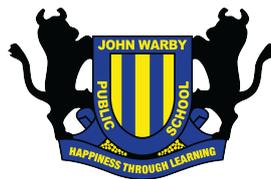


John Warby Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of John Warby 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 school 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.

Mrs Ann Kitchin

Principal

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Message from the Principal

John Warby Public School prides itself on having a thriving learning environment. 2016 was the second year of the implementation of our 2015 to 2017 three-year school plan and our focus has continued to be on improved quality teaching and learning, particularly relating to literacy and numeracy, as well as improved community engagement. We continue to be involved in the Early Action for Success program (EAfS) for our Kindergarten to Year 2 students. The school employed a Deputy Principal, Literacy and Numeracy, during 2016 to mirror the EAfS program across the Year 3 to Year 6 classes. The school continued to implement the Focus on Reading program, L3 Kindergarten program, L3 for Stage 1 program and the TEN program involving professional learning for all teaching staff. These initiatives and programs have provided ongoing support within all classrooms across the school in addition to targeted teacher mentoring support resulting in improved teacher quality. Programs implemented have led to some significant improvements in our student's learning outcomes from Kindergarten to Year 6. The school continues to update its technology and has invested in improving the physical learning environments across the school through the installation of pin-boards within classrooms, new blinds and renewing classroom furniture. In 2016 the school celebrated 40 years of providing quality public education to our local community. I would like to thank the school community for their continued participation and support in all school events and initiatives including our wonderful 40th Birthday celebrations.

Mrs Ann Kitchin, Principal

School background

School vision statement

We are committed to creating a dynamic, engaging and nurturing environment that promotes a passion for life-long learning. We foster positive relationships, embrace cultural diversity and develop outstanding leaders.

School context

John Warby Public School is situated in the Campbelltown School Network. There are 250 students enrolled from Pre-school to Year 6. Classes include Pre-school, mainstream, classes for students with intellectual disabilities and autism. There is a strong emphasis on Aboriginal Education at John Warby Public School with many strategies being embedded across all areas of school life.

John Warby Public School has students who come from a variety of cultural and language backgrounds including 21% Aboriginal and Torres Strait Islander and 18.5% Pacific Islander. 99% of students who attend John Warby Public School currently live in Department of Housing properties. By the end of 2016, 172 private dwellings will have been constructed for occupation within the school's drawing area under the Airds/Bradbury Housing Renewal Project. A further 133 residences will be ready for occupation mid-way through 2017. This initiative will significantly impact the ratio of students from public housing within the school population. It is envisaged that this will change the cultural make-up of the student body.

The school has strong links with the Airds/Bradbury Community of Schools including Briar Road PS, Bradbury PS and Airds High School. This network provides opportunities for professional development, Aboriginal learning and leadership programs and transition to high school initiatives.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

This year the staff of John Warby PS participated in workshops and discussions to self-assess the school's progress against the practice statements of the School Excellence Framework. The process has allowed the school to determine areas of strength and inform future planning. The school rated itself against four categories: Working towards Delivering, Delivering, Sustaining and Growing or Excelling and required a consistent body of evidence in making evaluations and rating the achievement in each area.

In the domain of **Learning** the school has focused on providing a learning environment that promotes a positive and productive culture among students, staff and community members. The Positive Behaviour for Learning (PBL) matrix was evaluated and updated as it underpins the behaviour system at the school. Data Walls were updated and ongoing assessment of student achievement linked to PLAN data was implemented across the school with the employment of a Deputy Principal, Literacy and Numeracy, in Years 3 to 6. The whole school assessment and reporting processes were evaluated with the school report format revised to ensure the information being shared with the school community is readily understood. The school rated itself as Sustaining and Growing for Assessment and Reporting, Wellbeing, Curriculum and Learning, Learning Culture and Delivering for Student Performance Measures.

In the domain of **Leading** the school has focused on refining current leadership and management practices and strengthening links with the whole school community. Leadership capacity continued to be built across the school with aspiring and current leaders participating in professional learning opportunities on a termly basis. The leadership team worked across the Airds/Bradbury community of schools to build upon existing links and support improved communication and organisation of events across the four schools. Parents and carers participated in professional learning opportunities and forums at both the primary school and high school level. The school sought feedback from the community, staff and students through a variety of processes including written surveys, Tell Them From Me surveys and

parent information sessions. The school rated itself as Sustaining and Growing in Leadership, School Resources and Delivering in Management Practices and Processes, and School Planning, Implementation and Reporting.

In the domain of **Teaching** the school has continued to provide strategically planned professional learning to support collaborative practices across the school. This was strengthened during the year and supported by the employment of a Deputy Principal, Literacy and Numeracy, in Years 3 to 6 to provide support in primary classes similar to that of the Instructional Leader K–2. Reciprocal Teaching processes were refined and linked to the embedding of Learning Intentions and Success Criteria across the school setting, allowing for focused observations and critical feedback to drive improvement in teaching practice. The Australian Professional Standards for Teachers were used as a catalyst for feedback and provided opportunities for discussion around expectations. Performance Development Plans allowed for all staff to embed aspects of the Strategic Directions focus into their goals, ensure staff knowledge of and commitment to the strategies within the plan. The school rated itself as Sustaining and Growing in Collaborative Practice, Data Skills and Use, Effective Classroom Practice and Learning and Development and Delivering in Professional Standards.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Engage students through innovation and best practise to develop a school culture that creates critical thinking and values high expectations.

Purpose

To equip students with the literacy and numeracy skills that will allow them to develop into active, engaged and self-motivated learners.

Overall summary of progress

The focus of Strategic Direction 1 was to engage students through best practise and to develop a school culture that creates critical thinkers and values high expectations. The purpose was to equip students with the literacy and numeracy skills that will allow them to develop into actively engaged and self motivated learners. The process of achieving this was:

The role of the school funded Deputy Principal, Literacy and Numeracy, Years 3 to 6 included:

- Ongoing professional learning in the analysis of data to support teaching programs and the tracking of student progress;
- Consistent judgement in the analysis of student writing, linked to whole school assessments and accurate placement of students on PLAN data;
- Establishing timetables to support students utilising a variety of resources including an in-class interventionist, Student Learning Support Officers (SLSOs), Aboriginal Education Funding and targeted individualised programs linked to early literacy skills;
- Streamlining of current intervention programs, including Multi-lit and QuickSmart, to ensure student progression is paramount; and
- Sharing of the National Assessment Program – Literacy and Numeracy (NAPLAN) data and target setting linked to the School Plan to ensure staff knowledge and understanding of current and future school targets.

The Instructional Leader role K–2 included:

- Weekly feedback, planning and reflection time for all Kindergarten to Year 2 staff to provide shoulder to shoulder individualised professional learning;
- Purchased resources to support literacy and numeracy programs including new furniture, highly literate rich picture books and instructional levelled texts and multiple literacy texts to support the implementation of Language, Learning and Literacy (L3);
- Streamlining of tiered interventions, provided by SLSOs, Speech Pathologist, Occupational Therapist, Learning and Support Teacher (LaST) and Early Action for Success (EAfS) Interventionist, to ensure a suitable range of support was available for targeted students;
- Establishment and maintenance of the school's 'Data Wall' to allow all educators to put faces to names through ongoing professional discussions focusing on student growth and shifting amber students. The John Warby Data Wall now incorporates several critical aspects to track and monitor students in Years 3 to 6;
- Validating data and ensuring that teacher's had an increased knowledge of the syllabus, as the core document, continuum aspects and cluster markers;
- Improving formative and summative assessment processes to inform teacher planning and judgement of outcomes;
- Successful coordination of L3 Training for Stage 1 teachers and L3 OPL for Kindergarten teachers; and
- Revision of the reporting to parents process to include a new format that was more visually appealing and linked to syllabus content markers.

Students Critically Reflecting on their learning:

- Staff and stage meetings were utilised to unpack English objective C, D and E;
- Learning Intentions and Success Criteria (LISC) were introduced across Kindergarten to Year 6; and
- Students began developing the skills to think critically and reflect upon their learning through Learning Intentions and Success Criteria implementation by teachers.

Student leadership opportunities:

- Purchase of new blazers and pants for the student leadership team;
- Refining the process for the election of student leaders through the introduction of a portfolio and campaign process for all school student leadership positions; and
- Creating a culture that highly values student leadership opportunities across a range of settings within the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
1.5% increase in Reading, Writing and Numeracy NAPLAN results for 'At and Above' (Year 3 Band 5–6, Year 5 Band 7–8 and Year 7 Band 8–9).	<p>Reading Targets</p> <p>Year 3: 2015 – 78.9%; 2016 – 89.3%. Year 5: 2015 – 85.7%; 2016 – 62.1%. Year 7: 2015 – 89.2%; 2016 – 92.9%.</p> <p>Writing Targets</p> <p>Year 3: 2015 – 78.9%; 2016 – 89.3%. Year 5: 2015 – 86.4%; 2016 – 75.9%. Year 7: 2015 – 58.8%; 2016 – 66.5%.</p> <p>Numeracy Targets</p> <p>Year 3: 2015 – 89.5%; 2016 – 92.6%. Year 5: 2015 – 90.5%; 2016 – 75.9%. Year 7: 2015 – 91.2%; 2016 – 81.5%</p>	\$300,428.00
1.5% increase in Reading, Writing and Numeracy NAPLAN results for 'Proficiency' (Year 3 Band 5–6, Year 5 Band 7–8 and Year 7 Band 8–9).	<p>Reading Proficiency</p> <p>Year 3: 2015 – 13.2%; 2016 – 10.7%. Year 5: 2015 – 9.5%; 2016 – 10.3%. Year 7: 2015 – 2.9%; 2016 – 0%.</p> <p>Writing Proficiency</p> <p>Year 3: 2015 – 13.2%; 2016 – 10.7%. Year 5: 2015 – 9%; 2016 – 0%. Year 7: 2015 – 5.9%; 2016 – 3.4%.</p> <p>Numeracy Proficiency</p> <p>Year 3: 2015 – 5.3%; 2016 – 7.4%. Year 5: 2015 – 14.3%; 2016 – 3.4%. Year 7: 2015 – 2.9%; 2016 – 3.7%.</p>	See above
Students demonstrating NAPLAN growth in line with, or better than, state achievement.	<p>Reading Growth</p> <p>2015: School – 63.9%; State – 77.7%. 2016: School – 85.1%; State 80%.</p> <p>Writing Growth</p> <p>2015: School – 92%; State – 61.2%. 2016: data unavailable.</p> <p>Numeracy Growth</p> <p>2015: School – 96%; State – 94.1%. 2016: School – 77.4%; State – 91.7%.</p>	See above
60% of all students K–6 achieving at or above expected PLAN exit continuum clusters in Aspects of Reading, Writing, Comprehension, Counting Sequences and Early Arithmetic Strategies and/or Place Value.	<p>Kindergarten: Reading – 65%; Comprehension – 50%; Writing – 60%; FNSW – 70%; Numeral ID – 80%; EAS – 100%.</p> <p>Year 1 : Reading – 89%; Comprehension – 78%; Writing – 50%; FNSW – 100%; Numeral ID to 100 – 89%; EAS – 84%.</p> <p>Year 2: Reading – 70%; Comprehension – *37% (*45% are 1 cluster below expected)</p>	See above

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
60% of all students K–6 achieving at or above expected PLAN exit continuum clusters in Aspects of Reading, Writing, Comprehension, Counting Sequences and Early Arithmetic Strategies and/or Place Value.	exit); Writing – *15 % (*18% are 1 cluster below expected exit); FNSW – 92%; Numeral ID – 100%; EAS – 78%.	
100% of teachers using Best Start and PLAN data to guide programming.	<ul style="list-style-type: none"> • All class teachers K–6 are now regularly entering PLAN data on all critical aspects of the Literacy and Numeracy Continuums. • K–2 Reading, Writing, Comprehension, Counting Sequences, Numeral ID and EAS data is analysed on a 5 weekly cycle to inform the focused targeted teaching for the following 5 weeks. • The tiered interventions and support personnel who will create the shifts are also discussed and planned. • All teachers 3–6 supported on a fortnightly basis in accurately plotting students on literacy and numeracy continuum using PLAN data. Writing and Place Value are the focus of professional discussions and will continue to be the focus for 2017. 	See above
100% of teachers effectively using Learning Intentions and Success Criteria within their classrooms.	<ul style="list-style-type: none"> • All classroom teachers are using LISC during numeracy lessons and as part of the Reciprocal Teaching Process. • Several classroom teachers are also using LISC during literacy teaching and learning sequences. • There is now a common visual scaffold and metalanguage being used. 	See above

Next Steps

Processes for Strategic Direction 1 have been updated to better meet the needs of the school. Following the school's processes of reflection and self-assessment the future directions of the school are as follows:

Improvement measures have been revised to the following:

NAPLAN Targets for 2017:

- **At or Above:** Reading Year 3 – 90.8%, Year 5 – 63.6%, Year 7 – 94.4%; Writing Year 3 – 90.8%, Year 5 – 77.4%, Year 7 – 68%; Numeracy Year 3 – 94.1%, Year 5 – 77.4%, Year 7 – 83%.
- **Proficiency:** Reading Year 3 – 12.2%, Year 5 – 11.8%, Year 7 – 1.5%; Writing Year 3 – 12.2%, Year 5 1.5%, Year 7 – 4.9%; Numeracy Year 3 – 8.9%, Year 5 – 4.9%, Year 7 – 5.2%.

Early Action for Success Targets K–2 2017:

- **Literacy: 70% of students achieving expected exit benchmarks.** Reading Kindergarten – Level 8, Cluster 4; Year 1 – Level 18, Cluster 6; Year 2 – Level 22, Cluster 8. Writing Kindergarten – Cluster 4; Year 1 – Cluster 6; Year 2 – Cluster 8. Comprehension Kindergarten – Cluster 4; Year 1 – Cluster 6; Year 2 – Cluster 8.
- **Numeracy: 70% of students achieving expected exit benchmarks.** FNWS and BNWS Kindergarten – Facile to 30; Year 1 – Facile to 100 and beyond; Yr 2 – Facile beyond 100. Numeral ID Kindergarten – to 20; Year 1 – to 100; Year 2 – beyond 1000. EAS Kindergarten – Perceptual or above; Year 1 – Figurative or above; Year 2 – Counting On or above.

The school leadership team will facilitate a focus on the continual refinement of whole school explicit teaching and assessment processes to improve student outcomes for all students. Data obtained from whole school assessment practises will inform programming and support the reporting process.

Strategic Direction 2

Forge strong community partnerships to create a sense of belonging making the school the hub of the community.

Purpose

To create a culture of welcome, inclusion and belonging for all families that reflects and respects diversity within our school community.

Overall summary of progress

John Warby Public School has celebrated its cultural diversity in 2016 through Harmony Day and NAIDOC celebrations, Reconciliation and Sorry Day ceremonies and the annual Junior AECG Mini Fete that was opened with a traditional Smoking Ceremony and a dance performance by the male Aboriginal students. There was excellent parent and community involvement in all activities providing the opportunity for our community and staff to work effectively together. Activities undertaken provided promotional opportunities and cultural inclusiveness for the school through print and social media.

A range of community engagement activities were undertaken at the school including the Coffee Kart, Women's Group Art Cafe, Community BBQ, Parent Conference and Grandparent's Day (132 attendees). These activities resulted in improved rapport with the community, improved teacher credibility with the community and open and reciprocal communication in a less formal and more welcoming environment. Six families from the Community of Schools attended a National Disability Insurance Scheme (NDIS) parent support group. Participants from the Waratah Pre-Release program were involved in beautification initiatives around the school, including the building of additional garden beds and a friendship seat, resulting in improved interschool relationships and an improvement in the visual aesthetics of the school. A community working bee was held, resulting in general beautification of the school environment. The school celebrated its 40th Birthday in 2016 with students performances, a community luncheon, memorabilia display and a celebration dinner. All of these activities were strongly supported by the school's community.

Staff share student successes via print and social media such as the school newsletter 'Warby Week', Facebook, the school website, the See-Saw App, positive phone calls or postcards home, student and class of the week awards, and Twitter. This has resulted in a number of parents expressing their gratitude in regards to the sharing of information and celebrating of student successes. A significant number of students have provided positive feedback in response to the use of social media to share their achievements. The social media sites continue to receive regular likes and positive affirmative comments.

The Kindergarten transition program was revised to allow staff to identify the needs of students prior to commencing Kindergarten in 2016. This allowed for appropriate supports to be put in place and for improved rapport and relationships to be developed with existing and new families. It also provided the opportunity to set the tone of the expectations of the school being focused on learning. Year 5 and 6 students participated in on-going transition days with Airds High School throughout the year, leading to Year 6 partaking in three weeks of high school readiness in Term 4. This involved students attending the high school for three days per week to allow for staff and students to be successful in the transition. This process will continue in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
5% increase in parents/carers involved in the PLP process	68% of parents/carers were involved in the PLP process in 2016 in comparison to 46% in 2015.	
5% increase in parents/carers involved in the IEP process	76 IEPs were completed with parent/carer involvement	
5% increase in parents/carers attending 3 Way Learning conferences	33% of parents/carers committed to participating in the 3 way learning conferences compared to 45% in 2015.	
Increase in positive student behaviour incidents recorded each term	There was a 25% increase in the recording of positive behaviour incidents	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improvement in attendance rate	The attendance rate increased from 89.5% to 92.1%, an increase of 2.6%.	

Next Steps

In 2017 the processes for Strategic Direction 2 will continue to be consolidated.

Additional measures are:

1. purchasing Skoolbag app for 2017
2. changing IEP format to ensure everyone involved can enter a signature
3. put processes in place for PLPs to be developed even when not all parties can be physically present
4. evaluate the timing of 3 way conferences to ensure all parents/carers can attend
5. participation in dance programs cumulating in community performances

Strategic Direction 3

Staff value and participate in ongoing quality professional learning.

Purpose

To ensure teachers are up to date with current and evolving pedagogical practices so that all students are immersed in quality learning experiences.

Overall summary of progress

Classroom teachers planned and implemented Learning Intentions and Success Criteria (LISC) in Mathematics as part of the Reciprocal Teaching Process. Whole school visuals and language were created and were evident in classrooms. Classroom teachers planned for LISC in their Mathematics programs.

- 82% of classes had visuals evidenced in classrooms.
- 73% of classes had 2016 LISC visuals.
- 73% of classes used LISC for maths.
- 55% of classes used LISC for writing.
- 45% of classes used LISC for maths and writing.

100% of staff created and evaluated their Professional Development Plan (PDP) through a supported process.

All staff undertook ongoing professional learning and linked their PDP's to the school plan. 100% of staff, including support staff, participated the ongoing evaluation of PDP's.

All staff participated in the Aboriginal Pedagogy Course '8 Ways of Learning' presented by members of the Ultimo Region Aboriginal Education team. The implementation of this pedagogy has resulted in increased student engagement within classrooms. Two teaching staff members participated in the Stronger Smarter program, two executive staff members participated in the Healthy Country – Healthy Culture program and a further two teaching staff members attended the Cultural Immersion camp.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% teachers undertake professional learning to drive quality teaching in the classroom.	All teachers participated in on-going professional learning on a weekly basis during staff meetings and mentoring times with executive teachers. Main focus areas for professional learning included Positive Behaviour for Learning, Aboriginal Education and Learning Intentions and Success Criteria.	\$52978.00
Formative assessment practices evident in all classrooms.	Learning Intentions and Success Criteria were introduced across classrooms from Kindergarten to Year 6 and linked to the Reciprocal Teaching process already in place. Staff undertook visits to other schools during Term 4 2016 to observe teaching practice and discuss the focus for 2017.	See above
100% staff engage in professional learning linked to improved engagement and quality teaching models ('8 ways', FoR, L3, PBL).	All staff undertook professional learning in the Aboriginal Pedagogy course '8 Ways of Learning' and Positive Behaviour for Learning (PBL). Kindergarten to Year 2 staff attended Language, Learning and Literacy (L3) training on a fortnightly basis, receiving support from the Instructional Leader and L3 Trainer. Year 3 to Year 6 staff were provided with in-class lessons and support during Semester 2, linked to Focus on Reading (FoR) and comprehension strategies. Year 3 to Year 6 staff commenced FoR professional learning during stage meetings.	See above

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers achieve their Professional Goals as outlined in their annual Performance and Development Plan.	100% of teachers developed a Professional Development Plan which linked to the School Plan. The school based Teacher Accountability Overview supported the supervision of staff by executive.	See above
Non—Teaching Staff achieving targeted goals outlined in their Professional Learning Plans.	Non—teaching staff created Professional Development Plans with support from their supervisors.	See above

Next Steps

Reciprocal Teaching is to be embedded in school practice, linked specifically to Learning Intentions and Success Criteria for both Preschool to Year 6 teaching and support staff. Feedback from staff, at the Week 9 Term 4 Staff Meeting, following school visits was used to determine future directions regarding Bump It Up Walls and individual learning goals for students.

The '8 Ways of Learning' Aboriginal pedagogy will continue to be integrated into teaching and learning. Teachers will demonstrate the 8 way processes and make links in their programs. Kindergarten to Year 2 staff have used the 8 Ways of Learning in their writing programs and will continue this practice in 2017. Further staff will be trained in the Stronger Smarter pedagogy in 2017.

Throughout 2017, all staff will be required to undertake the Performance and Development Plan (PDP) process. Some 2016 goals will continue in 2017. Teaching staff will be developing their 2017 PDP's utilising MyPL Goals online to facilitate communication between supervisors, mentors and teachers. PDP goals will be aligned with the New South Wales Professional Teaching Standards. Student Learning and Support Officers (SLSOs) and School Administrative Support Staff (SASS) will transition to their new PDP process throughout 2017 and will undertake relevant professional learning as part of this process.

Key Initiatives	Impact achieved this year	Resources (annual)
<p>Aboriginal background loading</p>	<p>In 2016 27% of our student population were Aboriginal. The school has a full-time Aboriginal Education Officer position (AEO) under our staff establishment to support Aboriginal Education and culture within the school. This position is currently filled under a job share arrangement. Funding provided to the school in this area has allowed for: the employment of additional AEO time to support cultural programs within the school; release for Pathways (PLP) process with students and parents or caregivers; provided support for Aboriginal Community of School activities and transition camps; and allowed for the purchase of additional resources to support Aboriginal Education across the school. An Aboriginal SLSO is employed to implement a 6 hour per week intensive in-class support program for every Aboriginal student K-6.</p> <p>The school was able to further develop its relationship with our Aboriginal community as well as the Campbelltown Local AECG. Parents and caregivers participated in running our very successful NAIDOC day activities, assisted with the organisation and running of our Junior AECG Mini Fete and participated in YARN meetings. The development and updating of PLP's, with the assistance of parents, caregivers and the AEO, throughout the year has allowed for stronger relationships to be built between classroom teachers, our Aboriginal students and their families. PLP's have assisted in targeted interventions to improve the engagement levels of Aboriginal students across the school. Participation in a wide range of cultural activities by our Aboriginal students has increased their connectedness with their culture. Activities have included cultural activities run by the Campbelltown Ochre Opportunity Hub, Sista Speak activities, Bro Speak activities, a traditional smoking ceremony and presentation by the Aboriginal boys dance group, participation in the Sorry Day service, participation in Aboriginal CoS activities and the transition to high school camp and activities.</p>	<p>\$18734.00</p>
<p>English language proficiency</p>	<p>The school used its EAL/D RAM funding to employ an ESL teacher for 6 hours per week and to purchase resources to support the program. Our ESL teacher has supported students within their own classrooms through both small group work and individual instruction. She worked collaboratively with classroom teachers on planning and implementing programs with a language focus. This has resulted in our EAL/D students being provided with appropriate learning opportunities that have allowed them to improve their understandings of the nuances of the English language across all Key Learning Areas.</p>	<p>\$25434.00</p>

<p>Low level adjustment for disability</p>	<p>The school employs SLSOs to implement targeted programs to identified students across the school. As a result of SLSO supported programs, identified students with learning difficulties and behaviour needs were able to achieve increased academic and social success. This impacted positively on student engagement and decreased the number of inappropriate behaviour incidences occurring within the school.</p>	<p>\$36589.00</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>John Warby Public School employed an additional staff member using the QTSS staffing allocation. The staff member allowed the school to provide additional release time to the school's executive teachers to provide additional mentoring and support to their staff through strategies such as team teaching, demonstration lessons and additional planning time. The implementation of this initiative across the school has resulted in improved collaboration, more consistency in teacher judgement relating to academic progress and an increased knowledge of both curriculum documents and the continuums for all teaching staff.</p>	<p>\$15150.00</p>
<p>Socio-economic background</p>	<p>Funding provided to the school in this area has allowed for the implementation of programs and reforms to raise the expectations for success of all members of our school community. Teachers and support staff were provided with professional learning to implement behaviour systems and strategies. We have enhanced and improved the teaching and learning practices within the school resulting in increased student participation and engagement in their learning and improved learning outcomes for all students. SLSOs have assisted the LaST to implement the Multilit and Quicksmart programs to targeted students, resulting in improved automaticity skills and improved word attack and vocabulary skills. Off class executive have been able to provide additional mentoring and support to their staff such as team teaching and demonstration lessons. Planning time across the school has resulted in improved collaboration, more consistency in teacher judgement relating to academic progress and an increased knowledge of both curriculum documents and the continuums. Professional learning, including demonstration lessons and team teaching, increased the innovative use of technology as a component of quality teaching practices in curriculum priority areas to improve the behaviour of students. We implemented explicit lessons based on our values resulting in an improvement in negative incidents across all behaviour levels over 2016.</p>	<p>\$518005.00</p>
<p>Support for beginning teachers</p>	<p>In 2016 we used 2015 Beginning Teacher funds for a staff member in her second year of permanent employment. This teacher had been on maternity leave in 2015 and returned to work part-time in 2016. Our</p>	<p>\$2000.00</p>

<p>Support for beginning teachers</p>	<p>beginning teacher worked as the Interventionist for the Early Action for Success (EAfS) program in 2016. She was provided with two hours additional release time fortnightly to assist in developing her teaching skills and undertaking her roles and responsibilities across the school. During this time she was provided with regular ongoing support and structured feedback from the school's EAfS Instructional Leader, who had taken on the role of her mentor. She has already completed her accreditation and is working towards maintenance of her accreditation.</p>	<p>\$2000.00</p>
<p>Early Action for Success</p>	<p>The school continued to implement the Early Action for Success (EAfS) program in 2016. The school was provided with a full-time Instructional Leader (IL) and used EAfS funding to employ an Interventionist 5 days per fortnight and a Speech Pathologist 1 day per week. The IL provided individualised professional learning for classroom teachers through demonstration lessons, team teaching and engaging in weekly reflection and feedback sessions. The Interventionist provided in class support to targeted students and provided an hour of planning and reflection time with the IL to each of the Kindergarten to Year 2 staff members weekly. The IL facilitated external professional learning in Language, Learning and Literacy (L3) for Early Stage 1 and Stage 1 staff. The IL ensured all students were accessing tiered interventions where required. She facilitated the strategies implemented to achieve improved student outcomes including high quality teaching programs and resources and the appropriate allocation of staff including the Interventionist, Speech Pathologist, Student Learning and Support Officers (SLSOs) and the Learning and Support Teacher. Every 5 weeks the IL collected, collated and analysed student data with the Kindergarten to Year 2 team, including PLAN, Instructional Reading Levels and L3 monitoring requirements in order to meet state office requirements and inform the next teaching and learning cycle. Additional resources were purchased by the IL to support the initiatives of the EAfS program and create more engaging learning environments. Some of these included innovative furniture, many rich and highly literate texts and numerous high quality literacy and numeracy resources. This program has made a significant impact on the teaching and learning outcomes in all classes from Kindergarten to Year 2. Our students are achieving far closer to or exceeding the expected levels for their year of schooling. Refer to the sections 'Overall Summary of Progress' for both Strategic Direction 1 and Strategic Direction 3 and well as the section 'Progress Towards Achieving Improvement Measures' for Strategic Direction 1 for more detailed information relating to the impact of this initiative.</p>	<p>\$70832.00</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	110	115	111	105
Girls	110	93	83	97

The school experienced a small increase in enrolments in 2016 as new residences have started to be completed as part of the Housing Renewal Project in the community. It is anticipated that this trend of increasing enrolments will continue as further new residences are completed.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.2	89.8	90.9	93.1
1	91.8	89.7	88.7	94.1
2	91.3	93.4	89.2	90.3
3	88.1	92.9	92.8	90.9
4	90.5	93.3	86.2	93.7
5	92.6	87	91.1	91.8
6	91.2	89.8	86.3	90.5
All Years	91.1	90.9	89.5	92.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

The school recorded a significant improvement in attendance during 2016. This improvement was reflected in all year levels with the exception of Year 3 where the attendance rate declined.

Improving attendance levels continues to be a priority at John Warby Public School and a number of

strategies have been initiated to achieve this.

Executive staff meet regularly with the Home School Liaison Officer to monitor and support attendance patterns. The school continues to use its school bus to support targeted families by collecting their children each morning and bringing them to school. Classroom teachers promote regular attendance within their classrooms and promptly contact parents if an attendance issue is identified. The school gives out a fortnightly Attendance Award for the class with the best attendance. The school also closely links attendance to our PBL rewards throughout the year.

The school continues to monitor and review the strategies being implemented to improve student attendance.

Class sizes

Class	Total
KR	18
1/2T	16
1D	16
2G	17
3/4W	26
3/4A	26
4/5H	28
5/6L	27

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	9.06
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.4
School Administration & Support Staff	8.27
Other Positions	1.4

*Full Time Equivalent

The above table represents established positions at John Warby Public School. The school funds the following above establishment positions either part of full time: Deputy Principal; Classroom Teachers; ESL Teacher; School Administration Officer; Community

Engagement Officer; Aboriginal Education Officer; General Assistant; School Learning Support Officers; an IT support person; a Speech Pathologist; and an Occupational Therapist.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. John Warby Public School employs Aboriginal and Non-Aboriginal staff. During 2016 the school employed eight Aboriginal school staff in a variety of temporary and permanent support staff roles.

John Warby Public School employs a mixture of early career and experienced teachers in both temporary and permanent positions. The school's staff have a diverse range of skills and work collaboratively together to improve the learning outcomes of all students.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	76
Postgraduate degree	24

Professional learning and teacher accreditation

During 2016 all staff engaged in professional learning based on their Professional Development Plans (PDPs) which were linked to school targets and the strategic directions of both the school and the Department.

The school expended a total of \$52978 on teacher professional learning in 2016. This averaged at \$2649 per person (\$1947 – RAM funding \$702 – global and EAfS funding). Both internal and external sources were used to provide a range of training to staff. Focus areas included: Aboriginal education, reciprocal teaching and peer coaching and demonstration lessons in literacy and numeracy.

The school participated in five staff development days during 2016. All staff, teaching and administrative, participated in sessions on the Code of Conduct, Child Protection, Anaphylaxis and CPR. Teaching staff and SLSOs participated in professional learning on Behaviour Management and Brain Structures, Aboriginal Pedagogy Course (8 Ways of Learning), Learning Intentions and Success Criteria and PBL. Teaching staff undertook planning sessions for each teaching stage and both teaching staff and SLSOs also participated in sessions focused on the evaluation and development of the School Excellence Framework (SEF), School Plan and associated milestone documents.

Various staff attended EAfS workshops and

conferences, the Early Career Teacher's conference, the Executive Leadership Induction, the School Counsellor Conference, the Aboriginal Education and Engagement conference, the School ICT Coordinators Induction and Information days, the St Andrews Learning HUB conference, the Early Years Conference, both the local area and state Primary Principal's Association conferences and a School Executive Planning conference.

The Principal, an executive staff member, School Admin Manager and School Admin Officer all received extensive training in the LMBR system and the Budgeting Planning Tool.

Three staff members attended an innovation tour with other local HUB schools to South Australia to investigate 'Student Voice' in a number of schools. A member of the school staff commenced Reading Recovery training and all Stage 1 and Early Stage 1 teachers attended Language, Learning and Literacy (L3) training throughout the year through the EAfS strategy.

The Principal, School Psychologist – Education, Executive staff, Librarian, LaST, EAL/D teacher, PBL Team, Preschool staff and the AEO attended local network meetings throughout 2016. Classroom teachers participated in the Reciprocal Teacher observation model incorporating a focus on Literacy, Numeracy and LISC throughout the year; Whole staff training in the new Science and Technology Syllabus K–6 through ongoing team teaching; Autism with Sue Larkey; Mathematics; the History Syllabus; the Geography Syllabus; Formative Assessment and LISC; PBL; Live Life Well; the Mathematics Syllabus; the Early Learning Years Framework links to Maths; and NAPLAN Analysis and Target Setting. The whole staff received training in Fine Motor Skills from our Occupational Therapist.

Other professional learning accessed by staff included:

- PBL: Wellbeing, Engagement & Quality Teaching;
- Understanding and Responding to Personality Disorder and Self-harm;
- Microskills of Behaviour Management;
- Outdoor Education and School Gardens;
- Achieving Accreditation at Highly Accomplished and Lead;
- Moving Forward with Evaluative Thinking;
- Introduction to the Wechsler Intelligence Scale for Children (WISC V);
- Google Apps for Education;
- Additional Training and Support for School Counsellors Working in Schools;
- Performance & Development Framework Update & New Staffing Agreement;
- Strategic Financial management for NSW Public Schools;
- My Next Move – Job Ready: Aspiring Leaders Program of Learning; and
- Performance & Development Plan for Non-Teaching Staff.

The school employed one teacher in 2016 who was working towards her Board of Studies Teaching and

Education Standards (BOSTES) accreditation and ten teachers who were maintaining their accreditation at Proficient. The school did not employ any teachers who were seeking voluntary accreditation at Highly Accomplished or Lead or any teachers who were maintaining accreditation at one of the voluntary stages of Highly Accomplished and/or Lead.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	512 881.63
Global funds	233 502.72
Tied funds	828 167.68
School & community sources	23 476.09
Interest	10 656.19
Trust receipts	31 000.20
Canteen	73 935.71
Total income	1 713 620.22
Expenditure	
Teaching & learning	
Key learning areas	20 250.19
Excursions	5 772.25
Extracurricular dissections	13 993.44
Library	2 473.48
Training & development	1 810.12
Tied funds	620 283.60
Short term relief	53 803.04
Administration & office	42 542.26
School-operated canteen	61 467.08
Utilities	51 005.88
Maintenance	45 322.78
Trust accounts	33 420.73
Capital programs	16 231.81
Total expenditure	968 376.66
Balance carried forward	745 243.56

The information provided in the financial summary includes reporting from 17 October 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	792 770.88
(2a) Appropriation	763 436.56
(2b) Sale of Goods and Services	17 644.63
(2c) Grants and Contributions	11 525.02
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	164.67
Expenses	-319 490.12
Recurrent Expenses	-319 490.12
(3a) Employee Related	-257 124.26
(3b) Operating Expenses	-62 365.86
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	473 280.76
Balance Carried Forward	473 280.76

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The overall financial Management of John Warby Public School is the responsibility of the Principal. The Principal reports to the P&C annually on the financial management of the school. Land and buildings are owned by the Department of Education are recorded in the Financial Statements of the Department. John Warby Public School has a school operated Canteen and employs a paid supervisor to manage it. The Canteen operates on all school days. The Trading Profit and Loss Statement for the Canteen is available from the school.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 389 801.27
Base Per Capita	12 449.18
Base Location	0.00
Other Base	1 377 352.09
Equity Total	758 375.11
Equity Aboriginal	76 378.33
Equity Socio economic	497 855.48
Equity Language	25 434.25
Equity Disability	158 707.06
Targeted Total	586 092.59
Other Total	537 591.55
Grand Total	3 271 860.52

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

The *My School* website provides detailed information and data for national literacy and numeracy testing.

Click on the link My School and insert the school name in the *Find a school* and select *GO* to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2016 the school sought the opinions of parents,

students and teachers about the school. Their responses are presented below.

- 76% of parents indicated that they were highly satisfied or satisfied with the school;
- 71% of students indicated that they were very happy or fairly happy with the school; and
- 93% of staff indicated that they were highly satisfied or satisfied with the school.

Findings:

- **John Warby PS is an attractive and well-resourced school** – Highly satisfied or satisfied – 79% parents, 21% staff, 65% students;
- **The school maintains a strong focus on Literacy and Numeracy** – Highly satisfied or satisfied – 76% parents, 100% staff, 78% students;
- **The school implements effective student welfare programs** – Highly satisfied or satisfied – 73% parents, 54% staff, 90% students;
- **The school is connected to its community and welcomes parental involvement** – Highly satisfied or satisfied – 85% parents, 50% staff, 80% students;
- **There is good student access to computers and strong technology programs and resources** – Highly satisfied or satisfied – 83% parents, 62% staff, 51% students.

The school community (staff, parents/carers and students) indicated that they were pleased with how the school had:

- supported the needs of students;
- dedicated and supportive teachers and SLSO's;
- incorporated all students into school events P-6.

Areas for further investigation include:

- updating/refining the school anti-bullying policy;
- investigating access to air-conditioning in the classrooms;
- supporting improved parental involvement within the school.

Policy requirements

Aboriginal education

John Warby Public School has a proud history of support for, and implementation of, Aboriginal programs both within the school and the wider community. Our 2016 student population consisted of 27% of students who identified as Aboriginal. The school continues to support Aboriginal Education through staff leadership and strong community connections across the Airds/Bradbury Community of Schools (CoS). The school continues to work towards ensuring that the social, cultural and academic needs of Aboriginal students, staff and the community are catered for and align with the Aboriginal Education and Training Policy.

In 2016 key initiatives have included:

- The continued implementation of Personalised Learning Pathways (PLP's) to assist the engagement of Aboriginal students and community. These have been reviewed and

updated on a regular basis. PLP's were formulated with the assistance of classroom teachers, the school's Aboriginal Education Officer (AEO) and Aboriginal students and their families;

- The Aboriginal Education Team successfully winning the 'Excellence in Aboriginal Education' category in the 'Champions of the West' Campaign. Our focus was 'Developing Strong Aboriginal Student Leaders'. The prize was \$10,000.00. Our student leaders were recognised by Channel 7 News and in the local newspapers for their outstanding leadership skills;
- Stage 3 girls taking part in the school based Sista Speak program lead by the school's AEO. The culmination of this program was our very successful Sista Speak Café run in our Stephanie Alexander Kitchen;
- A student designed NAIDOC T-shirt, subsidised by the Tharawal Board, was purchased for every student and staff member at John Warby Public School. The staff and students wore them proudly at events where culture was celebrated and recognised including NAIDOC Day celebrations, Cultural Immersion camps and Heartbeat excursions;
- Purchasing culturally decorated CoS Junior AECG polo shirts for the school's AECG leadership team;
- Employing a male AEO to facilitate a program with the Stage 2 and Stage 3 Aboriginal boys, culminating in a dance performance as part of a traditional smoking ceremony and didgeridoo performance that opened the Junior AECG Mini Fete;
- Holding another very successful Junior AECG Mini Fete that was celebrated by the local community. The students raised funds to support Aboriginal Education resources and programs within the school;
- Two teaching staff members participating in the Stronger Smarter program, two executive staff members participating in the Healthy Country – Healthy Culture program run by the NSW AECG and two teaching staff members attending the Cultural Immersion camp.

Multicultural and anti-racism education

John Warby Public School is made up of a diverse population from various cultural backgrounds including Aboriginal, Tongan, Samoan, Fijian, Maori, Romanian, Spanish, Anglo-Saxon and Arabic. Our EAL/D students in 2016 made up 26% of our school population.

The school did not receive a staff allocation in its Staff Establishment for the employment of an ESL teacher. The school used its EAL/D RAM funding to employ an ESL teacher for 6 hours per week.

Our EAL/D students have diverse talents and bring a wide range of prior learning and life experiences to their learning. The majority of our EAL/D students are not literate in their first language and are developing their literacy skills in English. They require teacher time and

support to further their language proficiency.

Our ESL teacher has supported students within their own classrooms through small group work and individual instruction through lessons focused on improving each student's understanding of English across all Key Learning Areas. Our ESL teacher worked collaboratively with classroom teachers on planning and implementing programs with a language focus for our EAL/D students.

The ESL teacher collaborated with other specialist teachers and classroom teachers to ensure accurate English language outcomes were reported to parents and caregivers. Parents and caregivers are provided with information on their child's EAL/D intervention and progress as a component of their student report each semester.

Our ESL teacher has attended network meetings throughout the year. All teachers access NAPLAN data as well as whole school and classroom based assessments to plan appropriate learning opportunities for all students.

The school has an Anti-Racism Contact Officer (ARCO) who is a member of our Learning and Support Team. Racism is included in the school's behaviour level system and all students involved in Racism incidents are referred to the ARCO for relevant guidance and counselling.

Our school celebrates Harmony Day each year. The school funded a visiting performance that all students attended. We also celebrated Harmony Day through a variety of rotational activities and the production of unique art works which expressed student's cultural identities.

The school's Positive Behaviour for Learning (PBL) initiative continues to create a culture of acceptance, appreciation and collaboration among students in all aspects of school life.

Other school programs

Chaplaincy Program

John Warby Public School employs a Pastoral Carer who works full-time between our school, Airs High School and Ambarvale Public School. This means he rotates between working one to two days per week at our school across the school year. This position is jointly funded under the National School Chaplaincy Program and school funding. The sponsor (employer) is Genr8, a combined churches organisation responsible for administering the Federal Government funding.

Our Pastoral Carer's role is to provide welfare and pastoral support to the school community, with a focus on the needs of students, staff and families. In 2016, our Pastoral Carer supported the gardening group, breakfast club, sports groups, reading support, parent meetings, camps and excursions. He also addressed students at both the ANZAC Day and Remembrance Day Services.