

# 2023 Annual Report

## Warilla North Public School



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# Introduction

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

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

## School contact details

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## School vision

### Small School: Big Future

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

## School context

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

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

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

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

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

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

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

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

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

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Reading
- Numeracy

### Resources allocated to this strategic direction

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**Socio-economic background**  
**Integration funding support**  
**Low level adjustment for disability**  
**Professional learning**  
**QTSS release**

### Summary of progress

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The Assistant Principal Curriculum and Instruction (APCI) led staff in professional learning around the evidence-base of the new K-2 syllabuses for mathematics. This included looking at Multiplicative Strategies and number talks, before completing curriculum reform professional learning modules as a whole staff. A whole-school focus on the teaching and assessment of number talks to improve numeracy outcomes was chosen based on NAPLAN, check-in and internal mathematics data. APCI led staff in numeracy professional learning, guided by new syllabus priorities, with a focus on the explicit teaching of place value and effective formative assessment

The impact of the professional learning can be seen in the improvement in NAPLAN and Check-in Assessment data. As a result, explicit teaching instruction of additional mathematics content areas for all teachers and the introduction of the new 3-6 Mathematics Syllabus will be the focus area for 2024.

All teachers engaged in Curriculum Reform, collaborating and receiving support from the APCI through additional release. Teachers were provided extra release from face to face (RFF) to collaboratively unpack and effectively plan for teaching of the sample units of work. They also used this time to analyse cohort and individual student data and collaboratively plan for future learning opportunities. The impact of this curriculum reform process has been positive with all teachers indicating increased knowledge and understanding of the new Syllabus and improved evidence based number talk techniques.

Reading intervention continued throughout the year for Stage 1-3 students who were achieving below expected reading outcomes. Students made satisfactory progress and reading intervention was streamlined to align with changes made to reading structures in classrooms. Reading structures and processes for K-2 were consolidated to align with curriculum reform requirements. The impact of changes to whole school reading processes is evidenced by a significant improvement in student reading achievement, as compared to 2022 data.

All teachers engaged in data analysis sessions with the APCI and supervisors and were supported to track student data and plan for student learning. All teachers improved their skills in analyzing external and internal data. The impact of this approach had positive results. The APCI led sessions ensured all teachers were confidently and consistently implementing evidence based lessons that were differentiated to meet the needs of students whilst working towards achieving new syllabus outcomes.

Next year, the focus will be whole staff professional learning in the explicit teaching of literacy. Professional learning will involve working with the 24/7 team as part of the Illawarra Battalion. Professional learning will be evidence-based and sequential which will support further improvement towards growth and attainment in literacy.

### Progress towards achieving improvement measures

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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>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.</p>	<p>In 2022 the mean scaled score for Year 3 reading was 331.2</p> <p>In 2023 the mean scaled score for Year 3 reading was 300.5</p> <p>This reflects a decrease of 9.7%</p> <p>In 2022 the mean scaled score for Year 5 reading was 345.6</p> <p>In 2023 the mean scaled score for Year 5 reading was 383</p> <p>This reflects an increase of 10.3%</p>
<p>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.</p>	<p>In 2022 the mean scaled score for Year 3 numeracy was 317.1</p> <p>In 2023 the mean scaled score for Year 3 numeracy was 313.4</p> <p>This reflects a decrease of 1.1%</p> <p>In 2022 the mean scaled score for Year 5 numeracy was 353.5</p> <p>In 2023 the mean scaled score for Year 5 numeracy was 365.6</p> <p>This reflects an increase of 3.37%</p>
<p><b>SEF</b></p> <p>Improvement as measured by the School excellence Framework</p> <ul style="list-style-type: none"> <li>• Maintain Learning Culture at Sustaining and Growing with some themes at Excelling</li> <li>• Maintain Data Skills and Use at Sustaining and Growing with some themes at Excelling</li> </ul>	<p>Self-assessment against the School Excellence Framework in the element of Learning Culture shows the school currently performing at Excelling.</p> <p>Self-assessment against the School Excellence Framework in the element of Data Skills and use shows the school currently performing at Sustaining and Growing.</p>

## Strategic Direction 2: Academic Equity

### Purpose

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

### Initiatives

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

- Play-Based learning
- Aboriginal Education

### Resources allocated to this strategic direction

Integration funding support  
Aboriginal background

### Summary of progress

The focus for 2023 was to continue to embed play-based learning into the curriculum to provide opportunities for all students to learn and grow. All staff completed school based professional learning relating to quality programming of play techniques. Professional dialogue and assessment on play-based learning was undertaken through analyzing oral narrative skills.

At the start of the year, a Personalised Learning Pathway (PLP) barbecue with families occurred. Personal learning goals in literacy, numeracy and culture were identified, reviewed and updated consistently throughout the year. Teachers collaborated with students to set learning goals that were specific and achievable, and tracked learning progress on PLAN 2. The implementation of individual Personalised Learning Pathways books occurred for every student. Tell Them From Me (TTFM) survey data was analysed to identify the wider school community's perspectives around Aboriginal Education. This data indicates a high proportion of Aboriginal students feel good about their culture at school and believe that their teachers understand their culture. The impact made by our Aboriginal education program resulted in Aboriginal students performing higher than non-Aboriginal students in Year 4 Check in Assessments. Years 5 and 6 results indicate the gap between Aboriginal and non-Aboriginal students is closing significantly.

In 2024 our school will continue personalised learning for Aboriginal students to ensure learning goals are specific, measurable and relevant. Check-in assessment data will be analysed by the APCI to identify individual students' strengths and areas of future focus. The school will ensure parents and carers are invited and welcomed to discuss their child's learning with classroom teachers through informal community events and formal parent teacher interviews.

### 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
<b>Curriculum</b> <ul style="list-style-type: none"><li>• 100% of classroom teachers are programming for and implementing the differing stages of play over 3 sessions per week</li><li>• All staff have engaged in professional learning around the new K-2 English and Mathematics syllabi and have begun implementation in K-2 classrooms.</li></ul>	<ul style="list-style-type: none"><li>• Teaching programs reflect the different elements of play across all classes K-6.</li><li>• Teaching staff continued to familiarize with the new curriculum.</li><li>• All teachers have completed professional learning and worked with the APCI to implement the new English and Mathematics syllabi.</li></ul>
<b>Internal Data</b> <ul style="list-style-type: none"><li>• Oral narrative language assessment administered to all students. 50% show</li></ul>	<ul style="list-style-type: none"><li>• Oral narrative language assessment not applicable</li><li>• The student attendance rate improved from 2022, with an increase from 88.48% to 88.6%</li></ul>

<p>growth.</p> <ul style="list-style-type: none"> <li>• Student attendance above 88%</li> <li>• 95% of students completed Tell them from me survey, 98% staff and 25% community</li> <li>• 60% of parents/carers of Aboriginal students engage with the PLP process.</li> </ul>	<ul style="list-style-type: none"> <li>• TTFM data indicates 82% of students reporting a positive sense of wellbeing (Sense of Belonging, Advocacy and High Expectations for Success) indicating progress towards the lower bound system negotiated target of 88.20%.</li> <li>• <b>NEED A STATEMENT FOR PLP %</b></li> </ul>
<p><b>Progressions</b></p> <ul style="list-style-type: none"> <li>• All teachers inputting data in PLAN 2 in literacy and numeracy focus areas.</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers are confident to input progression data and track student learning achievement on PLAN2.</li> <li>• All teachers have input progression data and tracked student learning achievement on PLAN3.</li> </ul>
<p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>• 60% of students have achieved expected growth in writing</li> <li>• Gap in Year 5 NAPLAN reading achievement reduced between Aboriginal and non-Aboriginal students from an average difference of 63.5 (in 2019) to an average of 53.5</li> <li>• Gap in Year 5 NAPLAN numeracy scores reduced between Aboriginal and non-Aboriginal students from an average difference of 39.4 (in 2019) to an average difference of 30.0</li> </ul>	<ul style="list-style-type: none"> <li>• Check In data was used in 2023 as a measure of student growth.</li> <li>• NAPLAN data not applicable.</li> </ul>
<p><b>School Excellence Framework</b></p> <p>Improvement as measured by the School Excellence Framework:</p> <ul style="list-style-type: none"> <li>• In Learning Domain, maintain <i>Student Performance Measures</i> at "Sustaining and Growing".</li> <li>• In Leading Domain, maintain <i>Community Engagement</i> at "Sustaining and Growing".</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Student Performance Measures.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the theme of Community Engagement.</li> </ul>



## Strategic Direction 3: Connect, Succeed, Thrive

### Purpose

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

### Initiatives

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

- Wellbeing
- Learning Culture

### Resources allocated to this strategic direction

Integration funding support

Socio-economic background

Low level adjustment for disability

### Summary of progress

The focus for 2023 was on maintaining and managing student wellbeing, and strengthening our school learning culture. As a result, wellbeing processes were maintained, with all staff receiving regular training and mentoring in our consistent, fair and predictable approach. The school saw a reduction in negative and disruptive behaviour, which is evidenced by a decrease in negative behaviour entries. In 2024 we will further develop staff capabilities and strengthen their understanding of the school's wellbeing practices. Future professional learning will incorporate the Anxiety Project as a way of teaching student self regulation.

Throughout 2023 the school created and shared attendance videos with the school community on social media, as well as refining ongoing learning and support processes in regard to attendance monitoring. As a result of this, our attendance data steadily improved over the course of the year. As part of the Attendance Matters Guided Support initiative the executive team regularly analysed attendance data to identify absenteeism patterns that required attention. The school implemented a number of effective strategies to improve whole school attendance.

In 2023, students were given a number of enrichment opportunities. Two Year 6 students sat the Selective High Schools Placement Test for Year 7 2024 and one Year 5 student was selected for the local High Potential and Gifted (HPAG) class. Multiple students were given the opportunity to represent the school at district sporting events, carnivals and public speaking. One student had the opportunity to represent the school at the State Athletics carnival. Moving into 2024, students will continue to have these opportunities.

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

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>School Excellence Framework</b>  Improvement as measured by the School Excellence Framework: <ul style="list-style-type: none"><li>• In Learning Domain, maintain <i>Wellbeing - A planned approach to wellbeing</i> at "Sustaining and Growing"</li><li>• In Learning Domain, <i>Learning Culture - High Expectations</i> move from "Delivering" to "Sustaining and</li></ul>	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Wellbeing.</li><li>• Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the theme of High Expectations.</li></ul>

Growing"	
<b>Internal Data</b> <ul style="list-style-type: none"> <li>• Attendance data collected. Student attendance above 88%</li> <li>• School need identified and new focus clip produced. Views and likes recorded</li> <li>• Decrease in office referrals by 30%. Decrease in suspensions by 25%</li> <li>• Classroom observations and feedback linked to wellbeing policy and nesa standards for every teacher</li> <li>• 6% of age appropriate students applying for G&amp;T opportunities.</li> <li>• Internal and external enrichment opportunities are beginning to be provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance data was collected indicating overall student attendance to be 88.0%.</li> <li>• All staff consistently use the wellbeing procedures in all school settings when referring students to the Office for behaviour concerns.</li> <li>• Number of behaviour referrals was 191 in Semester 1, 99 in Semester 2 indicating a decrease of executive intervention required.</li> <li>• The percentage of age appropriate students applying for Gifted and Talented opportunities, including sporting remained stable at 6%.</li> </ul>
<b>External Data</b> <ul style="list-style-type: none"> <li>• Majority of staff report positive responses towards their high expectations around student learning and achievement</li> </ul>	<ul style="list-style-type: none"> <li>• The number of staff completing the Tell Them From Me Survey continued to be 100%.</li> <li>• Tell Them From Me data showed teachers set challenging and visible learning goals (7.7) compared to NSW norms (7.5).</li> <li>• Tell Them From Me data also indicated that teachers were confident providing new learning opportunities for students (8.9).</li> </ul>
<b>Attendance</b> <ul style="list-style-type: none"> <li>• 3.1% lift in the percentage of students attending 90% or more of the time (system negotiated target)</li> </ul>	<ul style="list-style-type: none"> <li>• The number of students attending greater than 90% or more of the time is 68.64% indicating achievement of the lower bound target 68.60%.</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$210,869.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Warilla North 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>• Reading</li> <li>• Numeracy</li> <li>• Play-Based learning</li> <li>• Wellbeing</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> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</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 responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. The timetable allows for all students with identified needs to be supported in the classroom and/or the playground to ensure access to whole school programs and learning. Time is allocated for the daily running of breakfast club which is utilised by the majority of students ensuring access to nutritional food each morning. All SLSO's have received training in intervention programs such as MultiLit to better support students access curriculum at their point of need.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To ensure integration funding decisions made in the learning and support team meeting agenda are regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$325,176.65</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Warilla North Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</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>• Reading</li> <li>• Numeracy</li> <li>• Wellbeing</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>• professional development of staff to support student learning in the areas of number talks, multiplicative thinking and whole class reading instruction.</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased teacher expertise in delivery of evidence based teaching in the areas of number talks, multiplicative thinking and reading instruction. Reading and numeracy results for Check In Assessments are trending upwards for all assessed cohorts. Years 3-5 are now in line or above SSSG in reading and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued high impact professional learning in the Science of Learning.</p>

<p>Socio-economic background</p> <p>\$325,176.65</p>	<p>Teachers will engage in interschool collaboration, deepening their understanding and refining classroom practice.</p>
<p>Aboriginal background</p> <p>\$60,228.58</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Warilla North 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><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>• Aboriginal Education</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>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An increase of Aboriginal families engaging in the PLP process with the highest attendance for a number of years at community barbecue and initial goal sharing afternoon. Tell Them From Me data indicated 92% of Aboriginal students feel that teachers have a good understanding of their culture. The parent survey indicated 92% feel the school is a culturally safe place.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue Cultural Connections initiative involving ceremony, excursion and embedding of local story in curriculum. The PLP process will be consolidated through an informal afternoon involving community attending a barbecue and goal sharing session with staff.</p>
<p>Low level adjustment for disability</p> <p>\$116,828.11</p>	<p>Low level adjustment for disability equity loading provides support for students at Warilla North Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</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>• Reading</li> <li>• Numeracy</li> <li>• Wellbeing</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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention to increase learning outcomes (MultiLit).</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school has achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Learning and Support Teacher (LaST) implements Department guidelines, including phone calls, letters, HSLO referrals and case meetings. SLSOs provided in class support during learning and worked on developing social skills in the playground.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Classroom teachers will ensure SLSOs are targeting specific students/groups and actively run games at recess and lunch to increase</p>

Low level adjustment for disability \$116,828.11	positive social interactions and wellbeing. Attendance will continue to be a priority.
Professional learning \$14,457.27	<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 Warilla North 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>• Reading</li> <li>• Numeracy</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>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</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 reading and numeracy, 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. All staff will begin working as part of the Illawarra Battalion and developing techniques in explicit teaching.</p>
QTSS release \$27,343.01	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Warilla North 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>• Reading</li> <li>• Numeracy</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>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved staff confidence and teaching practice. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. Consistent delivery of number talks across the whole school has occurred with stage teachers collaboratively planning and developing numeracy activities that support the structure across the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Assistant Principal day release funded for additional time to continue classroom mentoring and support.</p>
COVID ILSP \$136,153.47	<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>

COVID ILSP \$136,153.47	<ul style="list-style-type: none"><li>• employment of teachers/educators to deliver small group tuition</li><li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li><li>• providing intensive small group tuition for identified students who were...</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> Teachers and SLSOs were upskilled in the delivery of MultiLit. The program was successfully implemented across Stages 1-3. All students who engaged in this small group program showed reading growth on internal and external assessments.</p> <p><b>After evaluation, the next steps to support our students will be:</b> School group tuition replaces COVID ISLP funding. This will be used to continue one on one intervention for identified students. Intensive small group tuition is embedded throughout the school and will continue in 2024 through other funding sources.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	91	70	64	63
Girls	77	65	64	73

### Student attendance profile

School				
Year	2020	2021	2022	2023
K	88.4	89.1	84.1	91.6
1	90.9	85.0	84.8	89.2
2	90.8	90.1	79.9	87.4
3	89.4	86.0	84.7	87.4
4	90.6	89.4	82.4	90.9
5	89.5	90.6	84.3	85.6
6	88.1	88.8	82.2	89.7
All Years	89.6	88.3	83.1	88.9
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

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

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



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.2
Classroom Teacher(s)	4.88
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.2
School Administration and Support Staff	1.87

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	8,629.94
<b>Revenue</b>	2,672,672.15
Appropriation	2,599,016.92
Sale of Goods and Services	28,436.47
Grants and contributions	44,426.97
Investment income	691.79
Other revenue	100.00
<b>Expenses</b>	-2,693,541.78
Employee related	-2,360,155.27
Operating expenses	-333,386.51
<b>Surplus / deficit for the year</b>	-20,869.63
<b>Closing Balance</b>	-12,239.69

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

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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>	157,419
<b>Equity Total</b>	502,233
Equity - Aboriginal	60,229
Equity - Socio-economic	325,177
Equity - Language	0
Equity - Disability	116,828
<b>Base Total</b>	1,337,556
Base - Per Capita	33,313
Base - Location	0
Base - Other	1,304,243
<b>Other Total</b>	268,317
<b>Grand Total</b>	2,265,526

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

In 2023, Warilla North Public School worked hard to engage and meet the needs of our students, parents/caregivers and teachers. Our school participated in the Tell Them From Me (TTFM) Survey, in order to gauge the opinions of students, staff and community. The feedback we received is highlighted below.

The majority of students (74%) identified their own positive behaviour at school indicating that they do not get in trouble for disruptive or inappropriate behaviour. Students recognised an area for improvement as holding high expectations for their own success.

In the survey, parents identified that they feel welcome when visiting the school. Parents supported learning at home through encouragement and discussion with their child. Parents also identified safety at school as a strength. Parents identified an area for improvement as the school informing them about their child's progress in school subjects.

Teachers identified leadership as a strength in 2023. They felt a high level of support during stressful times and that school leaders created a safe and orderly school environment. Teachers identified an area for their own improvement to be giving written feedback on their work.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.