

Waniora Public School Annual Report



2018



3960

Introduction

The Annual Report for **2018** is provided to the community of Waniora 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.

Gavin Hoy

Principal

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School background

School vision statement

Our vision is to build a high quality learning environment that promotes equity and inclusiveness, reflecting our school and community values. We aim to promote confident, creative and resilient citizens who are equipped to embrace the challenges of the 21st Century.

School context

Waniora Public School (354 students) is located in an attractive parkland and beach setting in the Wollongong North network of schools. Our school is a proud member of the Seacliff Community of Schools. We enjoy a strong and productive relationship with Bulli High School (located next door).

As a learning community, our school continues to be defined by our core values of respect, responsibility and safety. We are fortunate to have an active and supportive parent community who assist the school in achieving it's educational goals for students.

The teachers at Waniora Public School place a high level of importance on working collaboratively and adopting practices proven by research to be effective in improving outcomes for students. They are committed to their ongoing professional learning that centres upon curriculum implementation and personalised learning.

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.

In the Learning Domain, Waniora Public School is either Delivering or Sustaining and Growing for all elements. Under Learning Culture, after consideration of evidence, our school is Sustaining and Growing in reference to High Expectations in addition to Transitions and Continuity of Learning. For the theme of Attendance, after reflection, it was deemed that our school is presently at Delivering.

In Wellbeing, Waniora Public School is Sustaining and Growing for Individual Learning Needs and Caring for Students. Our school is mindful that expectations of behaviour are not yet explicitly, consistently and supportively applied across the entire school, hence being assessed as Delivering for Behaviour. Our school is also Delivering for A Planned Approach to Wellbeing.

Within Curriculum, our school is predominantly at Sustaining and Growing with the exception being Teaching and Learning Programs, where staff feel they are working towards consistently describing expected student progression in knowledge, understanding and skill and the assessments that measure them. In both Formative Assessment and Summative Assessment our school is working towards Excelling. Student Engagement and Whole School Monitoring of Student Learning, conversely, is at Delivering. Students know when and why assessment is undertaken and the learning of all students is systematically monitored. Within Reporting, our student reports contain personalised information about individual student learning progress and achievement and preview plans for meeting future learning goals, therefore we believe the school is Sustaining and Growing. In regard to Whole School Reporting and Parent Engagement our school is Delivering. Within the Learning Domain of NAPLAN, Waniora Public School is Excelling as most students achieve in the top two bands for NAPLAN in reading, writing and numeracy. As the school's value–add trend is positive, the schools is Sustaining and Growing in the domain of Value–add. Student growth as well as internal and external measures against syllabus standards are at Delivering.

Within Effective Classroom Practice (Teaching Domain) Waniora Public School is Sustaining and Growing in Classroom Management. In Feedback, Explicit Teaching and Lesson Planning staff are working towards Sustaining and Growing. All themes in Data Skills and Use are assessed at Delivering. In regard to the Improvement of Practice, significant effort and resourcing has been applied to this theme. The school is presently assessed at Sustaining and Growing. This is true also for Literacy and Numeracy while Accreditation is at Delivering. In regard to Learning and Development, our staff share targeted professional development among colleagues to improve whole school practice and are therefore at Sustaining and Growing. Collaborative Practice and Feedback is also at Sustaining and Growing while Coaching and

Mentoring as well as Expertise and Innovation are Delivering.

In the Leading Domain of Educational Leadership, Waniora is Sustaining and Growing in regard to High Expectations Culture and Delivering for all other themes. Due to processes aligned with school planning and reporting the school has self-assessed at Sustaining and Growing for School Plan and Annual Report and is currently Delivering in Continuous Improvement. Our school collaborates with the local community on decisions about and access to school resources and for this reason the school has self-assessed at Excelling for Community Use of Facilities. For all other themes within the Learning Domain of School Resources the school is Sustaining and Growing. Our school leadership team collects and analyses data on community satisfaction and is responsive to analysis. As such the school is Excelling within this theme. For Administrative systems and processes the school is Sustaining and Growing while in Service Delivery, the school believes it is Delivering.

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

High Expectations

Purpose

Our school supports high expectations for students in Literacy and Numeracy through dynamic teaching and learning informed by a data driven approach to programming and the continual improvement of teacher pedagogy.

Overall summary of progress

All teachers at Waniora Public School consolidated their theoretical and practical knowledge of synthetic phonics and adopted Morning Routine as a model for implementing direct instruction in their classrooms. QTSS funding was predominantly allocated to support improved pedagogy through the facilitation of lesson observations, collaborative planning and team teaching opportunities. All teachers completed Maths Building Blocks for Numeracy and a series of professional learning events were attended by all teachers, resulting in the formation of a visible syllabus for implementation across stages. All stage teams now employ protocols and procedures relating to the regular use of student data to facilitate consistent teacher judgement and drive future learning. Teachers are competently using a variety of data sources as a regular feature of their teaching practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increase the percentage of students achieving in the top two NAPLAN bands in: Reading by 4% in 2018 6% in 2019 8% in 2020• Increase the percentage of students achieving in the top two NAPLAN bands in: Numeracy by 4% in 2018 8% in 2019 10% in 2020	\$20 000 + \$30 000 budgeted for laptops to be used between 3–6	Improvement Measures largely off track. 52.2% of students (Year 3) achieved proficiency in Reading, up slightly from the previous year but less than the 4% targeted increase. In Year 5, 45.7% were in the top 2 NAPLAN bands for Reading, down on the previous year and again, short of the target. In Numeracy, 31.1% of students in Year 3 achieved in the top 2 bands for NAPLAN, again down on the previous figure of 43%. In Year 5, 35.6% of Waniora Public School students achieved proficiency. The comparable 2017 figure was 42%.
<ul style="list-style-type: none">• All teachers utilising formative assessment practices as part of their daily instruction and evident in their teaching and learning programs.	Teacher Professional Learning \$2000 Resources \$400	A Formative Assessment team was established in 2018 with the view to deliver targeted and differentiated professional learning for teachers. The Formative Assessment team has prioritised and planned professional learning to roll out across 2019 for staff including attendance at Dylan Wiliam conferences and embedding Formative Assessment protocols into teaching programs and practice.
<ul style="list-style-type: none">• 30% increase in Aboriginal and Torres Strait Islander students achieving in the top two NAPLAN bands of Numeracy and Reading.	Teacher release and additional SLSO to facilitate Aboriginal Education programs \$1000 Professional Learning \$500 PLPs \$2000	Due to the small number of Aboriginal students completing NAPLAN at Waniora Public School, it is difficult to compare data. In 2017, 1 Aboriginal student achieved in the top 2 bands of NAPLAN for Year 3 Reading. Only two students completed NAPLAN in 2018, 1 each in Year 3 and Year 5. No results falling in the top 2 bands were recorded in either Reading or Numeracy.

Next Steps

Waniora Public School will focus on the consolidation of professional learning in synthetic phonics, direct instruction (Morning Routine) and guided reading. Teachers, through Semester 2, 2019 will begin to be exposed to pedagogy relevant to Talk for Writing. The formation of a Curriculum Leader position within the school will drive teacher capacity to confidently differentiate instruction through the application of Formative Assessment principles and the expert use of data. In 2019 Waniora Public School has planned to evaluate current practices in teaching numeracy and develop protocols to improve cross stage collaboration in programming, assessing and the use of data.

Strategic Direction 2

Personalised Learning

Purpose

A whole school integrated approach to personalised learning in order to support students to fulfil their potential so they can connect, succeed, thrive and learn.

Overall summary of progress

Resourcing, and the establishment of protocols and procedures within our Support Unit is ongoing. However a great deal of progress occurred throughout 2018. All new staff members have been inducted, students benefit from personalised learning and high levels of collaborative planning are evident from all stakeholders. Teaching and learning programs are continually evaluated, classrooms are increasingly well resourced and infrastructure caters for the educational, sensory, safety and social needs of the students. All teachers completed online accredited training in Autism and staff members of the Support Unit and executive have been trained in Management of Actual and Potential Aggressive Behaviour (MAPA). The role of the Learning & Support Teacher was re-structured to include 5 weekly data cycles which now allows for small group instruction in the classroom at the point of need. The ongoing caseload of the LaST is coordinated through the Learning Support Team.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students across Kindergarten to Year 6 can confidently articulate their current learning goals.		Whilst progress in this area has occurred, this will remain a target for 2019/2020 as not all students in the school are confidently articulating their learning goals.
An increase in the number of students highly engaged in their learning across all stages (Leuven Scale of Engagement) (School Survey Data collected and analysed each semester).	Morning Routine professional learning. Improving teacher pedagogy Professional Learning \$4150	Leuven Scale of Engagement was not administered at the completion of 2018. Tell Them from Me data indicates, that of the students in Years 4–6 who were surveyed, 81% of girls report to being interested and motivated in their learning while this figure drops to 56% for boys.
All staff adhering to school processes around generating and working from Personal Learning Pathways (PLPs) and PLSPs (Personalised Learning & Support Plans). All staff committed to processes governing authentic consultation and consistent review with students and parents/caregivers.		Waniora Public School has adopted common protocols and timeframes around the formation, use and review of PLPs and PLSPs. These protocols will continue to be evaluated and improved through 2019 and 2020.

Next Steps

All support staff will undertake Positive Partnerships training and further training will be prioritised for members of the school executive and support staff in Management of Actual and Potential Aggressive Behaviour (MAPA). To support integration programs across mainstream classrooms, the Sixth Sense Program will be offered across all classes K–6. Teaching programs will continue to be evaluated in regard to evidence of revisions based on feedback from lesson observations, ongoing student assessment and the continuous tracking of student achievement. All timetabling will be NESAC compliant with adequate instruction in all Key Learning Areas each week. All classes will implement modelled guided inquiry with a term by term focus on furthering students skills. Waniora Public School will provide additional opportunities for students to engage in STEM initiatives, coding, lego robotics, Tournament of the Minds, leadership programs, drama, film, public speaking and debating, choir and band. Our school library will be modified to enable a hub for student learning and promote high levels of student engagement.

Strategic Direction 3

Successful Learning Partnerships

Purpose

Teachers, parents and the community are working together to ensure that all students are motivated to deliver their best and continually improve.

Overall summary of progress

In 2018 executive teachers received growth coaching. Their newly acquired and honed skills were evident in quality feedback through performance based conversations. Through utilising QTSS funds, lesson observations, collaborative planning, team teaching opportunities and feedback centred on the implementation of Morning Routine (Direct Instruction) and synthetic phonics (Get Reading Right). Teachers and their supervisors worked closely together in addressing goals within Performance & Development Plans. All staff received a Professional Learning Journal to assist in logging hours of accredited professional learning. Staff received support in accessing the NESA website, logging their hours and competently utilising MyPL. The school Communication Team, responsive to stakeholder feedback, formalised processes and procedures to improve in-school communication and standardise communication to stakeholders. The school website was revised and re-launched. Learning Hubs in Literacy and Numeracy were successfully rolled out for parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased use of evidence-informed pedagogy by all teachers, reflected in their Performance & Development Plans, teaching and learning programs and aligned to the Australian Professional Standards for Teachers and supported by accreditation processes.	QTSS \$53,490 Professional Learning \$20,459	All PDPs aligned to the Australian Professional Standards for Teachers. Evidence based pedagogy evident in teaching programs and through lesson observations (QTSS).
Increase in parental satisfaction with regard to effectiveness of school communication to stakeholders and opportunities for parents/caregivers to authentically contribute to school planning and programs	School surveys and Tell Them from Me data collection. \$1000 teacher release \$350 catering	School survey results and Tell Them from Me results indicate a high level of parent/community satisfaction in regard to communication. 82% of parents feel well-informed.

Next Steps

Professional goals in Performance and Development Plans reference the standards, are aligned to school strategic directions, Formative Assessment practices and aligned to direct instruction. Learning Hubs will again be offered in line with stakeholder demand. The school Communication Team and Wellbeing Team will develop, promote and support the implementation of protocols particular to the use of social media. Growth Mindset will be re-launched throughout the school with a renewed focus on the Wellbeing of students and staff.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Waniora Aboriginal Cultural Group resources \$130. Walk for Reconciliation \$200. NAIDOC Week activities – \$550 to cover cost of Aboriginal author talk workshops and fees for Aboriginal elder. \$250 costs associated with hosting the Northern Illawarra Aboriginal Education Consultative Group Deadly Awards. Professional Learning – \$1000 for Connecting to Country.</p> <p>Releasing teachers for meeting with parents/caregivers – PLP formation and reviews. Catering costs.</p> <p>\$4000</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$ 2130.00) • PLP – teacher release and catering (\$ 4000.00) • (\$ 0.00) • Aboriginal background loading (\$2 130.00) • PLP – teacher release and catering (\$4 000.00) • (\$0.00) 	<p>Aboriginal students at Waniora Public School, with the support of staff, community and the Northern Illawarra Aboriginal Education Consultative Group recorded high levels of attendance and engagement through 2018. Highlights for students included NAIDOC celebrations where students collaboratively authored an acknowledgement of country specific to Waniora Public School with the assistance of a local elder. Staff began training in Connecting to Country which will continue as further dates are added in 2019, providing greater breadth and understanding which will underpin our existing programs and inform future intervention.</p>
English language proficiency	<p>SLSO employed to support literacy and numeracy program for 1 student. SLSO assisted in facilitation of additional high school transition visits.</p> <ul style="list-style-type: none"> • English language proficiency (\$ 1744.00) • English language proficiency (\$1 744.00) 	<p>English language proficiency funds enabled a limited number of students to be supported through academic and wellbeing programs in line with Strategic Direction 2 (Personalised Learning) in the Waniora Public School plan.</p>
Low level adjustment for disability	<p>Learning & Support Teacher funded.</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$ 103628.00) • Low level adjustment for disability (\$103 628.00) 	<p>School Learning & Support Teacher role evaluated and re-structured to incorporate 5 weekly data cycles with small groups of students requiring intervention. Students no longer withdrawn to work one on one with LaST. All intervention (extension or remedial) now takes place in classrooms in small groups resulting in greater coverage and higher levels of accountability. The school Learning Support Team and the Principal monitor and evaluate the ongoing effectiveness of all intervention.</p>
Quality Teaching, Successful Students (QTSS)	<p>Casual teacher release Terms 1–3 @ \$411 x 3 days/week = \$36, 990</p> <p>Casual teacher release Term 4 @ \$500 x 3 days/week = \$16,500</p>	<p>Professional Learning and resourcing aligned to the implementation of Morning Routine (direct instruction)/Synthetic Phonics across K–6. Consolidation of changes in teacher pedagogy will be prioritised again in 2019 as well as utilising QTSS in driving Formative Assessment and Talk For Writing across all</p>

Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$ 53490.00) • Quality Teaching, Successful Students (QTSS) (\$53 490.00) 	stages.
Socio–economic background	<p>Student Assistance \$3,500 to cover/subsidise access to curriculum.</p> <p>Grip Leadership conference subsidised for students attending (\$286)</p> <p>Academically Gifted class course fees (\$800)</p> <ul style="list-style-type: none"> • Socio–economic background (\$ 4586.00) • Socio–economic background (\$4 586.00) 	<p>All students attended extra curricula events. 100% of students in uniform.</p>
Support for beginning teachers	<p>Teacher Professional Learning \$4516</p> <p>Resources \$6752</p> <p>Short Term Casual Relief to work with mentors \$15,649</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$ 26917.00) • Support for beginning teachers (\$26 917.00) 	<p>Beginning teachers able to access relevant professional learning (Direct Instruction, phonics and Talk for Writing) and work regularly with mentors refining pedagogy.</p>
Targeted student support for refugees and new arrivals	<p>Funding allocated to student support (literacy and numeracy) and extended high school (Year 6 to Year 7) transition program.</p> <p>Funding also allocated to student assistance to enable refugee family to equitably access extra curricula initiatives.</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$ 2831.00) • Targeted student support for refugees and new arrivals (\$2 831.00) 	<p>100% attendance at all extra curricula initiatives. Equitable access to all programs. Successful transition for 1 student into Year 7.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	183	177	187	195
Girls	168	173	169	175

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.2	94.8	94.2	94.8
1	93.9	93.6	95.7	92.9
2	95.4	94.2	94.2	94
3	95.8	95.1	95.2	92.5
4	94.9	95.3	94.8	92.1
5	94.1	95.2	94	93.5
6	94.3	93.6	94.4	93.8
All Years	94.5	94.5	94.6	93.4
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

When averaged out across all grades, Waniora Public School's attendance data reflects the state average. Attendance across a number of grades has become a concern. Strategies to improve attendance and promote high engagement in classrooms are priorities within our school. Waniora Public School will continue to monitor student attendance, supported by key stakeholders within the school community and in collaboration with the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.12
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	5.87

*Full Time Equivalent

In 2018, one Aboriginal teacher and one Aboriginal School Administration Officer were employed at Waniora Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Through 2018, professional learning at Waniora Public School was driven by members of the school executive and selected members of the teaching staff. The primary focus of regular professional learning for staff was providing teachers with the knowledge and skills to impact positively on improvement targets within the strategic school plan. Teachers, through QTSS and Professional Learning funds, were formally trained in Morning Routine (direct instruction) and provide with instruction and time to work collaboratively in putting together units of work. All teachers were provided with opportunities to view demonstration lessons in other schools and within our school.

Professional Learning supporting the implementation of synthetic phonics (K–6) was prioritised across the school in addition to important content driven learning, unpacking and resourcing the mathematics syllabus. Additionally, teachers and SLSO's completed accredited online learning on Autism. Selected members of the Support staff and the school's executive undertook MAPA training.

Executive staff were trained in coaching, providing the expertise to confidently and competently engage in performance based coaching conversations around changes in pedagogy.

In Term 4, all staff received professional learning in Formative Assessment. Formative Assessment will be an ongoing focus for teachers at Waiora Public School through 2019.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	138,420
Revenue	3,488,782
Appropriation	3,372,668
Sale of Goods and Services	4,146
Grants and Contributions	109,456
Gain and Loss	0
Other Revenue	100
Investment Income	2,412
Expenses	-3,208,703
Recurrent Expenses	-3,208,703
Employee Related	-2,867,184
Operating Expenses	-341,519
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	280,079
Balance Carried Forward	418,499

At Waiora Public School the Principal and Senior Administration Manager hold regular formal and informal meetings to track expenditure and align spending against educational programs and school priorities. Relevant reports are accessed at monthly intervals and reviewed. Waiora Public School rolled over in excess of \$418 000, much of which has been allocated for site improvements and staffing costs related to the school plan or 2019.

Our school overspent on short term casual relief in 2018 but appropriate adjustments have been made to the 2019 budget to accommodate projections in this area.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,433,106
Base Per Capita	69,837
Base Location	0
Other Base	2,363,269
Equity Total	142,509
Equity Aboriginal	10,712
Equity Socio economic	19,878
Equity Language	8,291
Equity Disability	103,628
Targeted Total	622,389
Other Total	68,320
Grand Total	3,266,324

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

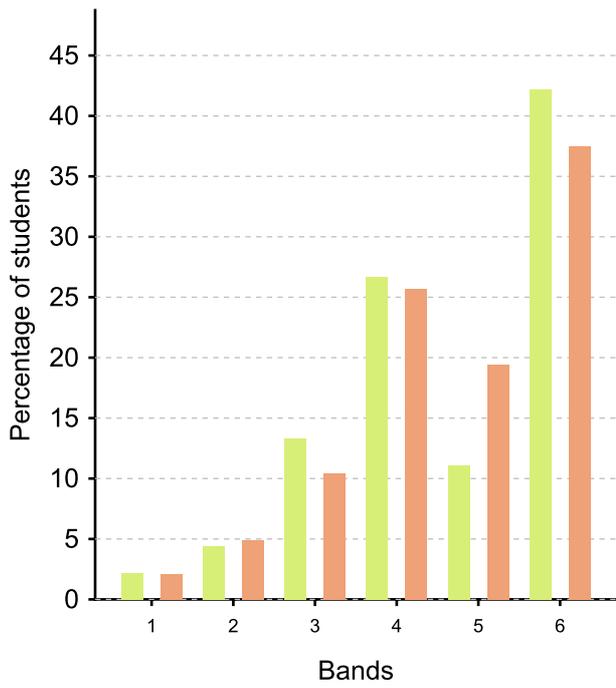
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

Waniora Public School students continue to achieve at or above state average in many aspects of literacy. An increased number of Year 3 students were represented in the top two bands of Reading. However, a higher than average percentage of students in Year 3 were also represented in the bottom two bands of all aspects of literacy, with the exception of Grammar and Punctuation. Year 5 students performed well in Writing and Grammar and Punctuation, however Spelling in Year 5 is an area of concern. It was pleasing to note that a reduced percentage of Year 5 students achieving in the bottom two bands was evident in all aspects of literacy.

Percentage in bands:
Year 3 Grammar & Punctuation

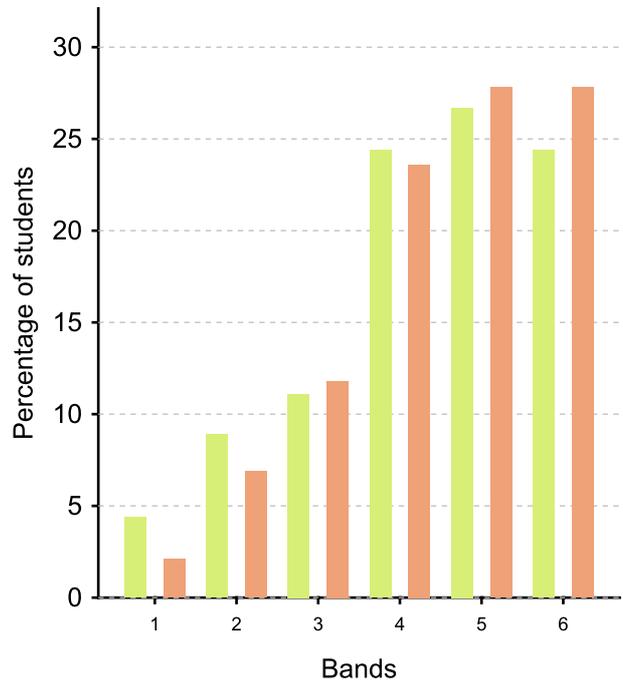


■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	2.2	4.4	13.3	26.7	11.1	42.2
School avg 2016-2018	2.1	4.9	10.4	25.7	19.4	37.5

Band	1	2	3	4	5	6
Percentage of students	4.3	8.7	13.0	21.7	23.9	28.3
School avg 2016-2018	2.8	6.9	12.4	26.2	23.4	28.3

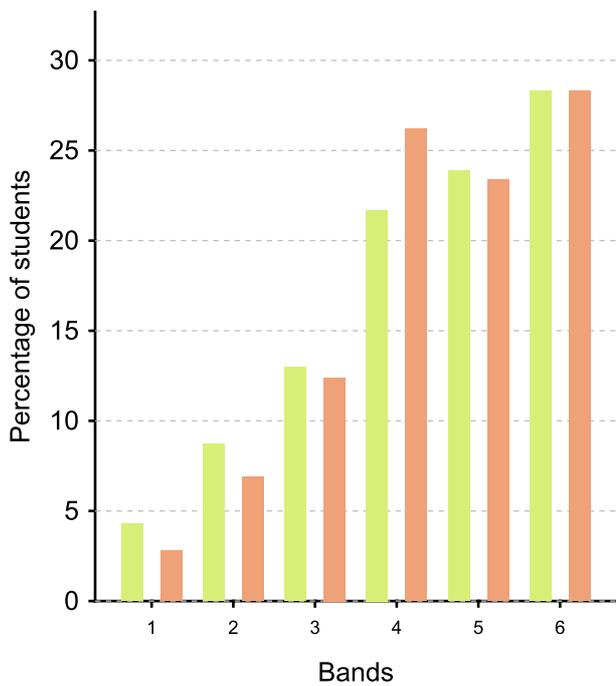
Percentage in bands:
Year 3 Spelling



■ Percentage in Bands
■ School Average 2016-2018

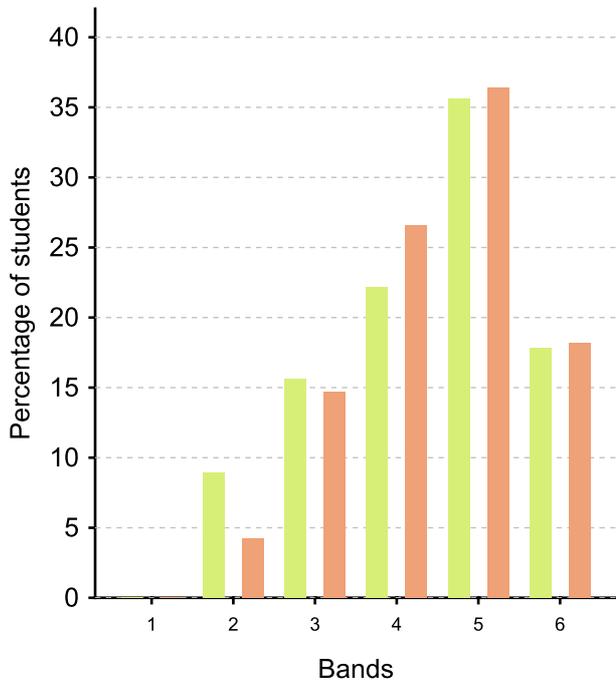
Band	1	2	3	4	5	6
Percentage of students	4.4	8.9	11.1	24.4	26.7	24.4
School avg 2016-2018	2.1	6.9	11.8	23.6	27.8	27.8

Percentage in bands:
Year 3 Reading



■ Percentage in Bands
■ School Average 2016-2018

Percentage in bands:
Year 3 Writing

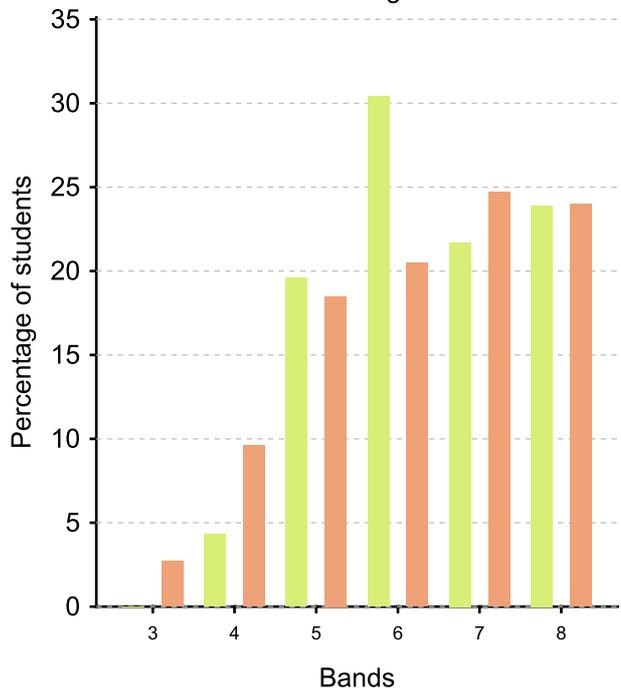


■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	8.9	15.6	22.2	35.6	17.8
School avg 2016-2018	0	4.2	14.7	26.6	36.4	18.2

Band	3	4	5	6	7	8
Percentage of students	0.0	6.7	13.3	31.1	26.7	22.2
School avg 2016-2018	3.4	5.5	15.8	29.5	21.9	24

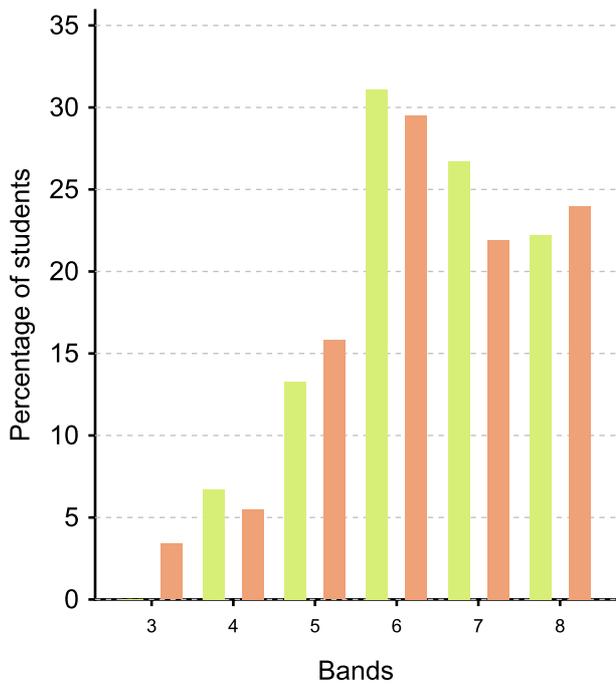
Percentage in bands:
Year 5 Reading



■ Percentage in Bands
■ School Average 2016-2018

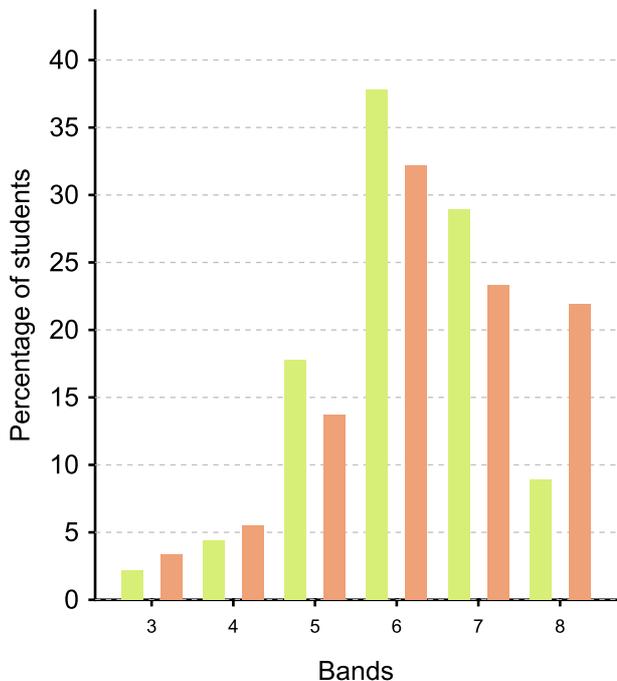
Band	3	4	5	6	7	8
Percentage of students	0.0	4.3	19.6	30.4	21.7	23.9
School avg 2016-2018	2.7	9.6	18.5	20.5	24.7	24

Percentage in bands:
Year 5 Grammar & Punctuation



■ Percentage in Bands
■ School Average 2016-2018

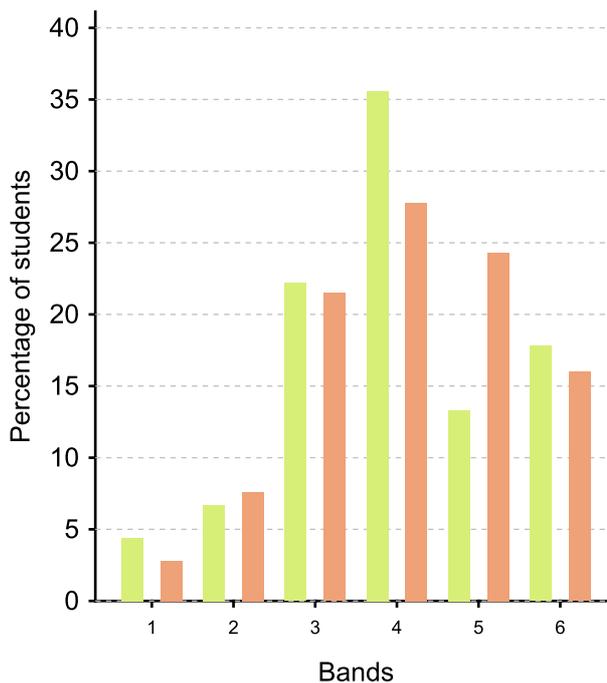
**Percentage in bands:
Year 5 Spelling**



Band	3	4	5	6	7	8
Percentage of students	8.7	4.3	30.4	30.4	23.9	2.2
School avg 2016-2018	5.5	8.2	28.8	33.6	17.8	6.2

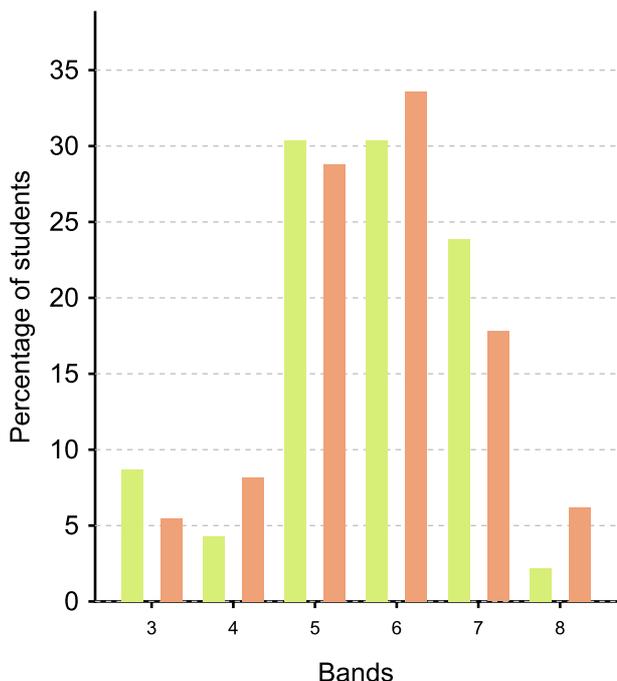
2018 NAPLAN data reveals that Numeracy is an area requiring an ongoing focus at Waiora Public School. In Year 3 and Year 5, students are under-represented in the top two bands. Trend data confirms the need for intervention. One encouraging aspect of the data is that very few Year 5 students are assessed as being in the bottom two bands.

**Percentage in bands:
Year 3 Numeracy**



Band	1	2	3	4	5	6
Percentage of students	4.4	6.7	22.2	35.6	13.3	17.8
School avg 2016-2018	2.8	7.6	21.5	27.8	24.3	16

**Percentage in bands:
Year 5 Writing**

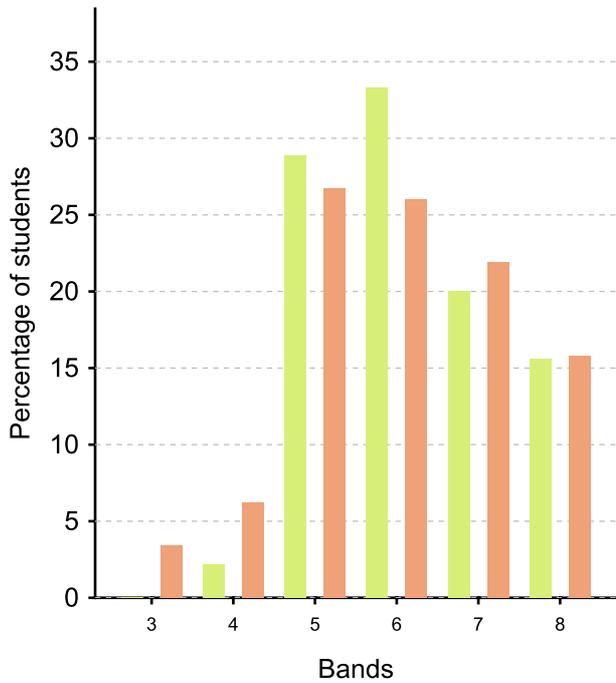


Band	1	2	3	4	5	6
Percentage of students	4.4	6.7	22.2	35.6	13.3	17.8
School avg 2016-2018	2.8	7.6	21.5	27.8	24.3	16

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Percentage of students	4.4	6.7	22.2	35.6	13.3	17.8
School avg 2016-2018	2.8	7.6	21.5	27.8	24.3	16

Band	3	4	5	6	7	8
Percentage of students	2.2	4.4	17.8	37.8	28.9	8.9
School avg 2016-2018	3.4	5.5	13.7	32.2	23.3	21.9

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	2.2	28.9	33.3	20.0	15.6
School avg 2016-2018	3.4	6.2	26.7	26	21.9	15.8

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.>

A small cohort of Aboriginal students completed NAPLAN assessments in Years 3 and 5 at Waniora Public School in 2018. Of the students assessed, no students was represented in the top 2 bands for Reading and Numeracy. One student recorded above average growth in Reading while all other results were below expected growth.

Parent/caregiver, student, teacher satisfaction

Tell Them from Me data and school data sets combined indicate a high level of satisfaction among all stakeholders at Waiora Public School.

94% of students surveyed view our school as a safe and happy place in which to learn. 72% of senior students (Years 4–6) report as having a positive sense of belonging.

Teachers surveyed annually, indicated that they enjoy working in an inclusive school with high levels of collaboration and a positive learning culture where the strategic use of data informs their practice.

Parents and community are largely satisfied with the school. 96% of parents surveyed stated that they feel welcome when they visit the school. 88% of parents believe that teachers and support staff consistently encourage students to do their best. 89% of parents surveyed recorded that they can speak easily with the school principal while 83% believe the school administration staff are friendly and helpful.

Waiora Public School is committed to regular surveying of all stakeholders to inform the future directions and strategic planning of the school.

Policy requirements

Aboriginal education

The Aboriginal Education team meet regularly at Waiora Public School to coordinate programs and initiatives designed to promote high levels of engagement, enhance belonging and improve educational outcomes among our Aboriginal students.

One of the highlights of our year was Reconciliation Week. Inspired by the theme of 'Because of her, we can' all students attended two separate workshops with prominent local Aboriginal women. Aunty Sharralyn Robinson (elder) and Kirli Saunders (poet, children's book author) presented informative and engaging workshops on local dreaming stories and the process of creating a children's book, from conceptualisation through to publishing.

Aboriginal students and student leaders attended the Walk for Reconciliation event at Bellambi and the Reconciliation Week launch at the Novotel, North Wollongong.

In October, Waiora Public School hosted the Northern Illawarra Aboriginal Education Consultative Group (NIAECG) Deadly Awards. The school principal and one teacher attended a three day Connecting to Country residential in December. This professional learning was outstanding and our school has committed to providing additional members of staff with the opportunity to attend as Connecting to Country is again offered by the NIAECG in 2019.

Multicultural and anti-racism education

Waiora Public School students learn in an inclusive learning environment where each individual is treated with dignity and respect.

In 2018, Waiora Public School students took part in Harmony Day celebrations. Throughout the day students were given the opportunity to work collaboratively with their buddy on learning tasks and initiatives that reinforced the core messages of tolerance, understanding and the broader values of our public education system.

The day culminated in a student led assembly where students could share their messages of hope, empathy and understanding with members of our extended school community.

All students are exposed to multi-cultural content in curriculum content through the year. Additionally, our school ensures that a trained member of staff is available to provide support and guidance in a formal manner in line with the pivotal role of Anti-Racism Contact Officer (ARCO).