

2022 Annual Report

Warrawee Public School



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Introduction

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

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

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School vision

To educate, empower and challenge all students to reach their full potential and to prepare them for success in an ever-changing world.

School context

Warrawee Public School is a vibrant and happy place to be. Our parent community is actively involved in supporting the school and the students both in the classroom and beyond. Each year the Warrawee P&C Association organises both social and fundraising opportunities for our families and this support is greatly appreciated.

Our students are grouped into 28 mainstream classes from Kindergarten to Year 6 and three support classes.

Warrawee students are provided with a multitude of different learning experiences including sport, dance, band and public speaking and debating. Encouraging children to try new things, have a go, have fun and to be an enthusiastic participant in all activities are central to the core values of the school. Our students are encouraged to do their personal best, to be considerate and tolerant of others, to have personal pride and to be responsible citizens.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Departmental support staff will be utilised to build understanding on how to do this successfully and the instructional leader will lead much of this work in the school. Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools. Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for support.

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

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

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
- Individualised Learning

Resources allocated to this strategic direction

Literacy and numeracy: \$29,648.99

Literacy and numeracy intervention: \$45,968.40

Professional learning: \$20,000.00

Low level adjustment for disability: \$98,544.41

Aboriginal background: \$2,123.00

English language proficiency: \$150,773.00

Summary of progress

Reading

In Semester One the school planned for the development of Professional Learning Communities (PLC) for the second year. The PLC schedule of professional learning topics was strategically created to ensure that teachers had allocated time to identify current practice and current student outcomes. Continued analysis of student reading data and teaching practice created a more consistent approach across K-2 and 3-6 for assessment, data collection and improved explicit differentiated reading instruction. Years 3-6 adopted the Fountas and Pinnell assessment and reading system in line with the bench-marking undertaken in K-2. The enablers included the deputy principal as Instructional Leader working in group sessions with teachers to provide small group professional learning. Surveys assisted in determining the impact. A K-2 teacher survey indicated that 72% of staff felt that the PLC sessions improved their teaching practice and would continue to do so over time. In the 3-6 staff survey, 10 out of 12 teachers reported feeling very confident using the Fountas and Pinnell readers in the classroom.

To move towards our progress measures we will continue the PLC sessions and both deputy principals, as well as the new Assistant Principal Curriculum and Implementation (APCI) will focus on Years 3-6 to continue implementing Fountas & Pinnell with continued improvement in reading instruction in line with the new curriculum.

Numeracy

This initiative was slightly delayed in 2022 and will continue in 2023. Anita Chin, Maths Consultant, led professional learning with some staff and a 'Maths Crew' of Maths leaders from across the school was formed.

Individualised Learning

In 2022 there was a continued focus on High Potential and Gifted Education (HPGE). A register of students was created as a result of our identification process for HPGE students for our school context. A committee of teachers met each term to identify ways to cater for identified students. The EALD and Learning and Support teachers continued to provide team-teaching opportunities across K-6. There was improved understanding by teachers of the needs of these students which led to improved student well-being. The impact of this has been that teaching and learning programs show evidence of adjustments catering for the needs of EALD and HPG students. We also Curriculum Groups which included K-6 teacher representatives. These teams were responsible for ensuring consistency of teaching, learning and assessment K-6.

In 2023 we will continue the 3-6 data walls to monitor the growth of students in the area of reading. The HPGE committee will start implementing additional opportunities for identified students. All teaching and learning programs will continue to be adjusted to cater for HPGE utilising consistent processes across the school that clearly identify adjustments. This will be in line with the curriculum reform and the new differentiated units of work being produced by the DoE in line with the new syllabuses.

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
NAPLAN Top two bands - Reading Improvement in the percentage of students achieving in the top two bands to be above the school's lower bound system negotiated target in reading of 80.1%.	<ul style="list-style-type: none">• 78.02% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.
NAPLAN Top two bands - Numeracy Improvement in the percentage of students achieving in the top two bands to be above the school's lower bound system negotiated target in numeracy of 75.5%.	<ul style="list-style-type: none">• 68.16% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.
Expected Growth - Reading Improvement in the percentage of students achieving expected growth in NAPLAN reading to be moving towards the school's lower bound system negotiated target of 78.4%.	<ul style="list-style-type: none">• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Expected Growth - Numeracy Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be moving towards the school's lower bound system negotiated target of 80.8%.	<ul style="list-style-type: none">• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.

Strategic Direction 2: Teaching and Learning

Purpose

To ensure that teaching practice is evidence-based and data informed and that there is a shared responsibility for student improvement. Individually and collaboratively, teachers will evaluate the effectiveness of their teaching practices, which will include detailed analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care.

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.

- Professional Learning
- Data Driven Practices

Resources allocated to this strategic direction

Professional learning: \$27,689.34

QTSS release: \$148,018.00

Integration funding support: \$160,467.00

Socio-economic background: \$3,740.00

Summary of progress

Professional Learning

Our Professional Learning Communities (PLCs) continue to embed practice in the school for the delivery of professional learning, collegial discussions and collaborative practice on alternate weeks for each year group. The PLC schedule of professional learning topics was again strategically created each term to ensure that teachers had allocated time to identify current practice and current student outcomes. The enablers included the deputy principal as Instructional Leadership working in group sessions with teachers to provide small group professional learning. We were also strategic with our Tuesday afternoon Professional Learning sessions to ensure they linked with our PLCs. A K-2 teacher survey indicated that 72% of staff felt that the PLC sessions improved their teaching practice and would continue to do so over time. In the 3-6 staff survey, 10 out of 12 teachers reported feeling very confident using the Fountas and Pinnell readers in the classroom.

To move towards our progress measures, we will continue the PLC sessions in 2023 and both deputy principals and the APCI will continue to focus on Years 3-6 to implement Fountas & Pinnell. Our additional focus this year and next year, will also be continued professional learning on the new K-2 syllabuses. Time has been provided for staff during PLCs this year to complete some of the NESA and Department professional learning modules.

Data Driven Practices

In 2022, Lyn Sharratt's work on data walls continued to influence our practice. The K-2 Reading Data Wall was created and used to ensure that we 'know' all of our students, whether they be High Potential and Gifted, or requiring additional support. The impact of this has been that student growth has been able to be effectively measured. This assists us to cater for the diverse learning needs of our students. In 2022 we also implemented a 3-6 data wall to monitor the progress of those students. The importance of the triangulation of data was emphasised with staff. NAPLAN results were presented by one of the deputy principals and was analysed in stage groups in line with internal data.

In 2023 both data walls will continue in order to track student growth. In addition, the new role of APCI will create an increased focus on tracking data, in line with the implementation of the new syllabuses.

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
Collaboration	All teachers participated in alternate week PLC sessions for the year, with a focus on improving student outcomes in line with our school SIP.

<p>Percentage of teachers who are effectively collaborating to drive ongoing school improvement through professional learning communities (PLCs) is moving towards the school identified target of 100%.</p>	
<p>Assessment</p> <p>Percentage of teachers who clearly understand, develop and apply a full range of assessment strategies is moving towards the school identified target of 100%.</p>	<p>Analysis of teaching and learning programs indicates the 85% of teachers are implementing a full range of assessment strategies.</p>

Strategic Direction 3: Leadership and Community

Purpose

In order to provide for the highest levels of learning, we aim to foster a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Through a planned and proactive approach with the school community, we will improve leadership and communication across the whole school and broader community.

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.

- Communication and collaboration
- Community Connectedness
- Strengthening Leadership

Resources allocated to this strategic direction

Professional learning: \$30,000.00

Summary of progress

Communication, Collaboration and Community Connectedness

Sentral (School Management System) has been used for the first time this year. Staff were provided with training through a couple of professional development sessions run by the deputy principal at the beginning of the year. It has had a significant impact on communication across all areas of the school and staff feedback has been very positive. Staff have used Sentral for reporting to parents and this has been well received. Families have been able to engage more with the school, due to the lifting of COVID restrictions, including Kindergarten Orientation, and information sessions which were most successful.

At the end of 2022 a staff survey was conducted and 100% of staff said that they had found it most beneficial and wished to continue using this platform in 2023. In 2023 we will begin to use more and more of its features, upskilling the staff through more professional development in all areas.

In addition, at the end of 2022 a Warrawee Family survey was with 92.5% of families responding that they read the school newsletter and 82.5% agreeing that the school app is useful. 92.25% of families reported that their child was happy to attend school.

In 2023 we will continue to develop our skills in using all aspects of the Sentral system and will implement School Bytes for further communication with our families.

Strengthening leadership

The Aspiring Leaders Program began this year. Four meetings have taken place in 2022 (one per term) with a focus on what good leaders do, how to communicate effectively, and also what it means to be a leader in a Department of Education school. One of our aspiring leaders has been in a relieving Assistant Principal position for the year. These seven aspiring leaders have taken on a variety of leadership opportunities across the school and been supported to do so. Two of the aspiring leaders are currently applying for leadership positions with the support of our Executive. Feedback from the final group session this year, via an exit survey, found that the impact was that 100% of the staff involved, had found the sessions useful.

The program will continue in 2023, with a continued focus on professional development and enabling these staff to undertake leadership opportunities across the school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement

<p>Communication and Collaboration</p> <ul style="list-style-type: none"> • The percentage of staff effectively utilising digital communication and software programs to support collaborative practice and communication across the school is moving towards the school identified target of 100%. 	<ul style="list-style-type: none"> • Analysis of the usage of digital programs indicates that 74% of staff are utilising the communication and collaboration software which is moving towards the school identified target.
<p>Community Connectedness</p> <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school moving towards excelling in the theme of community satisfaction in the element of Management of Practices and Processes. 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of community satisfaction in the element of Management of Practices and Processes.
<p>Strengthening Leadership</p> <p>The percentage of teachers engaging with the Aspiring Leadership program is moving towards the school identified target of 20%.</p>	<p>Almost 10% of teachers have engaged with the Aspiring Leadership program .</p>
<p>Attendance</p> <p>Increase the percentage of students attending school more than 90% of the time to be moving towards the school's lower bound system negotiated target of 92.3%.</p>	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased by 20.49%. At the time of harvesting this data public health orders were in place that impacted the data collected.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$160,467.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Warrawee Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: integration funding is formally incorporated into decision making in the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$3,740.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Warrawee Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: equitable access for all students to engage in the curriculum and extra curricular activities.</p> <p>After evaluation, the next steps to support our students will be: to continue to support families financially so that they can engage in all school activities and to employ an SLSO to support identified students.</p>
<p>Aboriginal background</p> <p>\$2,123.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Warrawee 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>Aboriginal background</p> <p>\$2,123.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency. • purchase resources for the library about First Nations History and culture. <p>The allocation of this funding has resulted in the following impact: First Nations families engaging in the PLP process with conversations becoming more authentic as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students will be: purchasing additional resources focused on Aboriginal history and culture.</p>
<p>English language proficiency</p> <p>\$150,773.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Warrawee Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • establish a core practice for supporting students learning English as an Additional Language or Dialect • additional staffing to implement Individual Educational Plans for all EAL/D students • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: EALD students showing improved outcomes EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. increased teacher capacity to identify the learning needs of EALD students.</p> <p>After evaluation, the next steps to support our students will be: to continue professional learning on teaching English as an additional language or dialect.</p>
<p>Low level adjustment for disability</p> <p>\$98,544.41</p>	<p>Low level adjustment for disability equity loading provides support for students at Warrawee Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading

<p>Low level adjustment for disability</p> <p>\$98,544.41</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: an increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$77,689.34</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 Warrawee Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Professional Learning • Communication and collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Discussions on best practice and refining comprehension programming, focusing on key groups of students and target specific skills to improve outcomes. • Professional Learning Community meetings will continue to prioritise collaboration and professional learning amongst all staff. Conversations about data literacy, student needs and quality learning, using Fountas and Pinnell to drive student outcomes. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in explicit teaching in relation to reading, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: further personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Literacy and numeracy</p> <p>\$29,648.99</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Warrawee Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy

<p>Literacy and numeracy</p> <p>\$29,648.99</p>	<ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: students undertaking MiniLit and MultiLit demonstrated improved reading phonics outcomes. year 3-6 students demonstrated improved reading outcomes as a result of the Fountas and Pinnell resources.</p> <p>After evaluation, the next steps to support our students will be: to continue to employ an SLSO to implement the MultiLit and MiniLit programs. to provide a parent workshop to encourage reading volunteers. to purchase additional literacy and numeracy resources.</p>
<p>QTSS release</p> <p>\$148,018.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Warrawee Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria as well as more explicit, differentiated teaching. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: employing an Assistant Principal Curriculum and Instruction to lead improvement in an area where teachers need support, with a focus on literacy and numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$45,968.40</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Warrawee Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted

<p>Literacy and numeracy intervention</p> <p>\$45,968.40</p>	<p>intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan</p> <ul style="list-style-type: none"> • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in the following impact: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data.</p> <p>After evaluation, the next steps to support our students will be: engagement of additional teaching staff (Assistant Principal Curriculum and Instruction) and use of other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$12,744.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups. • providing targeted, explicit instruction for student groups in literacy and numeracy. • providing intensive small group tuition for identified students . • development of resources and planning of small group tuition • releasing staff to participate in professional learning • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	369	370	380	366
Girls	318	342	360	354

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.1	95.4	95.3	92.8
1	95.4	95.3	96.1	91.0
2	95.7	94.9	96.1	93.4
3	95.7	96.1	96.2	92.1
4	96.2	95.1	95.1	90.5
5	94.7	95.5	94.7	91.5
6	93.8	95.7	94.6	90.1
All Years	95.4	95.4	95.5	91.6
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

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	29.04
Literacy and Numeracy Intervent	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	7.67

*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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	2,071,529
Revenue	7,477,481
Appropriation	6,765,182
Sale of Goods and Services	22,909
Grants and contributions	665,641
Investment income	23,349
Other revenue	400
Expenses	-7,547,267
Employee related	-6,197,705
Operating expenses	-1,349,562
Surplus / deficit for the year	-69,786
Closing Balance	2,001,743

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.

	2022 SBAR Adjustments (\$)
Targeted Total	160,467
Equity Total	255,184
Equity - Aboriginal	2,124
Equity - Socio-economic	3,740
Equity - Language	150,775
Equity - Disability	98,545
Base Total	5,727,990
Base - Per Capita	191,329
Base - Location	0
Base - Other	5,536,661
Other Total	513,641
Grand Total	6,657,282

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year we ask students, parents and carers, and staff for their valuable feedback to help guide decisions around the future directions of our school. The survey data assists us to form part of the Strategic Improvement Plan for 2021-2025. Some of the survey responses are listed below.

The Years 2-6 Student Survey (254 respondents):

94% of students reported feeling happy and safe at school and 89% of students agreed that they look forward to attending school each day.

The Parent Survey (203 respondents):

At the end of 2022 a Warrawee Family survey was conducted, with 92.5% of families responding that they read the school newsletter and 82.5% agreeing that the school app is useful. 92.25% of families reported that their child was happy to attend school. The questions were designed to evaluate communication platforms at the school and community satisfaction in general.

The Staff Survey (44 respondents in total):

The K-2 teacher survey indicated that 72% of staff felt that the PLC (Professional Learning Community) sessions improved their teaching practice and would continue to do so over time. In the 3-6 staff survey, 10 out of 12 teachers reported feeling very confident using the Fountas and Pinnell readers in the classroom.

Our school's strengths as identified in overall feedback included:

- the quality of our teaching programs
- our strength in collaborative practice
- our focus on high impact
- quality professional development and
- that the school provides a happy, safe and nurturing environment for students to achieve their best.

Our school's areas of development, or ways to improve, as identified in the surveys included:

- Continued professional learning relating to the new syllabuses.

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.