

2021 Annual Report

Warragamba Public School



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Introduction

The Annual Report for 2021 is provided to the community of Warragamba 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

At Warragamba Public School we believe that;

- All students, staff, parents and the wider community have equitable access to an inclusive, nurturing and engaging environment.
- All students have access to exemplary teaching and learning programs, and practices within a collaborative setting, that reflect a culture of high expectations.
- Our school supports the whole child and celebrates their achievements across a broad range of areas.
- We provide a safe, secure and supportive environment where the social and emotional wellbeing of all members of the school community is fostered and nurtured.
- We actively involve the entire school community, to strengthen connections between home and school.

School context

Warragamba Public School is situated in a semi-rural area. **Enrolment** in 2021 was 396 students, with 16 classes K-6 being formed. **Aboriginal student enrolments** are increasing totaling 4% of students. We currently have 3% of students from language backgrounds other than English. **Student participation** in sport is enthusiastic and the school enjoys Diamond status in the Premier's Sporting Challenge as well as solid performances in PSSA Cross Country and Athletics. **Student participation** and performance in CAPA (musicals, drama and visual arts) is strong internally and externally.

Our school has completed a situational analysis that has identified three areas of focus for the Strategic Improvement Plan. These areas will build upon what we have achieved in our previous planning cycle.

1. Student Growth and Attainment

Analysis has demonstrated that our **NAPLAN** performance, since the setting of baseline data, demonstrates pleasing progress in Numeracy, specifically in the area of at or above expected growth. We have identified a need to focus on Measurement and Geometry as well as Statistics and Probability as demonstrated in the NAPLAN gap analysis for Year 3 and Year 5 students.

Our baseline data for Reading, and the NAPLAN gap analysis, have identified that comprehension strategies, specifically inferential comprehension, along with further development of vocabulary, are focus areas for school improvement.

There will be a focus on data informed teaching practice and the further development of school processes for assessing, collecting and analysing data. This will be in addition to a focus on teachers providing effective feedback to students.

2. Student Attendance

Analysis of SCOUT (system) data has shown that an uplift of 4% of students attending 90% or more of the time, is required to meet system negotiated targets. This does have a huge impact on student improvement and is an area that we need to address as a school in order to meet our targets in 2022.

3. Connections

The Tell Them from Me survey data demonstrated a decline in student in student engagement from Yr 4 to Yr 6 and further data showed that 84.06% of students demonstrated positive wellbeing. Whilst we have strong processes and high expectations around behaviour, we now need to look closely at student wellbeing and their sense of belonging within the school.

Through the analysis of school data we have identified that a continued refinement of high quality pedagogical practices is an area we will focus on throughout the school plan. Whilst we have successfully developed and refined teaching and learning practices and processes over the past few years, and have achieved very pleasing student results, we have identified Teacher Feedback as an area which we need to address as identified through a survey of staff specifically relating to the What Works Best Update 2020. When looking at student growth and attainment and also attendance and engagement, it is apparent that we need to look closely at what teaching and learning experiences and opportunities we are providing to our students, and the impact those experiences are having on student learning.

Consultation with staff and community has occurred using surveys, P&C Meetings, Staff Meetings and conversations around school directions for 2022. Our P&C committee were most interested in the data we have shared and have indicated they would like to work closely with the school to ensure we meet our system negotiated targets. Our school P&C have been proactive in developing ideas to promote positive student attendance and have begun to develop ideas for some new school activities.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student Reading and Numeracy outcomes through the implementation of evidence informed teaching practice.

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.

- The WPS Improvement Project
- Data Masters

Resources allocated to this strategic direction

Low level adjustment for disability: \$30,000.00

Professional learning: \$8,500.00

QTSS release: \$72,428.23

Literacy and numeracy intervention: \$47,089.56

Summary of progress

In 2021 the staff were give an extra hour of release time to complete assessments and enter data ensuring individualised programs for students in each class. Staff also participated in professional learning around the quality teaching framework and data collection. The quality teaching rounds were delivered in all classes. Teachers demonstrated lessons to their colleagues and received powerful feedback about their practice. As a result, programs are consistently delivered across the school and teachers are more confident delivering high impact lessons.

In 2022 the quality teaching rounds will continue, with new staff being supported to participate in this professional learning. Staff will work in a collegial stage group to collect and analyse data to inform future teaching practice.

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
To increase the percentage of students achieving in the top two bands for Reading in NAPLAN by 4.5% to work towards meeting system negotiated targets in 2022.	35.09% of students are now in the top two skill bands (NAPLAN) for reading, indicating progress yet to be seen toward the annual progress measure.
To improved the percentage of students achieving in the top two bands for Numeracy by 4.9% to work towards meeting system negotiated targets in 2022.	24.11% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating progress yet to be seen toward the annual progress measure.

Strategic Direction 2: High Expectations & High Impact Learning

Purpose

To develop teaching and learning practices which create high expectations and elevate student engagement, resulting in a culture of continuous improvement.

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.

- Transparency Project
- Rules of Engagement

Resources allocated to this strategic direction

Socio-economic background: \$3,300.00

Professional learning: \$3,700.00

Summary of progress

In 2021, staff participated in high impact professional learning in visible learning. Learning and success criteria were implemented in all classrooms across the schools ensuring explicit teaching was a focus for all.

Inquiry based learning was initiated in stage 3 classes, with History as its focus. Student developed skills as learners which deepened their engagement in classroom learning.

All staff participated in professional learning in Critical and Creative thinking, strengthening their teaching practice. An improvement in professional practice has been observed by executive staff who visited classrooms. This will continue in 2022.

The quality teaching rounds will continue to be delivered again in 2022..

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
To increase the percentage of students of achieving at or above expected growth in Reading by 2.5% to meet system negotiated targets.	The proportion of Year 5 students achieving expected growth in NAPLAN is yet to be seen.
To increase the percentage of students achieving at or above expected growth by in Numeracy by 5.1% to meet system negotiated targets..	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy is yet to be seen.
School Target: To demonstrate growth in staff professional knowledge and expertise, in the use of technology to engage students in their learning, and innovative pedagogical practices that promote student engagement.	The 2021 Pivot survey indicates 90% of students believe their teacher uses technology to engage them in their learning. School data indicates that 92% of teachers have participated in professional learning to improve expertise in the use of technology in the past 12 months.

Purpose

To strengthen the capacity of our learning community, build a shared responsibility, foster partnerships and work hand in hand to improve student engagement and learning outcomes.

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.

- A+ for Attendance
- We are One

Resources allocated to this strategic direction

Socio-economic background: \$500.00

Summary of progress

Throughout 2021 Warragamba Public School introduced Random Raffle Days for attendance at school, and staff were upskilled in the marking and submitting of class rolls. A Warragamba Public School roll marking protocol was established and a new SMS service to alert parents of student daily absences was then introduced. It is anticipated that the impact of these measures will be seen in the 2022 and 2023 school years.

All teachers are now familiar with the roll marking protocols and are beginning to implement this into their daily practice. We will continue to monitor the implementation of these procedures, and ensure all staff are consistently and accurately entering attendance data. In 2022 we will continue to celebrate regular and increased attendance and introduce end of term rewards related to these celebrations.

In 2021 Warragamba Public School conducted the Tell Them From Me (TTFM) survey across Years 4-6, to collect student wellbeing data in both Term 2 and Term 4. Then the survey was conducted by one teacher to ensure consistency of question delivery. The data collected for this survey was analysed at the end of Term 4.

The Tell Them From Me Survey results indicate that 81% of students believe that we have a high level of advocacy, and High levels of engagement. Whilst on 62% of students thought there was a high sense of belonging. 95% of students said that the school had a high sense of expectations..

Due to disruptions in 2021, programs weren't delivered as anticipated, however, in term 4 when students returned to school the Warra Weekly Program was implemented where all stage 3 students planned and delivered a virtual assemblies to all students celebrating school values and student success. This highly successful will program will continue in 2022.

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
To increase the percentage of students attending school 90% of the time or more, by 2%.	The number of students attending greater than 90% of the time or more is 77.28%, an increase of 8%.
To increase the percentage of students with positive wellbeing by 3%.	80.85% of students reporting positive wellbeing outcomes has decreased by 4% across the positive wellbeing measures.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$13,758.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Warragamba 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"> • Other funded activities <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 Quality Teaching Rounds • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • 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:</p> <p>All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$236,554.48</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Warragamba 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"> • A+ for Attendance • Transparency Project • Rules of Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • SMART Goal Setting • professional development of staff through [program] to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • engage with external providers to support student engagement and retention • additional staffing to implement [program/initiative] to support identified students with additional needs <p>The allocation of this funding has resulted in:</p> <p>Professional development ensuring a deeper understanding of SMART goals and how to implement them in the classroom.</p>

<p>Socio-economic background</p> <p>\$236,554.48</p>	<p>After evaluation, the next steps to support our students with this funding will be: Continue to engage in the development of SMART Goals ensuring a consistent approach across the school.</p>
<p>Aboriginal background</p> <p>\$26,182.83</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Warragamba 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Authentic discussions and a focus on improvement for our ATSI students. Tell Them From Me data indicated 90% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engage 100% of families in the Personalised Learning Plan process in an authentic and engaging atmosphere.</p>
<p>English language proficiency</p> <p>\$4,187.15</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Warragamba 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Resources <p>EALD Professional Learning</p> <p>The allocation of this funding has resulted in: Authentic and engaging resources for teachers to engage our EALD students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing professional learning to identify EALD phases using the EALD progressions.</p>
<p>Low level adjustment for disability</p> <p>\$129,334.05</p>	<p>Low level adjustment for disability equity loading provides support for students at Warragamba 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"> • The WPS Improvement Project • Other funded activities <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$129,334.05</p>	<p>include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$15,023.30</p>	<p>The location funding allocation is provided to Warragamba Public School to address school needs associated with remoteness and/or isolation.</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 operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions <p>The allocation of this funding has resulted in: Increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Developing and delivering professional learning open to other schools, supporting the school to increase collaboration, and overcome isolation.</p>
<p>Professional learning</p> <p>\$24,720.17</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 Warragamba 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"> • Data Masters • Rules of Engagement • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Stage collaboration to ensure programs are based on evidence and are consistent and engaging. <p>The allocation of this funding has resulted in: Increased capacity of all teachers to embed effective practices in the explicit teaching of comprehension, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students with this funding will be: Personalised and targeted professional learning in other areas of Literacy.</p>

<p>Beginning teacher support</p> <p>\$14,845.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Warragamba Public School during their induction period.</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 initiative funding include:</p> <ul style="list-style-type: none"> • Mentoring and co- teaching of lessons <p>The allocation of this funding has resulted in: Funds carried forward to 2022. Beginning teacher support was not able to be provided in an effective manner due to COVID 19.</p> <p>After evaluation, the next steps to support our students with this funding will be: Provide support to beginning teachers, personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>School support allocation (principal support)</p> <p>\$21,944.63</p>	<p>School support allocation funding is provided to support the principal at Warragamba 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Admin support officer employed to assist with admin duties. <p>The allocation of this funding has resulted in: Increased presence within the school, developing stronger relationships with the students, staff and community.</p> <p>After evaluation, the next steps to support our students with this funding will be: Develop a role statement for the person providing the school principal support.</p>
<p>Literacy and numeracy</p> <p>\$11,898.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Warragamba 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 including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: Increased data collection and analysis, resulting in improved teaching and learning programs, targeting areas of need.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Literacy and numeracy</p> <p>\$11,898.74</p>	<p>funding will be: Teacher release to work in stage groups, to triangulate data, inform teaching and learning cycles, improving student outcomes.</p>
<p>QTSS release</p> <p>\$72,428.23</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Warragamba 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"> • Data Masters <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 • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • 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: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be: Provide staff release time to observe classroom teachers in other stage groups to ensure they have a deeper understanding of what is being taught prior to, and after, the stage they are teaching.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Warragamba 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"> • Data Masters <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: Differentiated teaching through on-going formative assessment followed by targeted literacy and numeracy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$192,732.96</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</p>

COVID ILSP

\$192,732.96

school as most likely to benefit from additional support in 2021.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition
- releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]
- providing targeted, explicit instruction for student groups in literacy/numeracy - Reading
- development of resources and planning of small group tuition
- leading/providing professional learning for COVID educators
- employment of additional staff to support the monitoring of COVID ILSP funding

The allocation of this funding has resulted in:

The majority of the students in the program achieving significant progress towards their personal learning goals

After evaluation, the next steps to support our students with this funding will be:

To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	186	194	214	220
Girls	182	170	177	169

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.5	93.8	94.1	92.1
1	94.8	91.9	93.8	93.3
2	93.4	93.5	90	93.6
3	93.4	92.6	91.5	91.7
4	93.7	90.4	92.5	94
5	93.1	90.9	89.2	93
6	92	89.9	89.2	92.4
All Years	93.6	92	91.5	92.9
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)	3
Classroom Teacher(s)	15.02
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*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	332,995
Revenue	3,799,486
Appropriation	3,733,892
Sale of Goods and Services	9,168
Grants and contributions	56,211
Investment income	216
Expenses	-3,588,567
Employee related	-3,249,123
Operating expenses	-339,444
Surplus / deficit for the year	210,919
Closing Balance	543,914

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	13,758
Equity Total	396,259
Equity - Aboriginal	26,183
Equity - Socio-economic	236,554
Equity - Language	4,187
Equity - Disability	129,334
Base Total	2,841,976
Base - Per Capita	96,388
Base - Location	15,023
Base - Other	2,730,565
Other Total	213,628
Grand Total	3,465,621

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

Warragamba Public School uses the Tell Them From Me survey to inform us of parent satisfaction. From the 2021 survey there was an overwhelming sense of satisfaction, particularly feeling like they can easily speak to the school principal, admin staff and classroom teachers. They also indicated that their child feels safe going to and from school. The survey did indicate that there was a reduction in a positive sense of belonging between years 4 and 6. Students are becoming disengaged in the later years of primary school.

Student survey responses indicate that the majority of students believe school staff emphasise academic skills and hold high expectations for all students to succeed, that teachers set clear goals for learning and establish expectations, check for understanding and provide feedback. Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

Staff responses to the Tell Them From Me survey outline that school leaders have provided guidance for monitoring student progress and they feel valued within the school.

Moving forward as a school we need to look further at student engagement and students having a positive sense of belonging, as the survey results indicate a steep decline in engagement and a positive sense of belonging, between Years 4-6. We need to look at what we can do as a school to engage all learners and maintain that positive engagement all the way through primary school. Both the parents and staff surveys were positive however we are always looking ahead to identify what we can do as a school community to engage all stakeholders.

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.