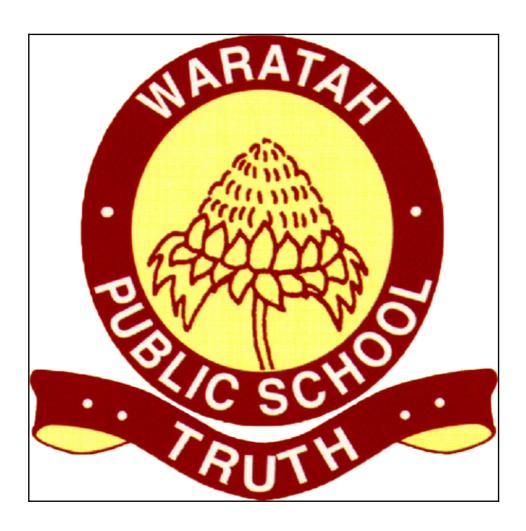# Waratah Public School

2019 Annual Report

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Introduction

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

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School background

School vision statement

Waratah Public School creates a sense of belonging and respect for all. We support and encourage the intellectual, physical, social and emotional development and wellbeing of all our students. We empower students to be confident, creative and critical thinkers. We set high expectations, strive for excellence and build positive growth mindsets for all.

School context

Waratah Public School is a larger inner city Newcastle school serving the Waratah/ Mayfield community. It has a long and proud history of providing students with quality education in a safe, happy and positive environment. The school works in a close, highly professional and strategic partnership with the Callaghan Education Pathways group of schools. Equity and diversity are a priority at Waratah Public School.

In addition to hard working main stream classes, there is an integrated preschool onsite catering for 80 children five days per fortnight. There is an Early Intervention support class for preschool students with disabilities in the region, and two regional multi–categorical classes that cater for K–6 students requiring extra support. We are proud of and celebrate the diversity of cultures within our community with 20 per cent of students having an Aboriginal background and 14 per cent with English as an additional language or dialect.

We provide all our students with quality learning experiences delivered by committed and passionate teachers and work closely with our very dedicated school community. To support our students' learning and to enable our students to be the best that they can be, we offer an extensive range of additional services and programs. There are two specialist Learning and Support Teachers, an EAL/D teacher, School Librarian, a School Counsellor and 16 learning and support officers. This helps give our students optimum opportunity to become successful, engaged and happy citizens.

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

Strategic Direction 1

Excellence in Teaching

Purpose

Deepen efficient, effective and engaging visible teaching practices to support student learning.

Improvement Measures

All teachers implement at least **5 core** quality teaching strategies that are efficient and engaging that improve teaching and learning.

Teaching and Learning cycle is embedded in all classrooms P–6.

Progress towards achieving improvement measures

Process 1: **Engaging Pedagogy (Practices):** Explicit and evidence–based teaching that fosters a quality classroom environment. Aiming to systematically reflect on students' learning to inform teaching practice and improve student outcomes.

Evaluation	Funds Expended (Resources)
All teachers are implementing at least 2 visible learning strategies within their classroom. This has been evidence through teaching observations, sharing sessions in staff and stage meetings and through discussions with students. Visible teaching strategies include exit slips, student goal setting, relevant feedback, constructing challenging success criteria. Improved student engagement is evident in all classrooms.	4 planning days for 14 staff members $28000

Process 2: **Effective and Efficient Planning (Procedures):** High performing teaching staff who participate in capacity building collaboration and professional development. Aiming to produce systematic teaching and learning programs that encourage quality learning experiences.

Evaluation	Funds Expended (Resources)
Diagnostic and Summative assessment processes have been refined by updating and reflecting on Stage Assessment schedules and ensure assessment results are used to guide future learning. During Stage Planning Days, students work samples were used to create consistent teacher judgement of grading scales and to support beginning teachers in their understanding of these processes. Future areas of need include the storage and analysis of assessment results to ensure any consistent areas of need are identified and addressed.	Stage Planning Days

Strategic Direction 2

Excellence in Learning

Purpose

To plan and create quality learning environments and explicit programs, underpinned by high expectations and differentiated through tiered learning interventions, to maximise engagement in learning and ensure students are supported to reach their full potential.

Improvement Measures

At least 80% of students demonstrating expected growth in literacy and numeracy. (NAPLAN)

At least 80% of K–6 students demonstrating expected growth per semester across stage appropriate learning progressions relevant to expected timeframes.

At least 80% of students within equity groups demonstrate improved academic growth and are comparable to the performance of all students in the school.

Progress towards achieving improvement measures

Process 1: **Data Collection** – Streamline the practice of the regular collection, recording and analysis of data to support the implementation of tiered intervention support.

Evaluation	Funds Expended (Resources)
As part of the streamlining of the regular collection, recording and analysis of data to support the implementation of tiered intervention, all classroom teachers plan time in stage meetings and on planning days to update their data records on Sentral. All teachers are using data every 5 weeks to inform their practice. Student wellbeing is a major focus with the collection of data from the Learning Support Team, Literacy and Numeracy assessments and attendance is used to inform teaching practice, programs and differentiation.	4 planning days for 14 staff members. $28000.

Process 2: **Professional Learning** – Staff development will be provided to build understanding of systems in place to effectively support student wellbeing and intervention practices across the school.

Evaluation	Funds Expended (Resources)
90% of staff implementing effective data based, tiered intervention through differentiated teaching and learning programs. The collection of data includes but is not limited to: Best Start, PLAN 2, Reading Benchmarks, SMART data (NAPLAN), Learning Progressions, Sentral data, stage and classroom assessments to improve student outcomes, guide planning and meet school and DoE targets.	Planning days for whole staff and professional learning funds

Strategic Direction 3

Excellence in Leading

Purpose

To Strengthen effective communication and authentic community involvement with increased quality opportunities and positive connections . Setting high expectations and implementing healthy and continual collaboration to promote high standards and a clear direction forward within the school community.

Improvement Measures

Student attendance rates will be higher than state average.

Community engagement will increase by 20%

Active and regular collaboration within school network.

Progress towards achieving improvement measures

Process 1:   Communication Project

School focus and direction is based on the school plan, and is reflective of clear and succinct stage, executive, staff and parent meeting agendas.

Strengthen communication and collaboration opportunities between stage, school, and group of schools

Plan, monitor and share data– clear expectations for all staff.

Evaluation	Funds Expended (Resources)
Twice termly stage planning meetings targeted consistency and deeper impact in implementing individual learning plans and cultural plans. Teachers have used this time to work collaboratively in consistent teacher judgement of assessment tasks within each stage and plan accordingly to point of time need of the students within their class and across each stage. This has included stage and school data particularly in the area of Reading and Numeracy. Teacher Professional Learning has been organised more efficiently through accreditation processes and streamlined with Professional Development Plans. This has ensured ongoing Professional Development for teacher pedagogy to strengthen milestones set out in Strategic Direction 1 of our school plan. Ongoing fortnightly meetings with our Student Liaison Support Officers has included professional development in the areas of curriculum and wellbeing to support ongoing improvement in how we they support students at WPS. WPS continued to be an active member of the Callaghan Network of schools hosting Principal Network meetings to support student attendance and procedures.	Teacher relief costs – whole school, twice per term

Process 2:   Community Involvement Project

Increase authentic participation and collaboration for community members.

Promote and Train volunteers for targeted programs.

Evaluation	Funds Expended (Resources)
A Music program commenced this year. Community involvement in music tuition has supported our Band program immensely. Community grants and	Equipment and resource purchase.

Progress towards achieving improvement measures	
donations have provided over $10000 worth of instruments to support the establishment of the program. Our Aboriginal Education Program was also established in Term 2 with the support of families with students from an Aboriginal background. An Aboriginal teacher was employed to establish an explicit cultural program that supported Aboriginal and non–Aboriginal students on traditional culture. The Support a Reader program continued to be strengthened with the support of dedicated volunteers. This directly supported students in Reading on a daily basis and built on the skills provided to students in the classroom. There was a 140% increase on Education week attendance. 10% increase on Buddy Playdate. All families attended at least one Kinder orientation session with 47/54 attending all 3 sessions. Slight decrease in numbers were noted for Kinder Connect session with many families stating they saw this as an 'optional' event. Grandparents' Day as part of Education week was hugely successful with over 200 families attending on the day. This initiative lifted the active culture of volunteers while celebrating the impact these volunteers have on supporting our goal of improving student learning outcomes. There was strong community consultation and support for the beautification of the Stage 3 courtyard, Preschool areas and Integration Playground. These improvements were only possible from grants and donations from the Variety club and Orica totaling over $180 000. Community support in establishing the initial approval for an upgrade to the Bridge Street crossing was also very significant in continuing to maintain high standards of safety for our students and community members.	Staffing costs

Process 3: **Target Attendance Project**

Further develop, support and promote strategies to strengthen student attendance and valuing education.

Review and modify processes and systems to encourage increased attendance.

Evaluation	Funds Expended (Resources)
Findings; Attendance for Semester 2 attendance rate is at 90.5% (92.4% Non–Aboriginal Students and 81.7% Aboriginal Students). Close community relationships and support systems through the Department of Education and Hunter New England Health have positively supported stronger school attendance. Thorough processes that reflect on student attendance data has continued to be implemented. Analysis by our Attendance team of students' attendance data in these processes have encouraged consistent contact and partnerships between staff and caregivers. Where needed this has included the support of external services to provide for the needs of our students. Collaboration with our Aboriginal Community Liaison Officer and the Aboriginal School Link Coordinator has supported the school and families to ensure higher attendance rates for our Aboriginal students.	Staffing costs

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$80557	Targeted goals have been developed with all Aboriginal students. The goals and/plans were collaboratively developed with the class teacher, Learning Support Team, student and parent / guardian. School Learning Support Officers were engaged to support Aboriginal students achieve their goals. A part time teacher was employed to support Aboriginal students to engage with Aboriginal history and culture. Aboriginal recognition ceremony and NAIDOC celebrations we successfully supported.
English language proficiency	$37741	A temporary teacher was engaged to assist with developing appropriate resources and provide teaching/learning opportunities to support EAL/D students.
Low level adjustment for disability	$158752	School Learning Support Officers were engaged to support targeted learning and intervention strategies / programs to improve student learning and wellbeing outcomes. Learning and Support Teachers supported and coordinated the delivery of support to students. Assistive technology and resources were sourced to support students achieve their goals and outcomes
Quality Teaching, Successful Students (QTSS)	$71713	AP's were allocated time each week to engage with their teams, analysing student data PDP planning, monitoring and feedback. Instructional Leadership and wellbeing programs were also delivered throughout the year supporting student engagement and teacher quality activities.
Socio–economic background	$144783	Technology, music, teaching resources, additional staffing and student welfare programs were supported throughout the year. This has facilitated student engagement and increased teacher skills and capacity.
Support for beginning teachers	$29510	Teachers in their beginning year were supported through this funding. Mentors were appointed to support the development of the beginning teachers and guidance was provided by executive staff. Additional release time and professional learning was provided to the beginning teachers.
Targeted student support for refugees and new arrivals	$932	Funding was used to support newly arrived refugee students.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	175	180	184	178
Girls	159	159	170	170

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	91.7	92.5	92.7	91.1
1	92.2	93.7	89.9	92.5
2	93.3	92.9	93.1	91.2
3	91.4	94.3	93.2	93.7
4	93.5	91.1	93.6	90.5
5	92.8	93.3	89.6	92.6
6	91.1	93.3	93.2	89.4
All Years	92.3	93	92.2	91.6
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)	4
Classroom Teacher(s)	17.24
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	7.62

*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	654,792
Revenue	4,485,201
Appropriation	4,366,017
Sale of Goods and Services	39,559
Grants and contributions	75,558
Investment income	3,467
Other revenue	600
Expenses	-4,548,418
Employee related	-4,189,106
Operating expenses	-359,312
Surplus / deficit for the year	-63,218

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	660,214
Equity Total	421,833
Equity - Aboriginal	80,557
Equity - Socio-economic	144,783
Equity - Language	37,741
Equity - Disability	158,752
Base Total	2,498,876
Base - Per Capita	89,615
Base - Location	0
Base - Other	2,409,261
Other Total	693,337
Grand Total	4,274,260

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.

Parent/caregiver, student, teacher satisfaction

Each year schools seek the opinions of parents, carers, students and teachers about various aspects of the school and its operations. Data has been captured from a number of sources including the Tell Them From Me survey. The following key results have been identified:

* Parents and Carers have rated the school above NSW Government norms in all measurement areas of the Tell Them From Me Surveys. The highest rated areas were; Parents can easily speak with their teacher (92%), The school supports positive behaviour and is clear about expectations (89%), Parents and Carers feel welcome when visiting the school (87%), Staff encourage students to do their best work (86%) and Teachers take account of students needs, abilities and interest (82%). Parents and carers indicated that they would like to see the canteen back in operation again when possible and would like to receive more communication though social media methods if possible.

* From surveys, 80% of students noted that they had high participation in sports, 92% valued schooling outcomes and that school will have a strong bearing on their future and 82% of students had positive relationships where they had friends they could trust and encourage them to make positive choices. Students indicated that only 45% had a positive attitude toward homework but 86% said they try hard to succeed in their learning.

* Teachers rated the school above NSW Government norms in all measurement areas of the Tell Them From Me survey. The highest rated areas were; Leadership 81%, Collaboration 85%, Inclusive school 89%. Teachers noted they wanted more assistance with technology integration and greater access to technology for student learning.

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.