

2021 Annual Report

Warnervale Public School



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Introduction

The Annual Report for 2021 is provided to the community of Warnervale 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.

School contact details

Warnervale Public School

179-201 Warnervale Rd

Hamlyn Terrace, 2259

<https://warnervale-p.schools.nsw.gov.au>

warnervale-p.school@det.nsw.edu.au

4392 1358

School vision

Warnervale Public School develops engaged and motivated learners, by fostering a love of learning through excellence in educational practice, supported by positive respectful community partnerships.

School context

Warnervale Public School has a strong, inclusive school community with high expectations, shared priorities and clear directions. Our school aims to provide a safe and happy learning environment that is attractive and stimulating, and promotes the skills of literacy and numeracy while expecting students to accept increasing responsibility for their own learning and behaviour. With a school vision of "To Learn To Live", an education at Warnervale Public School (WPS) provides the knowledge, skills, attitudes and values relevant to our diverse student body. The school's modern and well-designed facilities include outdoor learning spaces and extensive garden areas that enhance the standard of the learning environment for students as well as providing exciting new opportunities for the school community of over 630 students. Present and emerging social, cultural and technological needs are addressed across all aspects of school life and provide a sound foundation of lifelong learning in complex and rapidly changing local and global communities.

Located on the Central Coast, WPS is part of the Wadalba Schools Learning Community which provides a cohesive, collaborative schools network for the fast growing Warnervale area. Our school involves parents and the wider community in a team effort which is exemplified by our strong, supportive, collaborative P&C and valued consultative partnership with our Aboriginal community and Ngara AECG. Our school is on Darkinjung traditional land with 14.1% acknowledging Aboriginality and 12% with a language background other than English. Academic, cultural, sporting and personal achievement are recognised and celebrated. Students have many opportunities to participate in choir, dance, sport activities, environmental groups, public speaking, chess and leadership opportunities.

The school completed a situational analysis in 2020 that involved consultation with students, parents, staff, and members of our Aboriginal community in combination with a thorough analysis of a range of relevant data. Through this analysis, we identified student growth and attainment, quality teaching and teacher growth, and Community Engagement and Connection as focus areas for this Strategic Improvement Plan. Our focus on High Expectations will exemplify our whole school improvement process with teaching and classroom initiatives and creative solutions to improve student learning outcomes for all students. Fluid student groupings, focus on social emotional learning and rigorous monitoring and tracking of student learning will be central to the plan, as well as the active engagement of parents in their child's learning journey.

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

Strategic Direction 1: Student growth and attainment

Purpose

Student Growth: To maximise student learning outcomes we will foster students to have strong foundations in literacy and numeracy and the ability to be confident, adaptive and responsive learners.

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.

- Individualised explicit targeted student learning
- Attendance: Bee here!

Resources allocated to this strategic direction

Socio-economic background: \$185,150.00
Low level adjustment for disability: \$180,617.00
Aboriginal background: \$78,663.00
Integration funding support: \$278,412.00
Literacy and numeracy: \$17,582.00
Literacy and numeracy intervention: \$67,735.00
QTSS release: \$98,085.00
English language proficiency: \$38,080.00
Per capita: \$115,946.00

Summary of progress

Warnervale aims to maximise each and every student's learning outcomes by having fluid and targeted group learning, both as interventions in the classroom, differentiated groupings within the class and withdrawal groups via BUMP and ILSP. Our strategy has been to fund additional staff and Professional Learning to ensure both classroom teachers as well as support staff provide individualised learning opportunities. The Teaching & Learning team provide and implement targeted assessment and relevant data for teachers. This assessment data and the extended PL debriefs mean classroom teachers have a clear map of each child's learning needs.

Our attendance focus for 2021 was to increase our positive attendance to 73% of students attending more than 90% of days. Focusing on our BeeHere initiative combined with support and monitoring through the attendance team we informed the school community of our target to increase attendance. The BeeHere initiative was well resourced, engaging and sustainable for the staff. Student feedback was that they liked the WPS Bee mascot and the themed BeeHere certificates for positive attendance. Teachers engaged students each Friday morning with the in-class BeeHere attendance poster and individual student Bees. There were weekly BeeHere draw class winners whom received a motivational reward. Student feedback to this was positive.

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 |
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| • 35.4% students in Top 2 bands in Numeracy | Our Numeracy results were down on the last 2 years, at 33.72% in Top 2 bands in Numeracy, which is 1.7% lower than our target. This result meant our average score was less than state although still better than SSSG. This slight decline is also evident in Year 3 and 5 Check In results. Check In results provided key areas to target, post lockdown. Year 4 results were very pleasing and showed the Learning from home activities successfully targeted student learning needs, as they scored above state and SSSG % correct in Numeracy. |
| • 39% students in Top 2 bands in Reading • 75% K and Year 1 students achieving Reading benchmarks | Our Premiers Priority for the Top 2 Bands was 39.66%, which was down from 2019, but better than the previous 9 years. Given 2 years of disrupted learning, we are pleased with this result. In general, our Reading results have maintained similar levels to previous years, with 45.45% of our Year 3 |

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| <ul style="list-style-type: none"> • 39% students in Top 2 bands in Reading • 75% K and Year 1 students achieving Reading benchmarks | <p>and 5 students achieved in the Top 2 Bands in Reading, which is above our target by 6.45%.</p> <p>On return to face-to-face teaching, our ES1 and Stage 1 students Reading levels were assessed. Due to the Term 3 reduced face-to-face exposure, only 65%-70% of children had reached benchmark. This prompted intervention across all classes in Term 4. Year 4 results were very pleasing and showed the Learning from home activities successfully targeted student learning needs, as they scored above state and SSSG % correct in Reading.</p> |
| <ul style="list-style-type: none"> • 73% of students attending >=90% of days. | <p>Currently, SCOUT displays our Term 4 Attendance rate as 93.1%, with 76.0% students attending >=90%.</p> |
| <ul style="list-style-type: none"> • 88% of students respond positively to TTFM | <p>Our TTFM aggregate for Wellbeing is 93.75%. Parent and student feedback post lockdown was very positive, with a clear connection to school and teacher.</p> |
| <ul style="list-style-type: none"> • 59% students achieving expected growth in Numeracy • % Years 2 - 6 students demonstrated growth in PAT Numeracy | <p>Our expected growth in Numeracy was 54.1%, which is 5% below our target.</p> <p>Our Year 3 and 5 students completed PAT tests early in Term 2 this year. Due to lockdown and Check In assessments, we decided not to have them complete PAT tests in Term 4, as planned.</p> |
| <ul style="list-style-type: none"> • 64% students achieving expected growth in Reading • % Years 2 - 6 students demonstrated growth in PAT Reading | <p>Reading growth was 12% below target. Year 5's Reading Check In also showed our students were below state and SSSG, which is mirrored in Year 6 as well.</p> <p>Our Year 3 and 5 students completed PAT tests early in Term 2 this year. Due to lockdown and Check In assessments, we decided not to have them complete PAT tests in Term 4, as planned.</p> |
| <ul style="list-style-type: none"> • 40% Aboriginal students Top 3 bands in Numeracy | <p>Year 3 and 5 Numeracy results were 17% less than our target. This was a sizable drop from 2019 and needs to be a particular focus for future years, particularly the Year 3 cohort.</p> |
| <ul style="list-style-type: none"> • 43% Aboriginal students Top 3 bands in Reading | <p>Our Aboriginal students did not perform well in NAPLAN Reading, in both Years 3 and 5. Year 3 Aboriginal students showed a downward trend in Year 3, which was the opposite trend to the rest of the cohort. The Year 5 cohort gained lower scores than 2019, with Aboriginal students with a steeper drop.</p> |

Strategic Direction 2: Quality Teaching

Purpose

Teacher Growth: To embed Professional Learning and Collaborative Practice to promote and enable teachers to provide quality, innovative, student-focused learning to maximise student 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.

- Triple C - Collegial, Collaborative, Connection
- Peer to Peer: P2P

Resources allocated to this strategic direction

Socio-economic background: \$138,674.00

School support allocation (principal support): \$32,540.00

Professional learning: \$36,914.00

Beginning teacher support: \$19,055.00

QTSS release: \$12,870.00

Summary of progress

Our focus for 2021 was the improved professional practice of teaching staff via school based Professional Learning Programs. However, it has been a challenging and an ever evolving year for teaching and learning practices across the whole school. COVID-19 and the move to Learning from home again changed the path of teaching and learning processes. Professional Learning sessions ran every Tuesday with a focus on data analysis, learning progressions, phonological awareness, Check In Assessments, SCOUT training, assessments and planning and delivering curriculum effectively. External off site PL has been limited throughout 2021 due to the COVID 19 restrictions.

The curriculum support staff consists of 3 full time class teachers and 1 part time teacher leading small group BIU sessions daily for Year 2-6 throughout the year. 1 part time staff member supports the BIU team with the data collection and tracking of student progress. 1 full time teacher leads professional learning sessions each week. The curriculum support staff continue to work closely with students in class or withdrawal groups to strengthen student's knowledge and understanding in many key reading and numeracy concepts. Student learning was also supported with ILSP groups. Teachers were given time to plan and organise for specific learning outcomes. SLSOs and teachers implemented these small group sessions.

With the move to Learning from home, all staff engaged in PL to continue to upskill and consolidate ways to best teach students whilst in remote learning. Staff utilised their skills and supported colleagues to prepare and upload curriculum to Google Classroom and accessed Zoom video conferencing for daily teaching and learning activities with students and families. Teachers collaborated and communicated with colleagues via the online platforms and consolidated skills in online teaching practices. Staff completed mandatory MyPL training modules during the Learning from home period.

On return to school in Term 4, students were engaged in modified learning experiences with a strong focus on English and Mathematics. Assessment and reporting remained an important focus and a modified report was created for staff to report to parents following DoE guidelines in 2021.

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 |
|---|--|
| 90% of teachers identify improvement in their own professional practice as informed by self assessment, student and colleague feedback. | Throughout the year and in alignment with our assessment and teaching cycle, Tuesday Professional Learning days were rigorous and worthwhile. Stage debriefs of assessment data and professional collaboration across K-6 allowed for 100% of teachers to identify, plan for and target specific student learning needs. |
| 90% of teachers participate in Triple C each year and align professional goals | In the November TTFM survey, the school scored above state average in |

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| <p>to school plans ensuring a whole school approach to a strong culture of empowering professional development.</p> | <p>every criteria. The school mean for Collaboration was 8.8, with 7.8 being the NSW average. 94% of staff agreed or strongly agreed that they share and implement ideas with colleagues. WPS mean for Data Informs Practice was 8.7.</p> <p>Professional Learning will continue to be implemented into 2022 with the addition of 2 Assistant Principal Curriculum Instruction positions. The opportunity for continued PL to be supporting teachers in classrooms and mentoring teachers in best practice, is a continued focus.</p> <p>The BIU team will work together to continue the explicit teaching to all grades. The new school plan targets for 2021-2024 will give opportunity for targeting our Aboriginal student's engagement and performance in learning activities.</p> |
| <p>70% of P2P teachers identify improvement in their own professional practice as informed by pre and post self-evaluation and colleague feedback.</p> <p>50% of P2P participants value the effectiveness and longevity of the P2P program as identified in TTFM yearly data analysis.</p> | <p>Teachers identified areas of need for improvement in their own teaching practice. They were aligned with mentors and undertook one round of best practice observation. 100% of the 9 participants in the first round identified specific skills or strategies to use and implement in their own teaching practice.</p> <p>Due to the extended period of Learning from home the Peer to Peer program was halted and will remain a focus for 2022.</p> |
| <p>Our SEF S-aS reflection and on-balance judgement indicates elements are maintaining or improving.</p> | <p>Regular reviews into existing processes, collegial and professional discussions and honest authentic evaluation of SEF S-aS elements by Executive, targeted teams and whole staff has meant a greater ownership and shared vision of the elements of an Excelling school. Whilst COVID and subsequent disrupted face-to-face school life of students, parents and teachers has meant certain aspects of the SEF S-aS have required adjustment of expectations. In 2022, with renewed focus and strategies to achieve the high expectations we have set ourselves.</p> |

Strategic Direction 3: Engagement and Connections

Purpose

Community and Parent Growth: To engender a sense of belonging and engagement in our school community, with all stakeholders encouraged to have a collective responsibility for student 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.

- Together We Learn!
- Celebrating cultural diversity

Resources allocated to this strategic direction

Socio-economic background: \$50,960.00

Per capita: \$31,383.00

Aboriginal background: \$13,240.00

Integration funding support: \$32,600.00

English language proficiency: \$11,300.00

Literacy and numeracy intervention: \$2,800.00

Summary of progress

Our focus for 2021 was to engender a sense of belonging and engagement in our school community, with all stakeholders encouraged to have a collective responsibility for student success and teacher expectations for success. At WPS, all teachers embedded a positive learning climate where every child was known, valued and cared for. We continued to build collaborative relationships with all stakeholders. We celebrated our growing cultural diversity at WPS by promoting an intercultural understanding, linguistic diversity, community harmony and social inclusion. Through engendering positive interactions between students and staff, WPS implemented strategies that allowed a sharing of student and families to share information about their cultural and religious practices and events. Multicultural and Aboriginal and Torres Strait Islander Histories and Cultures perspectives were incorporated into explicit teaching practices and feedback each day.

All parents worked in consultation with teachers and students both at school and at home to ensure students were at the centre of all learning opportunities. 98% of parents were in regular contact with their child's teacher, having meaningful conversation about their child's learning, wellbeing and success. This is evident both during face to face learning and Learning from home periods. Community engagement at school events was hindered due to COVID restrictions.

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 |
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| >=88% of parents will have at least 2 opportunities to have a meaningful conversation with their child's teacher | Due to the impact of Covid restrictions we have been working toward engaging our parents in a multitude of ways. Next year, the Together we Learn initiative WPS will focus on building on and encouraging positive partnerships to see an increase in parent survey responses by 3% next year. Continue to plan specific opportunities for parents to attend school events, an increase of 5% from our baseline data of 70%. |
| Attendance figures for school events recorded and used as baseline for 2022 - 2024 progress, with the aim of improving at least 5% every year. | Alternative ways of engagement were put into place this year, with all stakeholders having to engage in flexible modes of communication / participation and abide by NSW Health Orders. Parents and caregivers were able to attend Term 1 Parent Teacher formal interviews to discuss goals, progress and success of their child/ren. Community engagement team to look at communication log and record data at school events. |
| TTFM student data: • quality instruction (baseline 8.0), | Ensuring an ongoing sense of belonging and engagement were a school wide focus in 2021. This continued throughout the challenging Learning |

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| <ul style="list-style-type: none"> • teacher-student relations (baseline 8.3), • classroom learning climate (baseline 7.1) and • teacher expectations for success (baseline 8.7). | <p>from home period. The four school level factors identified were: quality instruction, teacher-student relations, classroom learning climate and teacher expectations for success with the goal to be greater than the NSW norms.</p> <ul style="list-style-type: none"> • Quality instruction the baseline was 8.0 and we achieved 8.7, an increase from May 2021 of 0.4. • Positive teacher-student relations baseline 8.3 achieved 9.1, an increase from May 2021 of 0.1 • Positive learning climate baseline 7.1 achieved 8.1, a decrease of 0.1 from May 2021 • Teacher expectations for success baseline 8.7 achieved 9.1, a decrease of 0.1 from May 2021 <p>Next year, we will continue to work with students, staff and in consultation with the wider community to meet the individual needs of all students. A continued focus to measure improvement measured by the School Excellence Framework themes of Community Engagement and Individual Learning Needs maintained at excelling.</p> |
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| Funding sources | Impact achieved this year |
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| <p>Integration funding support</p> <p>\$311,012.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Warnervale 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"> • Individualised explicit targeted student learning • Celebrating cultural diversity <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • implementation of targeted programs to differentiate teaching and learning programs • staffing release to build teacher capacity around behaviour intervention • additional staffing to assist students with additional learning needs • cultural activities, environmental initiatives and designated spaces for Aboriginal students, in conjunction with AECG, Aboriginal SLSOs and Aboriginal teachers. <p>The allocation of this funding has resulted in:</p> <p>improved classroom and playground behaviour, by providing</p> <ul style="list-style-type: none"> - SLSO support for each student with a disability or behaviour / learning needs - assessment tracking of student learning needs, with intervention and targeted teaching, both in class and in small groups - Aboriginal students supported both in class and in the playground - casual cover for teachers attending in-school PL to address behaviour and learning needs <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue our targeted individual student support, in both classroom and small groups, with particular focus on our Aboriginal students.</p> |
| <p>Socio-economic background</p> <p>\$374,784.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Warnervale 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"> • Attendance: Bee here! • Individualised explicit targeted student learning • Peer to Peer: P2P • Together We Learn! • Triple C - Collegial, Collaborative, Connection • Celebrating cultural diversity <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement school-based programs to support identified students with additional needs • supplementation of extra-curricular activities • equitable access to specialist resources • engage with external providers to support student engagement and retention • staff release to increase community engagement • employment of additional staff to support BUMP program implementation. • 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:</p> |

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| <p>Socio-economic background</p> <p>\$374,784.00</p> | <p>improved educational outcomes and social engagement, by providing:</p> <ul style="list-style-type: none"> • the Learning Support Team to liaise effectively with all stakeholders in supporting individual student needs • continued community engagement for all families with a particular focus on EAL/D and Aboriginal families • employment of off-class expert teachers to teach targeted BUMP programs focusing on areas of need for particular cohorts • ensuring all families had the opportunity to borrow appropriate technology from school during home learning for continuity of learning • all students the opportunity to attend and participate in all learning programs and excursions • the release of staff to initiate the positive attendance program and to monitor its engagement and success <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue providing support for our families to be engaged and successful in the educational, social and emotional outcomes of their children. There will be a continued focus on Aboriginal, EAL/D and low socio-economic families.</p> |
| <p>Aboriginal background</p> <p>\$91,903.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Warnervale 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"> Celebrating cultural diversity Individualised explicit targeted student learning <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 community consultation and engagement to support the development of cultural competency employment of specialist additional staff (SLSO) to support Aboriginal students employment of specialist additional staff (LaST) to support Aboriginal students staffing release to support development and implementation of Personalised Learning Plans employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Collaboration with the Manager of Aboriginal Languages Trust to scaffold and incorporate Gamilaraay into classrooms and assemblies via literacy and geography programs - Targeted PL 'Connecting to Country' workshops for 3 staff members - Community consultation and engagement of a local Aboriginal artist to design and construction the Aboriginal 'Garden of Dreams' - Community consultation and engagement of the Ngara AECG to advise and open the Aboriginal 'Garden of Dreams' - Assessment tracking and analysis of student learning needs, with intervention and targeted teaching, both in class and in small groups - SLSO support of Aboriginal students within the classroom environment in the areas of literacy and numeracy - SLSO support of Aboriginal students social and emotional wellbeing within the classroom and playground - Cultural identification and connection via 'Aboriginal Cultural Groups' led by Aboriginal SLSOs and members of staff - Staff collaboratively set measurable and attainable goals via the PLP process with the interconnected triangle of student < - > teacher < - > parent at its core throughout the year - Aboriginal games implemented and resourced in Term 4 K-6 via the |

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| <p>Aboriginal background</p> <p>\$91,903.00</p> | <p>PDHPE program</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - To continue to support the academic progress, cultural identification and connection and social and emotional wellbeing of Aboriginal students. - To maximise each and every Aboriginal student's learning outcomes through targeted and fluid group interventions in the classroom and withdrawal groups via BUMP and ILSP - To continue our collaborative relationship with Ngara AECG implementing the Walking Together, Working Together Partnership Agreement. - To maintain positive, regular communication with our Aboriginal community to work in partnership to support and nurture their child's individual learning needs and connection to culture. - To develop staff understanding, knowledge and skills in the area of Aboriginal Education and Wellbeing via PL |
| <p>English language proficiency</p> <p>\$49,380.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Warnervale 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"> • Individualised explicit targeted student learning • Celebrating cultural diversity <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 • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling Professional Learning to staff <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Using the EAL/D progressions, assessment tracking and analysis of student learning needs, with intervention and targeted teaching, both in class and in small groups. - Timetabled intervention via small group withdrawal for students at the developing phase of the EAL/D progression and individual support within classrooms for students at the emerging phase by SLSOs or allocated EAL/D teacher. - Allocated EAL/D teacher provided support to EAL/D students to improve their oral skills in English. - SLSO support of EAL/D and LBOTE students within the classroom environment in the areas of literacy. - Multicultural groups explored language, customs, and culture of language groups specific to WPS. - Collaborated with students and community members to scaffold and incorporate Malayalam, Korean, Spanish, Arabic into classrooms and assemblies with the weekly greeting initiative. - Support for EAL/D and LBOTE students via Zoom when learning from home to support their learning by allocated EAL/D teacher. - Targeted PL on the EAL/D progressions for 2 staff members, who delivered PL workshops and support for staff. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - To continue to support the academic progress, cultural identification and connection and social and emotional wellbeing of EAL/D and LBOTE students evidenced by EAL/D progression mapping and tracking in line with school plan practices. - To implement a structured and systematic approach to ensuring the needs of EAL/D and LBOTE students are met via IEPs and learning adjustment plans. - To maximise each and every EAL/D student's learning outcomes through |

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| <p>English language proficiency</p> <p>\$49,380.00</p> | <p>targeted and fluid group interventions in the classroom and withdrawal groups via BUMP and ILSP</p> <ul style="list-style-type: none"> - To maintain positive, regular communication with our school community to work in partnership to support and nurture their child's individual learning needs and connection to culture. - To develop staff understanding, knowledge and skills in the area of EAL/D and LBOTE students via PL at grade and school level. |
| <p>Low level adjustment for disability</p> <p>\$180,617.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Warnervale 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"> • Individualised explicit targeted student learning <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 • targeted students are provided with an evidence-based intervention Auslan and Braille to increase learning outcomes • 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 SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of LaST and interventionist teacher • 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:</p> <ul style="list-style-type: none"> - PL given to all staff and CTs released to create and update IEPs and Learning Adjustment Plans in line with school plan practices. - Collaboration with specialist staff such as hearing and vision itinerant teachers when planning for and executing IEPs to meet the academic and social needs of identified students. - Collaboration with specialist behaviour support staff to implement strategies to support student success and happiness at school as well as supporting staff wellbeing, capability, and confidence. - Targeted SLSO support to assist the academic growth, social and emotional wellbeing of identified students within the classroom and playground. - Evidence-based intervention of Braille to support targeted students within the classroom environment. SLSOs and CTs provided support via PL in this area. - Evidence-based intervention of Auslan to support targeted students within the classroom environment to engage with their peers. SLSOs and CTs provided support via PL in this area. - Evidenced-based intervention for targeted students in Kindergarten for speech and language support - Allocated LaST teachers providing in class and withdrawal support for students achieving one band below expectation via the BUMP program. - Assessment tracking and analysis of student learning needs, with intervention and targeted teaching both in class and in withdrawn small groups - BUMP and ILSP - PL provided to staff on analysing data and setting future learning objectives for targeted students - Technology devices purchased for classroom use - iPads and laptops <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - To continue to maximise the support available to students in mainstream |

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| <p>Low level adjustment for disability</p> <p>\$180,617.00</p> | <p>classes who have a disability or additional learning and support needs.</p> <ul style="list-style-type: none"> - To ensure effective and regular monitoring of students learning is continuous and individualised. - To implement appropriate and relevant curriculum provisions ensuring every student's learning needs are being addressed and met. - To use current and valid assessment data to evidence learning achieved and inform future direction. |
| <p>Professional learning</p> <p>\$36,914.00</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 Warnervale 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"> • Triple C - Collegial, Collaborative, Connection <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 support all teaching staff to improve teaching and learning • employing casual teaching staff to support school Professional Learning program <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - all staff having the opportunity to engage in targeted professional learning - revised and consistent teaching practice across K - 6 <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to consolidate our very successful Professional Learning model with the employment of AP C&I staff.</p> |
| <p>Literacy and numeracy</p> <p>\$17,582.00</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Warnervale 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"> • Individualised explicit targeted student learning <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 • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Staff are supported in their teaching with additional programs like Reading Eggs, Spelling Mastery and Jolly Phonics - Weekly Professional Learning sessions for staff to teach explicit programs and analyse data that supports best practice in teaching and learning - Purchase of resources to support practical Mathematics and guided reading <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>AP C&I positions established to support all staff and students in 2022</p> |
| | |

| | |
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| <p>QTSS release</p> <p>\$110,955.00</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Warnervale 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"> • Individualised explicit targeted student learning • Triple C - Collegial, Collaborative, Connection <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 • additional teaching staff to implement quality teaching initiatives • 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: All Assistant Principals are able to spend time in classrooms to support teaching staff All teaching staff have a greater understanding of how to effectively analyse data and Big Rocks to enable differentiation of teaching activities</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue our commitment to improve teacher quality, collegial support and professional dialogue embedded in practice.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$70,535.00</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Warnervale 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"> • Individualised explicit targeted student learning • Celebrating cultural diversity <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 • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on 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 • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - gaps in student learning have been identified and minimised - a variety of differentiated learning programs have been established - staff have been supported to extend their own learning and development <p>After evaluation, the next steps to support our students with this funding will be: to continue to employ additional staff to support small group learning and</p> |

| | |
|--|--|
| <p>Literacy and numeracy intervention</p> <p>\$70,535.00</p> | <p>support teacher professional learning.</p> |
| <p>COVID ILSP</p> <p>\$297,413.00</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 • 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 • employing staff to provide online tuition to student groups in literacy/numeracy - Learning from home BUMP and ILSP groups • providing intensive small group tuition for identified students who were achieving 1 band below expectation in NAPLAN • employing/releasing staff to coordinate the program • employing/releasing teaching staff to support the administration of the program • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators • releasing staff to participate in professional learning • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Targeted students in ILSP groups are more confident in general class activities - Resources are used by SLSOs to support in class programs and activities - Teaching staff are more confident using data to support their teaching / learning programs <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue ILSP groups in 2022. Following relevant assessment in Year 1 - 6 at the beginning of 2022, identified students will receive targeted intervention to maximise their learning.</p> |

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2018 | 2019 | 2020 | 2021 |
| Boys | 269 | 275 | 297 | 301 |
| Girls | 265 | 286 | 301 | 306 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 93.8 | 92.7 | 94.1 | 92.5 |
| 1 | 94.2 | 92.8 | 94 | 93.1 |
| 2 | 93.2 | 92 | 93.1 | 91 |
| 3 | 92.6 | 92.2 | 94.8 | 91.4 |
| 4 | 91.7 | 90.6 | 93.8 | 89.4 |
| 5 | 92 | 89.9 | 92 | 91.6 |
| 6 | 89.8 | 91.1 | 91.7 | 88.1 |
| All Years | 92.5 | 91.7 | 93.4 | 91 |
| 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 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 24.22 |
| Literacy and Numeracy Intervention | 0.63 |
| Learning and Support Teacher(s) | 1.1 |
| Teacher Librarian | 1.2 |
| School Administration and Support Staff | 4.06 |

*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 | 1,760,401 |
| Revenue | 6,325,134 |
| Appropriation | 6,070,751 |
| Sale of Goods and Services | 87,635 |
| Grants and contributions | 155,880 |
| Investment income | 869 |
| Other revenue | 10,000 |
| Expenses | -6,326,946 |
| Employee related | -5,730,985 |
| Operating expenses | -595,961 |
| Surplus / deficit for the year | -1,812 |
| Closing Balance | 1,758,589 |

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 | 311,060 |
| Equity Total | 696,941 |
| Equity - Aboriginal | 91,931 |
| Equity - Socio-economic | 374,843 |
| Equity - Language | 49,398 |
| Equity - Disability | 180,769 |
| Base Total | 4,393,868 |
| Base - Per Capita | 147,417 |
| Base - Location | 0 |
| Base - Other | 4,246,451 |
| Other Total | 327,837 |
| Grand Total | 5,729,706 |

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

In 2021, Warnervale Public School continued its close and engaging relationship with the local community. It actively sought and valued the opinions and beliefs of the parents, carers, students and staff. The success criteria centred on parents and carers having a positive engagement with the school's learning culture, a clear understanding of their child's learning needs and to prioritise the importance of positive attendance. Due to the ongoing global pandemic and COVID restrictions, Warnervale Public School adapted their practices to ensure the support and connection for families and students continued. There was consistent and regular contact made with each family through phone calls, Google Classroom and online Zoom sessions. Staff supported the wellbeing and educational outcomes of the students and were required at times to support the family unit. This was a collaborative approach involving class teachers, executive and specialist staff such as the school counsellor. One parent remarked **'I really appreciated all the feedback my daughter received from her teacher. It gave her encouragement and motivated her in her learning. She really looked forward to the zoom sessions where she was able to see her teachers and friends. The letter and package the school sent home were also great and helped my daughter feel connected to the school and her teachers.'** The engagement continued with students who attended school throughout the home learning period and the continuity of lessons were provided to all students. The students at school were provided with the opportunity to participate in the Zoom sessions with one student at school stating **'this is the only time each week I get to see my friends. I loved doing the online treasure hunt and dressing up for the Virtual Book Fair.'**

In Term 1, parents were invited to attend a parent/teacher interview session to discuss their child. The staff were supported through targeted PL prior to the interviews to equip them with the skills for successful parental interactions. Upon completion of the interview, parents were provided with a short exit slip survey to gauge their connection and satisfaction of the learning programs delivered at Warnervale Public School. The data demonstrated that 99% of completed responses indicated a positive satisfaction with the learning programs. 92% felt extremely informed of their child's learning progress and any relevant adjustments or extension.

In Term 3, Warnervale Public School surveyed our families and staff through a SchoolStream survey relating to their connection and support throughout COVID. Over 99% of responses indicated that the parents felt their child/ren were supported and engaged during online learning. Staff also reported positive support and engagement with one staff member writing that they felt more connected with their team during online learning as school can be extremely busy and they don't have time to touch base as much.

In the 2021 Tell Them From Me Student survey, the vast majority of students demonstrated a positive sense of belonging and that they feel accepted and valued. 96% of students surveyed value their schooling outcomes and 92% of students try hard to succeed in their learning. Both of these results were above the NSW Govt norm. Teachers responded positively to the 2021 TTFM survey and reported that they felt supported throughout stressful times by the leadership team and that they value the collaborative teaching practices embedded at Warnervale Public School. The support was furthered this year through the appointment of 2 APC&I staff at WPS. This was met positively by staff with one teacher responding in the TTFM survey that **'this will help the staff continue to grow a culture of growth and professional cohesion. Conversations about possible solutions, ideas and programs to support students across each stage reach their individual goals. Standardised use of effective tracking tools like Reading and Numeracy logs in every classroom and their benefits for goal setting are realised. Families feel connected to what their child is up to in Literacy and Numeracy and are valued as 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.