

Warragamba Public School

2019 Annual Report



3744

Introduction

The Annual Report for 2019 is provided to the community of Warragamba 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.

School contact details

Warragamba Public School

2-4 Fourth Street

WARRAGAMBA, 2752

www.warragamba-p.schools.nsw.edu.au

warragamba-p.school@det.nsw.edu.au

4774 1205

School background

School vision statement

At Warragamba Public School we believe that;

- All students, staff, parents and the wider community have access to an inclusive, nurturing and engaging environment.
- All students have access to exemplary teaching and learning programs and practices within a collaborative setting that reflects a culture of high expectations.
- Our school supports the whole child and celebrates their achievements across a broad range of areas.
- We provide a safe, secure and supportive environment where the social and emotional wellbeing of all members of the school community is fostered and nurtured.
- We actively involve the entire school community, which strengthens connections between home and school.

We believe our vision reflects the NSW DoE vision statement – a highly skilled, educated, vibrant and inclusive NSW where all students are achieving their potential and contributing as informed citizens to our society. Aboriginal people are determining their own futures.

School context

Warragamba Public School is situated in a semi-rural area. **Enrolment** in 2019 was 362 students, with 15 classes K–6 being formed. **Grade variations** in student performance are consistent with clusters of students with special needs, behavioural and welfare needs.

Our **NAPLAN** performance demonstrates steady progress. We were nominated as a Bump it Up school in 2016 and will be working to increase student performance in the top two bands by 7% over the next four years. Our current performance shows that 43.3% of Yr 3 and Yr 5 students are performing in the top two bands in Reading. Then 31.7% of Yr 3 and Yr 5 students are performing in the top two bands for Numeracy.

Aboriginal student enrolments are increasing (24 students or 7% in 2019) and indigenous student performance varies on national testing, value added and attendance measures. We currently have 9% of students from language backgrounds other than English with only a couple of the students requiring some support with their learning.

Student participation in sport is enthusiastic and the school enjoys Diamond status in the Premier's Sporting Challenge as well as solid performances in PSSA Cross Country and Athletics. **Student participation** and performance in CAPA (musicals, drama and visual arts) is strong internally and externally.

Our **three strategic directions** for the 2018–2020 plan have been developed through an extensive process of evaluation and consultation. They reflect the needs of our school at this point in time.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Excellence in Literacy and Numeracy

Purpose

To enhance staff capacity in creating differentiated, explicit, engaging and reflective teaching and learning programs with the aim to improve student outcomes in literacy and numeracy, underpinned by a culture of collaborative practice, feedback, high expectations and the use of data to inform teaching.

Improvement Measures

At least 34% of students in the top two bands in reading, spelling & writing NAPLAN results by 2020.

LD – Student performance

At least 34% of students in the top two bands in numeracy NAPLAN results by 2020.

LD – Student performance

80% of K–6 students demonstrating one year of growth for one year of learning across literacy and numeracy internal data.

LD – Student performance

Progress towards achieving improvement measures

Process 1: Strengthen systems & protocols for teachers to collect and analyse data on student achievement to effectively differentiate learning and assessment programs/practice.

L – LC – HE

T – DSU – D in T&L

Evaluation	Funds Expended (Resources)
The Kinder tracking sheet was completed and is ready for use in the 2020 school year. Exit slips are being used throughout primary as part of our math groups program allowing teachers valuable feedback from students about their learning which has in turn made our schools reporting processes more consistent across primary. Tracking on SENTRAL using mark book, has also made reporting much easier and has allowed stage leaders and teachers the opportunity to use data more consistently for planning and programming.	\$34258.00

Process 2: Target literacy priorities using evidence informed pedagogy.

L – SPM – Int & Ext

T – DSU – D in Lit

Evaluation	Funds Expended (Resources)
Our Home Reading program has been re organised so that it now operates separately to the literacy focus in the classroom. It is an independent system that focuses on student's reading skills and the practice of those skills at home. A large number of new resources were bought over the year to support this program. This program is running effectively across K–4. Our Sound waves spelling program is up and running consistently across primary. This has been implemented to compliment the Get Reading Write program K–2.	\$4000.00

Progress towards achieving improvement measures

Structured Reading Groups around comprehension strategies are happening across K-6.

Process 3: Develop explicit systems for programming, collaboration, classroom observation, modelling of effective practice and timely feedback.

T – L&D – CP & F

Evaluation	Funds Expended (Resources)
<p>The school has worked very hard over the past two years to develop in this area and we have a number of systems working across K-6. Our scope and sequence for English is a collaboration across all staff and is in draft form. We are continuing to work on this and will have it completed by the end of 2020.</p> <p>Our Literacy and Numeracy proformas are continuing to be invaluable in ensuring consistency across K-6 and staff are beginning to adapt these to suit all KLAs which is a pleasing outcome of all the hard work put into these.</p>	Nil

Process 4: Target numeracy priorities using evidence informed pedagogy.

L – SPM – Int & Ext

T – DSU – D in Lit

Evaluation	Funds Expended (Resources)
<p>Professional learning in 2019 for teachers in K-2 focused on TEN updates and has ensured a consistent program and focus across K-2. Our TEN facilitator provided DEM lessons and observational support to staff across K-2.</p> <p>Primary teachers undertook professional learning around working mathematically and problem solving which led into the creation of supporting resources, which are used across 3-6. Maths groups also incorporated a 5th day which is specific to Working Mathematically and problem solving.</p>	\$3500.00

Strategic Direction 2

Positive and Respectful Relationships For All

Purpose

To develop a holistic responsibility for student learning and success so students can connect, succeed, thrive and learn.

Improvement Measures

Positive, respectful relationships are evident and widespread among students, staff, parents/carers and the community.

Reduction in the number of students involved in negative incidents.

Progress towards achieving improvement measures

Process 1: A consistent approach and delivery of a school wide behaviour management system.

T – ECP – CRM

L – W – A planned app/beh

Evaluation	Funds Expended (Resources)
<p>The committee has decided to link our Mascots to the Yarning Circle animals.</p> <p>We have Lizzy the Learner, Safe Salty and Friendly Freddo. We are going to launch these mascots in Term 1, 2020. The decision was made to work with the school Councillors each week to come up with a very short skit based on the rule of the week. The Councillors will perform the skit in the mascot costumes each Monday and teachers will reiterate the rule in the classroom and Playground.</p>	Nil

Process 2: The implementation of engaging and well developed teaching and learning programs that reflect student curiosity, interest, and passions that extends their motivation to learn.

T – L&D – Exp & Inno

Evaluation	Funds Expended (Resources)
<p>This has been a focus for our school in 2019 and we have actively looked for and implemented new and exciting things into our programs for our students.</p>	\$5000.00

Strategic Direction 3

Partners For Learning

Purpose

To actively engage all levels of the school community in an authentic way to strengthen connections between home and school, build expertise and build the leadership capacity of others, at all levels.

Improvement Measures

An increase in the willingness of the school community to be engaged with the school planning process.

Increased involvement of parents and the wider school community in school based programs.

An increase in staff applying for promotion positions or higher levels of accreditation.

Progress towards achieving improvement measures

Process 1: Prepare and develop the knowledge and skills of the parent community in order for them to feel they can successfully engage in the classroom.

Leading – MP&P – Comm S

Learning – C – Diff

Evaluation	Funds Expended (Resources)
Due to time constraints we have not achieved all of our goals in this area however parent workshops in literacy and numeracy programs is definitely on our agenda for 2020. We have parents feeling more comfortable engaging with the school around these ideas therefore we are hopeful for the 2020 school year.	Nil

Process 2: Develop stronger links between the school and the wider community.

Encourage parents to contribute to or offer areas of expertise to enhance our PIPs (personal interest projects) program.

Evaluation	Funds Expended (Resources)
We are continuing to gain momentum in this area and regularly have parents offering to assist with reading, PIPs or gardening. We are well supported at sporting carnivals and parents are more readily engaging in open days etc. We will continue to focus on this area in 2020.	\$1000.00

Process 3: The school community actively engages in the school planning process.

Leading – MP&P – Del S

Leading – SR – Comm use of F

Teaching – DSU – Data use in planning

Evaluation	Funds Expended (Resources)
This is an area which we are still working on with our school community. Our school community is always very keen to participate in school events and celebrations however with a large proportion of our parents working, being involved with school planning has been difficult. We are continuing to create ways of engaging our school community.	Nil

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$23000.00	Funding in 2019 was used to provide students with opportunities beyond the school gates. We took students to an Aboriginal Dance Workshop in the city and our Stage 3 aboriginal students went to Yarrimundi Camp along with Mrs Cleary. We also used funds to enhance our aboriginal programs within the school, support the creation of PLPs and to enhance our school environment
English language proficiency	\$3023.00	Funding this was used to support student who required support with their use of the English language. We used the funding to provide teacher support to these students as a small group in Kindergarten. This was very effective and allowed each of the children to access the curriculum successfully along with their peers.
Low level adjustment for disability	\$124275.00	Our funding this year was used to support students across K–6. Our primary LAST teacher implemented the Macq Lit program very successfully and as a result the students progressed well ahead of expectations. This was then also evident back in their classrooms. The funding was also utilised to support K–2 students with reading and our permanent SLSO supported students across K–6 in their area of need.
Quality Teaching, Successful Students (QTSS)	\$65737.00	Our QTSS funding was again utilised to release each Assistant Principal for one day a week. This is called "iTime" at our school. The Assistant Principals worked alongside their staff and provide mentoring and support to their teachers. Assistant Principals were available for DEM lessons and provided instructional leadership to their stage teams. Growth was evident among staff and school programs are successfully implemented with guidance and support across K–6.
Socio–economic background	\$244454.00	<p>Our funding this year was used to support students across K–6 who were identified as requiring extra support by the learning and Support Team. We employed SLSOs to provide the extra support across a range of areas.</p> <p>We used some of our funding to enhance our staffing in order to successfully implement some school specific programs eg: Music RFF which has had a very pleasing impact for the students of our school.</p> <p>The funding was used to buy much needed resources for our various reading and home reading programs and we supported students with accessing school camps and excursions through student assistance.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	177	177	186	194
Girls	171	178	182	170

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.7	93.6	94.5	93.8
1	94.5	94.3	94.8	91.9
2	93.3	94.4	93.4	93.5
3	93.7	94.5	93.4	92.6
4	93.7	92.6	93.7	90.4
5	93.4	95	93.1	90.9
6	92.2	92.5	92	89.9
All Years	93.8	93.9	93.6	92
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.85
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	277,786
Revenue	3,331,634
Appropriation	3,213,208
Sale of Goods and Services	3,985
Grants and contributions	112,055
Investment income	2,386
Expenses	-3,361,462
Employee related	-2,926,239
Operating expenses	-435,222
Surplus / deficit for the year	-29,827

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	368,394
Equity - Aboriginal	27,676
Equity - Socio-economic	213,421
Equity - Language	3,023
Equity - Disability	124,275
Base Total	2,585,183
Base - Per Capita	86,347
Base - Location	12,895
Base - Other	2,485,941
Other Total	193,118
Grand Total	3,146,695

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. 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.

Literacy

Our 2019 NAPLAN results demonstrate pleasing improvement in Literacy. In the top two bands we had 47% of Yr 3 students achieve in the top two bands for Reading, 53% for spelling, 64% for Writing & 54% for Grammar & Punctuation. This demonstrates that our K–2 programs are laying successful foundations for our students as they move through the stages. It also demonstrates that the new programs that have been implemented are proving very effective as the students in Yr 3 were in Kindergarten and Year One when these programs were initially implemented.

Our Year 5 results need further improvement and areas of focus have been identified for 2020.

Numeracy

Our 2019 NAPLAN results demonstrate pleasing improvement in Numeracy. In Yr 3 40% of students achieved in the top two bands. In Yr 5 we had 65% of students achieve in the top three bands which is much improved with only 42% achieving in the top three bands in 2018.

The implementation of Maths Groups two years ago has seen much improved results across primary.

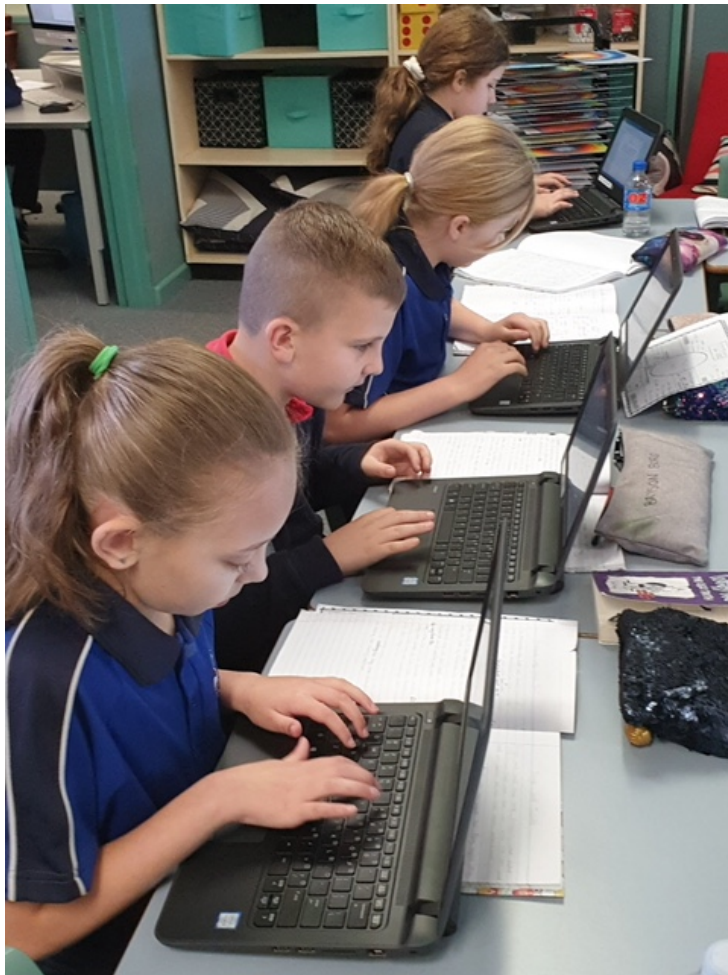
Parent/caregiver, student, teacher satisfaction

Over the 2019 school year we had many opportunities to meet with and discuss our school with our school community. Parents continue to be very supportive of our Maths Groups for primary students and can see the benefit to their children. We had very successful parent/teacher interviews and this allowed us to check in with families. Our school events were very well supported and we had a very successful Grandparents Day.

Staff have worked very hard over the year to continue implementing new programs and ensuring that we are providing the best possible education to our students. Staff regularly have the opportunity to provide feedback, and consultation at the staff level is high.

Students have been positively engaged and our results are much improved in terms of NAPLAN. We have much to be proud of as a school and we look forward to continuing to build on our progress and achievement.





Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.