> <p>Stage 2 and 3 students participated in some numeracy learning tasks concerning problem-solving. Data from Check-in assessments indicated that students' comprehension of vocabulary specific to number problems was a need. The Newman's analysis helped ILS teachers to identify gaps within students problem-solving capacity. Explicit teaching of the missing problem-solving strategies followed concepts learnt from the big ideas and those found on the new Maths Hub online. Students learnt how to identify the main elements in these questions and solved problems that helped develop and improve their vocabulary and comprehension skills.</p> <p>The 100% of students in stages 2 and 3 found their confidence in how to tackle these problems has progressed, and they report that during focus groups times, they feel more comfortable working on these questions. They can work with greater independence.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Implications:</p> <p>As a result of the COVID ILS program, teachers' ability to use PLAN2 data tracking to understand student achievements and where to go next has significantly increased. The deep analysis of this data is the next area that will form part of TPL in future learning events for all teachers within the school.</p> <p>Detailed scheduling and collaboration of lessons are essential so that other learning programs are not impacted when timetabling the delivery of the ILS program.</p> <p>Challenges:</p> <p>There were some challenges in relation to the extensions of lockdowns but these were overcome by providing those students on the program with phone reading sessions and the use of Google classroom and Zoom sessions.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	138	155	156	135
Girls	130	132	119	117

Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.1	91.4	89	89
1	87.3	90.3	85.7	90.6
2	89.2	90.4	83.8	88.1
3	87.8	91.7	83.8	90.7
4	89.7	89	86.3	86.8
5	90.5	88.3	86	87
6	91.5	92	83.8	88.3
All Years	89.4	90.6	85.5	88.6
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.13
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	6.52
Other Positions	0.4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	78,698
Revenue	5,029,914
Appropriation	4,916,825
Sale of Goods and Services	15,358
Grants and contributions	97,629
Investment income	103
Expenses	-4,792,129
Employee related	-4,456,226
Operating expenses	-335,903
Surplus / deficit for the year	237,785
Closing Balance	316,483

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.

	2021 SBAR Adjustments (\$)
Targeted Total	54,492
Equity Total	993,388
Equity - Aboriginal	75,741
Equity - Socio-economic	652,682
Equity - Language	70,940
Equity - Disability	194,024
Base Total	2,815,211
Base - Per Capita	75,848
Base - Location	0
Base - Other	2,739,363
Other Total	709,821
Grand Total	4,572,911

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.

Parent/caregiver, student, teacher satisfaction

Parent/caregivers were engaged in a variety of ways at Warrawong Public School throughout 2021. The Tell Them From Me student survey asks questions about factors that are known to affect academic achievement and other outcomes. It aims to help improve the learning outcomes of students. The survey is designed to measure, assess and report insights from the student point of view at the school and system levels. The focus of this NSW survey is on student wellbeing, engagement and effective teaching practices. Results from the Tell Them From Me student survey have become a vital tool used in school planning annually to further improve the educational and wellbeing outcomes at Warrawong Public School.

Building on precious years, Warrawong Public School continued to engage in this process participating in two student surveys in 2021 as well as the teacher survey and parent survey. At WPS Year 4, 5 and 6 were surveyed for a total of 98 students in April and 85 students in October 2020. Parents were invited to participate in our TTFM parent survey. Due to Covid 19 restrictions, we were unable to offer parents the opportunity to complete the survey at the school on Ipads or other digital methods. Instead parents were invited to participate online remotely, through links provided on Facebook, through the school app and school newsletter. 14 parents participated. Parents scored Warrawong Public School above the NSW Government Norm in all areas. As in previous years, following the student survey focus groups of students were interviewed by the school Wellbeing team to gather further clarification around some of the results received. This information was used along with the TTFM results to inform teacher planning and Professional Learning. The focus groups were an invaluable evaluation tool for the school and informed planning for 2022. Following the success of the focus groups in 2019 and 2020 the focus groups were intended to be expanded to include a parent focus group in 2020, however Covid-19 restrictions prevented this from occurring. They will be considered for 2022.

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

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.