

2023 Annual Report

Warrawee Public School



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Introduction

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

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

School contact details

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School vision

To educate, empower and challenge all students to reach their full potential.

School context

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

Students are grouped into 27 mainstream classes from Kindergarten to Year 6 and three support classes. Warrawee Public School students are provided with a multitude of different learning experiences including sport, dance, band and public speaking and debating. Encouraging children to try new things, have a go, have fun and to be an enthusiastic participant in all activities are central to the core values of the school. Students are encouraged to do their personal best, to be considerate and tolerant of others, to have personal pride and to be responsible citizens.

Completing a situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning and implementing quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Professional learning focused on developing quality summative and formative assessment tasks, data collection practices and developing greater consistency of teacher judgement will inform future teaching and learning. Student progress will be closely monitored to ensure all students make learning progress and are supported in their learning.

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	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Reading
- Numeracy
- Individualised Learning

Resources allocated to this strategic direction

AP Curriculum & Instruction

English language proficiency

Professional learning

Beginning teacher support

QTSS release

Low level adjustment for disability

New Arrivals Program

Aboriginal background

Integration funding support

Socio-economic background

Summary of progress

Reading

In 2023, the Professional Learning Communities (PLC) continued for the third year. The PLC schedule of professional learning was strategically developed to enable teacher reflection on teaching practice and the impact on student learning. There was a focus on new K-2 English curriculum and supporting teachers in effective curriculum implementation. Decodable readers were introduced to support the development of early reading skills. Years 3-6 continued to use the Fountas and Pinnell reading resources, however, PAT and Check-in Assessments have been the focus for consistent assessment. The enablers included the Assistant Principal Curriculum and Instruction (APCI) facilitating targeted small group professional learning. Staff surveys were conducted to determine the effectiveness and impact of the professional learning on teaching practice. The Phonics Diagnostic Assessment administered to Kindergarten at the beginning of Term 4, indicated that 83% of students scored 90% or above. In 2024, the school will continue the PLC sessions focused on whole-school data skills and use, effective assessment practices and new curriculum implementation.

Numeracy

In 2023, the PLC schedule included professional learning focused on the successful implementation of the new K-2 Mathematics curriculum. The APCI facilitated professional learning sessions on the 'Big Ideas to Start Strong' for K-6 staff. This included modelled lessons, guided planning and team teaching. As a result, teacher capability and confidence to implement the new mathematics syllabus increased. The school introduced 'Interview for Student Reasoning' numeracy assessment to identify specific learning needs of students experiencing challenges with numeracy concepts. Assessment data informed future learning and the need for increased learning and support for individual students. In 2024, the school will continue our focus on the effective implementation of the new mathematics curriculum.

Individualised Learning

In 2023, there was a continued focus on High Potential and Gifted Education (HPGE). The register of students continued as a result of the school identification process for HPG students. The English as an Additional Language or Dialect (EAL/D) and Learning and Support teachers continued to provide team-teaching opportunities across K-6. Teacher understanding of the learning needs of EAL/D students increased and teaching and learning program document analysis showed evidence of adjustments responsive to the learning needs of EAL/D and HPG students. Identified students engaged in writing and mathematics problem-solving enrichment experiences. In 2024, the school will continue high-impact professional learning and engage with the EAL/D Education Leader and Assistant Principal Learning Assistance, to support individualised student learning.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Reading Growth</p> <p>An increase in Check-in Assessment mean scaled scores for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<ul style="list-style-type: none">• The Check-in Assessment mean scale score indicates the percentage of students in Year 3 achieving growth in reading has decreased by 1.7%• The Check-in Assessment mean scale score indicates the percentage of students in Year 5 achieving growth in reading has increased by 1.5%
<p>Numeracy Growth</p> <p>An increase in Check-in Assessment mean scaled scores for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<ul style="list-style-type: none">• The Check-in Assessment mean scale score indicates the percentage of students in Year 3 achieving growth in numeracy has increased by 3.4%.• The Check-in Assessment mean scale score indicates the percentage of students in Year 5 achieving growth in numeracy has increased by 4.2%.

Strategic Direction 2: Teaching and Learning

Purpose

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

Initiatives

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

- Professional Learning
- Data Driven Practices

Resources allocated to this strategic direction

Professional learning

QTSS release

AP Curriculum & Instruction

English language proficiency

Low level adjustment for disability

Summary of progress

Professional Learning

Professional Learning Communities (PLCs) continued to embed quality teaching practice through professional learning, collegial discussions and collaborative practice on alternate weeks for each year group. The PLC schedule of professional learning was strategically developed to enable teacher reflection on teaching practice and the impact on student learning. The Assistant Principal Curriculum Instruction (APCI) collaborated with teachers and facilitated small group professional learning focused on new curriculum implementation, policy change and evidence-informed high-impact teaching strategies. There was a direct link with whole-school professional learning and PLC professional learning sessions. Staff survey indicated that 92% of teachers agreed that the PLC sessions enhanced literacy and numeracy teaching practice. The majority of teachers consistently used Learning Intentions and Success Criteria, as well as descriptive feedback during their lessons, as a result of the professional learning facilitated by the APCI and Deputy Principal. In 2024, the school will continue the PLC sessions and professional learning focused on English and Mathematics curriculum implementation.

Data Driven Practices

In 2023, staff in collaboration with the APCI continued to discuss and analyse data in grade teams during PLC sessions and stage meetings. In line with the new syllabus and current evidence-informed practice, a K-6 Assessment Schedule was established to ensure a whole-school approach in the collection and storing of assessment data. There was a continued emphasis on analysing, interpreting and triangulating internal, external and standardised assessment data. Data analysis and interpretation, identified student learning progress and informed future teaching and learning. High levels of collaboration ensured whole-school consistency in data collection and using this data efficiently to inform teaching and learning. In 2024, the school will continue to refine our whole-school data practices to provide individualised, explicit, differentiated and responsive learning opportunities for our students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Collaboration Percentage of teachers who are effectively collaborating to drive ongoing school improvement through	<ul style="list-style-type: none">• 100% of teachers collaborated effectively to drive ongoing school improvement through participation in professional learning communities (PLCs.)

professional learning communities (PLCs) is moving towards the school identified target of 100%.

Assessment

Percentage of teachers who clearly understand, develop and apply a full range of assessment strategies is moving towards the school identified target of 100%.

- Analysis of teaching and learning programs indicated 87% of teachers are implementing a full range of assessment strategies.

Strategic Direction 3: Leadership and Community

Purpose

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

Initiatives

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

- Communication and collaboration
- Community Connectedness
- Strengthening Leadership

Resources allocated to this strategic direction

Professional learning
English language proficiency
Low level adjustment for disability

Summary of progress

Communication, Collaboration and Community Connectedness

The school continued to use Sentral (School Management System) which significantly improved communication across the school in relation to staffing, school events and changes to school routine. School Bytes was implemented to streamline communication with families and improve school communication processes and practices. Parent survey results identified parent preference for notes being emailed rather than hard copy distribution. Both systems of communication had a significant impact on communication across all areas of the school and staff feedback was very positive. The Term 4 parent survey showed 79.9% of respondents reported they believed school community communication was satisfactory. Following an evaluation of both communication systems, in 2024 the school will transition to School Bytes for all school community communication and continue to refine school communication processes.

Strengthening leadership

The Aspiring Leadership Program continued in 2023. These aspiring leaders embraced a variety of leadership opportunities across the school with three of our aspiring leaders achieving relieving Assistant Principal roles, building their leadership capability. Two of the aspiring leaders, achieved substantive leadership positions commencing 2024. The program will continue in 2024, with a continued focus on professional development and enabling aspiring leaders to undertake leadership opportunities across the school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Communication and Collaboration <ul style="list-style-type: none">• The percentage of staff effectively utilising digital communication and software programs to support collaborative practice and communication across the school is moving towards the school identified target of 100%.	<ul style="list-style-type: none">• Analysis of the usage of digital programs indicates that 100% of staff are utilising the communication and collaboration software.
Community Connectedness <ul style="list-style-type: none">• Self-assessment against the School	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently Excelling in the theme of 'community satisfaction' in the

<p>Excellence Framework shows the school moving towards excelling in the theme of community satisfaction in the element of Management of Practices and Processes.</p>	<p>element of Management of Practices and Processes.</p>
<p>Strengthening Leadership</p> <p>The percentage of teachers engaging with the Aspiring Leadership program is moving towards the school identified target of 20%.</p>	<ul style="list-style-type: none"> • 10% of teachers have engaged with the Aspiring Leadership program.
<p>Attendance</p> <p>Increase the percentage of students attending school more than 90% of the time to be at or above the school's lower bound system negotiated target of 92.3%.</p>	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has increased from 69.43% in 2022 to 83.52% in 2023.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$71,039.00</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 Warrawee Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling. <p>The allocation of this funding has resulted in the following impact: 80% of students progressing to the next phase of English learning proficiency</p> <p>After evaluation, the next steps to support our students will be: professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Integration funding support</p> <p>\$165,456.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Warrawee Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of School Learning Support Officers being employed and resources being purchased <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student IEP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$3,715.01</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Warrawee Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items

<p>Socio-economic background</p> <p>\$3,715.01</p>	<p>The allocation of this funding has resulted in the following impact: resourcing of materials to provide equitable access to the curriculum and school activities.</p> <p>After evaluation, the next steps to support our students will be: to continue to support families financially so that they can engage in all school activities on the same basis as other students.</p>
<p>Aboriginal background</p> <p>\$1,474.08</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Warrawee Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • additional activities provided to our Aboriginal students so that are able to engage more with their culture <p>The allocation of this funding has resulted in the following impact: an increase in the percentage of First Nations students engaging in cultural activities inside and outside the school setting.</p> <p>After evaluation, the next steps to support our students will be: to continue to build upon relationships already evident in the school community and incorporate rich and authentic whole-school cultural experiences.</p>
<p>English language proficiency</p> <p>\$164,629.89</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Warrawee Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Data Driven Practices • Community Connectedness • Individualised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: Teacher observations identified EALD students showed improved learning outcomes and more confident and prepared to take risks with their language use.</p> <p>After evaluation, the next steps to support our students will be: collaborate with EAL/D Education Leader to create an EAL/D strategy for Warrawee Public School.</p>
<p>Low level adjustment for disability</p> <p>\$133,512.71</p>	<p>Low level adjustment for disability equity loading provides support for students at Warrawee Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Low level adjustment for disability</p> <p>\$133,512.71</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Community Connectedness • Individualised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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 <p>The allocation of this funding has resulted in the following impact: the school achieving a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the Learning Support Team, the school will continue to provide targeted support for identified students.</p>
<p>Professional learning</p> <p>\$49,945.57</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Warrawee Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • Professional Learning • Data Driven Practices • Communication and collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • presentations by suitable and qualified facilitators, on the new curriculum • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective explicit teaching practices resulting in improved internal student assessment data.</p> <p>After evaluation, the next steps to support our students will be: targeted professional learning focused on high-impact teaching aligned to the school's Strategic Improvement Plan and the implementation of the new curriculum.</p>
<p>Beginning teacher support</p> <p>\$104,607.11</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Warrawee Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • mentoring structures and collaborative practices within the school or across a cluster of schools • teacher mentors access specific training and flexibility in their teaching

<p>Beginning teacher support</p> <p>\$104,607.11</p>	<p>responsibilities to support classroom observation and provide structured feedback</p> <ul style="list-style-type: none"> • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. <p>The allocation of this funding has resulted in the following impact: increased support for our early career teachers this year to ensure that they are supported and professionally engaged.</p> <p>After evaluation, the next steps to support our students will be: continuation of our early career program, tailored to individual participant need.</p>
<p>QTSS release</p> <p>\$148,670.21</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Warrawee Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy • Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • classroom teachers have received additional, ongoing support especially with our APCI to improve teaching practice and student outcomes • students have received additional differentiation through QTSS funded withdrawal groups. <p>The allocation of this funding has resulted in the following impact: 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-informed, high-impact teaching strategies within their classroom practice. Differentiated learning experiences has been provided for students within the classroom and through withdrawal groups.</p> <p>After evaluation, the next steps to support our students will be: to continue the support already being provided for students and staff.</p>
<p>COVID ILSP</p> <p>\$10,210.21</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Provide additional in-class support for identified students to continue to meet their personal learning goals. Student progress will continue to be monitored through the Learning Support Team, with suitable adjustments made to ensure student success and growth in the classroom.</p>

AP Curriculum & Instruction

\$155,088.00

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
- Professional Learning
- Data Driven Practices

Overview of activities partially or fully funded with this Staffing - Other funding include:

- Working shoulder to shoulder with teachers to implement the K-6 Mathematics and English syllabus documents
- Delivery of professional learning around curriculum implementation and data analysis
- Analysis of data to identify professional learning leads of staff

The allocation of this funding has resulted in the following impact: increased teacher capacity and confidence in implementing the new syllabus and in the analysis of student data.

After evaluation, the next steps to support our students will be: continue to employ the APCI position to work with staff to develop capacity of evidence-informed practices and curriculum knowledge.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	370	380	366	351
Girls	342	360	354	349

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.4	95.3	92.8	94.5
1	95.3	96.1	91.0	93.7
2	94.9	96.1	93.4	93.9
3	96.1	96.2	92.1	93.5
4	95.1	95.1	90.5	94.0
5	95.5	94.7	91.5	93.0
6	95.7	94.6	90.1	93.5
All Years	95.4	95.5	91.6	93.7
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
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	27.87
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
Teacher EAL/D	0.8
School Counsellor	1
School Administration and Support Staff	7.46

*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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	2,001,742.95
Revenue	7,895,137.12
Appropriation	7,206,700.28
Sale of Goods and Services	14,492.74
Grants and contributions	591,886.72
Investment income	80,319.88
Other revenue	1,737.50
Expenses	-7,530,973.69
Employee related	-6,426,059.42
Operating expenses	-1,104,914.27
Surplus / deficit for the year	364,163.43
Closing Balance	2,365,906.38

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 SBAR Adjustments (\$)
Targeted Total	146,589
Equity Total	303,332
Equity - Aboriginal	1,474
Equity - Socio-economic	3,715
Equity - Language	164,630
Equity - Disability	133,513
Base Total	5,708,157
Base - Per Capita	191,864
Base - Location	0
Base - Other	5,516,293
Other Total	614,007
Grand Total	6,772,085

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

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

The Tell Them From Me Student Survey

Years 4-6 students at Warrawee Public School completed the Tell Them From Me Survey twice in 2023. Survey results identified:

- 76% of students feel accepted and valued by their peers and by others at our school
- 83% of students reported that they set challenging goals for themselves in their schoolwork and aim to do their best.

The Parent Survey

In 2023, there were 195 responses to a school-developed Warrawee Public School parent survey. Survey results identified:

- 93% of families reported they feel that they can support their child's learning at home
- 96% indicated that in general, their child enjoys coming to school
- 80% of families reported school community communication was satisfactory

Parent written responses to an area for further improvement included:

- offering additional extra-curricular activities

The Tell Them From Me Staff Survey

There were 28 responses to the 2023 staff TTFM survey. Survey results identified:

- 82% of staff believed the school implemented curriculum reform successfully
- 83% of staff reported positive staff morale
- 95% indicated that the school is a welcoming place for all students

Identified school strengths:

- The school provides a welcoming, safe, and positive learning climate for students to achieve their best
- Staff prioritise student academic skill development and hold high expectations for all students to succeed
- School leaders are successfully leading improvement and change

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.