

# John Warby Public School Annual Report



2018



4479

## Introduction

The Annual Report for **2018** 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

### School contact details

John Warby Public School

Deans Rd

Airds, 2560

[www.johnwarby-p.schools.nsw.edu.au](http://www.johnwarby-p.schools.nsw.edu.au)

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

4625 8140

### Message from the Principal

John Warby Public School has a strong focus on the continual improvement of learning outcomes for our students, teachers collaboratively sharing pedagogy and increasing the aesthetics of our learning environments. 2018 was the first year of the implementation of our 2018 to 2020 school plan, with our focus on constantly improving quality teaching and learning, specifically related to literacy and numeracy. This is being implemented through building a collaborative learning culture based around positive practices where students are provided with the skills and strategies to be curious about their learning and to think critically and creatively. 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. In 2018 the school commenced the implementation of the 'Spirals of Inquiry' process across the school through ongoing professional learning and collaboration. This has allowed teaching staff to be curious about the effects of their teaching and to implement and monitor changes to their teaching practice which has resulted in improved teacher quality and significant improvements in student learning outcomes. The school has continued to invest in improving the physical learning and playground environments across the school. I would like to thank the school community for their continued participation and support in all school events and initiatives.

## 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, collaborative relationships, embrace cultural diversity and develop outstanding leaders.

### School context

John Warby Public School is situated in the Campbelltown School Network. There are 248 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 20.3% Aboriginal and Torres Strait Islander and 16.8% Pacific Islander. The school is located in the Airds/Bradbury Housing Renewal Project area and it is anticipated that, over time, the percentage of students who live in Department of Housing properties will decline significantly. Many new houses have been constructed within the school's drawing area but this has not resulted in a significant increase in student enrolments to date. It is envisaged that as enrolments increase there will be a change to 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, Woodland Road PS and Airds High School. This network provides opportunities for professional development, Aboriginal learning, 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. 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.

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In the domain of **Learning** the school has focused on providing learning environments that promote a positive and productive culture among students, staff and community members. Positive Behaviour for Learning (PBL) underpins the school's wellbeing system and provides students, staff and community with a framework to support improved consistency across all school settings. Spirals of Inquiry were introduced during 2018, allowing for staff collaboration on a fortnightly basis with specific focus areas for improvement based upon student needs. The school rated itself as Delivering for Student Performance Measures; Sustaining and Growing for Learning Culture, Curriculum, Assessment and Reporting; and Excelling for Wellbeing. Overall the school rated itself as **Sustaining and Growing**.

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 five 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 Delivering for School Resources; and Sustaining and Growing in Educational Leadership, School Planning, Implementation and Reporting, Resources and Management Practices and Processes. Overall the school rated itself as **Sustaining and Growing**.

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 implementation of the Spirals of Inquiry process. Teaching staff were able to determine prioritised focus areas linked to analysis of data, assessment and student work samples. Evidence of student performance was presented at the fortnightly meetings,

allowing for collaborative and critical discussions to occur. Three teams were linked to a curriculum focus, one team was linked to wellbeing and belonging. Performance Development Plans allowed for all staff to embed aspects of the Strategic Directions focus into their goals, ensuring staff knowledge of and commitment to the strategies within the plan. The school rated itself as Sustaining and Growing in Data Skills and Use, Effective Classroom Practice, Learning and Development and Professional Standards. Overall the school rated itself as **Sustaining and Growing**.

Our self-assessment 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

### Collaborative Learning Culture

#### Purpose

To establish a learning community that provides planned opportunities for staff and students to participate in collaborative processes, linked to professional learning to improve teacher practice, and improvement of student literacy and numeracy outcomes.

#### Overall summary of progress

The Spirals of Inquiry process was investigated, discussed, planned and implemented during 2018. The aim of the process is to support the professional learning of teaching staff, linked to data analysis and student need. The process of the Spiral of Inquiry allows for focus areas to be determined, evidence to be shared and critical discussion to occur about student progress linked to research and best practice. To support the implementation, class teachers were provided with an iPad to record evidence of student learning. A designated meeting area and timetabled sessions were also embedded into school culture with all staff agreeing to protocols around expectations and attendance. Four teams were created, three linked to curriculum and one linked to belonging. Teams met fortnightly, facilitated by the Instructional Leader K–2 and the Deputy Principal 3–6 on alternative weeks. Focus areas throughout the year included Mathematics, Writing, The Learning Pit and Belonging.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student outcomes linked to internal and external assessment data.	Various SLSO's Deputy Principal • Socio-economic background (\$189273.00)	Internal data shows that students meeting expected growth in English is varied across the school. Targets were exceeded in Kindergarten, Yr 2 and Yr 5, with most grades remaining the same. Students meeting expected growth in Mathematics is also varied however targets were exceeded in Kindergarten, Yr 3 and Yr 6.
Increased percentage of students demonstrating expected growth in Literacy.		Literacy growth in NAPLAN data is not able to be compared to previous years as it was completed online for the first time in 2018. New Literacy growth targets have been determined for 2019.
Increased percentage of students demonstrating expected growth in Numeracy.		Numeracy growth in NAPLAN data is not able to be compared to previous years as it was completed online for the first time in 2018. New Numeracy growth targets have been determined for 2019.
100% of teachers actively engage in the Spirals of Inquiry professional learning model.	0.5 Classroom Teacher • Socio-economic background (\$52058.00)	All teachers undertook the Spirals of Inquiry process, with survey results showing staff believed that the process had positively impacted their teaching. Staff stated time spent in professional dialogue with a focus area was most beneficial. A specific focus area for a period of time that allowed change to be embedded into classroom practice was also highly valuable. Spirals of Inquiry to continue in 2019.
100% of teachers confidently using PLAN2 to track student performance against Early Action for Success sub-elements of the National Learning Progressions in literacy/numeracy	0.2 Instructional Leader • Socio-economic background (\$31855.00)	100% of teachers have plotted targeted students against the sub-elements of Creating Texts and Quantifying Numbers. On-going professional learning conversations continue to support staff to ensure data entry is valid.

#### Next Steps

Through the Tell Them From Me survey teaching staff were asked specifically about the Spiral of Inquiry process and the impact on their teaching practice. Overwhelmingly staff indicated that the Spirals of Inquiry process had supported improvement in their teaching pedagogy. The process will continue to be implemented in 2019, with a more specific focus linked to one curriculum area across the school. One group will continue with a wellbeing and belonging focus.

During 2019 staff will be supported in analysing Learning Progressions data with the implementation of data and planning days. This will provide teams with the opportunity to collectively identify trends across grades and stages and give time to collaboratively plan teaching and learning cycles informed by the data analysis.

## Strategic Direction 2

### Positive Practices

#### Purpose

To provide safe, inclusive and stimulating learning environments, supporting an engaged and aspirational school community.

#### Overall summary of progress

Throughout 2018, our school focused on providing safe, inclusive and stimulating learning environments to support an engaged and aspirational school community. Building student leadership capacity was prioritised in the way the Student Representative Council (SRC) operated throughout the year. In Term 1, the SRC was elected through a consistent process across years 1–6 and inducted at a whole school assembly. A classroom teacher was released for 1 hour per fortnight to meet with the SRC and create an action plan to guide their fundraising and initiatives throughout the year. The SRC used their fundraising money to buy new sporting equipment for all students to have access to in the playground after evaluating student needs. The 2018 School Captains, Prefects and Aboriginal Leaders attended the GRIP Leadership Conference at the University of Wollongong to further develop their leadership skills.

Student leadership meetings for all Year 5 students were conducted by the Assistant Principal (Primary) and Instructional Leader, and Student Leadership Portfolios were distributed to aspiring Year 5 students. 33% of Year 5 students took portfolios and, through a consistent voting process, the School Captains, Prefects and Aboriginal Leaders were elected with their induction at the End of Year Presentation Day Assembly.

To improve engagement within the school environment, an Aboriginal mural was created by the Aboriginal Education Officer with student groups from Preschool to Year 6. The artwork created was revealed to the community at a whole school assembly along with a slideshow of the process. Size appropriate furniture for Stage 3 was purchased to make classrooms more comfortable and safe.

To build the social and emotional support across the school, all support staff teachers met for 2 hours fortnightly in a Spirals of Inquiry Process to assess the individual and collective wellbeing of students. Research was conducted on 'Belonging in Schools' and survey data showed that all staff were able to identify strategies used within their classrooms to develop relationships with and between students. Staff Development Day has dedicated time to team building activities that staff could implement in their classrooms, and throughout Term 4 a whole school fitness program was implemented incorporating a Buddy Class System. At this point, anecdotal data has shown high engagement in fitness lessons from Preschool to Year 6 and there is evidence of positive relationships between students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of students who consider themselves a leader within our school.	PBL resources and rewards • Socio-economic background (\$5000.00)	Establishment of a school wide SRC and developing an action plan with the group of students has provided students with the opportunity to develop leadership skills required for the school leadership team. Increased confidence and understanding of leadership has been demonstrated by students and supported by a designated teacher.
Increased proportion of students reporting a sense of belonging, expectations for success and that the school advocates for them.		All students have shown a significant increase in improved relationships with peers across the school and with a range of staff. Improved tolerance and support for peers across grades. Reduced anxiety walking into classrooms once lessons have started.
Increased community interaction with the school.	Catering • Socio-economic background (\$2500.00)	Positive feedback received from students and families. Successful Parent & Principal events each term where community provided feedback into school planning and activities.
All planned infrastructure	Furniture and playground	Internal learning spaces are inviting and class

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
improvements and updates completed.	upgrades • Socio-economic background (\$30000.00)	themes of fictitious places has developed a sense of belonging for all students. Thematic decorations in classrooms are welcoming and demonstrate a feeling of collective belonging. Students refer to their class as a whole group.  Outdoor environment still requires more engaging play spaces.

## Next Steps

Throughout 2019, Positive Practices will continue to be paramount to all areas of the school and for all members of the school community. Kindergarten students will be given the opportunity to be a part of the SRC, and the Student Leadership team will be given opportunities to further develop their leadership skills.

The physical environment of the school will continue to be invested in, with classrooms having furniture replaced and school beautification projects being prioritised. Support teachers will continue to investigate student wellbeing through the Spirals of Inquiry process, and the Principal fully supports mandatory team/relationship building time for Term 1, 2019. The whole school fitness initiative will be assessed and changes will be made as required to continue supporting positive peer relationships and decrease the number of student partial absences (late arrivals).

## Strategic Direction 3

### Future–Focused Learning

#### Purpose

To provide students with the dispositions, skills and strategies to become curious learners who think critically and creatively.

#### Overall summary of progress

Throughout 2018, our pedagogy focused on providing students with the skills, strategies and dispositions to think critically and creatively. The school purchased current technology resources. Our discourse around 'learning' strengthened as did teacher's pedagogical knowledge of empowering students to be resilient and think for themselves when presented with problems.

100% of teaching staff engaged in the Critical and Creative Thinking Course online through Minds Wide Open and three executive staff completed the three–day face to face course. Each of the seven dispositions was explicitly taught, in alignment with Positive Behaviour for Learning practices. We allocated a specific time for Critical and Creative thinking lessons to improve students' ability to develop the skill set needed to engage in open ended tasks.

Current research supporting 'The Learning Pit' and 'Growth Mindset' was explored through the Spirals of Inquiry process. A K–6 tailored 'Learning Pit' was created for our school. We were successful in borrowing a Virtual Reality Kit for Years 3–6 and purchased eight laptops per classroom. Students began experimenting with Robotics, Beebots and Coding Programs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff apply future–focused professional learning to classroom practice.	Professional Learning and Catering (\$3000.00)	All staff, including new staff throughout 2018 have been trained in Critical and Creative Thinking – Minds Wide Open.
Increased frequency in collaborative learning for students, staff, and community.	0.4 Classroom Teacher • Socio–economic background (\$41645.00)	3–6 students collaborated with the Virtual Reality Kit. They collaborated through History Inquiry Units of work. 30% of classes began introducing Science, Technology, Engineering and Mathematics problems.
Increased engagement in regular inquiry based programs.		All students engaged in the disposition lessons and explored the 'learner' qualities required to think critically and creatively.
80% of students K–6 achieve the expected level on the Critical and Creative Thinking Learning Framework in at least six sub elements.		90% of the students that were initially assessed were working below the expected benchmark. Since teaching the dispositions 44.4% of students were open minded and 46% were sometimes, 37.8% most of the time took risks with 37.8% sometimes. The data analysis highlighted the positive growth seen after explicitly teaching the dispositions of a 'learner'.

#### Next Steps

Critical and Creative Thinking will continue to be paramount throughout 2019–2020. Funds will be budgeted to allow for the purchase of Sphero Bolts, BeeBots kits and robotic kits. Allocating classrooms for a technology space has been discussed during a staff meeting. We have proposed double classrooms will be used to store the new technology and teachers will be able to book the space to engage in open–ended inquiry tasks. We anticipate we will be able to book another Science, Technology, Engineering and Mathematics (STEM) Share Kit from the department to support teaching and learning in 2019 (ideas, values and methods).

Teachers will revisit the dispositions of learning through the whole school Social Skills Program taught in Term 1. Kindergarten will begin Critical and Creative Thinking lessons upon starting school. The Strategic Direction 3 committee will support the Science and Technology leaders throughout the roll out of the Science and Technology Syllabus.

Streamlined collaborative planning sessions are being discussed to support teachers in planning integrated units of work that use a range of stimuli and engage students in critical and creative thinking through the use of rich, quality texts based on Geography/History/Science. The executive team are exploring frameworks to support teachers through mentoring/coaching sessions that will focus on programming for critical and creative thinking and inquiry tasks.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Employed an Aboriginal Education Officer; employed an Aboriginal Student Learning and Support Officer (ASLSO); teacher release for excursions; materials for the creation of an Aboriginal Mural; and purchase of additional resources.</p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$79 593.00)</li> </ul>	<p>In 2018 20.3% of our student population were Aboriginal. The AEO facilitated the participation of our Aboriginal students in a wide range of cultural activities increasing their connectedness with their culture. The Junior AECG undertook a range of leadership and cultural activities increasing the whole school's understanding and connectiveness to Aboriginal culture. The PLP process allowed stronger relationships to be built between classroom teachers, Aboriginal students and their families and allowed for targeted interventions to improve engagement levels of Aboriginal students. The community creation of a large Indigenous Mural demonstrates a strong commitment to and value of, Aboriginal Education.</p>
<b>English language proficiency</b>	<p>0.15 EAL/D teacher and classroom resources.</p> <ul style="list-style-type: none"> <li>English language proficiency (\$15 855.00)</li> </ul>	<p>Students were supported to improve their English Language proficiency skills throughout the year and significant progress was achieved for all targeted students.</p>
<b>Low level adjustment for disability</b>	<p>Employed a permanent full-time LaST and a 0.4 temporary LaST; employed a number of SLSO's P-6 to support students with additional needs; and casual SLSOs were employed to support students with high needs.</p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$204 397.00)</li> </ul>	<p>The intensive and effective targeted support of students with additional needs has resulted in significant improvements in appropriate social interactions, an increase in student engagement, both in the classroom and playground, and improved outcomes for identified students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Employment of additional temporary teaching staff to provide release to the school's executive teachers.</p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$47 163.00)</li> </ul>	<p>Additional executive release has allowed support to be provided to teachers P-6 through mentoring, shoulder to shoulder teaching strategies and collaboration.</p>
<b>Socio-economic background</b>	<p>Employment of a 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 planning and professional learning release.</p> <p>Teaching resources and furniture upgraded across</p>	<p>The successful implementation of programs and reforms raised the expectations for success of all members of our school community. Teaching and learning practices were enhanced through strong instructional leadership resulting in improved teacher practice, increased student participation and engagement in learning and improved learning outcomes for all students. Planning time across the school resulted in improved collaboration, more consistency in teacher judgement and an increased knowledge of both curriculum documents and the continuums. PBL initiatives resulted in a significant decrease in negative incidents and suspensions.</p>

<p><b>Socio-economic background</b></p>	<p>the school.</p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$514 493.00)</li> </ul>	<p>The successful implementation of programs and reforms raised the expectations for success of all members of our school community. Teaching and learning practices were enhanced through strong instructional leadership resulting in improved teacher practice, increased student participation and engagement in learning and improved learning outcomes for all students. Planning time across the school resulted in improved collaboration, more consistency in teacher judgement and an increased knowledge of both curriculum documents and the continuums. PBL initiatives resulted in a significant decrease in negative incidents and suspensions.</p>
<p><b>Support for beginning teachers</b></p>	<p>Employment of a temporary teacher for beginning teacher and mentor release.</p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$16 000.00)</li> </ul>	<p>The school employed both a temporary and a permanent beginning teacher in 2018. Support, in both mentoring sessions and shoulder to shoulder support within the classroom, enabled beginning teachers to develop their skills and abilities as quality classroom practitioners and prepare their accreditation. The permanent teacher successfully completed the accreditation process.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>Employment of a 0.2 temporary teacher.</p> <ul style="list-style-type: none"> <li>• Targeted student support for refugees and new arrivals (\$27 412.00)</li> </ul>	<p>Newly Arrived student supported for 1 hour daily with a mix of direct 1:1 support and collaborative in-class support throughout the year. Student made significant progress in English language acquisition, transitioning from Beginning – Limited Language Background to Emerging on the EAL/D Learning Progressions which enabled him to successfully access classroom routines and the curriculum. EAL/D teacher continued to develop skills and knowledge in teaching New Arrival Students.</p>
<p><b>Early Action for Success (EAfS)</b></p>	<p>Employment of 0.8 Deputy Principal Instructional Leader</p> <ul style="list-style-type: none"> <li>• Early Action for Success (\$ 127 418.00)</li> </ul>	<p>Mentored staff, through the Spirals of Inquiry process, in the use of student data, research and evidenced-based current pedagogies to inform and refine teaching practice resulting in greater student engagement and improved learning outcomes.</p> <p>The 1–1 Mentoring program increased the capacity of staff to effectively teach writing and number sense resulting in improved literacy and numeracy outcomes.</p> <p>Professional learning around the National Literacy and Numeracy Learning Progressions and PLAN2 developed staff knowledge of the layout, purpose and use of these tools. Staff learnt how to effectively analyse data and use it to inform the next teaching cycle.</p> <p>In class support through demonstration lessons and team teaching along with collaborative planning resulted in an increase in teacher capacity to effectively teach writing and improved student writing outcomes.</p> <p>Effective supervision of Speech and OT</p>

<p><b>Early Action for Success (EAfS)</b></p>	<p>Employment of 0.8 Deputy Principal Instructional Leader</p> <ul style="list-style-type: none"> <li>• Early Action for Success (\$ 127 418.00)</li> </ul>	<p>contractors ensured interventions were equitable, effective and the learning outcomes of targeted students improved.</p> <p>The P–K Transition program ensured anticipated 2019 staff were well equipped with student knowledge that would ensure a smooth and successful transition to Kindergarten as students were familiar with the staff and understood the expectations of going to big school.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	111	105	122	105
Girls	83	97	82	92

The school had a significant decrease in student numbers at the commencement of 2018 due to the Housing Renewal Project impacting on families in the community. Student numbers gradually increased throughout the year, with an additional class being created with school funds during Term 3 due to a significant increase in enrolments K–2.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	90.9	93.1	89.8	84.7
1	88.7	94.1	92.5	86.6
2	89.2	90.3	92.2	91.8
3	92.8	90.9	88.6	87.9
4	86.2	93.7	88	89.6
5	91.1	91.8	93.8	82.3
6	86.3	90.5	93.8	92.3
All Years	89.5	92.1	91.1	88.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

The school recorded a 3% decrease in attendance during 2018 as compared to 2017 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.

In 2018 Executive staff met regularly with the Home School Liaison Officer to monitor and support attendance patterns. The school continued to use its school bus to support targeted families by collecting their children each morning and bringing them to school. Classroom teachers promoted regular attendance within their classrooms and promptly contacted parents if an attendance issue was identified.

The school gave 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. Due to the 2018 decrease, attendance will be a focus during Spirals of Inquiry sessions in 2019.

### Class sizes

Class	Total
HUNDRED ACRE WD	17
NEVERLAND	17
ASGARD	23
WHOVILLE	24
METROPOLIS	22
EL DORADO	22
ATLANTICA	24

### Structure of classes

In 2018 the school had a straight kindergarten class (Hundred Acre Wood), a straight Year 1 class (Neverland), a cross stage Year 2 and Year 3 class (Asgard), a Stage 2 class (Whoville), a cross stage Year 4 and Year 5 class (Metropolis) and two Stage 3 classes (Eldorado and Atlantica).

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	8.77
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	8.27

\*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 2018 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	79
Postgraduate degree	21

### Professional learning and teacher accreditation

During 2018 all staff engaged in professional learning based on their Professional Development Plans (PDP's) which were linked to school targets and the strategic directions of both the school and the Department.

Both internal and external sources were used to provide a range of training to staff. Focus areas included: Spirals of Inquiry, Stronger Smarter, Critical and Creative Thinking and Learning Capabilities.

The school participated in five staff development days during 2018. All staff, teaching and administrative, participated in sessions on the Code of Conduct, Child Protection, Anaphylaxis and CPR. Teaching staff undertook fortnightly professional learning through the Spirals of Inquiry process, linked to school data and student needs. Focus areas included Mathematics, Writing, Wellbeing and Growth Mindset. Both teaching staff and SLSO's also participated in sessions focused on the evaluation and development of the School Plan and associated milestone documents. Various staff attended EAfS conferences, the Early Career Teacher's conference, the School Counsellor Conference, the Aboriginal Education and Engagement conference, the

Early Years Conference, the local area Primary Principal's Association conferences and a School Executive Planning conference. Four staff members also participated in the School Drama workshops with the Sydney Theatre Company, with one staff member completing additional training in School Drama Hub.

The Principal, an executive staff member, School Admin Manager and School Admin Officer all received ongoing training in the Budgeting Planning Tool. and additional training in SAP . The Principal, School Psychologist – Education, Executive staff, Librarian, LaST, EAL/D teacher, PBLTeam, Preschool staff and the AEO attended local network meetings throughout 2018. Two staff members attended DoE professional learning for the new Science syllabus, and led professional learning for all staff in the school setting.

The school employed three teachers in 2018 who were working towards their Board of Studies Teaching and Education Standards (BOSTES) accreditation. All other teachers 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

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	478,857
<b>Revenue</b>	3,925,483
Appropriation	3,879,630
Sale of Goods and Services	11,826
Grants and Contributions	20,496
Gain and Loss	0
Other Revenue	10,497
Investment Income	3,034
<b>Expenses</b>	-3,706,989
Recurrent Expenses	-3,706,989
Employee Related	-3,368,805
Operating Expenses	-338,185
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	218,494
<b>Balance Carried Forward</b>	697,351

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 changed from a school operated Canteen to a leased Canteen during 2018. The Trading Profit and Loss Statement for the Canteen for the period that it was school operated is available from the school. Funds carried forward into 2019 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.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,397,008
Base Per Capita	47,372
Base Location	0
Other Base	1,349,636
<b>Equity Total</b>	842,072
Equity Aboriginal	79,593
Equity Socio economic	545,727
Equity Language	15,855
Equity Disability	200,897
<b>Targeted Total</b>	718,622
<b>Other Total</b>	703,294
<b>Grand Total</b>	3,660,996

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 our school undertook NAPLAN online. The data from 2018 is not comparable to previous years, and will be used to determine our future school targets for 2019 and beyond.

Our results in Literacy for 2018 were as follows:

Yr 3 Reading – 20% students Band 5 and 6; 45% students Band 3 and 4; 35% students Band 1 and 2.

Year 5 Reading – 4% students Band 7 and 8; 42% students Band 5 and 6; 54% students Band 3 and 4.

Year 3 Writing – 10% students Band 5 and 6; 65% students Band 3 and 4; 25% students Band 1 and 2.

Year 5 Writing – 4% students Band 7 and 8; 48% students Band 5 and 6; 48% students Band 3 and 4

Year 3 Spelling – 45% students Band 5 and 6; 45% students Band 3 and 4; 10% students Band 1 and 2.

Year 5 Spelling – 22% students Band 7 and 8; 30% students Band 5 and 6; 48% students Band 3 and 4.

Year 3 Grammar and Punctuation – 15% students Band 5 and 6; 55% students Band 3 and 4; 30% students Band 1 and 2.

Year 5 Grammar and Punctuation – 9% students Band 7 and 8; 48% students Band 5 and 6; 43% students Band 3 and 4.

Our results in Numeracy for 2018 were as follows:

Year 3 Numeracy – 10% students Band 5 and 6; 50% students Band 3 and 4; 40% students Band 1 and 2.

Year 5 Numeracy – 4% students Band 7 and 8; 48% students Band 5 and 6; 48% students Band 3 and 4.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

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 20% of students in Year 3 and 4.17% of students in Year 5 achieved results in the top two bands. In the area of Numeracy 10% of students in Year 3 and 4.35% 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 2018.

## Parent/caregiver, student, teacher satisfaction

In 2018 the school sought the opinions of parents/carers, students and teachers about the school through surveys and focus groups. Their responses are presented below.

\* 78% 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

\* 77% of parents/carers indicated that they were highly satisfied or satisfied with the school.

### Findings: Strongly Agree or Agree

\* The school encourages parents to contact the school to discuss concerns relating to their child– 79% parents/carers, 93% staff, 53% students;

\* The school has a strong focus on supporting the wellbeing of students – 71% parents/carers, 93% staff, 73% students;

\* The school maintains a strong focus on Literacy and Numeracy – 65% parents/carers, 88% staff, 73% students;

\* Teachers create a happy and positive learning environment in their classrooms– 79% parents/carers, 93% staff, 90% students; and

\* Teachers set appropriate homework – 29% parents/carers, 14% staff, 26% 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 and their families;

\* developed positive relationships with students and their families; and

\* staff who cared for and supported each other.

### The school community (staff, parents/carers and students) reported that areas for further investigation should include;

\* beautification and resourcing of the classrooms and playground;

\* increasing student academic results;

\* ensuring all students are happy, safe and connected to school; and

\* improving the consistency of communication to

families regarding student behaviour.

## 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 2018 student population consisted of 20.3% 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. As well as whole school participation in NAIDOC, Reconciliation and Harmony Day events and celebrations and the First Foot Forward and Heartbeat programs, in 2018 the key initiatives 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 Sista Speak program led by the school's AEO who met for 1 hour per week to discuss cultural women's business. The program culminated with the very successful Sista Speak Cafe in the Stephanie Alexander Kitchen where significant community Aboriginal females and Aunts attended to celebrate together;

- \*The AEO worked weekly with teachers to implement culture rich lessons that aimed at improving and fostering the student's knowledge and respect of Aboriginal culture;

- \* Employment of a male ASLSO for one day per week to support both students and teachers with student outcomes, attendance, well being and connection to culture;

- \* A very successful Junior AECG Fun Day that was led by the Aboriginal School Leaders. It was a series of cultural based games and activities that were free and fun for all students K–6. The feedback was very positive and will hopefully continue in 2019. It was leadership opportunity for the leaders who embraced the planning, implementation and feedback process very well;

- \* Stronger Smarter online training undertaken by all staff.

### 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 2018 made up 16.8% 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 held an assembly and across school activities providing an opportunity for parents and carers to come and share this celebration with the students.

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