

# 2022 Annual Report

## Warrawong Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Warrawong Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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Warrawong Public School

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## School vision

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

Our vision is to:

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

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

## School context

Warrawong Public School is located in the southern Wollongong suburb of Warrawong, in the heart of the industrial and business area. It is a low socio-economic and ethnically diverse area of the Illawarra with a Family Occupation Education Index (FOEI) 176.

Current enrolment is 270 students. Approximately 35% of the students have a non-English speaking background and there are over twenty eight nationalities represented among the student population. There are 62 students enrolled who identify as Aboriginal or Torres Straight Islander. There are ten mainstream classes. The school has four support classes catering for students with a moderate intellectual disability, mild intellectual disability, Autism and those eligible for a multi categorical class. A Macedonian community language program operates. The school is an active member of the Warrawong Community of Schools which operates programs such as the school permaculture garden, transition from Stage 3 to Stage 4, high school links and teacher professional learning programs.

Warrawong Public School receives additional equity funds through its Resource Allocation Model (RAM). This funding plays a pivotal role in the staffing and resourcing of the school to raise the learning outcomes and lift educational standards for all students so that they have the best chances and choices in life. The programs provide additional classroom teachers, support for all students, valuable teaching resources and teacher professional learning. In 2022 we will be allocated 1.4 FTE AP C&I, the school will use its funding to ACIP that position to 2.0 FTE.

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Literacy/Numeracy
- Numeracy/Literacy

### Resources allocated to this strategic direction

**Socio-economic background:** \$525,182.90  
**Low level adjustment for disability:** \$191,923.21  
**Aboriginal background:** \$60,000.00  
**English language proficiency:** \$92,987.45  
**Integration funding support:** \$84,168.00  
**Professional learning:** \$26,469.12  
**QTSS release:** \$59,184.32  
**Refugee Student Support:** \$6,111.48  
**AP Curriculum & Instruction:** \$210,799.40

### 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
Improvement in the proportion of students achieving NAPLAN top 2 bands in Reading to the lower bound system negotiated target of 22.3%.	The proportion of Year 3 students achieving in the top two bands in NAPLAN Reading is 20.5% (8 students) and is progressing towards the lower-bound system negotiated target.  The proportion of Year 5 students achieving in the top two bands in NAPLAN Reading is 20% (5 students) and is progressing towards the lower-bound system negotiated target.
Increase the proportion of students achieving NAPLAN top 2 bands in Numeracy to be at or above the lower bound system negotiated target of 19%	The proportion of Year 3 students achieving in the top two bands in NAPLAN Numeracy is 10.8% (4 students) and is progressing towards the lower-bound system negotiated target.  The proportion of Year 5 students achieving in the top two bands in NAPLAN Numeracy is 4.0% (1 student). Progress is yet to be seen towards the lower-bound system negotiated target.
Increase the proportion of students achieving expected growth in NAPLAN Reading toward the lower bound system negotiated target of 61.4%%	Student growth cannot be calculated for 2022 as the NAPLAN test was not administered in 2020.
Increase the proportion of students achieving expected growth in NAPLAN Numeracy toward the lower bound system negotiated target of 61.4%	Student growth cannot be calculated for 2022 as the NAPLAN test was not administered in 2020.
Self-assessment against the School Excellence Framework in the element 'Student Performance Measures' will be maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element 'Student Performance Measures' shows the school is currently performing at Sustaining and Growing.

Self-assessment against the School Excellence Framework in the element 'Student Performance Measures' will be maintained at Sustaining and Growing.

Self-assessment against the School Excellence Framework in the theme of 'Student Growth' shows the school currently performing at Delivering.

## Strategic Direction 2: Commitment to School Community

### Purpose

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

### Initiatives

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

- Attendance
- Wellbeing

### Resources allocated to this strategic direction

**Socio-economic background:** \$80,000.00

**Aboriginal background:** \$12,417.29

### 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
Improvement in the proportion of students attending school 90% or more of the time to be at or above the lower bound system-negotiated target of 65%.	The number of students attending greater than 90% or more of the time is 55.94% indicating progress is required to meet the agreed upon lower bound target 65%. This is a decline from the last available data in 2020 of 61.75%.
Increase the proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to the lower bound system negotiated target of 87.5%.	Tell Them From Me data shows 85.67% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating a decline from 88.39%. Progress is required to meet the lower bound target 87.5%.
Self-assessment against the School Excellence Framework in the element 'Learning Culture' will be maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element Learning Culture shows the school currently performing at Delivering/Sustaining.

## Strategic Direction 3: School Culture

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**Socio-economic background:** \$60,000.00

### 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
Self-assessment against the School Excellence Framework in the theme 'Performance management and Development' will be maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element 'Performance management and Development' shows the school currently performing at Sustaining and Growing.
Self-assessment against the School Excellence Framework in the theme 'High Expectations' will be maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the theme 'High Expectations' shows the school currently performing at Sustaining and Growing.
Increase the proportion of teachers using OneNote for planning and programming.	Nine teachers are using OneNote and we are progressing toward an increase in this number.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$6,111.48</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>• Numeracy/Literacy</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 for targeted interventions to support student learning</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Internal/External summative data, Progressions and Formative data indicate students improved their understanding of English (including reading and writing). students were provided with necessary learning equipment through the use of this funding source.</p> <p><b>After evaluation, the next steps to support our students will be:</b> this initiative will continue in 2023.</p>
<p>Integration funding support</p> <p>\$84,168.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Warrawong Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><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/Literacy</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>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around intervention and curriculum adjustments.</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> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrated progress towards their personalised learning goals. All PLSPs were regularly updated and were responsive to student learning needs and progress. All eligible students received personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> the use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs. in line with the adjustments made to their PLSPs.</p>
<p>Socio-economic background</p> <p>\$665,182.90</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Warrawong Public School who may be experiencing educational disadvantage as a result of their socio-economic</p>

<p>Socio-economic background</p> <p>\$665,182.90</p>	<p>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>• Numeracy/Literacy</li> <li>• Developing Leadership and Excellence: A Systems Approach</li> <li>• Attendance</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>• professional development of staff through [program] to support student learning</li> <li>• staff release to increase community engagement</li> <li>• employment of additional staff to support Lit/Num program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Warrawong Public School receives substantial funding for students from a low socio-economic background.  this funding provides for the majority of our additional programs, particularly wellbeing and learning opportunities.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Warrawong Public School will continue to have a strong emphasis on student wellbeing and equally providing our students with learning opportunities. The one to one laptop program in Years 3-6 has been an outstanding success for our students, giving them access to the latest technology and enabling WPS to train teachers in the use cutting edge use of technology.</p>
<p>Aboriginal background</p> <p>\$72,417.29</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Warrawong Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><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/Literacy</li> <li>• Attendance</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>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  a person who identifies as First Nations was employed as an AEO to work in classrooms with students and in our Office area to assist parents and other community members in accessing the school. Additional funds were used to purchase quality texts and to engage First Nations people from the community to share culture, art, dance and traditions with students.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  This program will continue in 2023.</p>
<p>English language proficiency</p>	<p>English language proficiency equity loading provides support for students at</p>

<p>\$92,987.45</p>	<p>all four phases of English language learning at Warrawong 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/Literacy</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>• employment of additional bilingual staff to support communication</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> a number of students being supported by a bilingual SLSO and provided additional hours with a specialist teacher for student support both in the classroom and small group tuition.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the level of support and create professional relationships with additional bilingual SLSOs. Again, we expect an increase in new arrival students next year as Covid immigration restrictions ease.</p>
<p>Low level adjustment for disability</p> <p>\$191,923.21</p>	<p>Low level adjustment for disability equity loading provides support for students at Warrawong Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><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/Literacy</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>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</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> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all students with low level disability being supported in their learning through differentiation, adjustments and wellbeing support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue with current program. Additional professional development for SLSOs.</p>
<p>Professional learning</p> <p>\$26,469.12</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Warrawong Public School.</p> <p><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/Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>

<p>Professional learning</p> <p>\$26,469.12</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results..</p> <p><b>After evaluation, the next steps to support our students will be:</b> personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$59,184.32</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Warrawong Public School.</p> <p><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/Literacy</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>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> in an area where teachers need support, such as literacy or numeracy. utilising release time to work with APC&amp;I in differentiated professional learning based identified student need.</p>
<p>COVID ILSP</p> <p>\$283,200.00</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 2022.</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 analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> <li>• leading/providing professional learning for COVID educators</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in: - the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students will be:</b> teachers' ability to use PLAN2 data tracking to understand student achievements and where to go next has significantly increased. The deep</p>

<p>COVID ILSP</p> <p>\$283,200.00</p>	<p>analysis of this data is the next area that will form part of TPL in future learning events for all teachers within the school.</p> <p>Detailed scheduling and collaboration of lessons are essential so that other learning programs are not impacted when timetabling the delivery of the ILS program.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$210,799.40</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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>• Numeracy/Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• provide resources such as books, pencils, coloured pencils, paint, paper, stationary, Literacy and Numeracy resources.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> this funding has enabled all students to have the equipment required for school despite their economic status. All children are provided with equipment to learn fair and equitably. The impact for students at WPS is profound considering 90% of the WPS community exist in lowest 5% of Socio Economic Status in NSW.</p> <p><b>After evaluation, the next steps to support our students will be:</b> this funding will continue in 2022. Ensuring all students have fair and equitable access to learning resources and equipment.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	155	156	135	143
Girls	132	119	117	126

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.4	89.0	89.0	81.8
1	90.3	85.7	90.6	84.5
2	90.4	83.8	88.1	86.9
3	91.7	83.8	90.7	80.9
4	89.0	86.3	86.8	85.9
5	88.3	86.0	87.0	79.6
6	92.0	83.8	88.3	83.1
All Years	90.6	85.5	88.6	83.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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)	5.4
Classroom Teacher(s)	10.97
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	6.52
Other Positions	0.4

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	65,810
<b>Revenue</b>	5,061,136
Appropriation	4,927,586
Sale of Goods and Services	19,539
Grants and contributions	112,798
Investment income	1,013
Other revenue	200
<b>Expenses</b>	-4,883,126
Employee related	-4,396,689
Operating expenses	-486,437
<b>Surplus / deficit for the year</b>	178,010
<b>Closing Balance</b>	243,820

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	90,279
<b>Equity Total</b>	1,022,511
Equity - Aboriginal	72,417
Equity - Socio-economic	665,183
Equity - Language	92,987
Equity - Disability	191,923
<b>Base Total</b>	2,739,316
Base - Per Capita	71,498
Base - Location	0
Base - Other	2,667,818
<b>Other Total</b>	548,333
<b>Grand Total</b>	4,400,439

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

Parent/caregivers were engaged in a number of ways at Warrawong Public School throughout 2022. The Tell Them From Me student survey asks questions about factors that are known to affect academic achievement and other outcomes. It aims to help improve the learning outcomes of students. The survey is designed to measure, assess and report insights from the student point of view at the school and system levels. The focus of this NSW survey is on student wellbeing, engagement and effective teaching practices. Results from the Tell Them From Me student survey are used in school planning to further improve the educational and wellbeing outcomes at Warrawong Public School.

Warrawong Public School deeply engaged in this process participating in two student surveys in 2022 as well as the teacher survey and parent survey. At WPS Year 4, 5 and 6 were surveyed. We also invited parents to participate in our TTFM parent survey. The information gathered has been used in future planning and goal setting for our SIP.

In 2022, teachers at Warrawong Public School also participated in the Tell Them From Me Teacher survey. The information gathered was used in planning for 2023. 2022 also saw the continuation of Wellbeing week for staff at WPS for the third year. This initiative was a result of discussion with teachers and other staff members and survey results from teachers in 2019. Wellbeing week is a time to re-calibrate as a staff where teachers are given reduced duties, meetings, lunch, morning tea and coffee to reinvigorate and re-engage with each other and students, in this way providing better learning outcomes for students.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.