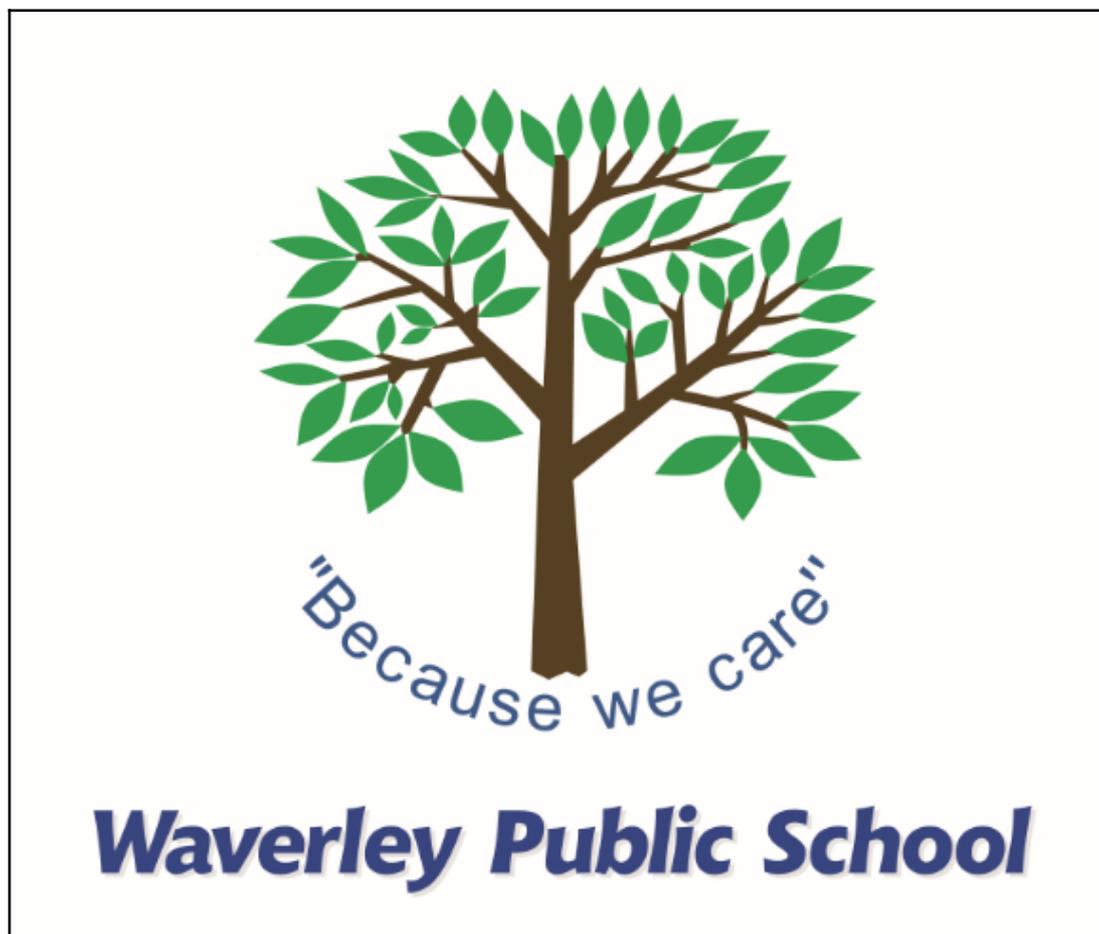


Waverley Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Waverley 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

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Message from the principal

It is with great pleasure that I present the Annual Report, celebrating the achievements of Waverley Public School. 2019 has been a highly successful year with outstanding results across the school. These results are due to the commitment, dedication and energy of staff & students working in partnership with a strong connected community. There were many highlights including: The Festival of Instrumental Music; Showcase; our inaugural Art Show and the school choir performing at the Sydney Opera House. The second year of a dance group was especially successful and our end of year Music Night showcased five performances from the program. The students of our school can be proud of their achievements and personal growth in 2019. All students have made progress and embraced new programs with enthusiasm. Many of our students are setting learning goals with their teachers and working hard to achieve these. These goals are often visible when I visit classrooms throughout the day. The teachers at Waverley are to be congratulated on their dedication to students, their professionalism and sustained commitment to providing engaging programs for every student in our school. Our school's vision statement includes the statement *'every child is known, valued and cared for'* and staff at Waverley work hard to ensure this is the case. Systems and processes have been implemented to ensure all classroom teachers attend Learning Support Team meetings on a regular basis. The Learning Support Team closely monitors well being and implement both support and enrichment programs. In 2019 the Macquarie Literacy Program was expanded and delivered an explicit reading intervention program to 15 students. Our school is supported by an enthusiastic parent community and a hard working P&C. Many wonderful events and activities were organised including a successful market day, a vibrant colour run and a hugely successful Trivia Night. The Wednesday Wrap – school canteen continued to go from strength to strength. In 2019 the P&C fundraising efforts were exceptional and funds raised were invested back into the school through the purchase of five interactive panels, Lap top trolley's complete with lap tops, classroom resources including robotics and a furniture upgrade for 5 classrooms. The school continues to thrive and grow. The continuous upgrade of our facilities remains a priority and 2019 saw the installation of a new canteen facility. The interior of the school was also painted and gave classrooms a much needed 'freshen up'. WCOOSC generously contributed to the school's maintenance program which included the re-turfing of the paddock, basketball court re-surfacing and a brightly coloured mural. During the holiday period 2 of our existing kindergarten classrooms received a significant upgrade to create contemporary and flexible learning spaces. These spaces are used by WCOOSC and support the growing demand for before & after school care.

School background

School vision statement

At Waverley Public School we strive to provide an inclusive environment that inspires and challenges all. Every child is known, valued and cared for and belongs to a strong, connected community. Through high expectations, quality teaching and a commitment to excellence, students are on a pathway to lifelong learning and continued success.

School context

Established in 1879 Waverley Public School is a thriving K–6 school located in the heart of Sydney's Eastern Suburbs. Situated on Bronte Road, the school is only a short walk from the Bondi Junction precinct and Queens Park. We are fortunate to have a wonderful community of 330 students, with 45% coming from Language Backgrounds Other than English. We have over 36 nationalities represented in our school including Japanese, German, Russian, Portuguese, French & Spanish. The school is committed to ensuring every student has the best possible opportunity to achieve success. Our teachers are professional, enthusiastic and have a broad range of experiences and talents. They work collaboratively and are dedicated to maximising learning outcomes through quality teaching across all Key Learning Areas. There is a strong focus on the delivery of differentiated literacy and numeracy programs that meet students' individual learning needs. An active Learning Support Team closely monitors wellbeing and implements both learning support and enrichment programs. A focus is to develop the *'whole child'* and the school provides a range of extracurricular programs including choir, dance, band, debating, performing & visual arts, public speaking, sports, Italian, film making and gardening pursuits. The school collaborates with the *Community of Schools in the Eastern Suburbs* in staff professional learning, leadership capacity building, networking and program development. The whole school community supports our core values of *Respect, Safety and Engagement* and students are respectful and supportive of each other. Our school has strong community connections, where staff, parents and the wider community work in partnership.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

INSPIRED LEARNING

Purpose

Provide an environment that nurtures and guides students to build positive and respectful relationships, inspiring them to become leaders of their own learning. The delivery of quality learning programs will enable all students to develop confidence and capabilities in Literacy and Numeracy.

Improvement Measures

- Increase the proportion of students in the top 2 NAPLAN bands for reading and numeracy.
- Increase the proportion of students demonstrating expected growth in Literacy & Numeracy on internal performance measures.
- Increased proportion of students reporting a positive sense of belonging and increased motivation at school. (2017 TTFM Benchmark)

Progress towards achieving improvement measures

Process 1: LITERACY:

Implement evidence based teaching programs that differentiate learning, map progress and are responsive to the literacy needs of all students.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Identified students are supported in their learning through targeted literacy intervention and support programs. These include EAL/D, NAPs (in class support and withdrawal groups), Mini Lit, Mac Lit and writing support delivered by the Learning & Support Teacher (LaST). Our LaST supports identified students one-to-one, in small groups and in class. Student progress is tracked and monitored by the LaST & Learning Support Team. Programs are flexible and are modified to meet the changing needs of students.• Within the literacy intervention support programs, students are closely monitored. The Mini Lit program has structured assessments which are completed at the beginning and end of each term. Data is analysed and individual progress tracked.• To meet student needs and raise achievement in writing, Waverley PS engaged with a DoE Student Services. In partnership with a LaNSA, the executive team collaborated on an action plan that focused on improving the explicit teaching of writing at Waverley PS. The project included specific links to the newly introduced learning progressions and Formative Assessment practices. Staff were supported through a series of tailored professional learning opportunities.• Teachers develop and share consistent programs K-6. Cooperative Planning opportunities for teachers each term.	<p>\$5 275 resourcing</p> <p>\$147 000 staffing</p>

Process 2: NUMERACY:

Implement evidence based teaching programs that differentiate learning, map progress and are responsive to the numeracy needs of all students.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• The APSMO Maths Games & Maths Olympiad competitions continue for identified Stage Two and Three students.. Through exposure to a range of challenges, students were introduced to maths concepts and flexible problem solving . Professional Learning opportunities for staff in the delivery of Maths Games and Olympiad was provided by APSMO.	<p>\$1750 resourcing</p>

Progress towards achieving improvement measures

- Teachers develop and share consistent programs K–6
- Standardised tests including Progressive Achievement Test (PAT) were implemented. Analysis of the data was used to inform teaching and learning and drive differentiated teaching and learning programs.

Process 3: WELLBEING:

Establish a consistent, school wide approach that enables all students to actively connect to their learning, building positive and relationships.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Staff continue to deliver the school wide social / emotional learning program – You Can Do It.. The weekly lessons focus on three key domains – Emotional Resilience, Social Skills and Learning Dispositions. Staff continue to evaluate student engagement with the program's content.• The Learning Support Team (LST) play a key role in supporting and catering for students with diverse learning needs. Student referrals and Learning Support Meeting minutes are documented and kept in Sentral which was introduced in 2020. The executive team, school counsellor, Learning Support Coordinator and LaST attend weekly meetings, along with teachers who have made a referral. Individual achievement, data and current strategies are discussed. The meetings are minuted and shared with relevant staff and are followed up accordingly. These processes ensure the school keeps records of referrals, monitors progress and supports students with their learning.• Class teacher completed an overview in Term 4 which was used when forming classes and as part of the school's transition processes. At the start of 2020, teachers received relevant overviews that provide important information about student learning needs. This was accompanied by a staff PL session where teachers share information on students with identified needs.• In 2019, in partnership with the P&C, students participated in a highly successful colour fun run. Funds raised were used on playground improvements including increased outdoor seating options. The Waverley Markets are an annual event that include parent run stalls and student performances. In 2019 the school held an art show where every student created a framed artwork for display. Community feedback was overwhelmingly positive with over 200 families attending opening night.	\$3652 resourcing

Strategic Direction 2

INSPIRED TEACHING

Purpose

Develop a quality teaching culture, underpinned by high expectations, differentiated curriculum delivery and reflective teaching practices. Future focused learning principles will prepare our students with skills and capabilities to thrive in a rapidly changing world.

Improvement Measures

- **Increased proportion of students reporting a positive learning climate with clear expectations for success and increased levels of engagement. (TTFM 2017 Benchmark)**
- **The school's value added data in SCOUT continually improves.**
- **Improved teacher survey data on Formative Assessment knowledge, skills and understanding and use.**

Progress towards achieving improvement measures

Process 1: QUALITY TEACHING / QUALITY LEARNING:

Plan and deliver ongoing professional learning on the *Quality Teaching Framework & Professional Standards* as tools to guide self-reflection, peer observations and PDP processes. This will include training and implementation of *Quality Teaching Rounds*.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• In 2019 Waverley was nominated by our DEL to work in a 3 year partnership with <i>Educational Changemakers</i>, a global training organisation focused on supporting teachers and school leaders innovate solutions to improve student learning. A focus area with Education Change Makers is to further develop the capacity of all staff through quality teaching. As a result, a team of four teachers, each representing their Stage, regularly participate in professional coaching sessions to develop a shared understanding of what quality teaching and learning looks like at Waverley PS. These coaching sessions then inform innovative lesson design tailored to the Waverley PS context.• At the beginning of each term, stage teams are given professional time to collaborate and plan quality teaching and learning programs and activities. The purpose of this time is to support staff in the planning and delivery of quality programs. . As a result, Waverley Public School has a sustained, school wide approach to teaching and learning programs and quality teaching, ensuring strong communication among staff, whilst maintaining consistency in programming, thus creating collective efficacy among staff.• Lesson studies continued in 2019 as a way to refine practices and share teaching and learning experiences and expertise with colleagues. Executive staff engaged a DoE LaNSA before leading the Lesson Study initiative. Staff feedback was overwhelming with 100% of staff finding the process professionally valuable and all staff wished to be involved in more rounds of Lesson Studies.	\$10 500 staffing

Process 2: FORMATIVE ASSESSMENT:

Ongoing professional learning and systematic embedding of Formative Assessment strategies across all learning environments including effective feedback, learning intentions & success criteria and goal setting.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• In stages, teachers collaborate to create activities and lessons that align with the Waverley Public School Writing Scope and Sequence and class	

Progress towards achieving improvement measures

programs. In Stage Two and Three, all teachers collaborate using SMART Notebook and/or Google Slides. Creating this resource has provided a scaffold for teachers when using explicit strategies to explain and breakdown knowledge. Lesson sequences utilise Formative Assessment through Learning Intentions (We Are Learning To), Success Criteria (What I'm Looking For) and real world application (This is Because) as well as lesson content.

- Staff have have engaged in professional learning on Formative Assessment focusing on learning intentions and success criteria. This will continue to be a focus area to further develop a positive learning climate with clear expectations for success.
- Staff have access to and use a range of Visible Learning resources which are displayed and evident in all classrooms including: learning intentions & success criteria, learning goals, feedback stamps & exit slips. An audit of Formative Assessment Strategies took place in classrooms to identify future needs of staff.

Process 3: TEACHING FOR THE FUTURE:

Implement future focused teaching and learning strategies across all curriculum areas and stages. Through the effective use of ICT students will learn about coding, robotics, STEM and the arts, developing skills in problem solving, innovation, critical and creative thinking.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • The new Science & Technology curriculum was implemented and staff supported through professional learning. A whole school scope and sequence was developed and teachers were supported with time to meet in stage teams to refine the units of learning. • Following a successful grant application, in 2018/19 two Kindergarten classrooms were refurbished and converted into flexible learning spaces. These new spaces included storage, office area and programs room. This pilot project has enabled the school's before and aftercare service to access the classrooms while teachers continue after school planning and preparation. • The school continues to work with P&C to invest in resources for teaching and learning program sin classrooms. 2019 saw the purchase of robotics, laptops and 4 additional interactive panels. • Stage Three teachers continue to engage and deliver content to students via <i>G Suite for Education</i> . This should be expanded to other stages in 2020. 	<p>\$180 000 – Classroom refurbishment</p> <p>\$62 ,000 – P&C contribution to furniture upgrades in classrooms</p> <p>\$33 978 – resources</p>

Strategic Direction 3

INSPIRED LEADING

Purpose

Ensure a school wide culture of high expectations, strategic planning and effective management practices that delivers school priorities and excellence. Leadership capacity is built across the school with a shared responsibility towards achieving continuous school improvement.

Improvement Measures

- All staff PDP's align with the School Plan and Strategic Directions, demonstrating and understanding of responsibilities in meeting all improvement measures.

- Increased proportion of teachers reporting that school leaders regularly observe teaching practice and provide useful feedback. (TTFM 2017 Benchmark)

Progress towards achieving improvement measures

Process 1: CONTINUOUS IMPROVEMENT

The leadership team embed systematic processes, with accompanying milestones and timelines that direct the effective implementation of the school plan, its priorities and reporting to the community through the Annual School Report.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• In 2019 Waverley was nominated by our DEL to work in a 3 year partnership with <i>Educational Changemakers</i>, a global training organisation focused on supporting teachers and school leaders innovate solutions to improve student learning. A focus area in this Action Plan is to develop leadership capacity across the school to further develop skills in managing staff performance and building a learning culture. As a result, all executive participate in regular coaching and mentoring sessions and are developing a shared understanding of what quality leadership involves at WPS.• In 2019 the school engaged Sentral, a web based administration system that supports school operations and teaching. The school uses Sentral for roll marking, assessment and reporting, scheduling, staff correspondence, recording minutes of meetings and student welfare. All staff (teaching & non-teaching) use Sentral which has streamlined communication and administrative practices across the school.• The school is committed to continuous improvement. The leadership team regularly seek the thoughts and opinions of our community. In 2019 the school surveyed the community and sought feedback in the areas of: wellbeing, literacy & numeracy, additional programs, school communication and engagement. The responses indicated our community value a wide range of additional programs which has led to their continuation. Feedback on Student Led Conferences indicated the school could improve its communication around this initiative, the value of students' taking responsibility for sharing learning and setting goals with their parents.	<p>\$10 500 Staffing</p> <p>\$17 130 Sentral 3 year licence</p>

Process 2: SHARED LEADERSHIP FOR SCHOOL EXCELLENCE:

All members of staff have a shared responsibility to implement explicit and sustainable whole school systems for collaboration, classroom observations and the modelling of effective feedback. These practices will drive and sustain ongoing school wide improvement.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• The Principal models instructional and visible leadership through scheduled classroom visits, providing immediate face to face and written feedback that supports a culture of high expectations and continuous improvement.	

Progress towards achieving improvement measures

- The Waverley Public School Performance & Development Framework statement was developed to support the ongoing and continuous professional development of staff. Our Professional Development Framework outlines the practices and procedures in place including term by term guidelines for the PDP review process. The statement references the Australian Professional Standards for Teachers which is then referred to when teachers write their PDP goals.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2064	<ul style="list-style-type: none"> • School Learning and Support Officer (SLSO) employed to provide learning support for targeted students. • Teachers release to develop Personalised Learning Plans for all Aboriginal identified students. • Money used to support school fees (negotiated with families.)
English language proficiency	\$73221	<ul style="list-style-type: none"> • EaLD Teacher employed 0.6 days/ week to provide targeted Literacy support for identified students.
Low level adjustment for disability	\$74237	<ul style="list-style-type: none"> • Learning Support Team evaluates teaching & learning programs and support staff in implementing necessary adjustments. • The school used funds to continue the Mini Lit reading program and 12 students were supported. • Learning & Support Teacher (LAST) employed 2.5 days/ week. • School Learning and Support Officer (SLSO) employed to provide learning support.
Quality Teaching, Successful Students (QTSS)	\$53145	<ul style="list-style-type: none"> • Funds were used to provide additional release time for Assistant Principals to mentor, coach and cooperatively plan with classroom teachers. K–2 leaders engaged with curriculum
Socio–economic background	\$4223	<ul style="list-style-type: none"> • All funds were used to support students, provide opportunities and maximise participation.
Support for beginning teachers	\$13 786	<ul style="list-style-type: none"> • Beginning teachers were supported through access to professional development, mentoring, classroom observations of best practice and additional release time. • Support was made available to those early career teachers in their accreditation attainment.
Targeted student support for refugees and new arrivals	\$21 343	<ul style="list-style-type: none"> • A specialist teacher was employed to implement Individual Learning Plans and support for students identified as new arrivals.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	119	147	163	172
Girls	133	127	139	158

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.5	94.4	96.1	96.2
1	92.3	94.3	96.3	95.3
2	95.3	94.1	95.9	95.7
3	94.9	95.7	93.3	95.5
4	92.9	93.8	96.2	93.9
5	95.7	95.4	94	95.7
6	96	97.1	92.8	93.9
All Years	94.7	94.7	95.3	95.4
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)	12.69
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	2.82

*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	233,406
Revenue	3,527,506
Appropriation	3,080,156
Grants and contributions	439,346
Investment income	4,454
Other revenue	3,550
Expenses	-3,236,874
Employee related	-2,771,653
Operating expenses	-465,221
Surplus / deficit for the year	290,632

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	103,857
Equity Total	153,744
Equity - Aboriginal	2,064
Equity - Socio-economic	4,223
Equity - Language	73,221
Equity - Disability	74,237
Base Total	2,417,803
Base - Per Capita	70,861
Base - Location	0
Base - Other	2,346,943
Other Total	288,286
Grand Total	2,963,691

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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

In 2019, the school surveyed the community and received 94 responses. The survey sought community feedback on the following areas: Well being, Literacy & Numeracy, review of programs, school communication & community engagement.

- In the domain of well being, 93% of parent responses indicated their child happily attends school while 95% reported staff of Waverley PS demonstrate care and concern for the well being of students. 93% of responses indicated parents had a clear understanding of behaviour expectations while 81% reported high levels of confidence that issues will be addressed should they arise.
- In the area of teaching & learning, 70% of parents agreed or strongly agreed with the statement: I am aware of my child's strengths and areas for growth in literacy. While in numeracy 68% agreed or strongly agreed with the corresponding statement.
- Parents report the Sports In Schools program is highly valued (78% of respondents) while 73% report the K–2 swim scheme as very valuable.
- Engagement in school events and activities was pleasingly high with 95% of respondents attending Parent / Teacher Interviews while 77% participated in Student Led Conferences.
- Tell them From Me Partners in Learning 2019 parent survey data reported parents feel welcome at school (7.6 compared to NSW average of 7.4). In the domain of communication with parents positive responses sat on state average (6.6 compared to NSW average of 6.6). Waverley parents also reported high levels of support at home for learning (6.3 compared to NSW average of 6.3). In the domain of the School Supporting Learning, responses from parents sat below the state average (7.2 compared to NSW average of 7.3) In 2020 the school will examine ways to communicate to parents how teaching and learning programs are differentiated to cater for students needs, abilities and interests.
- In the teacher Tell them From Me survey teachers report lower levels than state average (5.8 compared to NSW average of 6.7) of authentic student engagement with technology. This included setting goals for learning new technological skills. Collectively staff will examine this data and look for ways to support teachers embed technology usage into meaningful educational opportunities for their students.
- The Tell them From Me survey asked students their perceptions regarding their feelings and confidence in the areas of English and maths. 42% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW norm for this category is 53%. Improving students' perceptions around learning and achievement will continue to be an area of focus for the school in 2020.

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.