

# 2021 Annual Report

## Warilla North Public School



4333

# Introduction

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

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

---

Warilla North Public School

Oldfield St

Warilla, 2528

[www.warillanth-p.schools.nsw.edu.au](http://www.warillanth-p.schools.nsw.edu.au)

[warillanth-p.school@det.nsw.edu.au](mailto:warillanth-p.school@det.nsw.edu.au)

4295 1657

## School vision

### Small School: Big Future

Warilla North Public School engages in quality learning to empower confident, creative individuals, who are able to contribute positively to a constantly changing society.

## School context

### School context

Warilla North Public School is situated near the southern edge of Lake Illawarra. It is a small school with 146 students that is strongly committed to improving the life opportunities of its students so that each child can achieve his or her potential. The curriculum presented gives emphasis to literacy, numeracy and student welfare. The school motto 'Respect and Honour' is emphasised in the development of positive relationships to create a safe and happy learning environment.

We have a commitment to embedding our local dreaming story into ALL that we do and continue to ensure all students are given the opportunity to understand Aboriginal ways of knowing and doing.

Warilla North conducted a thorough Situational Analysis in 2020 consulting all members of the community using qualitative and quantitative data from all stakeholders. This revealed the following key school needs and areas of focus:

- Learning culture - (Transitions and continuity of learning and Attendance)
- Wellbeing- (A planned approach to wellbeing, Individual learning needs and behaviour)
- Data skills and use - (Data literacy, Data analysis, Data use in teaching, Data use in planning) and Curriculum - (Curriculum provision, Teaching and learning programs and Differentiation).

Evaluation of the 2019 Annual Report indicates that further consolidation of Professional Learning in relation to increasing attendance rates of students lower than 90% guided by school attendance policy is required and developing its importance as a shared responsibility between schools and parents is needed.

Staff feedback and reflection has demonstrated a need for a focus on high expectations and the use of data to inform practice .

NAPLAN data showed the percentage of students at or above expected growth is below SSSG in reading, writing and grammar & punctuation but above in spelling and numeracy. The trend is inconsistent over the two year period of 2018-2019

32% of our student population are from indigenous backgrounds. A focus is maintained to ensure that Aboriginal culture and history are taught and celebrated appropriately, and that positive relationships exist and will continue to develop with the Aboriginal community.

The school is an Early Action for Success partner. We receive additional funding to enable us to better meet the learning needs of all students. An Instructional Leader has been appointed to support personalised teaching and learning programs. The committed staff regularly engages in ongoing research based professional learning and coaching with the instructional leader to continually reflect on and improve teaching practice.

We work in close cooperation with various agencies that enhance opportunities for our students and their families. These include Communities for Children - Shellharbour, Smith Family, Beyond Empathy and Illawarra Aboriginal Medical Services. The school is a proud member of our local community of schools - 'The Lake Learning Community'. We have a strong welfare program which ensures a fair, consistent and predictable environment for all students to learn in.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning on the selective use of data to inform teaching.

### 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.

- Reading
- Numeracy

### Resources allocated to this strategic direction

**Literacy and numeracy intervention:** \$33,985.04

**Low level adjustment for disability:** \$42,889.00

**Literacy and numeracy:** \$4,554.00

**Refugee Student Support:** \$2,289.15

**QTSS release:** \$31,505.04

**Early Action for Success (EaFS):** \$68,605.08

**Per capita:** \$41,414.82

**Socio-economic background:** \$34,176.00

**Professional learning:** \$12,448.92

**Beginning teacher support:** \$7,474.46

**English language proficiency:** \$2,400.00

### Summary of progress

In reading and numeracy a whole school approach was created to understand the selective use of assessment and data. Executive members supported staff to analyse student achievement data and literacy and numeracy teams were established to design and deliver professional learning. This included quality teaching practices in numeracy (Starting Strong, Big Ideas), strategic use of the Learning Progressions to support whole school focuses in literacy and numeracy and use of oral narrative assessment.

A whole school assessment schedule was created to streamline quality, valid and reliable data collection across all stages. Using this assessment, teachers are regularly responding to trends in student achievement at individual, group and whole-school levels. Teachers have found this approach valuable, with every teacher reporting increasing knowledge and expertise.

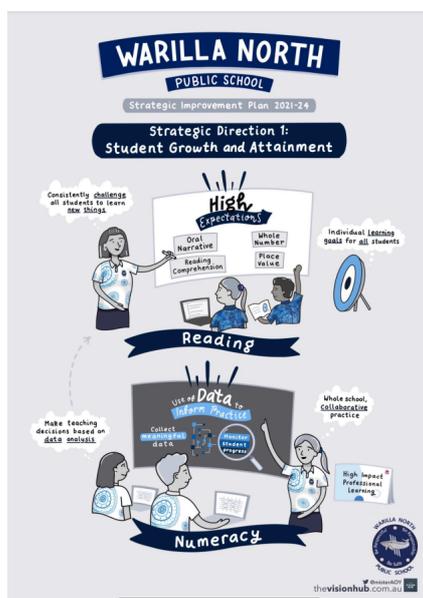
As a result, this structure will continue as we move forward into next year.

### 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
<b>NAPLAN top two bands</b> <ul style="list-style-type: none"><li>• A minimum of 19.5% of Year 3 and 5 students achieve in the top two bands in NAPLAN Reading (lower bound system- negotiated target).</li></ul>	<ul style="list-style-type: none"><li>• Data indicates 21.88% of students achieved in the top two skill bands (NAPLAN) for Reading showing progress above the lower bound system negotiated target.</li></ul>
<b>NAPLAN top two bands - Numeracy</b> <ul style="list-style-type: none"><li>• A minimum of 15.5% of Year 3 and 5</li></ul>	<ul style="list-style-type: none"><li>• Data indicates 15.63% of students achieved in the top two skill bands (NAPLAN) for Numeracy showing progress above the lower bound system negotiated target.</li></ul>

<p>students achieve in the top two bands in NAPLAN Numeracy (Lower bound system- negotiated target)</p>	
<p>Increase the percentage of students achieving expected growth in Reading to be trending towards the upper bound system negotiated target of 59.3%.</p> <p>Increase the percentage of students achieving expected growth in Numeracy to be trending towards the upper bound system negotiated target of 58.3%.</p>	<p>The percentage of students achieving expected growth in Reading increased to 46.15% indicating progress towards the lower bound target.</p> <p>The percentage of students achieving expected growth in Numeracy increased to 61.54% indicating progress exceeding the upper bound target.</p>
<p>An increase in teachers using progressions to track student learning achievement and guide learning.</p> <p>At least 30% of students will achieve or exceed expected growth in Literacy and Numeracy Progressions.</p>	<p>The majority of teachers are using progressions to track student learning achievement and guide learning.</p> <p>36.5% of students achieved or exceeded expected growth in Literacy and Numeracy Progressions.</p>
<p><b>SEF</b></p> <p>Improvement as measured by the School excellence Framework</p> <ul style="list-style-type: none"> <li>• Move Learning culture from sustaining and growing to Excelling.</li> <li>• Move Data skills and use from delivering to Sustaining and Growing.</li> </ul>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Learning Culture.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the theme of Data Skills and Use.</p>



## Strategic Direction 2: Academic Equity

### Purpose

To overcome the cycle of disadvantage in our community, we will provide opportunities for all students to learn and grow across the range of achievement levels. This aim will be supported by an unrelenting focus on students becoming active participants in their learning.

### Initiatives

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

- Play-Based learning
- Aboriginal Education

### Resources allocated to this strategic direction

**Early Action for Success (EAFs):** \$34,302.54

**Aboriginal background:** \$96,975.17

### Summary of progress

Our focus for 2021 was to embed play-based learning and Aboriginal education into our curriculum to provide opportunities for all students to learn and grow. To achieve this we aimed to integrated play-based learning in all content areas and involve all staff in High Impact Professional Learning relating to quality programming and assessment. We also aimed to develop a holistic approach to Aboriginal education and provide equity in learning for all students.

Professional dialogue and assessment on play-based learning was undertaken at the start and conclusion of the year by performing an assessment of oral narrative skills. The use of programming proformas and staff collaboration was consistently implemented across the school to assist planning and assessment.

At the start of the year, Personalised Learning Pathways meetings with parents occurred and were intended to continue as the year progressed. Teachers met with our Instructional Leader to discuss target students' learning goals and track their learning on PLAN 2. 'Tell Them From Me' survey data was performed to gauge the wider school community's perspectives upon the return to school. This focus on Aboriginal education correlated with a sharp increase in the number of Aboriginal students in the top two bands of the Premier's priorities of Reading and Numeracy in the 2021 NAPLAN.

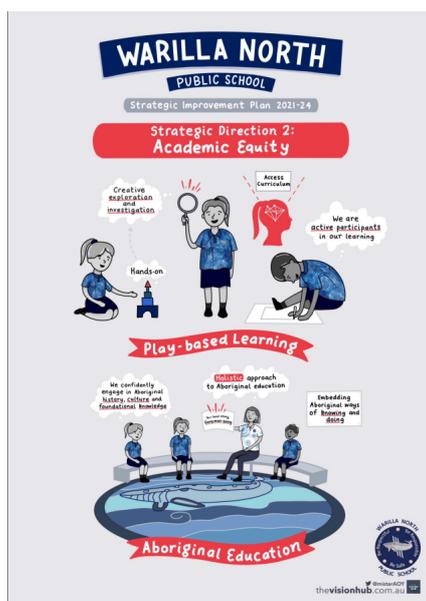
Next year in this initiative we will continue to plan, assess and track student led play and its impact on students' oral narrative skills. We will seek to continue to further increase Aboriginal student assessment results and tracking on PLAN2. Based on teacher feedback, the Personalised Learning Pathways process will be adjusted to more effectively be utilised in the classroom.

### 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
<b>Curriculum</b> <ul style="list-style-type: none"><li>• All teachers participate in PL on the differing stages of play and the tracking of student-led play.</li><li>• All teachers have the chance to look and discuss the draft curriculum documents.</li></ul>	<ul style="list-style-type: none"><li>• All teaching and non teaching staff participated in PL on the differing stages of play and the tracking of student-led play.</li><li>• Teaching staff continued to familiarise with the new curriculum.</li></ul>
<b>Internal Data</b> <ul style="list-style-type: none"><li>• All staff are familiarised with the oral narrative language assessment. Focus students have been selected by classroom teachers and assessment</li></ul>	<ul style="list-style-type: none"><li>• Staff familiarisation with the oral narrative language assessment continued. Focus students were selected by classroom teachers and assessment was administered.</li><li>• Student attendance data is 83.77%</li><li>• TTFM data indicates 82.91% of students reporting a positive sense of</li></ul>

<p>has been administered to focus students.</p> <ul style="list-style-type: none"> <li>• Student attendance shows an increase from the previous year.</li> <li>• TTFM data indicates an improvement of students reporting a positive sense of wellbeing (Sense of Belonging, Advocacy and High Expectations for Success).</li> <li>• 50% of parents/carers of Aboriginal students engage with the PLP process.</li> </ul>	<p>wellbeing (Sense of Belonging, Advocacy and High Expectations for Success) indicating progress towards the lower bound system negotiated target of 88.20%.</p> <ul style="list-style-type: none"> <li>• The number of parents/carers of Aboriginal students engaging with the PLP process was maintained considering ongoing covid restrictions.</li> </ul>
<p><b>Progressions</b></p> <ul style="list-style-type: none"> <li>• All teachers participate in PL and are aware of how to input progression data on PLAN 2.</li> </ul>	<ul style="list-style-type: none"> <li>• The majority of teachers are confident to input progression data and track student learning achievement on PLAN2.</li> </ul>
<p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>• 50% of students have achieved expected growth in writing.</li> <li>• Gap in Year 5 NAPLAN reading achievement reduced between Aboriginal and non-Aboriginal students from an average difference of 63.5 (in 2019) to an average of 58.5.</li> <li>• Gap in Year 5 NAPLAN numeracy scores reduced between Aboriginal and non-Aboriginal students from an average difference of 39.4 (in 2019) to an average difference of 35.0.</li> </ul>	<ul style="list-style-type: none"> <li>• Data indicates that 53% of students have achieved expected growth in NAPLAN Writing.</li> <li>• The difference in Year 5 NAPLAN Reading achievement between Aboriginal and non-Aboriginal students increased. Year 3 data shows the gap has decreased significantly.</li> <li>• The difference in Year 5 NAPLAN Numeracy achievement between Aboriginal and non-Aboriginal students increased. Year 3 data shows the gap has decreased significantly.</li> </ul>
<p><b>School Excellence Framework</b></p> <p>Improvement as measured by the School Excellence Framework:</p> <ul style="list-style-type: none"> <li>• In Learning Domain, shift <i>Student Performance Measures</i> from "Delivering" to "Sustaining and Growing".</li> <li>• In Leading Domain, shift <i>Community Engagement</i> from "Delivering" to "Sustaining and Growing".</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Student Performance Measures.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the theme of Community Engagement.</li> </ul>



## Strategic Direction 3: Connect, Succeed, Thrive

### Purpose

To ensure that all of our students are able to learn we will create and maintain a collaborative and systematic approach to well-being. There will be school-wide, collective responsibility to provide students with the best chance to follow a developmental trajectory unencumbered by the effects of trauma.

### 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.

- Wellbeing
- Learning Culture

### Resources allocated to this strategic direction

**Socio-economic background:** \$348,129.26

**Integration funding support:** \$117,677.73

**Low level adjustment for disability:** \$67,270.99

**Early Action for Success (EAFS):** \$34,302.54

**School support allocation (principal support):** \$13,605.00

### Summary of progress

In 2021 our wellbeing processes were maintained, with all staff receiving regular training and mentoring in our consistent, fair and predictable approach. We saw a reduction in negative and disruptive behaviour, which is evidenced in a drastic reduction in suspensions and negative EBS behaviour entries. In 2022 we will continue with our current behaviour and wellbeing processes, as well as strengthening our whole staff's understanding of ways in which we can support students to manage their emotions in ways that are positive and constructive. We will do this by participating in whole-staff professional learning in the neurosequential model of education (NME) in partnership with our Community of Schools (CoS).

We were involved in the attendance pilot and collaborated with Beyond Empathy to create student-driven videos around the importance of regular school attendance. These videos were shared with the school community through social media and received high views and positive feedback. Our student attendance has remained steady, despite the challenges of COVID restrictions. We will continue to work with Beyond Empathy to encourage student engagement and attendance.

Despite the reduced number of opportunities for students to access enrichment opportunities because of COVID lockdowns and restrictions, we succeeded in providing students opportunities in both representative sporting as well as the CoS enrichment class.

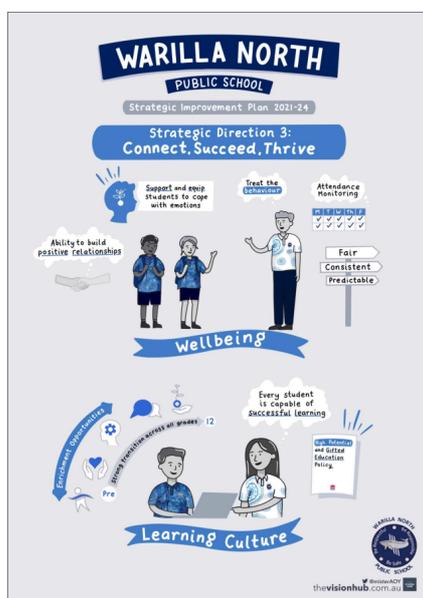
We will continue to seek extra-curricular and enrichment opportunities for students next year, with a focus on entry to selective high-schools and enrichment in sports and the arts. We will also make internal, teacher-led enrichment opportunities a priority.

### 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
<b>School Excellence Framework</b> Improvement as measured by the School Excellence Framework: <ul style="list-style-type: none"><li>• In Learning Domain, <i>Wellbeing - A planned approach</i> move from "Delivering" to "Sustaining and Growing".</li><li>• In Learning Domain, <i>Learning Culture - High Expectations</i> achieve</li></ul>	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Wellbeing.</li><li>• Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the theme of High Expectations.</li></ul>

<p>"Delivering".</p>	
<p><b>Internal Data</b></p> <ul style="list-style-type: none"> <li>• Attendance data collected. Student attendance above 87%.</li> <li>• Number of facebook views and likes for Beyond Empathy clips recorded.</li> <li>• Collect 2020-2021 data. Decrease in office referrals by 25%.</li> <li>• Mentoring timetables show support provided for every teacher and SLSO within classrooms.</li> <li>• 5% of age appropriate students applying for Gifted and Talented opportunities.</li> <li>• Data collected around teacher/ student interest through survey.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance data was collected indicating student attendance to be 83.77%.</li> <li>• Facebook views and likes for Beyond Empathy clips were very positive with an increased number of parent and community views of, on average, 11x more views than our regular facebook posts.</li> <li>• 2020-2021 data collected and analysed indicated a decrease in office referrals for disruptive behaviour of 27%.</li> <li>• Mentoring timetables and processes for every teacher and SLSO indicated positive support for student learning and outcomes.</li> <li>• Increase in the percentage of age appropriate students applying for Gifted and Talented opportunities, including sporting.</li> <li>• Ongoing COVID restrictions delayed the survey data collection around teacher/student interest.</li> </ul>
<p><b>External Data</b></p> <ul style="list-style-type: none"> <li>• All staff complete the Tell Them From Me Survey.</li> <li>• NAPLAN top two bands - A minimum of 19.5% of Year 3 and 5 students achieve in the top two bands in NAPLAN Reading (Upper bound system- negotiated target).</li> <li>• NAPLAN top two bands - A minimum of 15.5% of Year 3 and 5 students achieve in the top two bands in NAPLAN Numeracy (Higher bound system- negotiated target)</li> </ul>	<ul style="list-style-type: none"> <li>• The number of staff completing the Tell Them From Me Survey increased to 100%</li> <li>• Data indicates 21.88% of students achieved in the top two skill bands (NAPLAN) Reading showing progress above the lower bound system negotiated target.</li> <li>• Data indicates 15.63% of students achieved in the top two skill bands (NAPLAN) Numeracy showing progress above the lower bound system negotiated target.</li> </ul>
<p>Increase the percentage of students attending school 90% or more of the time to be moving towards the lower bound system negotiated target of 68.60%.</p>	<p>The number of students attending greater than 90% or more of the time is 57.21% and below our lower bound system negotiated target of 68.60%. Attendance data was impacted by ongoing covid restrictions.</p>



Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$3,885.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Warilla North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an intervention teacher working with the student each day on phonics, phonemic awareness and literacy skills. The student is confident in speaking, reading and writing, and is above expectations in literacy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This funding will end this year.</p>
<p>Integration funding support</p> <p>\$125,116.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Warilla North Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all SLSOs being trained and upskilled in whole school wellbeing behaviour practices so that students are supported in an environment that is consistent, predictable and fair. SLSO timetable devised and implemented from Term 1. Time is allocated in the timetable for SLSOs to work with and monitor students to develop self-regulation and engage in positive pro-social behaviour for learning. Behaviour data indicates a 45% decline in office referrals for executive managed behaviours. The timetable allows for all students with identified disabilities to be supported 1:1 in the classroom and/or in the playground to ensure access to whole school programs and learning. Each class has been assigned an SLSO to support students during remote learning and to contact families regularly for wellbeing and attendance checks. Time is allocated for the daily running of breakfast club which is utilised by the majority of students ensuring all students have access to nutritional food each morning. Donations of food are sourced by staff.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> all SLSOs are to be trained in the Mulilit program to deliver targeted learning interventions for identified students. The program will be supported by a LaST teacher. The SLSO timetable is to continue with ammendments made</p>

<p>Integration funding support</p> <p>\$125,116.00</p>	<p>to allocate time for implementation of the program. Participating students will be identified through funding allocation and internal/external assessment data. Regular revision and mentoring of SLSOs in the implementation of school wellbeing practices to continue Semester 2. Breakfast club to continue if donations are still sourced after remote learning.</p>
<p>Socio-economic background</p> <p>\$432,237.53</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Warilla North Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Numeracy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement [program/initiative] to support identified students with additional needs</li> <li>• professional development of staff through [program] to support student learning</li> <li>• supplementation of extra-curricular activities</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>School Learning Support Officer (SLSO) timetable devised and implemented from Term 1. Time is allocated in timetable for SLSOs to work with and monitor students to develop self-regulation and engage in positive pro-social behaviour for learning. Behaviour data indicates a 45% decline in office referrals for executive managed behaviours. The timetable allows for all students with identified disabilities to be supported 1:1 in the classroom and/or in the playground to ensure access to whole school programs and learning. School procedures have supported an increase in student attendance from 87.71% to 90.28%. Consistent parent communication, attendance plans and Beyond Empathy video clips on Facebook promote regular attendance at school. The pilot program has not been active during Semester One and all staff are not aware of the school attendance policy. Further and ongoing procedures need to be implemented to support a further increase in attendance. Staff meeting time allocation needed to ensure all staff are aware of department/school attendance policies and procedures. Ongoing Wellbeing practices have promoted student engagement as rated by Tell Them From Me survey. Attendance and suspension data for Stage 3 indicates that student engagement has increased this semester. Academic data does not show an increase in achievement at this stage.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>regular revision and mentoring of SLSOs in the implementation of school wellbeing practices to continue in Semester 2.</p> <p>Classroom teachers to monitor attendance and contact parents/carers as per school procedures. Learning and Support Teacher (LaST) to continue to closely monitor data and follow department procedures where necessary. LaST timetable to include time allocation for attendance procedures with close monitoring of student academic growth in Semester Two. Individual student conferencing with learning goals to consistently take place and reviewed at stage planning/data days.</p>
<p>Aboriginal background</p> <p>\$96,975.17</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Warilla North 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><b>Funds have been targeted to provide additional support to students</b></p>

<p>Aboriginal background</p> <p>\$96,975.17</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal Education</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  whole school participation in an excursion to Windang Island to listen to the story of Gang Man Gang on country. Students also engaged in cultural activities and learned the context of the story. Teachers (including library teacher) incorporated the story into literacy and CAPA programs. Not all teachers feel confident telling the story independently. Executive staff are currently completing a learning ecosystem around the PLP process as we have identified areas to be improved.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  further progress with the story to be told throughout the year in classrooms and also staff meetings. End of year cultural connections, celebration and performances to be continued in modified form depending on COVID restrictions. Aboriginal community to be engaged to provide support with performances and representations of the story. PLP process to be modified, encouraging more active engagement from parents/carers/students/teachers/community.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Warilla North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• Staff to participate in sustained professional learning to explore big ideas and core concepts in both K-2 and 3-6</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  whole school assessment schedule was created to streamline quality, valid and reliable data collection across all stages. Using this assessment, teachers are regularly responding to trends in student achievement at individual, group and whole-school levels.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  to continue with this structure as we move forward into next year.</p>
<p>Low level adjustment for disability</p> <p>\$110,159.99</p>	<p>Low level adjustment for disability equity loading provides support for students at Warilla North Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Learning Culture</li> <li>• Reading</li> </ul>

<p>Low level adjustment for disability</p> <p>\$110,159.99</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• targeted students are provided with an evidence-based intervention minilit to increase learning outcomes</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in:</b> evidence indicating that the reading intervention program has been successful with all students achieving significant growth in reading and all but two students achieving expected outcomes by the end of Semester 1.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the program in 2022 with two teachers facilitating intensive intervention each morning.</p>
<p>Literacy and numeracy</p> <p>\$4,554.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Warilla North Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an additional Learning and Support intervention teacher</li> <li>• Literacy Resource Room - sort and organise all literacy resources into the new resource room in preparation for literacy focus in 2022. List of resources needed in order to budget for 2022.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> evidence indicating that the reading intervention program has been successful with all students achieving significant growth in reading. The literacy resource room has been organised and is now complete.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the reading intervention program in 2022 with extra support using COVID Intensive Learning Support Program funding. The school will facilitate the creation of a maths resource room in 2022.</p>
<p>Early Action for Success (EAfS)</p> <p>\$137,210.16</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Warilla North Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Numeracy</li> <li>• Play-Based learning</li> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to support literacy and numeracy programs</li> <li>• lead professional learning opportunities available through the Numeracy Strategy</li> <li>• lead analysis of student performance data with whole school and stage</li> </ul>

<p>Early Action for Success (EAfS)</p> <p>\$137,210.16</p>	<p>teams</p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  100% of staff have participated in professional learning on PBL including oral narrative assessment training. All classrooms engage in play based learning three afternoons each week. Focus students (4 per class) have been identified and pre oral narrative assessment administered. A focus student tracking sheet has been created and is used weekly. Time has been allocated during stage planning days to collaboratively program for play based learning (PBL) using a whole school programming proforma, ensuring all stages of play have been catered for. The school has ensured the collection of annotated teaching programs, feedback from executive staff on teaching programs, staff survey/discussion, lesson observations, program evaluations, team planning meeting minutes, reports obtained from PLAN and clear assessment records. Staff are confident and consistent in their approach to well being. Staff meetings to revise procedures have occurred each term. Lesson observations and office referrals (via email) indicate that procedures are being followed during remote learning. New staff have been mentored at point of need and no formal professional learning has occurred. The Tell Them from Me survey indicates that student advocacy at the school is high at 8.5 which is higher than the NSW Government norm, however school data indicates that disrespect and defiance is a major behaviour issue.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  for new staff to participate in formal professional learning around wellbeing practices led by the Instructional Leader with timetabled teacher mentoring. The new Assistant Principal Curriculum and Instruction position will be embedded into school practices supporting teaching and learning. Behaviour data is to be analysed by the whole staff and the future focus will be determined with wellbeing lessons devised and explicitly taught in class by the Wellbeing Team Leader. Semester 1 planning days and numeracy team meetings are proving successful and will continue into Semester 2. Instructional Leader and Numeracy Team Leader to continue supporting teachers in updating data and using it to guide quality teaching programs.</p>
<p>QTSS release</p> <p>\$31,505.04</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Warilla North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  whole-school data collection processes implemented (spelling, reading, writing) and data is analysed and discussed at literacy meetings twice per term. The literacy leader and Instructional Leader provide pedagogy and programming support during stage based planning days. Short term data analysis is showing improvement in students' literacy outcomes across the school. The Term 3 School Development Day was dedicated to transition to learning from home</p> <p>Whole school data collection processes have been implemented (Quantifying number - Whole school focus area) and data is updated in</p>

<p>QTSS release</p> <p>\$31,505.04</p>	<p>week 5 and 10 each term. This data is discussed with Instructional Leader and Math Team Leader at planning days (twice a term) where teachers collaboratively make decisions on what to include in their weekly programs as well as implementing targeted groups with focus students. Instructional Leader and Math Team Leader provide programming and pedagogy support.</p> <p>Twice a term the Numeracy team meet to discuss data and trends, and collaborate to create whole school focus areas moving forward.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to develop a professional learning plan and implement this next year. The Instructional Leader and literacy leader will reflect on end of year whole-school literacy data to inform this plan. Two staff meetings per term will continue being allocated to literacy team meetings and dedicated time with literacy leader/IL to continue being allocated during stage planning days. Semester 1 planning days and numeracy team meetings are proving successful and will continue into Semester 2. Instructional Leader and Numeracy Team Leader to continue supporting teachers in updating data and using it to guide quality teaching programs.</p>
<p>Literacy and numeracy intervention</p> <p>\$33,985.04</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Warilla North Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b> evidence shows that the reading intervention program has been successful with all students achieving significant growth in reading and all but 2 students achieving expected outcomes by the end of 2021. The literacy storeroom was completed.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the reading intervention program with resources to be organised and easily accessible for all teachers to use. Mathematics resources now need to be collected and organised and a space made to house them centrally in the school.</p>
<p>COVID ILSP</p> <p>\$152,416.37</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to coordinate the program</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> targeted students being provided with individualised and small group</p>

<p>COVID ILSP \$152,416.37</p>	<p>interventions in both literacy and numeracy to increase learning outcomes. Evidence shows that the COVID intensive intervention programs have been successful with all students achieving significant growth in reading and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue in 2022 with additional funds being used to employ an extra intervention teacher for morning sessions working with stage 1 as a beginning focus.</p>
<p>Refugee Student Support \$2,289.15</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• release time to engage staff in targeted professional learning</li> <li>• strengthening orientation and transition program for identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> strengthened partnerships between the school and the parents/carers with individual student support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> ongoing professional learning to identify language and cultural demands across the curriculum.</p>



celebrating cultural connections at Windang island.

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	74	82	91	70
Girls	80	75	77	65

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.4	91.9	88.4	89.1
1	91	87	90.9	85
2	90.5	91.6	90.8	90.1
3	91.1	88.1	89.4	86
4	90.1	90.5	90.6	89.4
5	86.4	88.7	89.5	90.6
6	90.7	86.8	88.1	88.8
All Years	90.2	89.4	89.6	88.3
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)	2
Classroom Teacher(s)	4.93
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	1.87

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	-218,965
<b>Revenue</b>	2,947,164
Appropriation	2,829,198
Sale of Goods and Services	20,153
Grants and contributions	97,391
Investment income	22
Other revenue	400
<b>Expenses</b>	-2,752,375
Employee related	-2,533,572
Operating expenses	-218,804
<b>Surplus / deficit for the year</b>	194,789
<b>Closing Balance</b>	-24,177

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	95,945
<b>Equity Total</b>	641,736
Equity - Aboriginal	96,939
Equity - Socio-economic	432,237
Equity - Language	2,400
Equity - Disability	110,160
<b>Base Total</b>	1,306,106
Base - Per Capita	41,415
Base - Location	0
Base - Other	1,264,691
<b>Other Total</b>	246,753
<b>Grand Total</b>	2,290,541

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

2021 Tell Them From Me student data indicated that 69% of students feel a positive sense of belonging. The results also indicated a score of 7.4 out of 10 for positive learning climate, which is above the NSW Government norm.

Parents indicated that they feel welcome by the school, with a score of 7 out of 10, and the majority of responding parents indicated that they would recommend Warilla North Public School to other parents.

Teacher responses to Tell Them From Me indicated high levels of satisfaction in relation to leadership, learning climate, collaboration and teaching strategies. While data use rated positively, it was below the NSW Government norms and is an area for continued school focus.



Celebrating a safe, calm, respectful learning environment.

# 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.



Reconciliation and Sorry day activity.