

# 2023 Annual Report

## Warrawong Public School



3104

# Introduction

The Annual Report for 2023 is provided to the community of Warrawong Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

---

Warrawong Public School

127 Cowper Street

WARRAWONG, 2502

<https://warrawong-p.schools.nsw.gov.au>

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

4274 1399

## School vision

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

Our vision is to:

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

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

## School context

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

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

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

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
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	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

---

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

### Initiatives

---

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

- Literacy/Numeracy
- Numeracy/Literacy

### Resources allocated to this strategic direction

---

**Low level adjustment for disability**  
**AP Curriculum & Instruction**  
**Professional learning**  
**Socio-economic background**  
**Integration funding support**

### Summary of progress

---

In 2023 strategic direction one undertook three initiatives; curriculum implementation of English and Mathematics syllabuses K-6, implementation of the DIBELS benchmark assessment (Dynamic Indicators of Basic Early Literacy Skills) and the Amplify DIBELS whole school reading monitoring system and integrating the Curriculum Implementation Professional Learning (CIPL) with the NSW Mathematics Strategy 'using number talks and number sense routines K-6' Professional Learning (PL). The school's curriculum implementation strategy for English included continuous professional learning sessions throughout the year focused on, the explicit teaching of phonics, the use of decodable readers in K-2 and comprehension and fluency in 3-6. In Mathematics the focus was on mathematical language and representations across the syllabus. Across both syllabuses professional learning focused on familiarisation with content and navigation of the digital syllabus. The school implemented the DIBELS reading assessment K-6. Benchmark data was collected at the beginning, middle and end of year by the intervention team to inform student selection for the COVID ILSP program and PL was provided to teachers to support data conversations and classroom instruction. Combining the CIPL and the NSW Mathematics Strategy PL, the executive team conducted a K-6 inquiry focused on the high impact strategy of Learning Intention and Success Criteria (LISC) and number talk routines. Staff participated in lesson observations and collegial provision of feedback to stage team members using the tuning protocol tool.

Across the three initiatives there were several enablers and barriers that impacted their success and implications. Due to the school-based PL in navigation and familiarisation of the digital syllabuses, teacher confidence increased as evidenced by staff surveys. As a result, the 3-6 teachers felt confident to enact and trial the 3-6 English and Mathematics syllabuses and units of work in 2023. With significant staff movement across stages in 2024 some teachers will require additional support and professional learning in newly established practices K-2 and 3-6 for new curriculum. The implementation of the DIBELS data system helped the school strengthen its whole school data analysis skills to enable teachers to better respond to student need. With the reduction in ILSP funding in 2024, the school's intervention team will be reduced by more than half. This will change the administration structure of the DIBELS assessments and small group tuition for identified students. Overarchingly, having the middle leadership team collaborate one day per week (curriculum implementation executive release day) created a culture that 'curriculum reform is everyone's business' and enabled a strong and consistent understanding of the knowledge base for the number talk inquiry. The CIPL number talk inquiry evidenced that the school needed to spend more time focused on using LISC with more student friendly language and refining the existing number talk routines to increase dialogic talk. The extension of time spent in the inquiry impacted the school's ability to undertake a second CIPL inquiry in 2023, this has been moved to semester one 2024. Using the CIPL evidence tools, improved the collection of evidence to support reflection and professional learning for all staff. The structured lesson observations and student surveys using adapted Lyn Sharratt 'Learning Walk' questions showed improvement in routine practices and student engagement in classrooms. It also highlighted the need for school-based consistent data collection tools and a more structured approach to inquiry cycle evaluation by the middle leadership team. This inquiry also highlighted the need for professional learning in the mathematics big ideas and content knowledge for all staff as evidenced by the collected data and reflections on Check-In data.

Feedback from staff revealed teachers found the approaches we undertook were consistent and extremely valuable with every teacher reporting an increase in knowledge and expertise stemming from engagement in resources, professional

learning and collaboration. For these reasons, in 2024, strategic direction one will:

- build on the CIPL high impact strategy PL, in LISC and descriptive feedback linked to the NSW Mathematics Strategy 'big ideas to start strong K-6' PL
- engage more deeply with the 3-6 English and Mathematics syllabus, leading to established routines, practices and teacher confidence
- ensure that teachers across the school have increased professional learning and upskilling in the administration and analysis of DIBELS
- To support strategic direction one initiatives, the middle leadership team will need to continue to build understanding of and practices in consistent evidence collection and evaluation and continue weekly collaboration on curriculum implementation to undertake effective school-wide inquiries.

### 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
An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	An increase of 0.33% in Check-In Assessment mean scaled score for reading in year 3 and year 5 for 2023 compared to 2022.
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	An increase of 2.5% in Check-In Assessment mean scaled score for numeracy in year 3 and year 5 for 2023 compared to 2022.
Self-assessment against the School Excellence Framework in the element 'Student Performance Measures' will be maintained at Sustaining and Growing with some themes at Excelling.	Self-assessment against the School Excellence Framework in the element 'Student Performance Measures' has been maintained at Sustaining and Growing with most themes at Sustaining and Growing.
An increase in Check-in Assessment mean scaled score for reading and numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	A decrease of 2.7% in Check-In Assessment mean scaled score for reading in year 3 and year 5 for 2023 compared to 2022. A decrease of 1.5% in Check-In Assessment mean scaled score for numeracy in year 3 and year 5 for 2023 compared to 2022.

## Strategic Direction 2: Commitment to School Community

### Purpose

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

### Initiatives

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

- Attendance
- Wellbeing

### Resources allocated to this strategic direction

**Socio-economic background**

**Aboriginal background**

**Low level adjustment for disability**

### Summary of progress

The focus for 2023 was an improvement in the proportion of students attending school 90% or more of the time to be at or above the lower bound system-negotiated target of 65% and improvement in the proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to be at or above the lower bound system negotiated target of 92.5%.

This involved engaging students and the community in a range of initiatives across the school including the school permaculture garden, Community Hub, Positive Behaviour for Learning and a variety of Aboriginal Education programs. We also engaged the school and wider community in the Tell Them From Me surveys and parent meetings. Feedback and data gathered was used to inform future planning combined with focus groups with students to further enhance the school's understanding of the data received from the Tell Them From Survey's also took place. Due to student lack of understanding of some questions during the implementation of Tell Them From Me in semester 1, it was decided to provide the students with more structure and supervision during the completion of the Tell Them From Me survey data gathering in semester 2.

As a result of this change in strategy, our Tell Them From Me data shows 81.27% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating a decline from 85.67% in 2022. Progress is required to meet the lower bound target 87.5%. Positive growth was made towards our attendance target. The number of students attending 90% of the time increased from 55.94% in 2022 to 60.96% in 2023.

Next year the focus will be on improving Wellbeing and Attendance, by continuing to evaluate and plan for programs through the school permaculture garden, Community Hub, Positive Behaviour for Learning, a range of Aboriginal education programs and the introduction of a School Wellbeing Officer after a successful application was made in 2023. The school will also continue to engage the school and wider community with the Tell Them From Me surveys and parent meetings using innovative strategies. We are also intending on implementing new strategies to improve attendance in 2024.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in the proportion of students attending school 90% or more of the time to be at or above the lower bound system-negotiated target of 65%.	The number of students attending greater than 90% or more of the time is 60.96% indicating progress is required to meet the agreed upon lower bound target 65%. This is an increase from the last available data in 2022 of 55.94%.
Improvement in the proportion of	Tell Them From Me data shows 81.27% of students identify as having

<p>students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to be at or above the lower bound system negotiated target of 87.5%.</p>	<p>positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating a decline from 85.67% in 2022. Progress is required to meet the lower bound target 87.5%.</p>
<p>Self-assessment against the School Excellence Framework in the element 'Learning Culture' will be maintained at Sustaining and Growing with some themes at Excelling.</p>	<p>Self-assessment against the School Excellence Framework in the element Learning Culture shows the school currently performing at Sustaining and Growing.</p>



### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

### Summary of progress

Students have participated in discussion groups targeting school culture and sense of belonging. Data has been collected by Wellbeing team and key targets have been identified. School leaders regularly lead school special events and fortnightly assemblies.

TPL in the use of Onenote for teachers. This was targeted to teacher needs. Teachers were given individual support and guidance from peer mentors. There has been a significant increase in the number of teachers using Onenote for their planning and programming.

Continue to provide successful student leadership programs across the school in sport, library monitor, SRC, Kinder buddies, school leaders, environmental team, First Nations Dance group ( mentoring opportunities).

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Self-assessment against the School Excellence Framework in the element 'High Expectations' will be maintained at Sustaining and Growing with elements of Excelling.	Self assessment against the School Excellence Framework in the element High Expectations indicates maintenance at Sustaining and Growing.
Increase the proportion of teachers using OneNote for planning and programming.	The proportion of teachers using Onenote for planning and programming is 62.5%. This is an increase of 12.5%.
Self-assessment against the School Excellence Framework in the theme 'Performance management and Development' will be maintained at Sustaining and Growing with elements of Excelling.	Self assessment against the School Excellence Framework in the element Performance Management and Development indicates maintenance at Sustaining and Growing.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$5,509.68</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• release time to engage staff in targeted professional learning</li> <li>• strengthening orientation and transition program for identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Internal/External summative data, Progressions and Formative data indicate students improved their understanding of English (including reading and writing). Students were provided with necessary learning equipment through the use of this funding source.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This initiative will continue in 2024</p>
<p>New Arrivals Program</p> <p>\$61,340.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Warrawong Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrated progress towards their personalised learning goals. All PLSPs were regularly updated and were responsive to student learning needs and progress. All eligible students received personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> the use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs. in line with the adjustments made to their PLSPs.</p>
<p>Integration funding support</p> <p>\$102,219.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Warrawong Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy/Numeracy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul>

<p>Integration funding support</p> <p>\$102,219.00</p>	<ul style="list-style-type: none"> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments]</li> <li>• consultation with external providers for the implementation of [strategy]</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrated progress towards their personalised learning goals. All PLSPs were regularly updated and were responsive to student learning needs and progress. All eligible students received personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> the use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs in line with the adjustments made to their PLSPs.</p>
<p>Socio-economic background</p> <p>\$663,182.20</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Warrawong Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy/Literacy</li> <li>• Literacy/Numeracy</li> <li>• Attendance</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support literacy and numeracy program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• professional development of staff to support student learning</li> <li>• providing students educational materials, uniform, equipment and other items as needed</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Warrawong Public School receives substantial funding for students from a low socio-economic background. This funding provides for the majority of our additional programs, particularly wellbeing and learning opportunities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Warrawong Public School will continue to have a strong emphasis on student wellbeing and equally providing our students with learning opportunities. The one to one laptop program in Years 3-6 has been an outstanding success for our students, giving them access to the latest technology and enabling WPS to train teachers in the use cutting edge use of technology.</p>
<p>Aboriginal background</p> <p>\$92,259.94</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Warrawong Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$92,259.94</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> a person who identifies as First Nations was employed as an AEO to work in classrooms with students and in our Office area to assist parents and other community members in accessing the school. Additional funds were used to purchase quality texts and to engage First Nations people from the community to share culture, art, dance and traditions with students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This program will continue in 2024.</p>
<p>English language proficiency</p> <p>\$62,033.03</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Warrawong Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional bilingual staff to support communication</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phases</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students being supported by a bilingual SLSO and provided additional hours with a specialist teacher for student support both in the classroom and small group tuition.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the level of support and create professional relationships with additional bilingual SLSOs. Again, we expect an increase in new arrival students next year as Covid immigration restrictions ease.</p>
<p>Low level adjustment for disability</p> <p>\$191,923.21</p>	<p>Low level adjustment for disability equity loading provides support for students at Warrawong Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy/Literacy</li> <li>• Wellbeing</li> <li>• Other funded activities</li> </ul>

<p>Low level adjustment for disability</p> <p>\$191,923.21</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all students with low level disability being supported in their learning through differentiation, adjustments and wellbeing support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue with current program. Additional professional development for SLSOs.</p>
<p>Professional learning</p> <p>\$27,757.84</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 Warramong Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy/Literacy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• presentations by suitable and qualified facilitators, for example diabetes or first aid workshops</li> <li>• other methods of learning designed to improve student outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results..</p> <p><b>After evaluation, the next steps to support our students will be:</b> personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$60,130.94</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Warramong Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul>

<p>QTSS release</p> <p>\$60,130.94</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> in an area where teachers need support, such as literacy or numeracy. utilising release time to work with APC&amp;I in differentiated professional learnig based identified student need.</p>
<p>COVID ILSP</p> <p>\$208,545.55</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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• employing/releasing staff to coordinate the program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of the students in the program achieving significant progress towards their personal learning goals teachers' ability to use PLAN2 data tracking to understand student achievements and where to go next has significantly increased.</p> <p><b>After evaluation, the next steps to support our students will be:</b> teachers' ability to use PLAN2 data tracking to understand student achievements and where to go next has significantly increased. The deep analysis of this data is the next area that will form part of TPL in future learning events for all teachers within the school. Detailed scheduling and collaboration of lessons are essential so that other learning programs are not impacted when timetabling the delivery of the ILS program.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	156	135	143	147
Girls	119	117	126	120

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	89.0	89.0	81.8	88.2
1	85.7	90.6	84.5	89.8
2	83.8	88.1	86.9	89.0
3	83.8	90.7	80.9	90.4
4	86.3	86.8	85.9	86.8
5	86.0	87.0	79.6	88.1
6	83.8	88.3	83.1	86.3
All Years	85.5	88.6	83.3	88.3
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## 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)	5.4
Classroom Teacher(s)	12.11
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	6.52
Other Positions	0.4

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	183,056.28
<b>Revenue</b>	5,253,078.53
Appropriation	5,135,590.78
Sale of Goods and Services	22,975.58
Grants and contributions	90,415.09
Investment income	3,797.08
Other revenue	300.00
<b>Expenses</b>	-5,201,098.11
Employee related	-4,664,560.38
Operating expenses	-536,537.73
<b>Surplus / deficit for the year</b>	51,980.42
<b>Closing Balance</b>	235,036.70

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.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	83,278
<b>Equity Total</b>	1,009,398
Equity - Aboriginal	92,260
Equity - Socio-economic	663,182
Equity - Language	62,033
Equity - Disability	191,923
<b>Base Total</b>	2,955,510
Base - Per Capita	77,844
Base - Location	0
Base - Other	2,877,666
<b>Other Total</b>	556,851
<b>Grand Total</b>	4,605,037

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

## Parent/caregiver, student, teacher satisfaction

Parent/caregivers were engaged in a number of ways at Warrawong Public School throughout 2023 including use of the Tell Them From Me survey. The Tell Them From Me student survey asks questions about factors that are known to affect academic achievement and other outcomes. It aims to help improve the learning outcomes of students. The survey is designed to measure, assess and report insights from the student point of view at the school and system levels. The focus of this NSW survey is on student wellbeing, engagement and effective teaching practices. Results from the Tell Them From Me student survey are used in school planning to further improve the educational and wellbeing outcomes at Warrawong Public School.

Warrawong Public School deeply engaged in this process participating in two student surveys in 2023 as well as the teacher survey and parent survey. At WPS Year 4, 5 and 6 were surveyed. We also invited parents to participate in our Tell Them From Me parent survey. The information gathered has been used in future planning and goal setting for our School Plan. After analysis of the data feedback was also sort from our Kindergarten, year 1, year 2 and year 3 students through focus groups.

In 2023, teachers at Warrawong Public School also participated in the Tell Them From Me Teacher survey. The information gathered was used in planning for the 2024 school year. 2023 also saw the continuation of Wellbeing week for staff at WPS for the third year. This initiative was a result of discussion with teachers and other staff members in previous years.

The Community Hub situated within the school continued to strengthen ties within the community by offering a range of programs to support the needs of the local area. These included English classes, child minding and cooking classes.

# 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.