2022 Annual Report

Warilla North Public School

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Introduction

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

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

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School vision

Small School: Big Future

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

School context

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

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

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

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

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

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

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Reading
- Numeracy

Resources allocated to this strategic direction

AP Curriculum & Instruction: $144,548.16
Socio-economic background: $83,317.38
English language proficiency: $2,400.00
Refugee Student Support: $687.00
Professional learning: $8,000.00
QTSS release: $27,695.96
Per capita: $34,111.74

Summary of progress

The Assistant Principal Curriculum and Instruction (APCI) led staff in professional learning around the evidence-base of
the new K-2 syllabuses for mathematics and English. This included looking at The Simple View of Reading and The
Reading Rope as well as The Ten Principles of Effective Teaching in Mathematics, before completing curriculum reform
professional learning modules as a whole staff. A whole-school focus on the teaching and assessment of vocabulary to
improve reading outcomes was chosen based on NAPLAN, check-in and internal reading data. APCI led staff in
vocabulary professional learning, guided by new syllabus priorities, with a focus on the explicit teaching of vocabulary for
reading and effective assessment

The impact of the professional learning can be seen in the improvement in NAPLAN and Check-in Assessment data. As
a result, reading instruction for primary teachers and the introduction of the new 3-6 English Syllabus will be the focus
area for 2023.

As an accelerated adopter school, Stage 1 teachers implemented the new syllabus with support from the APCI and the
curriculum advisor. Stage 1 teachers were provided extra release from face to face (RFF) to collaboratively unpack and
effectively plan for teaching of the sample units of work. They also used this time to provide feedback and samples of
work to the curriculum reform team. The impact of the work as an accelerated adopter school is evidenced by Stage 1
teaching and learning programs reflecting new syllabus outcomes. Stage 1 teachers also provided feedback on the
sample units of work provided by the Department of Education and their feedback was reflected in changes made to the
published units of work.

Reading intervention continued throughout the year for Stage 1 students who were achieving below expected reading
outcomes. Students made satisfactory progress and reading intervention was streamlined to align with changes made to
reading structures in K-2 classrooms. Reading structures and processes for Kindergarten were changed to align with
curriculum reform requirements. The impact of changes to Kindergarten reading processes is evidenced by a significant
improvement in student reading achievement at the end of Kindergarten, as compared to 2021 data.

All teachers engaged in data talks with the APCI and supervisors and were guided in using the learning progressions to
track student data and plan for student learning. All teachers improved their skills in using PLAN2 and the learning
progressions. The impact of this approach had mixed results. It was very effective in Early Stage 1, however, this was
not consistent across the school.

Next year, the focus will be whole staff professional learning in the delivery of mathematics. All professional learning will
be evidence-based and Department endorsed, which will support further improvement towards growth and attainment in
mathematics.

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 • A minimum of 19.5% of Year 3 and 5 students achieve in the top two bands in NAPLAN Reading (Lower bound system- negotiated target)	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading is 13.33% indicating progress yet to be seen toward the lower-bound system negotiated target. Focus on this target has resulted in intensive reading support and professional learning using decodable texts.
• A minimum of 15.5% of Year 3 and 5 students achieve in the top two bands in NAPLAN Numeracy (Lower bound system- negotiated target)	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy is 3.23%. indicating progress yet to be seen toward the lower-bound system negotiated target. Focus on this target has resulted in teaching and learning using number talks to develop student mathematical reasoning skills.
Increase the percentage of students achieving expected growth in Reading towards the lower bound system negotiated target of 54.3%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of students achieving expected growth in Numeracy to be trending towards the lower bound system negotiated target of 53.3%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
SEF Improvement as measured by the School excellence Framework • Maintain Learning Culture at Sustaining and Growing • Maintain Data Skills and Use at Sustaining and Growing	Self-assessment against the School Excellence Framework in the element of Learning Culture shows the school currently performing at Sustaining and Growing. Self-assessment against the School Excellence Framework in the element of Data Skills and use shows the school currently performing at Delivering.
An increase of teachers using progressions to track student learning achievement and guide learning. An increase of students will achieve or exceed expected growth in Literacy and Numeracy Progressions.	Internal data indicates an increase of teachers using progressions to track student learning achievement and guide learning, with all teachers tracking student data. Check-in Assessment data in Vocabulary indicated that Year 3 students achieved 39.8% (SSSGs 39.5%); Year 4 achieved 43.1% (SSSGs 37.9%); Year 6 students achieved 43.8% (SSSGs 36.3%). Year 5 students achieved below SSSGs by 5.5%, resulting in this area continuing to be a focus for professional learning in 2023.

Strategic Direction 2: Academic Equity

Purpose

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

Initiatives

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

- Play-Based learning
- Aboriginal Education

Resources allocated to this strategic direction

Professional learning: $4,676.06
AP Curriculum & Instruction: $36,137.04
Aboriginal background: $72,704.40

Summary of progress

The focus for 2022 was to continue to embed play-based learning into the curriculum to provide opportunities for all students to learn and grow. All staff completed high impact professional learning relating to quality programming and assessment. Professional dialogue and assessment on play-based learning was undertaken at the start and conclusion of Semester 1 by performing an assessment of oral narrative skills. All focus students assessed demonstrated growth.

At the start of the year, Personalised Learning Pathway (PLP) meetings with parents occurred. Personal learning goals in literacy, numeracy and culture were identified, reviewed and updated consistently throughout the year. Teachers collaborated with students to set learning goals that were specific and achievable, and tracked learning progress on PLAN 2. After consultation with teachers the format for recording personalised goals was revised. The creation of individual Personalised Learning Pathways books were developed for every student. Tell Them From Me (TTFM) survey data was analysed to identify the wider school community's perspectives around Aboriginal Education. This data indicates a high proportion of Aboriginal Students feel good about their culture at school and believe that their teachers understand their culture. The impact made by our Aboriginal education program resulted in Aboriginal students performing higher than non-Aboriginal students in Year 3 NAPLAN . Year 5 results indicate the gap between Aboriginal and non-Aboriginal students is closing significantly.

In 2023 we will continue to plan, assess and track student led play and the Neuro-Sequential Model of Education (NME) practices including brain breaks. Focus groups will be devised, student engagement levels tracked and behaviour data will be analysed. We will continue personalised learning for Aboriginal students to ensure learning goals are specific, measurable and relevant. Check-in assessment data will be analysed by the APCI to identify individual students' strengths and areas of future focus.

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
Curriculum • 100% of classroom teachers are programming for and implementing the differing stages of play over 3 sessions per week • All staff have engaged in professional learning around the new K-2 English and Mathematics syllabi and have begun implementation in K-2 classrooms.	• All teaching staff revisited and participated in professional learning on the differing stages of play and the tracking of student-led play. Teaching programs reflect the different elements of play. • Teaching staff continued to familiarise with the new curriculum. • Stage 1 teaching staff have completed professional learning and worked with Curriculum Advisor to implement the new K-2 English and Mathematics syllabi.

Internal Data • Oral narrative language assessment administered to all students. 50% of students to achieve growth in language development skills. • Student attendance above 88% • Tell Them From Me data indicates levels equal to the NSW Norm of students reporting a positive Sense of Belonging, Advocacy and High Expectations for Success. • 60% of parents/carers of Aboriginal students engage with the PLP process.	• Staff implementation of the oral narrative language assessment continued. Focus students were selected by classroom teachers and assessment was administered. 63% of students showed expected growth in language skill development. • The student attendance rate improved from 2021, with an increase from 83.77% in 2021 to 88.48%. • TTFM data indicates 82.91% of students reporting a positive sense of wellbeing (Sense of Belonging, Advocacy and High Expectations for Success) indicating progress towards the lower bound system negotiated target of 88.20%. • The number of parents/carers of Aboriginal students engaging with the Personalised Learning Pathways process was maintained at 62%.
Progressions • All teachers inputting data in PLAN 2 in literacy and numeracy focus areas.	• All teachers are confident to input progression data and track student learning achievement on PLAN2. • Stage 1 teachers have input progression data and tracked student learning achievement on PLAN3.
NAPLAN • 60% of students have achieved expected growth in writing • Gap in Year 5 NAPLAN reading achievement reduced between Aboriginal and non-Aboriginal students from an average difference of 63.5 (in 2019) to an average of 53.5 • Gap in Year 5 NAPLAN numeracy scores reduced between Aboriginal and non-Aboriginal students from an average difference of 39.4 (in 2019) to an average difference of 30.0	• Student growth data not available due to NAPLAN not assessed in 2020. • The difference in Year 5 NAPLAN Reading achievement between Aboriginal and non-Aboriginal students decreased. Year 3 data shows the achievement of Aboriginal students has surpassed that of non Aboriginal students. • The difference in Year 5 NAPLAN Numeracy achievement between Aboriginal and non-Aboriginal students significantly decreased. Year 3 data shows the gap has closed with Aboriginal students out performing non Aboriginal students.
School Excellence Framework Improvement as measured by the School Excellence Framework: • In Learning Domain, maintain *Student Performance Measures* at "Sustaining and Growing". • In Leading Domain, maintain *Community Engagement* at "Sustaining and Growing".	• Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Student Performance Measures. • Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the theme of Community Engagement.

Strategic Direction 3: Connect, Succeed, Thrive

Purpose

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

Initiatives

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

- Wellbeing
- Learning Culture

Resources allocated to this strategic direction

Integration funding support: $135,030.00
Low level adjustment for disability: $107,988.60
Socio-economic background: $275,493.14

Summary of progress

The focus for 2022 was on maintaining and managing student wellbeing, and strengthening our school learning culture. As a result, wellbeing processes were maintained, with all staff receiving regular training and mentoring in our consistent, fair and predictable approach. We saw a reduction in negative and disruptive behaviour, which is evidenced by a decrease in negative behaviour entries. In 2023 we will develop staff capabilities and strengthen their understanding of the school's wellbeing practices. Future professional learning will encompass the restrictive practice and behaviour management guidelines. We will utilise the Neurosequential Model of Education to support students to manage their emotions in ways that are positive and constructive.

Throughout 2022 we created and shared attendance videos with the school community on social media, as well as refining ongoing learning and support processes in regard to attendance monitoring. As a result of this, our attendance data steadily improved over the course of the year.

In 2022, students were given an increased number of enrichment opportunities. Two Year 6 students sat the Selective High Schools Placement Test for Year 7 2023 and one Year 5 student was selected for the local High Potential and Gifted (HPAG) class. We also had multiple students given the opportunity to represent the school at district sporting events and carnivals. Moving into 2023, students will continue to have these opportunities with at least 2 students already confirmed to sit the Selective High Schools Placement Test in 2023.

Next year the focus will be to continue to improve student wellbeing and seek extra-curricular and enrichment opportunities for students, internal and external to the school. Student attendance will continue to be a focus of whole school communication and messaging with the community.

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
School Excellence Framework Improvement as measured by the School Excellence Framework: • In Learning Domain, maintain *Wellbeing - A planned approach to wellbeing* at "Sustaining and Growing" • In Learning Domain, *Learning Culture - High Expectations* move from "Delivering" to "Sustaining and	• Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Wellbeing. • Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the theme of High Expectations.

Growing"	
Internal Data • Attendance data collected. Student attendance above 88% • Consolidated whole school Office referral processes using Neuro-Sequential Models and Department policies. • 6% of age appropriate students applying for Gifted &Talented opportunities. • Internal and external enrichment opportunities are beginning to be provided.	• Attendance data was collected indicating overall student attendance to be 82.5%. • All staff consistently use the wellbeing procedures in all school settings when referring students to the Office for behaviour concerns. The Neuro-Sequential Model for Education and Department policies were utilised to update procedures. • There was an increase of 10% in the percentage of age appropriate students applying for Gifted and Talented opportunities, including sporting.
External Data • Majority of staff report positive responses towards their high expectations around student learning and achievement	• The number of staff completing the Tell Them From Me Survey increased to 100%.
Attendance • 3.1% lift in the percentage of students attending 90% or more of the time (system negotiated target)	• The number of students attending greater than 90% or more of the time is 33.04% indicating progress towards the lower bound target 68.60%.

Funding sources	Impact achieved this year
Integration funding support $135,030.00	Integration funding support (IFS) allocations support eligible students at Warilla North Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing **Overview of activities partially or fully funded with this targeted funding include:** • implementation of targeted programs to differentiate teaching and learning programs • additional staffing to assist students with additional learning needs **The allocation of this funding has resulted in the following impact:** All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs ensuring eligible students received personalised learning and support within their own classrooms. The timetable allows for all students with identified needs to be supported in the classroom and/or the playground to ensure access to whole school programs and learning. Time is allocated for the daily running of breakfast club which is utilised by the majority of students ensuring access to nutritional food each morning. **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 PLSP reviews to ensure funding is used to specifically address each student's support needs.
Socio-economic background $358,810.52	Socio-economic background equity loading is used to meet the additional learning needs of students at Warilla North Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Wellbeing • Learning Culture **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support Reading Intervention program implementation. • resourcing to increase equitability of resources and services **The allocation of this funding has resulted in the following impact:** Reading intervention programs for Stage 1, targeting students who are not meeting expected reading outcomes. Above establishment staffing allowed for smaller class sizes in Stage 1 to support intensive literacy and numeracy programs. This ensured curriculum provision and evidence-based teaching practices provided a high expectations framework, as well as appropriate programs to meet the range of academic needs of students in each class. **After evaluation, the next steps to support our students will be:** Whole school structures will facilitate smaller class sizes across the school and the continuation of reading intervention programs will be expanded to provide intensive reading support.
Aboriginal background	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Warilla North Public School. Funds under

$72,704.40	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.
	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Aboriginal Education
	Overview of activities partially or fully funded with this equity loading include: • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans
	The allocation of this funding has resulted in the following impact: An increase of Aboriginal families engaging in the PLP process. Tell Them From Me data indicated 74% of Aboriginal students feel like their culture is valued at school.
	After evaluation, the next steps to support our students will be: Continue Cultural Connections initiative involving ceremony, excursion and embedding of local story in curriculum. Adapted PLP process implemented with Aboriginal students.
English language proficiency $2,400.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Warilla North Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading **Overview of activities partially or fully funded with this equity loading include:** • withdrawal lessons for small group (developing) and individual (emerging) support • employment of additional staff to support delivery of targeted initiatives **The allocation of this funding has resulted in the following impact:** Stage 1 and Early Stage 1 teachers participated in professional learning in the use of decodable readers. The reading intervention teacher planned and implemented an integrated reading program using the Science of Reading approach. Teachers looked at student data, including Little Learners Love Literacy phonics assessments and DIBELS fluency assessments.. **After evaluation, the next steps to support our students will be:** To build on teacher confidence and their capacity to implement Science of Reading based reading lessons that reflect the needs of learners. Ongoing professional learning will identify language demands across the curriculum. and drive future teaching practice. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning. The reading intervention program will continue to be implemented in 2023.
Low level adjustment for disability $107,988.60	Low level adjustment for disability equity loading provides support for students at Warilla North Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing **Overview of activities partially or fully funded with this equity loading**

Low level adjustment for disability $107,988.60	include: • 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 • support for students through implementing NME practices. **The allocation of this funding has resulted in the following impact:** The school's value-add results show a positive trend. 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. SLSOs provided in class support during learning and worked on developing social skills in the playground. Teachers continue to use a log book to record phone calls and the Learning and Support Teacher (LaST)implements Department guidelines, including phone calls, letters, HSLO referrals and case meetings. **After evaluation, the next steps to support our students will be:** Classroom teachers will ensure SLSOs are targeting specific students/groups and actively run games at recess and lunch to increase positive social interactions and wellbeing. Attendance will continue to be a priority.
Professional learning $12,676.06	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 Warilla North Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Play-Based learning **Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist teacher to unpack evidence-based approaches to teaching literacy and explore modelled, interactive, guided and independent literacy tasks • engaging with APCI to develop and implement consistent evidence based practices in reading **The allocation of this funding has resulted in the following impact:** Increased capacity of all teachers to embed effective practices in the explicit teaching of reading, resulting in improved internal student results. Increased capacity of all teachers to embed the Neuro Sequential Model of Education into curriculum delivery and wellbeing. **After evaluation, the next steps to support our students will be:** Personalised and targeted professional learning in the form of mentoring and co-teaching.
QTSS release $27,695.96	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Warilla North Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Numeracy **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic

QTSS release $27,695.96	Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** Improved staff confidence and teaching practice. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. Consistent delivery of number talks across the whole school has occurred with stage teachers collaboratively planning and developing numeracy activities that support the structure across the school. Through engagement with the What Works Best document teachers reflected on current practices and collaboratively planned and developed changes to teaching programs. **After evaluation, the next steps to support our students will be:** In 2023, teachers will be supported by the APCI to create and embed evidence based numeracy practices into the warm up component of mathematics lessons. Teachers will also be supported to analyse their own practice, undergoing personalised professional learning under the guidance of the APCI. Collaborative planning will continue. Stage teachers will meet weekly and each teacher will meet with APCI for an additional hour of planning.
COVID ILSP $182,899.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing intensive small group tuition for identified students who were not at stage level • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups **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. **After evaluation, the next steps to support our students will be:** To 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 between groups. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.
AP Curriculum & Instruction $180,685.20	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Numeracy • Play-Based learning **Overview of activities partially or fully funded with this Staffing - Other funding include:** • Stage 1 staff released fortnightly to collaborate with APCI and Curriculum Advisor

AP Curriculum & Instruction $180,685.20	**The allocation of this funding has resulted in the following impact:** Implementation and deep analysis of new K-2 English and Mathematics syllabus. Semester 1 data days assisted in upskilling teachers in the use of PLAN 2 and the progressions in order to drive future teaching directions. Professional learning delivered to all staff in the area of Science of Reading built the capacity of teachers to move from a balanced to a structured approach to literacy instruction. Online professional learning through micro-modules was enacted and staff worked with the Curriculum Advisor to implement the new syllabus as an Accelerated Adopter school. Teachers evaluated the syllabus and provided specific feedback, highlighting strengths and weaknesses of the syllabus and supporting units of work **After evaluation, the next steps to support our students will be:** The APCI will lead staff in whole school numeracy professional learning with a focus on number. This will include mentoring and guiding staff through modelled and demonstration lessons. The school focus will be number talk development, spelling scope and sequence and evidence based strategy implementation. The APCI will work on a one-to-one basis with all teachers during the Curriculum Reform Release Time.
Refugee Student Support $687.00	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing for targeted interventions to support student learning **The allocation of this funding has resulted in the following impact:** Enhanced student participation, engagement and learning across key learning areas. **After evaluation, the next steps to support our students will be:** Continue to support existing students through other funding sources.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	82	91	70	64
Girls	75	77	65	64

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.9	88.4	89.1	84.1
1	87.0	90.9	85.0	84.8
2	91.6	90.8	90.1	79.9
3	88.1	89.4	86.0	84.7
4	90.5	90.6	89.4	82.4
5	88.7	89.5	90.6	84.3
6	86.8	88.1	88.8	82.2
All Years	89.4	89.6	88.3	83.1
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
Assistant Principal(s)	3.2
Classroom Teacher(s)	4.89
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	1.87

*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	-24,177
Revenue	2,528,052
Appropriation	2,489,674
Sale of Goods and Services	17,027
Grants and contributions	21,275
Investment income	76
Expenses	-2,344,650
Employee related	-2,153,376
Operating expenses	-191,274
Surplus / deficit for the year	183,402
Closing Balance	159,226

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	135,718
Equity Total	541,838
Equity - Aboriginal	72,704
Equity - Socio-economic	358,745
Equity - Language	2,400
Equity - Disability	107,989
Base Total	1,314,278
Base - Per Capita	34,112
Base - Location	0
Base - Other	1,280,166
Other Total	439,198
Grand Total	2,431,032

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

In 2022, Warilla North Public School worked hard to engage and meet the needs of our students, parents/caregivers and teachers. Our school participated in the Tell Them From Me (TTFM) Survey, in order to gauge the opinions of students, staff and community. The feedback we received is highlighted below.

The TTFM data indicates that school staff take an active role in making sure all students are included in school activities. Teachers set high expectations for student learning and talk with other teachers about strategies that increase student engagement. In these areas the teachers score ranked higher than the NSW norm.

Parents indicated that their children are clear about the rules for school behaviour. The survey results showed that parents feel welcome when visiting the school and they strongly believed that teachers have high expectations for their child to succeed.

A quote from the open ended parent question section states "Teachers and staff know each kid by name. The rules are being implemented but at the same time the whole school is like a big family".

Students indicated they felt proud of their school and identified they have someone at school who consistently provides encouragement and can be turned to for support and advice.

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.