

John Warby Public School

Annual Report



2017



4479

Introduction

The Annual Report for **2017** 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.

Ann Kitchin

Principal

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Message from the Principal

John Warby Public School provides a dynamic learning environment based on best practice for its students and community. Our school focus in 2017 was on improved quality teaching and learning, specifically related to literacy, numeracy and community engagement. The school employs an Instructional Leader to implement the Early Action for Success program (EAfS) for our Kindergarten to Year 2 students and a Deputy Principal to mirror the EAfS program across the Year 3 to Year 6 classes. The school implemented targeted professional learning across the school to build the capacity of staff. Initiatives and programs implemented have provided ongoing support within all classrooms. led to significant improvements in student learning outcomes and resulted in improved teacher quality. The school continues to update classroom technology and improve the physical learning environments within the school. The school was extremely fortunate to be able to engage 'Matavi' through the Songroom in 2017 to provide a Pacific Island Cultural program that engaged students, staff and community members in music, dance and Pacific Islander cultural activities culminating in a number of performances both within and outside of the school. I would like to thank the school community for their continued support of school initiatives and events.

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

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 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

In preparation for this meeting, evidence was prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence.

Learning The school's strong focus on formative assessment and embedding Learning Intentions and Success Criteria (LISC) across the school, combined with a renewed focus on Positive Behaviour for Learning (PBL) has seen a major shift in the Learning Culture of the school from a behaviour focused environment to an environment where students are actively engaged in their learning, teaching time is valued and there has been a positive improvement in student performance indicators across the school.

Positive, respectful relationships have been developed with all cultural groups and the school is focused on building educational aspirations in our students and community. The school demonstrates a commitment to improving teacher practice and student outcomes. Professional learning is strategically planned and timetabled to address the school priorities. We provide a positive environment for student learning and our students are increasingly taking responsibility for their own behaviour and learning goals.

The effective implementation of Wellbeing procedures is a strength at our school. The varied processes and comprehensive practices in place demonstrate our school's commitment to understanding and supporting the cognitive, emotional, social, and physical wellbeing of all students. The school has clearly defined strategic frameworks in place that draw on, and effectively use, the expertise of our school and community to support individual learning including our School Counsellor, Pastoral Carer, Occupational Therapist and Speech Therapist. There is a strong focus on quality teaching and professional practice to provide students with relevant opportunities to connect, succeed and thrive. Student wellbeing is consistently addressed through scheduled Learning and Support Team meetings, PBL meetings and the analysis of data. Targeted professional learning is provided to ensure staff maintain currency in supporting student's needs.

The school has an integrated approach to quality teaching, curriculum planning and delivery that is responsive to meeting the learning needs of all students. There is a focus on quality teaching and assessment, led by the Instructional Leader and Deputy Principal across the school, with data used to inform teaching programs to differentiate curriculum delivery providing students with individualised instruction. Genuine and authentic feedback is given and received to explicitly address areas for improvement and celebrate the progress and growth achieved. There is systematically planned, ongoing collaborative professional learning through the 'Reciprocal Teaching' process resulting in the continuity of learning excellence for all students. The school has explicit and consistent school-wide practices in place for assessment and reporting and these are used to monitor, plan and report on student learning across the curriculum. Embedded formative assessment processes, Bump It Up Walls and Individual Learning Goals are used in classrooms and the assessment process is individualised to the student.

Teachers use explicit processes to collect and analyse student performance data and use this information to effectively plan for further learning. Written reports to parents include students' strengths and areas for growth based on agreed school-wide assessment practices. Analysis of PLAN data is continually used to monitor, track and report on student performance. Analysis of SCOUT data indicates that our students are showing growth in the school's 'value-added results'. Increasing the consistency of these results is an area for further improvement. Increasing the percentage of students that consistently achieve results at or above national minimum standards will be an ongoing goal for improvement along with improving the percentage of students achieving results in the highest NAPLAN bands. Teachers regularly use internal data to track student achievement, however, there is still some inconsistency with this procedure across different stages. The school will continue to implement professional learning around consistent teacher judgment.

The results of this process indicated that in the domain of **Learning** our school was assessed as Delivering in the area of Student Performance Measures; Sustaining and Growing in the areas of Learning Culture, Curriculum and Learning, and Assessment and Reporting; and Excelling in the area of Wellbeing.

Teaching At John Warby Public School the Deputy Principal and Instructional Leader work shoulder to shoulder with classroom teachers, provide demonstration lessons in pertinent areas and mentor staff to be continually developing a culture of effective classroom practice using evidence-based teaching strategies across the school. The school's 'Reciprocal Teaching' program has allowed staff to observe the teaching practice of others and provides the opportunity for regular and ongoing quality reflection and feedback on effective classroom practices. The school's focus on formative assessment through Learning Intentions and Success Criteria (LISC) combined with Bump It Up Walls has provided students with teaching at their 'point of need' and allowed for effective, timely and succinct feedback to drive improved student learning.

Assessment and performance data is used to drive the teaching and learning cycle across the school. The school uses both external and internal student data sources to monitor progress and achievements and to plan for future improvements in learning outcomes. Sources of data used include NAPLAN, SCOUT, Learning Continuums, PLAN, Bump It Up Walls, Attendance and student incidents, both positive and negative, from PBL. The school provides professional learning for teachers to build skills in the analysis, interpretation and use of data. External data is shared with the wider school community at a P&C meeting. Data is regularly shared and analysed by staff in both Staff Meetings and Stage Meetings and the results inform classroom programs and future school directions.

Staff, teachers and SAS staff work collaboratively together to improve student outcomes across the school. There is a culture of collegial support and respect. SASS staff participate in Staff Meeting Professional Learning that is relevant to their roles within the school and work closely with teaching staff on implementing targeted programs to support students in all areas of school life, whether it is assisting with the school attendance bus, running breakfast club, organising activities during breaks or assisting with school beautification projects.

All staff work together to provide the best for the students at John Warby Public School. Teaching staff, using the 'Reciprocal Teaching' program are provided with scheduled ongoing mentoring and feedback through collaboration and feedback. Regular stage collaboration time has been built into the school calendar each term, however, the lack of casuals has impacted on this program in 2017.

Annual Executive Planning time is allocated to evaluate the programs and progress in the current year and to plan effectively for following years. Professional Learning is highly valued by the school with teachers eagerly seeking opportunities to enhance their skills. The leadership team ensures that professional learning is closely aligned to the strategic directions of the school plan, with outcomes monitored through impact on student results. All staff are actively involved in planning their own professional development linked to their performance and development plans (PDPs). Staff and stage meetings are strategically planned and link to the school plan, targets and school focus areas. There is a focus on improving the teaching methods of staff in Literacy and Numeracy and professional learning activities focus on building teachers' understandings of effective teaching strategies in these areas. Teachers have a growing understanding of their responsibilities in maintaining and developing their professional standards. This is reflected in staff performance and development plans (PDPs) and their engagement in a variety of collegial networking opportunities. Beginning teachers have been supported by mentors to plan and submit their accreditation and experienced staff have been encouraged to explore the options for seeking higher levels of accreditation. The Deputy Principal is currently undertaking the Principal's Credential.

The results of this process indicated that in the School Excellence Framework domain of **Teaching** John Warby Public School was assessed as Sustaining and Growing in the areas of Effective Classroom Practice, Data Skills and Use, Learning and Development and Professional Standards; and Excelling in Collaborative Practice.

Leading The school solicits feedback on school performance through Tell Them From Me survey and an annual school survey. Our parents are invited to the school to learn about initiatives, such as the NDIS, support available from our Speech Pathologist and Occupational Therapist and PBL initiatives.

John Warby Public School collaborates strongly with the Airs/Bradbury Community of Schools (Cos), participating in termly planning meetings, annual professional development activities and are actively involved in cultural activities initiated by the CoS. All activities support the effective implementation of the school plan.

The school has in place a leadership model that encourages staff to lead initiatives within the school while being mentored by an executive member of staff. Opportunities for relieving in leadership positions are advertised across the school to develop the leadership potential of all staff.

The school has developed strong relationships with a variety of external agencies with the aim of improving the educational opportunities of students. We actively participate in the First Foot Forward and Heartbeat programs organised by the Western Sydney University. Our Breakfast Club is supported by Oz Harvest and we have undertaken a strong islander cultural program based on creative arts supported by the Song Room Foundation in 2017.

The current three-year plan, developed in consultation with the wider school community, is monitored and adjusted yearly in response to system priorities and changing needs. Professional Learning meetings are allocated twice a term for Strategic Direction teams to monitor the progress achieved on milestones and the improvement in achievement measures identified on the school plan using SMART, SPARO and PLAN data. All staff are members of at least one strategic direction committee, contribute to tracking the milestones and can articulate each strategic direction of the school plan, its purpose and current initiatives.

Our school continually endeavours to engage in community consultation and evaluation is welcomed and celebrated. Over the current three-year planning cycle the school has consolidated the appointment of the Instructional Leader to lead improvement in years K to 2, employed a Deputy Principal to lead improvement in years 3 to 6, appointed an additional Assistant Principal from School Funds to assist in driving the implementation of the school plan and engaged external providers to support the varied needs of the students from Preschool to Year 6 at our school.

The school leadership team annually develops a comprehensive budget to ensure that school funds are used strategically to maximise learning outcomes for students and that appropriate resources are available to effectively implement the school plan and strategic directions. School spaces are used flexibly, allowing for our Breakfast Club, Activities Room, Stephanie Alexander Kitchen Garden, Song Room activities, Aboriginal Cultural Room and the Engine Room for Occupation Therapy sessions. Our school is regularly used as a community resource by the local Islander church group providing further income to the school.

The leadership team regularly communicates school priorities to all members of the school community. The school reports progress and areas for development through the annual school report, published on the school website. This is supported by regular communication through the school newsletter, Skoolbag app, Facebook page and P&C meetings.

Further development of the management systems, structures and processes of the school, aligned with merging DoE policies, will underpin ongoing school improvement. Clear and streamlined processes are in place to ensure effective delivery of plans, meetings and data collection as well as information sharing between all stakeholders. The school leadership team collaborates to communicate timetables for Reciprocal Teaching visits, expectations of Learning Intentions and Success Criteria, regular evaluation of Performance and Development Plans and School Plan evaluations.

In the domain of **Leading** our school was assessed as Sustaining and Growing in the areas of Leadership, School Planning, Implementation and Reporting, School Resources and Management Practices and Processes.

Our self-assessment and the external validation process will assist the school to refine our school 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/sef-evidence-guide>

Strategic Direction 1

Engage students through innovation and best practise to develop a 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 supported by the Instructional Leader role K–2 and the Deputy Principal role Literacy/Numeracy 3–6.

Student leadership was a key area of focus, ongoing from 2016. The leadership portfolio process was refined and implemented, leading to 14 students choosing to participate in the process. Peer Support was run during the year, allowing Stage 3 students opportunities to lead small groups across the school.

Students continue to be supported in critically reflecting on their learning through the ongoing implementation of Learning Intentions and Success Criteria across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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).	1.0 FTE Deputy Principal; 2 x 0.37 FTE Student Learning Support Officers; 78 hours for casual Student Learning Support Officers * Socio-economic background \$211,048.00	Reading Targets Year 3 2017 – 90.8%; actual – 76.5% Year 5 2017 – 63.6%; actual – 78.8% Writing Targets Year 3 2017 – 90.8%; actual – 89.9% Year 5 2017 – 77.4%; actual – 78.8% Numeracy Targets Year 3 2017 – 94.1%; actual 74.2% Year 5 2017 – 77.4%; actual – 79.4%
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).	See above	Reading Targets Year 3 2017 – 12.2%; actual – 8.8% Year 5 2017 – 12.8%; actual 6.1% Writing Targets Year 3 2017 – 19.4%; actual 15.2% Year 5 2017 – 1.5%; actual 9.1% Numeracy Targets Year 3 2017 – 8.9%; actual 3.2% Year 5 2017 – 4.9%; actual 0%.
Students demonstrating NAPLAN growth in line with, or better than, state achievement.	See above	Year 5 2017 Reading Target 51.2%; actual 50% Writing Target actual 53.1%. Numeracy Target 50%; actual 60.6%
70% of students K–2 and 60% of students 3–6 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.	0.2 FTE Instructional Leader * Socio-economic background \$31,078	Kindergarten Reading – 41% Comprehension – 41% Writing – 27% Year 1 Reading – 84% Comprehension – 84% Writing – 37% Year 2 Reading – 63% Comprehension – 26% Writing – 21%

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
70% of students K–2 and 60% of students 3–6 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>Year 3 Reading – 80%, Comprehension – 56%, Writing – 32%, Place Value – 69%</p> <p>Year 4 Reading – 54%, Comprehension – 45%, Writing – 27%, Place Value – 30%</p> <p>Year 5 Reading – 42%, Comprehension – 41%, Writing – 38%, Place Value – 79%</p> <p>Year 6 Reading – 52%, Comprehension – 33%, Writing – 21%, Place Value – 63%</p>
100% of teachers using Best Start and PLAN data to guide programming.	See above	All teachers K–6 enter PLAN data for Literacy & Numeracy. PLAN data collated and shared.
100% of teachers effectively using Learning Intentions and Success Criteria within their classrooms.	See above	LISC used for Writing lessons in all classrooms. Some teachers have chosen to use LISC during other lessons. Bump It Up Walls were established in classrooms and supported student tracking of improvement in Writing.

Next Steps

Following the school's process of reflection and self–assessment the future directions are as follows:

NAPLAN targets 2018:

At or above: Reading Year 3 – 78%, Year 5 – 80.3%, Year 7 – 86.7%; Writing Year 3 – 91.4%, Year 5 – 80.5%, Year 7 – 75.6%; Numeracy Year 3 – 75.7%, Year 5 – 80.9%, Year 7 – 97.8%.

Proficiency: Reading Year 3 – 10.3%, Year 5 – 7.6%, Year 7 – 8.9%; Writing Year 3 – 16.7%, Year 5 – 10.6%, Year 7 – 16.3%; Numeracy Year 3 – 4.8%, Year 5 – 1.5%, Year 7 – 1.5%.

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 continued to celebrate the achievements of our students with the school community. Community engagement activities were undertaken on a regular basis which included Coffee Kart, Art Café, Yarn Meetings, Community BBQ, and Grandparent's Day, resulting in improved parental involvement in school activities. The school continued to undertake beautification programs which included the establishment of an outdoor learning area, replacement of assembly area shade cloths and playground painting linked to the Collective Impact program. Parents and students were appreciative of the changes to the school environment and further works are planned for 2018. The school celebrated it's cultural diversity through Harmony Day and NAIDOC celebrations, Reconciliation and Sorry Day ceremonies and the annual Junior AECG mini fete. Parents and community members worked with staff to provide opportunities for our students to participate in a range of activities to support cultural inclusiveness. In 2017 our school implemented 'Song Room', allowing all students to learn about Polynesian culture and participate in dance performances. All classes completed weekly lessons, culminating in a whole school performance that was highly valued and attended by parents, community members and principals from our Community of Schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
5% increase in parents/carers involved in the PLP process.	School operational funding (\$1,500). Socio-economic background (\$25,394.00).	25% of parents contacted by AEO's to support the process. 15% of parents contacted by teachers to support the process.
5% increase in parents/carers actively involved in the IEP process.	See above	IEP process involving parent consultation and discussion occurred for 100% of students in Support Unit. Parents contacted regarding IEP's for students in mainstream setting.
5% increase in parents/carers attending 3 Way Learning conferences.	School operational funding (\$500)	All parents/carers were invited to be a part of 3 Way Learning conferences – 5% increase based on 2016 data.
5% increase in positive student behaviour incidents recorded each term.		47% of incidents recorded on the school monitoring system were positive as compared to 2016 data.
1% improvement in attendance rate.		The attendance rate decreased by 1% as compared to 2016 data.

Next Steps

Community links will be a focus for 2018 and beyond with specific workshops and information sessions to be held throughout the year with the support of the Community Liaison Officer.

The Personalised Learning Pathways (PLP's) and Individual Education Programs (IEP's) process will continue to be supported by evaluations of the proformas used and ways to involve parents/carers.

The success of the 'Song Room' program has led to the school purchasing drums, ukuleles, aboriginal cultural instruments and establishing a music room. The school is planning to employ an SLSO to support Pacific Islander students from 2018 onwards.

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

Reciprocal Teaching continued to underpin professional discussion around improving teacher practice across the school. All teachers participated in at least two rounds of Reciprocal Teaching per semester, allowing staff to observe the practice of colleagues and discuss areas for improvement.

Learning Intentions and Success Criteria (LISC) visuals were finalised and 'Bump It Up' walls were implemented in all classrooms, linked to writing and learning goals. A number of staff chose to implement LISC in other KLA's. Observations of LISC was an integral part of the Reciprocal Teaching process, with discussions linked to their effectiveness and student use of the success criteria.

Three staff members participated in training in the Stronger Smarter pedagogy. Ongoing training will be offered in 2018. The 'Aboriginal 8 Ways of Learning' continues to be embedded in teaching programs and classroom practice, with 'Check In, Check Out' being implemented in classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% teachers undertake professional learning to drive quality teaching in the classroom.	0.3 FTE teaching staff Socio-economic background (\$32,472.00). Aboriginal background loading (\$1250.00) Overtime for AEO's 4 x casual teacher days	Reciprocal Teaching processes undertaken by all staff to support improved teacher practice. Staff are using 8 Ways in their programs. Symbols are inserted into programs where links are made. Stronger Smarter Professional Learning will be held in Term 1 2018. Aboriginal Education lessons will be taught in all classrooms with the support of our AEO for all students.
Formative assessment practices evident in all classrooms.		All students supported in their learning by the use of Learning Intentions and Success Criteria across the school.
100% staff engage in professional learning linked to improved engagement and quality teaching models ('Maths Building Blocks', FoR, L3, PBL).	See above	All staff participated in professional learning linking to improved teacher practice.
All teachers making progress towards the achievement of their Professional Goals as outlined in their annual Performance and Development Plan.	License purchased for all teaching staff for MyPL Goals Socio-economic background (\$2000.00)	All staff active participants in the development of own Professional Development Plans linked specifically to the School Plan.
All SAS staff making progress towards the achievement of their Professional Goals as outlined in their annual Performance and Development Plan.		All SAS staff active participants in the development of own Professional Development Plans linked specifically to the School Plan.

Next Steps

The Spirals of Inquiry process will be investigated and implemented across the school to support ongoing professional teacher learning, linking directly to student need. This evidence-based process will allow all staff to work collaboratively across stages to determine 'best practice' in all areas of school life.

Formative assessment practices will continue to be implemented in all classrooms. Writing will continue to be a focus area, however staff will be encouraged to use LISC across all KLA's and provide feedback to students in a timely manner.

All staff will continue to be supported in writing their Performance and Development Plan by the school leadership team.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding provided to the school in this area has allowed for: the employment of Aboriginal Education Officers (AEO); the employment of an Aboriginal Student Learning and Support Officer (SLSO); teacher release for the Pathways (PLP) process; provided support for Aboriginal Community of School activities; and allowed for the purchase of additional resources to support Aboriginal Education across the school including Daren Dunn's 'Get Black on Ya Feet' program. Overall expenditure \$97,854	In 2017 21% of our student population were Aboriginal. The development and updating of PLP's 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 Sista Speak activities, Bro Speak activities, the 'Get Black on Ya Feet' program, participation in the Sorry Day service, participation in Aboriginal CoS activities and the transition to high school activities. 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 school was able to further develop its relationship with our Aboriginal community as well as the Campbelltown Local AECG.
English language proficiency	The school used its funding to employ an EAL/D teacher for 4 hours per week and to purchase resources to support the program. Overall expenditure \$15,478.	The EAL/D teacher provided targeted interventions to identified students within their own classrooms through both small group work and individual instruction. Support and guidance has been provide to classroom teachers so they are able to best support students. 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.
Low level adjustment for disability	Funding received in this area has allowed the school to: employ a permanent Learning and Support Teacher (LaST); employ a temporary (0.2) LaST; employ temporary Student Learning Support Officers (SLSO); and employ casual SLSO's to meet emergency requirements of high needs students P-6. Overall expenditure \$171,865.	The LaST devised and monitored targeted programs for SLSOs to work on with identified students; devised an SLSO timetable to provide equitable access for identified students and students with Integration Funding Support; developed and implemented a Wellbeing Action Plan in collaboration with the Learning and Support Team; and assessed new students to identify and cater for their learning needs and establish a relationship with the family. 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.
Quality Teaching, Successful Students (QTSS)	Funding received in this area has allowed the school to: employ an additional temporary staff member to provide release time to the school's executive	The implementation of this initiative across the school has allowed executive staff members to engage in additional mentoring and support of their staff through strategies such as team teaching, demonstration lessons and the provision of additional

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>teachers. Total expenditure \$33,011.</p>	<p>collaboration time. This 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>Socio-economic background</p>	<p>Funding received in this area has allowed the school to employ: a 1.0 FTE Deputy Principal; a 0.2 FTE Instructional Leader; 1.821 FTE Classroom Teachers; 1.288 FTE SLSO's; a 2 day per week Occupational Therapist; a 2 day per week Speech Pathologist; 0.05 FTE General Assistant; 0.178 FTE School Administration Officer; 0.170 FTE Community Liaison Officer; 0.2 FTE Pastoral Carer; and Casual SLSO's and teachers for stage planning and professional learning release. Funding has also been utilised to upgrade teaching resources for Literacy, Numeracy, Preschool, Library, the Positive Behaviour for Learning (PBL) program, the Stephanie Alexander Kitchen Garden (SAKG) program, Early Action for Success (EaFS), and to participate in the Song Room Program. Total expenditure \$527,614.</p>	<p>Employment of additional staff, in a variety of roles across the school, has allowed for the successful implementation of programs and reforms to raise the expectations for success of all members of our school community. We enhanced and improved the teaching and learning practices within the school through strong instructional leadership resulting in improved teacher practice, increased student participation and engagement in learning and improved learning outcomes for all students. Targeted programs aimed at identified students were implemented and resulted in improved word attack and vocabulary skills. Planning time across the school 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, improving both the engagement and behaviour of students. We implemented explicit lessons based on our values resulting in an improvement in negative incidents across all behaviour levels over 2017. A variety of resources were sourced to ensure all environments across the school were relevantly equipped learning spaces and that all students had the necessary equipment to fully engage with their learning. An Occupational Therapist and Speech Pathologist supported students to fully access the curriculum 2 days per week each throughout the year. Engaged 'Matavi' through the Songroom to provide a Pacific Island Cultural program that engaged students, staff and community members in music, dance and Pacific Islander cultural activities culminating in a number of performances both within and outside of the school.</p>
<p>Support for beginning teachers</p>	<p>Funding received in this area has allowed the school to employ temporary teachers to release beginning teachers for 2 hours per week and release experienced mentors to provide additional support to beginning teachers for 1 hour per week. Total expenditure \$26,900.</p>	<p>The school employed both a temporary and a permanent beginning teacher during 2017. Additional teacher release, 2 hours per week, was provided to both teachers and a mentor appointed from the senior executive staff to work closely with them on developing their skills and abilities as quality classroom practitioners in addition to supporting them with the preparation of their accreditation. Both teachers were provided with additional shoulder to shoulder support with their teaching practice within the classroom and were supported to develop quality practices around all aspects of teaching and learning. The temporary teacher successfully completed her accreditation in 2017.</p>

<p>Early Action for Success</p>	<p>Funding received in this area allowed for the employment of an Instructional Leader 4 days per week. Total expenditure \$124,310. This was supplemented through Socio-economic Background funding.</p>	<p>Instructional Leader provided timetabled shoulder to shoulder professional support and sourced appropriate professional learning for Early Stage 1 and Stage 1 teachers. Ensured that professional learning provided was personalised and specific to the identified needs of individual teachers with a focus on the explicit unpacking of continuum cluster markers for Aspects of Reading and Writing. Relevant data was regularly collected, collated and analysed to evaluate progress, customize interventions and inform teacher practice. In class support for targeted students was undertaken with an explicit focus on writing. The whole school Assessment Plan was reviewed and revised in consultation with the Principal and Deputy Principal and shared with whole school. Data Wall updated and shared with relevant staff. Staff now use data to guide their programming and planning. Data is regularly shared during grade and stage meetings. Home Reading Heroes program successfully launched. Successful Kindergarten Orientation and transition to school program implemented to maximize success for these students in the new year.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	115	111	105	122
Girls	93	83	97	82

The school has sustained similar enrolment numbers over the last two years. An increase in enrolments due to the Housing Renewal Project in the community has not yet eventuated, however this may still occur over the coming years.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	89.8	90.9	93.1	89.8
1	89.7	88.7	94.1	92.5
2	93.4	89.2	90.3	92.2
3	92.9	92.8	90.9	88.6
4	93.3	86.2	93.7	88
5	87	91.1	91.8	93.8
6	89.8	86.3	90.5	93.8
All Years	90.9	89.5	92.1	91.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The school recorded a 1% decrease in attendance during 2017 as compared to 2016 data. 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 at whole school assemblies. The school continues to monitor and review the strategies being implemented to improve student attendance.

Class sizes

Class	Total
KM	16
K/1G	18
1/2T	22
2/3	25
3/4D	26
4/5A	25
5/6B	24
5/6W	26

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	9.55
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.2
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	8.67
Other Positions	0

*Full Time Equivalent

The above table represents established positions at John Warby Public School. The school funds the following above establishment positions either part or full time: Deputy Principal; Instructional Leader; Classroom Teachers; EAL/D Teacher; School Administration Officer; Community Engagement Officer;

Aboriginal Education Officer; General Assistant; School Learning Support Officers; 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 2017 the school employed seven 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 2017 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 staff completed 591 hours of registered and 265 hours of non-registered professional learning, equating to 856 hours across the school.

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. Two staff members also participated in Drama workshops with the Sydney Theatre Company, and led professional learning for all staff. The school participated in five staff development days during 2017. 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, Maths Building Blocks and PBL. Teaching staff undertook planning sessions for each teaching stage and both teaching staff and SLSO's 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 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 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 Stronger Smarter training. 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, PBLTeam, Preschool staff and the AEO attended local network meetings throughout 2017. 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 Geography Syllabus; Formative Assessment and LISC; PBL; Live Life Well; and Collective Impact.

The school employed two teachers in 2017 who were working towards their 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 fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	473,281
Revenue	3,847,907
Appropriation	3,728,323
Sale of Goods and Services	84,826
Grants and Contributions	32,435
Gain and Loss	0
Other Revenue	0
Investment Income	2,324
Expenses	-3,842,331
Recurrent Expenses	-3,842,331
Employee Related	-3,508,282
Operating Expenses	-334,049
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	5,576
Balance Carried Forward	478,857

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 and 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 operated on all school days. The Trading Profit and Loss Statement for the Canteen is available from the school. Funds carried forward into 2018 will be used to employ additional staff to support the implementation of the 2018–2020 school plan and to continue to update the learning environments within the school.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,480,362
Base Per Capita	37,438
Base Location	0
Other Base	1,442,924
Equity Total	812,811
Equity Aboriginal	97,854
Equity Socio economic	527,614
Equity Language	15,478
Equity Disability	171,865
Targeted Total	673,483
Other Total	660,864
Grand Total	3,627,520

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.

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. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the *Premier's Priorities: Improving education results*, schools are required to report on their students' performance in the top two NAPLAN bands in Reading and Numeracy. In the area of Reading 8.8% of students in Year 3 and 6.1% of students in Year 5 achieved results in the top two bands. In the area of Numeracy 3.2% of students in Year 3 and 0% of students in Year 5 achieved results in the top two bands.

Another reporting requirement from the State priorities: *Better services – Improving Aboriginal education outcomes* is for schools with significant numbers of Aboriginal students (10 or more in a NAPLAN cohort) to report the percentage of Aboriginal students in the top two NAPLAN bands. John Warby Public School did not have 10 or more students in the Year 3 or Year 5 cohort in 2017.

Parent/caregiver, student, teacher satisfaction

In 2017 the school sought the opinions of parents/carers, students and teachers about the school through surveys and focus groups. Their responses are presented below.

- 93% of students indicated that they were very happy or fairly happy with the school;
- 82% of staff indicated that they were highly satisfied or satisfied with the school; and
- 63% of parents/carers indicated that they were highly satisfied or satisfied with the school.

Findings: Strongly Agree or Agree

- John Warby PS is an attractive and well-resourced school – 63% parents/carers, 20% staff, 31% students;
- The school maintains a strong focus on Literacy and Numeracy – 84% parents/carers, 100% staff, 86%

students;

- Teachers create a happy and positive learning environment – 95% parents/carers, 100% staff, 71% students;
- The school is connected to its community and welcomes parental involvement – 53% parents/carers, 40% staff, 50% students;
- There is good student access to computers and strong technology programs and resources – 74% parents/carers, 40% staff, 0% students.

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

- supported the needs of individual students;
- implemented extra-curricula activities (Song Room in particular);
- improved communication with parents/carers;
- dedicated and supportive teachers and SLSO's.

Areas for further investigation include:

- beautification and resourcing of the classrooms and playground;
- updating/refining homework expectations;
- ensuring students have access to computers/technology and teachers are supported in implementing appropriate programs.

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 2017 student population consisted of 21% 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 2017 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;
- Stage 3 girls taking part in the school based

SistaSpeak 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;

- Employing Daren Dunn to run the 'Get Black On Ya Feet' program for male students across the school who were at risk of disengaging from learning. Cultural lessons and growth mindset were a key factors in the program, which ran fortnightly during the year.
- Employing a male AEO for one day/week to work in the classroom and support both students and teachers;
- 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;
- One teaching staff member and two AEO's participating in training in the Stronger Smarter pedagogy. This training will lead to all staff being supported in undertaking Stronger Smarter online training in 2018.

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 2017 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 4 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 EAL/D 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 EAL/D teacher worked collaboratively with classroom teachers on planning and implementing programs with a language focus for our EAL/D students. The EAL/D teacher collaborated with other specialist teachers and classroom teachers to ensure accurate English language outcomes were reported to parents and carers. Parents and carers are provided with information on their child's EAL/D intervention and progress as a component of their student report each semester.

Our EAL/D 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 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 Hangi for all students and community members which provided an opportunity for parents and carers to come and share their knowledge with the students. Students also participated in the Harmony Day assembly, showing their expertise in polynesian dance and supported by the Song Room program that ran during for all classes during 2017.

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.