

2022 Annual Report

Warnervale Public School



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Introduction

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

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

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Message from the principal

2022 has been an amazing year of achievements and getting back to normal. Whilst there have still been challenges, we have all enjoyed having the students back in the rooms each and every day learning where they learn best.

This year, Warnervale Public School farewelled our long standing Principal Jill Carter, after 15 years of leading the staff and students at our old site and moving to our current site in 2008. The Deputy Principal role was filled with Michael Murphy, the successful candidate and Matt Starkey obtaining a substantive Assistant Principal. Patrick Jones was successful in applying for a teaching Principal position at Caragabal Public School.

The WPS presence in the community has always been strong and we continued and expanded that tradition this year. Our school choir performed at the Toukley ANZAC and Remembrance Day ceremonies and we had many students give up their holiday time to march proudly with staff. We initiated an AUSLAN Signing Choir and they proudly performed at Sydney Town Hall in front of guests, families and dignitaries. We supported the local Men's Shed, with them hosting the election day BBQ at our school.

Our passionate Student Representative Council, working closely with our 2022 School Captains and Vice Captains, raised funds for some extremely worthwhile charities and organisations such as Stewart House, Jeans for Genes Day, Bear Cottage and Movember.

Our P&C is back this year and have been doing amazing things, driven by a committed and passionate group of parents. We had a very successful Father's Day Stall and BBQ, Grandparents Day tea and pastries, a well attended Disco for the students and other fundraising events.

Attendance is a state-wide Premier's focus and Warnervale is working hard on achieving it's set targets. We are pleasingly above the State and Network average for attendance, however there is still a great deal of work to do in this area and it will remain a strong focus next year. Our Bee Here initiative took off this year and is continually being refined to assist encouraging positive attendance.

Aboriginal Culture and Education has always been a strong focus for the staff and students here at Warnervale. We are a proud member of the Ngara AECG and participate in many opportunities such as the Ngara Message Stick journey and the Ngara Assembly of Excellence. This year we celebrated Reconciliation Week, NAIDOC Week, National Sorry Day and National Aboriginal and Torres Strait Islander Children's Day. We brought Dhinewan Mentoring on board to run additional cultural groups with our Aboriginal children to enhance the student's personal growth and positive thinking within a framework of culture, wellbeing, and leadership. This is being expanded next year to also include the opportunity for each class to participate in activities run by Dhinewan throughout the year.

2022 saw the return of the impressive Warnervale Showcase. 'Warnervision' was the result of months and months of planning, rehearsing, preparing and perfecting. The students performed 2 matinees and 2 evenings in the school hall in front of families and guests.

Thank you to the parents and families of our children for working with the school and staff on supporting and educating your children. When we work together, amazing things happen. All 556 students at Warnervale show up each day ready and eager to learn. They are taught so much more than just to read, write and count at WPS. They are taught respect, caring and compassion, resilience, independence and above all, the skills to Learn To Live.

Mr Michael Murphy

Relieving Principal

School vision

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

School context

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

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Aboriginal background: \$39,368.20
Socio-economic background: \$222,753.90
Integration funding support: \$318,433.00
Low level adjustment for disability: \$188,227.10
COVID ILSP: \$129,288.00
AP Curriculum & Instruction: \$60,228.40
Professional learning: \$19,533.40
QTSS release: \$106,747.00
English language proficiency: \$10,470.00
Per capita: \$27,040.00

Summary of progress

Our Bee Here! attendance initiative was formalised within the school as well as updating our Attendance Policy. Each Friday a student who was present was awarded with an ice-block as an encouragement to attend school on this day. Friday was selected as it had a history of being the lowest percentage regarding attendance. Correspondence was sent to each family regarding our Bee Here initiative that was developed in response to student attendance. Success was measured by parents and caregivers having a positive engagement with the school's learning culture through communication to prioritise the importance of minimising student absences. Student attendance for Semester 1 of 90% or above was 31.1%; after the initiative was introduced this figure rose to 48.2% for Semester 2.

To ensure the learning needs of all students have been met Warnervale PS has supported fluid and targeted learning opportunities. These small group and differentiated learning opportunities have focused on interventions in the classroom, differentiated groupings within the class and withdrawal groups via BUMP and ILSP, small group speech sessions and High Performance and Gifted Education. Additional staff and Professional Learning were utilised to ensure both classroom teachers as well as support staff were provided with individualised learning opportunities. Targeted assessment and relevant data analysis for effective teaching was a priority with the teachers. Data analysis and allocated Professional Learning debriefs ensured the classroom teachers have clear and relevant learning goals for their students.

With strong evaluative practices overarching all initiatives, regular and systematic analysis of data collection material propelled the teaching, learning and assessment cycle. Team teaching was undertaken on a needs basis, including videoing of the lesson for evaluation, critiquing and professional growth. Withdrawal groups with adaptive timetabling supported targeted students with identified learning needs within the school, including High Potential Gifted Education [HPGE] and Aboriginal and Torres Strait Islander groups. The HPGE groups were supported by partner high school through high school teacher attending Warnervale Public School and providing extension real-world problem solving tasks in teaching and learning sessions with students. Collaborative practice underpinned all these activities.

Next Steps

Consistent data collection to support the formation of targeted and explicit intervention.

Continued targeted analysis of data to support student groupings.

Small group intervention to support learning opportunities.

Explicit teaching for all students at instructional levels, with a focus on students achieving below grade expectations, students with disability, HP&G students, and Aboriginal students.

Prioritise Numeracy to support improved growth and attainment towards identified targets.

Continue to promote positive and informed attendance with office staff messaging the families of students who are absent on a daily basis.

PL for staff regarding attendance monitoring expectations.

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 percentage of students achieving in the top two bands in NAPLAN Numeracy increases from the baseline of 35.3% to at or above the school's aspirational target of 39%.	We achieved 27.13% of students achieving top 2 bands in Numeracy, which is a deficit of 8.04% from our baseline of 35.3%.
Improvement in the percentage of students achieving in the top two bands in NAPLAN Reading increases from the baseline of 38.4% to at or above the school's aspirational target of 43.2%.	We achieved 48.53% of students achieving top 2 bands in Reading, which is an increase of 10.13% from our baseline of 38.4%.
Improvement in the proportion of students attending school equal or greater than 90% of the time increases by 7% to 80%.	We are demonstrating 32.13% of our students attending school equal or greater than 90% of the time, requiring further emphasis on attendance.
The percentage of students responding positively in Tell Them from Me survey increases from 86.3% to 90%.	We demonstrated 93.06% of students responding positively from the wellbeing aspects of TTFM survey, which is 6.76% above our baseline of 86.3%.
• 60% students achieving expected growth in Numeracy	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
• 65% students achieving expected growth in Reading	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement in the percentage of Aboriginal students in the Top 3 bands of Numeracy from 39.6% to 43.4%.	We achieved 50% of Aboriginal students achieving top 3 bands in Numeracy, which is an increase of 10.4% from our baseline of 39.6%.
Improvement in the percentage of Aboriginal students in the Top 3 bands of Reading from 30.9% to 37.5%.	We achieved 61.9% of Aboriginal students achieving top 3 bands in Reading, which is an increase of 31.03% from our baseline of 30.87%.

Strategic Direction 2: Quality Teaching

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background: \$79,200.00

School support allocation (principal support): \$7,150.00

QTSS release: \$13,000.00

AP Curriculum & Instruction: \$180,685.20

Professional learning: \$16,800.00

Per capita: \$5,900.00

Summary of progress

A school wide focus of quality teaching was driven by high impact professional learning. This was lead by APCI's and the BUMP team. Professional Learning sessions ran every Tuesday with a focus on data analysis, teaching and learning programs, phonological and phonemic awareness, Check-in Assessments, assessment and planning and delivering curriculum effectively. Consistent implementation of learning logs to track student progress and maintain data records and assessment practices were a focused priority across K-6. These ensure effective and accurate reporting processes were in place.

The Peer 2 Peer program did not proceed in the intended way due to the impact of staff absences as a result of COVID. Professional learning was planned and presented with an emphasis on best evidence-based practices and data analysis to ensure teachers create change in practice, self and others. Classroom teachers were supported within their rooms with mentoring and co teaching strategies. Teachers identified areas of need for improvement in their own teaching practice. Individualised support was provided at the point of need for teachers to build capacity and deliver high quality curriculum content. Teachers identified improvement in their practice and confidence to implement to initiate change.

Next Steps

High Impact Professional Learning will continue to be implemented.

Curriculum support to remain a strong focus across K-6 with the implementation of the new K-6 Mathematics and English syllabus.

Support and PL for consistent assessment and reporting processes to reflect the new syllabus implementation.

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
94% of teachers identify improvement in their own professional practice as informed by self assessment, student and colleague feedback.	All teachers identified an improved confidence in data informed small group numeracy and literacy instruction.
95% of teachers participate in Triple C each year and align professional goals to school plans ensuring a whole school	The formal Triple C program was not able to progress due to Curriculum reform demands.

<p>approach to a strong culture of empowering professional development.</p>	
<p>80% of P2P teachers identify improvement in their own professional practice as informed by pre and post self-evaluation and colleague feedback.</p> <p>70% of P2P participants value the effectiveness and longevity of the P2P program as identified in TTFM yearly data analysis.</p>	<p>P2P is adapted due to changes in state priorities therefore data is unavailable.</p>

Strategic Direction 3: Engagement and Connections

Purpose

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

Initiatives

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

- Together We Learn!
- Celebrating cultural diversity

Resources allocated to this strategic direction

Socio-economic background: \$78,175.00

: \$0.00

English language proficiency: \$23,150.00

Aboriginal background: \$66,064.00

Summary of progress

With a focus on developing and re-establishing effective communication within the school community, emphasis was placed on strengthening not only general communication from school to home but also looking for ways in which genuine partnerships between school, students, families, and community could be improved. Parent teacher interviews were conducted during Semester 1 and the provision of both in person and phone interviews were well received. Success criteria was attendance figures for school events increasing at 5%. There was a 3% increase of parents/carers having had two meaningful conversations with their child's teacher. 389 positive phone calls to parents and caregivers were made having a positive engagement with the school's learning culture through positive communication. Greater than 95% of students were awarded merit awards and parents were contacted to attend assemblies.

The school focused on celebrating cultural diversity and promoting intercultural understanding, community harmony and social inclusion. There was a continuation of collaborative relationships with Ngara AECG and *Walking Together*, Partnership Agreement to ensure we met those ambitions. Parents attended workshops and classroom activities to engage in their child's learning. An Aboriginal Education meeting saw 2 families attend. Workshops were offered with the APC&Is with a numeracy and literacy focus where 33 families attended. 519 parents attended assemblies, Mother's Day and Reconciliation events. This has resulted in a collective responsibility for student wellbeing and success. The interconnected triangle of parent, teacher and school is strengthened. This ensures every child is known, valued and cared for.

Next Steps

Continue to strengthen collaborative relationships with families.

Raise awareness that families are welcomed back onto site and promote events for the school community.

Increase engagement with school community cultural groups, inviting parents and carers to be more involved in decision making and activities.

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
>=91% of parents/carers will have at least 2 opportunities to have a meaningful conversation with their child's teacher	2022 Parent TTFM data indicates that 78% of parents and carers talked with a teacher about their child's learning or behaviour two or more times since the beginning of the year.

Attendance figures for school events improved 5% on 2021 numbers	2022 Parent & carer school event attendance data will contribute to baseline data for this progress measure due to an absence of valid 2020 & 2021 data because of COVID restrictions.
<p>TTFM student data:</p> <ul style="list-style-type: none"> • quality instruction (baseline 8.0), • teacher-student relations (baseline 8.3), • classroom learning climate (baseline 7.1) and • teacher expectations for success (baseline 8.7). 	<p>In the TTFM 2022 Student survey we achieved:</p> <ul style="list-style-type: none"> • quality instruction 8.6 [This is 0.6 above our target for 2022 and 0.4 above the NSW Govt Norm] • teacher-student relations 8.8 [This is 0.5 above our target for 2022 and 0.4 above the NSW Govt Norm] • class learning climate 7.6 [This is 0.5 above our target for 2022 and 0.4 above the NSW Govt Norm] • teacher expectations for success 8.7 [This is meeting the target for 2022 and equals the NSW Govt Norm]

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$318,433.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Warnervale Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised explicit targeted student learning <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 • employment of staff to provide additional support for students who have high-level learning needs • 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: SSOs were employed to support the medical and educational needs of the students, including students with disability. IEPs were developed in consultation with parents / carers and students for identified students.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ SSOs to support the medical and educational needs of the students, including students with disability. Maintain well-developed and evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual student learning needs. Maintain well-developed and evidence-based approaches so planning for learning continues to be informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.</p>
<p>Socio-economic background</p> <p>\$384,772.49</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Warnervale Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised explicit targeted student learning • Triple C - Collegial, Collaborative, Connection • Peer to Peer: P2P • Together We Learn! • Celebrating cultural diversity • Attendance: Bee here! • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of SSOs • Staff release to increase community engagement • Resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: A BUMP teacher was employed to support the educational needs of identified students. SSOs were employed to support the medical and educational needs of the students, including students with disability; and to support the educational, cultural, social and emotional needs of the students who identify as Aboriginal and Torres Strait Islanders. Staff at Warnervale PS continued to provide differentiated and personalised learning, with input from students and families, to meet individual learning needs, including students with learning difficulties and those identified as high potential and gifted. IEPs,</p>

<p>Socio-economic background</p> <p>\$384,772.49</p>	<p>PLPs, HCPs and RMPs developed in consultation with parents /carers and students for identified students. Student assistance offered to families that express financial hardship. Home school partnerships continue to go from strength to strength as parents and carers attended Parent / Teacher interviews; participated in the development of their children's learning goals; and families experiencing financial hardship were provided with support for their children to fully participate in school activities.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ staff to support the medical, educational, cultural, social and emotional needs of the students. Maintain well-developed and evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual student learning needs. Continue to build school-wide, collective responsibility for student learning and success, which is shared by parents / carers and students. Maintain well-developed and evidence-based approaches so planning for learning continues to be informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. Continue to offer student assistance to families that express financial hardship.</p>
<p>Aboriginal background</p> <p>\$105,432.20</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Warnervale Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised explicit targeted student learning • Celebrating cultural diversity <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of SSOs • Develop PLPs in consultation with parents / carers and students for identified students. • Dhinewan cultural programs • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: SSOs were employed to support the educational, cultural, social and emotional needs of the students who identify as Aboriginal and Torres Strait Islander. 100% of students who identify as Aboriginal have Personalised Learning Pathways developed in consultation with student, staff and parent/carers. SSOs work with students who identify as Aboriginal to support them in achieving their personalised learning goals. Some students were offered an opportunity to present the Acknowledgement of Country during 2022. All Warnervale PS class teachers were provided with ideas and resources to acknowledge Reconciliation Week, allowing students opportunities to further their knowledge of significant events leading up to Reconciliation. The theme for Reconciliation Week 2022 was 'Be Brave. Make Change '.Aboriginal perspectives were taught and included across Key Learning Areas, particularly History and Geography, as well as across all stages of learning. Warnervale Public School aims to increase the awareness and understanding of Indigenous cultures with students, staff and the school community. NAIDOC week celebrated significant Aboriginal and Torres Strait Islander peoples, with the theme for 2022 being 'Get Up! Stand Up! Show Up!' All classes participated in a variety of cultural activities around the school. Staff members attend meetings of the Ngara AECG, enabling school and community members to share ideas and establish support networks, encouraging Aboriginal people to have a voice in their educational future.</p>

<p>Aboriginal background</p> <p>\$105,432.20</p>	<p>After evaluation, the next steps to support our students will be: Continue to employ staff to support the educational, cultural, social and emotional needs of the students who identify as Aboriginal and Torres Strait Islander. Maintain well-developed and evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual student learning needs. Continue to build school-wide, collective responsibility for student learning and success, which is shared by parents and students. Continue to implement initiatives that increase the awareness and understanding of Indigenous cultures with students, staff and the school community.</p>
<p>English language proficiency</p> <p>\$33,620.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Warnervale Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised explicit targeted student learning • Together We Learn! <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of specialist EAL/D teacher to support language needs of identified students. <p>The allocation of this funding has resulted in the following impact: A specialist EAL/D teacher was employed to support the language needs of identified students and to meet grade expectations in Literacy and Numeracy. 84.9% of EAL/D students are performing at or above grade expectations in Literacy and 90.6% of EAL/D students are performing at or above grade expectations in Numeracy. Differentiation and adjustments were consistently noted in T&L programs for students achieving below grade expectations, including EAL/D students.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ specialist EAL/D teacher to support language needs of identified students. Maintain well-developed and evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual student learning needs. Continue to build school-wide, collective responsibility for student learning and success.</p>
<p>Low level adjustment for disability</p> <p>\$188,227.10</p>	<p>Low level adjustment for disability equity loading provides support for students at Warnervale Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised explicit targeted student learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of SSOs to support the medical and educational needs of the students, including students with disability. • IEPs developed in consultation with parents and students for identified students. <p>The allocation of this funding has resulted in the following impact: 100% of identified students have an Individual Education Plan developed in consultation with student, staff and parents/carers. Warnervale PS employed SSOs on staff that worked with teachers to support the medical and educational needs of students. This meant that across any given week, all classes had access to an additional adult timetabled to be in the</p>

<p>Low level adjustment for disability</p> <p>\$188,227.10</p>	<p>classroom, working to meet the individual needs of students.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ SSOs to support the medical and educational needs of the students, including students with disability. Maintain well-developed and evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual student learning needs. Maintain well-developed and evidence-based approaches so planning for learning continues to be informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.</p>
<p>Professional learning</p> <p>\$36,333.40</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Warnervale Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised explicit targeted student learning • Triple C - Collegial, Collaborative, Connection <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • TPL funds to support staff in meeting their personal PDP goals, incl. both teaching & non-teaching staff. • TPL aligned to current school initiatives. • TPL embedded regularly into Stage Meetings. • TPL connected to AP C&I focus areas. <p>The allocation of this funding has resulted in the following impact: Teachers at Warnervale Public School regularly attended courses, shared their expertise in staff meetings and implemented new ideas into their classrooms. The professional learning that they engaged in throughout the year, was aligned to school strategic directions, linked to professional development plans and focused on teacher learning to improve student outcomes. To date, all teachers have attended the equivalent of six Staff Development Days and attended weekly school-based Teacher Professional Learning (TPL) opportunities, as well as courses and conferences at local and regional levels. In 2022, professional learning continued to focus on fostering quality teaching and leadership to build teacher capacity through focused professional learning and development, that contributes to a culture in which every staff member is engaged in ongoing, relevant, evidence-based learning and practice. This included a professional learning focus on Literacy and Numeracy, the new K-2 Syllabus, Data Analysis, Academic Report Writing and Assessment. Additional professional learning included Consistent Teacher Judgement and Student Wellbeing incl the Inclusive, Engaging, Respectful Schools package. All staff participated in compliance training that was conducted in CPR and Emergency Care, Anaphylaxis, Asthma, Mandatory Child Protection, Code of Conduct awareness and updates, Private and Secondary Employment, Reporting and Managing Data Breaches, Disability Awareness, school policies, Aboriginal Culture Education, Anti-Racism, Cyber Security, Fraud and Corruption, and Workplace Health & Safety.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide PL opportunities to support the achievement of school strategic directions which has improved classroom practice across the school. Promote professional practice and dialogue where teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.</p>
<p>QTSS release</p> <p>\$119,747.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Warnervale Public School.</p>

<p>QTSS release</p> <p>\$119,747.00</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"> • Individualised explicit targeted student learning • Triple C - Collegial, Collaborative, Connection <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: All classroom teachers were supported by the Assistant Principals and Assistant Principal Curriculum & Instruction with in class professional support and additional professional learning release to meet and collaboratively analyse student data, plan for improved teaching practice and programming and opportunities for supportive constructive feedback.</p> <p>After evaluation, the next steps to support our students will be: To continue a collaborative and supporting framework of teacher improvement, through targeted and evidence based professional learning lead by the executive and both APC&I. Ensure that all professional learning and teacher development has improved student achievement as the integral purpose.</p>
<p>COVID ILSP</p> <p>\$355,111.00</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"> • Individualised explicit targeted student learning • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Engagement of Covid Intensive Support Teachers and establishment of role in working collaboratively with LaSTs to provide personalised learning to identified students K-6. • Literacy and numeracy differentiation and intervention embedded in whole school practices. • Develop literacy and numeracy face-to-face in-class differentiation and intervention timetable based on student needs analysis. Differentiation and adjustments consistently noted in T&L programs. Continue to review timetable to maximise optimum differentiated learning needs. <p>The allocation of this funding has resulted in the following impact: Covid ILSP support for 2022 consisted of two teachers withdrawing small, targeted groups of students to work on identified areas of need in Numeracy and Reading. Identified and targeted areas were aligned with PLAN 2 indicators. These identified indicators were tracked and assessed through PLAN 2. Targeted small group intervention students from Years 2- 6 were identified through teacher judgment and the analysis of teaching and learning data. COVID ILSP teachers worked closely with the BUMP and AP C&Is to create specific and targeted teaching and learning activities in both Literacy and Numeracy. Consideration to timetabling and class learning was a priority to maximise and ensure effectiveness of the program. However, due to staff absences and the availability of casuals, the continuity of the COVID ILSP program was disrupted. This impacted the timing and length of time</p>

<p>COVID ILSP</p> <p>\$355,111.00</p>	<p>students were accessing small group interventions.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor and track students receiving support to ensure maximised learning outcomes for all students. Ensuring the COVID ILSP groups maintain priority and timetables maintained to allow effective implementation and support to students.</p>
<p>AP Curriculum & Instruction</p> <p>\$240,913.60</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised explicit targeted student learning • Triple C - Collegial, Collaborative, Connection <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Staffing release for data analysis K-6 to drive and inform teaching and learning programs. • Staffing release to in engage in Professional Learning opportunities. • Staff collaboration to implement K-6 Spelling and Grammar program. • Staff collaboration to develop and implement a consistent approach to assessment. • Unpacking the new K-2 curriculum. Providing professional learning and support for teachers to implement. • Providing shoulder to shoulder support and co teaching opportunities for all teaching staff <p>The allocation of this funding has resulted in the following impact: To ensure the teaching and learning cycle provided opportunities for evidence based and informed teaching, teachers were engaged in professional learning in grade and stage groups as well as individually. Professional learning was co constructed with clear and purposeful outcomes. Teachers and Assistant Principals worked shoulder to shoulder providing and supporting best practice. Data analysis across 2-6 allowed for targeted and specific teaching. Students were supported with small group learning programs. Consistency in assessment practices across the school was a focal point. Refining and improving data collection to drive the teaching and learning cycle, as well as improvement in reporting to parents. The new K-2 syllabus was unpacked with K-2 teachers. Teachers developed a shared understanding of the implementation of new learning.</p> <p>After evaluation, the next steps to support our students will be: Continued focus on leading literacy and numeracy improvement through co teaching, professional learning, collaborative practices, data analysis and targeted student support . Collegial support for K-2 teachers implementing new syllabus. Support and guidance for the unpacking and implementation of the 3-6 English and Mathematics syllabus.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	275	297	301	262
Girls	286	301	306	297

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.7	94.1	92.5	86.0
1	92.8	94.0	93.1	85.8
2	92.0	93.1	91.0	87.1
3	92.2	94.8	91.4	82.8
4	90.6	93.8	89.4	81.6
5	89.9	92.0	91.6	81.4
6	91.1	91.7	88.1	80.9
All Years	91.7	93.4	91.0	83.7
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)	1
Assistant Principal(s)	5.6
Classroom Teacher(s)	20.95
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Administration and Support Staff	4.06

*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	1,758,589
Revenue	6,404,647
Appropriation	6,082,757
Sale of Goods and Services	118,243
Grants and contributions	196,080
Investment income	7,567
Expenses	-6,440,192
Employee related	-5,730,986
Operating expenses	-709,206
Surplus / deficit for the year	-35,545
Closing Balance	1,723,043

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	318,433
Equity Total	712,026
Equity - Aboriginal	105,405
Equity - Socio-economic	384,772
Equity - Language	33,620
Equity - Disability	188,228
Base Total	4,057,265
Base - Per Capita	153,377
Base - Location	0
Base - Other	3,903,888
Other Total	512,904
Grand Total	5,600,628

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.

Parents & Caregivers

Parents and caregivers of students attending Warnervale Public School were asked to participate in a "Tell them From Me" Parent Survey. 52 parents/carers participated in the survey out of the 277 families of WPS. 58% of respondents have children in Kindergarten-Year 2, while 42% have children in Years 3-6. The survey was completed between 19 Oct 2022 and 17 Nov 2022.

This survey gathered information about parent's/caregiver's perceptions of several aspects of their children's experiences at home and school. In most instances, parents/caregivers were asked to respond to statements which were scored from 0-10 with 0 indicating strong disagreement, 10 indicating strong agreement and 5 indicating a neutral response. Other questions were rated in terms of the percentage of respondents. A NSW Government Norm (GN) provided a mechanism to compare results across the State. The findings were as follows:

- * Most parents/caregivers feel welcome when they visit the school, giving an average score of 7.0/10. (below GN = 7.4/10). They feel the school's administrative staff are helpful when they have a question or problem (8.1/10), and they can easily speak with their child's teacher (7.5/10). Overall satisfaction has increased from 2021, 6.5/10.
- * Parents/caregivers feel they are generally well informed at Warnervale Public School giving an average rating of 6.6/10 (on par with GN = 6.6/10). Student reports were given a score of 7.7/10 regarding being written in terms they could understand. Parents/caregivers agreed they believed that teachers would notify parents immediately if there were concerns about issues with students at school, 7.3/10. Overall satisfaction has increased from 2021, 6.4/10.
- * 78% of parents/caregivers have talked with a teacher at least twice since the beginning of the year about their child's learning or behaviour and 94% of parents/caregivers have attended at least one meeting or social function at the school.
- * 19% of parents/caregivers indicated that they are involved in school committees such as the P&C. Covid-19 still seems to be impacting parents and carers' voluntary work in schools with less than 20% either assisting in the classroom, canteen, with school sport or in some other way.
- * Parents/caregivers responses to questions regarding their support of their children's learning at home averaged a rating of 7.1/10 (GN = 6.3/10). 100% of respondents reported that their children are spending less than an hour each day doing homework. Overall support has decreased from 2021, 7.9/10.
- * Parents/caregivers satisfaction with the support for learning at Warnervale Public School had an average rating of 7.1/10 (GN = 7.3/10), this was an increase from 6.7 in 2021. They agree their child is encouraged to do his or her best work (7.8/10) and felt that the teachers show an interest in their child's learning (7.6/10).
- * Parents/caregivers agree that Warnervale Public School shows support for positive behaviour with an average rating of 7.8/10 (GN = 7.7/10) and believe that teachers expect their child to pay attention in class and that their child is clear about the rules for school behaviour. (8.6/10). Overall satisfaction has increased from 2021, 7.2/10.
- * 18% of parents/caregivers identified their child as having a disability or special needs (diagnosed or not), and 68% of respondents indicated that the school provides enough resources to help students with disability or special needs.
- * Parents/caregivers indicate that their children are safe at Warnervale Public School with an average score of 7.0/10 (GN= 7.4/10). The data suggests that the school could do more to help prevent bullying (6.2/10) and that there is room for improvement with behaviour issues being dealt with in a timely manner (6.3/10). However, overall satisfaction has increased from 2021, 6.7/10.
- * Parents/caregivers believe that Warnervale Public School is an inclusive school with an average score of 6.9/10 (GN= 6.7/10). 81% of respondents agree or strongly agree that Warnervale PS is a culturally safe place for all students. Overall satisfaction has increased from 2021, 6.1/10.
- * Parents/caregivers indicated that they feel the most useful forms of communication between the home and school are formal (70%) and informal meetings (58%). This is followed by school reports with 47% or respondents stating they are very useful.
- * Parents/caregivers indicated that their preferred methods of receiving news about the school is via a school newsletter with 33% finding them very useful and another 33% finding them useful. 51% found text messages to be useful and 64% found emails to be useful. 47% rated the school website as useful.
- * Parents/caregivers were generally happy with school facilities with 96% of respondents agreeing or strongly agreeing the school is well maintained. 92% agree or strongly agree that the physical environment is welcoming and 90% agree or

strongly agree that the school has good accessibility.

* Educational aspirations are high with 86% of parents/caregivers indicated that they expect their child to finish Year 12, 47% expect their child to go to university, and 33% expect their child to attend TAFE.

Overall parents and caregivers agree that Warnervale Public School is an inclusive school that supports positive behaviour where parents and carers feel informed and have a desire to support learning at home and promotes positive relationships. The report highlights that families continue to feel increasingly welcomed and the school supports safety and learning. 87% of respondents indicated that WPS was their first-choice public school. 63% of respondents would recommend WPS to other parents/carers.

Students

The Warnervale Public School Student Engagement Survey "Tell Them From Me" was conducted in 2022, with 180 students from Years 4, 5 and 6 completing the survey. An NSW Government Norm (GN) provided a mechanism to compare the WPS results against state-wide responses. The survey was completed between 17 Oct 2022 and 18 Nov 2022.

* 81% of students have a positive sense of belonging (GN = 81%), with 83% of girls and 78% of boys feeling accepted and valued by others at their school.

* 92% of students feel they have positive behaviour at school that is appropriate (GN = 83%) and 90% of students indicating that they feel proud of their school. However, 25% of the students surveyed feel they were victims of bullying (GN = 36%). Of this 25%, 90% know where to seek help for themselves or others. Out of a possible score of 10, 7.6 students understand that there are clear rules and expectations for classroom behaviour (GN = 7.2).

* 82% of Aboriginal students feel good about their culture when they are at school however 6% strongly disagreed with this statement. 82% of Aboriginal students agree that their teachers have a good understanding of their culture.

* 68% of students actively anticipate that they will go to university after completing high school, while a further 26% of students have not ruled out the option of university.

* On a scale of 1-10 the school mean for students believing that teachers set clear learning goals, establish expectations, check for understanding and provide feedback was 8.7 (GN = 7.5). A school mean of 8.7 (GN = 8.7) was achieved for expectations of success. Students recognise that school staff emphasise academic skills and hold high expectations for all students to succeed. 88% of students believe they set challenging goals for themselves in their schoolwork and aim to do their best (GN= 79%).

* The school mean for advocacy at school (students feel they have someone at school who consistently provides encouragement and can be turned to for advice) was 8.6 (GN = 7.7). 88% of students indicated that they have friends at school they can trust and who encourage them to make positive choices (GN = 85%).

* Students indicated that the school facilities (toilets, playground, library and canteen) were clean and well looked after, and 92% of students thought that there is enough shaded/covered areas to shelter under when the weather is too hot or when it rains.

* Survey results show that the majority of Years 4 to 6 students at Warnervale Public School feel that their classrooms can fit everyone (97%), that everything works (93%) and that they are clean and well looked after (89%).

* Survey results indicate that 94% of students feel they can pursue their goals to completion, even when faced with obstacles, with both girls (57%) and boys (47%) scoring in the high range above the NSW GN (44%) for this measure.

Students were asked, "What is one aspect of school you have improved in this year and describe how?" Of the 172 responses:

* 73 indicated increased confidence in Mathematics due to extra support or Daily 5.

* 34 indicated increased confidence in Creative Arts due to performing in the Showcase.

* 25 made mention of improvement in writing, including spelling.

* 19 felt they'd improved in sport.

* 16 mentioned feeling more confident with public speaking.

* 10 indicated that they believed they has improved in reading.

Teachers

Teachers at Warnervale Public School were asked to participate in a Focus on Learning "Tell Them From Me" Teacher Survey. This survey gathered information about their views, ideas and opinions. Survey results are reported by the Eight Drivers of Student Learning. 19 respondents completed the Teacher Survey between 01 Nov 2022 and 08 Nov 2022.

A NSW Government Norm (GN) provided a mechanism to compare results across the State. Results according to the Eight Drivers of Student Learning indicated:

- * Leadership (GN = 71%): The School Mean for leadership sits at 76% sitting above the Government Norm. 84% of teachers believe they work with school leaders to create a safe and orderly school environment. 81% School leaders have provided guidance for monitoring student progress. 80% of staff feel that school leaders have supported them during stressful times.
- * Collaboration (GN = 78%): The School Mean for collaboration is 77%. 81% of teachers reported that they talk with other teachers about strategies that increase student engagement. 81% of teachers feel that teachers share their lesson plans and other materials with them, and 80% of teachers discuss learning problems of particular students with other teachers.
- * Learning Culture (GN = 80%): The Schools Mean sits above the GN at 82%. 89% of teachers set high expectations for student learning and 88% monitor the progress of individual students. 82% of teachers report to work effectively with students who have behavioural problems and 82% also report that they believe students become fully engaged in class activities.
- * Data Informs Practice (GN = 78%): The School Mean for this driver is 82%. 85% of teachers report that when students' formal assessment tasks or daily classroom tasks fall to meet expectations, they give the students an opportunity to improve. 85% of teachers believe they use formal assessment results to inform lesson planning. 84% of teachers feel that they use assessments to understand where students are having difficulty and 84% also report that they use formal assessment tasks to help students set challenging goals.
- * Teaching Strategies (GN = 79%): The School Mean for teaching strategies is 81%. 87% of teachers believe they link new concepts to previously mastered skills and knowledge. 82% believe that they can easily identify unproductive learning strategies. 81% feel they use two or more teaching strategies in most lessons and 81% believe they give student feedback to help students achieve their goals. 81% of teachers also feel students are very clear about what they are expected to learn.
- * Technology (GN = 67%): The School Mean for technology sits at 76%. 84% feel that students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. 81% of teachers feel they help students use computers or interactive technology for researching and 79% of teachers feel students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter.
- * Inclusive School (GN = 82%). The School Mean for creating an inclusive school is above the GN at 86%. 91% of teachers establish clear expectations for classroom behaviour. 90% of teachers feel they make an effort to include students with special learning needs in class activities and 87% of teachers make sure they are regularly available to help students with special learning needs.
- * Parent Involvement (GN = 68%): The School Mean for parent involvement is at 76%, above the GN. 85% reported that parents understand the expectations for students in their class. 83% feel that they work with parents to help solve problems interfering with the child's progress. 80% of teachers indicated that they are in regular contact with the parents of students with special learning needs and 79% of teachers state that parents are regularly informed about their child's progress.

The Focus on Learning Teacher Survey reports that Warnervale Public School is above the NSW Government Norm in seven of the Eight Drivers of Student Learning. Teachers feel they are supported by a strong leadership team. This provides the teachers with a culture of safety which in turn, allows them to set clear expectations for all students. Teachers provide the right balance of support to help students achieve their goals and ensure that they work in an inclusive environment whilst making the most out of the technological advancements. Further embedding a culture of collaboration is an area for future consideration.

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.

Aboriginal Education - School statement

Aboriginal Culture and Education has always been a strong focus for the staff and students at Warnervale PS. As a proud member of the Ngara AECG, the school participates in many opportunities such as the Ngara Message Stick journey and the Ngara Assembly of Excellence. This year we celebrated Reconciliation Week, NAIDOC Week, National Sorry Day and National Aboriginal and Torres Strait Islander Children's Day. Our Aboriginal and Torres Strait Islander families and community members attended a Yarn Up, providing the opportunities to form a deeper connection with the staff and school. Dhinewan Mentoring ran cultural groups with the Aboriginal students to enhance their personal growth and positive thinking within a framework of culture, wellbeing, and leadership. This is being expanded next year to also include the opportunity for all students to participate in activities run by Dhinewan. The students created a 'WPS Yarning' newspaper in Semester 2 which was used to highlight the achievements, activities and stories of Aboriginal and Torres Strait Islander students. This was sent home to all families and was well received.

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.

Anti-Racism - School statement

A staff member is trained as the Anti-Racism Officer and when disrespectful comments are made by students in regards to race, the students are counselled and educated about the impact of inappropriate words and actions can have and how to make more appropriate and respectful choices.

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.

Multicultural and anti-racism education - School Statement

Warnervale Public School has a culturally diverse community, with 82 students representing 29 different ethnicities. These cultural backgrounds are celebrated through various whole school initiatives, such as Harmony Day and NAIDOC Week, and as an embedded perspective within lessons taught across all Key Learning Areas. These initiatives and perspectives promote respect, inclusivity and encourage community engagement.

