

Waniora Public School

2019 Annual Report



3960

Introduction

The Annual Report for 2019 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.

School contact details

Waniora Public School

Ursula Rd

Bulli, 2516

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

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

4284 3318

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 (331 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 its 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

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	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

- 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

- All teachers utilising formative assessment practices as part of their daily instruction and evident in their teaching and learning programs.

- 30% increase in Aboriginal and Torres Strait Islander students achieving in the top two NAPLAN bands of Numeracy and Reading.

Progress towards achieving improvement measures

Process 1: Literacy. Implement research based pedagogy to support explicit and systematic instruction in literacy.

Evaluation	Funds Expended (Resources)
QTSS funding was allocated throughout the year to enable teachers to work collaboratively across stages and to embed critical professional learning that centred upon phonics instruction, the consolidation of Morning Routine across K–6, guided reading practice and Talk 4 Writing. Class teachers benefitted from a flexible approach towards utilising HR within the school enabling regular intervention from the school's curriculum leader. Staff were provided with regular opportunities to analyse data that informed their future directions in the classroom.	QTSS– Continue to consolidate professional learning through team meetings, demonstration lessons, lesson observations and collaborative planning. To evaluate: Review of school data, work samples and teacher feedback. Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$9000.00)• (\$0.00)

Process 2: Numeracy. Embed consistent, explicit and systematic teaching of numeracy . Enhance teacher capacity through developing a longitudinal knowledge of curriculum content.

Evaluation	Funds Expended (Resources)
The school continues to seek appropriate professional learning for staff in numeracy. Planning is underway to conduct audits on physical resourcing and the specific professional learning needs of staff through 2020.	Curriculum Leader position – \$13 757 for part of the year in additional salary.

Progress towards achieving improvement measures

Process 3: Assessment for Learning. Develop teacher capacity to expertly use data that drives optimal growth. Embed whole school processes to support students at all levels.

Evaluation	Funds Expended (Resources)
<p>Process for Data Talks across whole school will be implemented in 2020.</p> <p>TPL on Questioning will be a focus for 2020.</p> <p>Teachers are using a range of Formative Assessment Strategies and this is evident through lesson observations, stage meetings and professional discussions.</p> <p>Curriculum Leader continues to drive improvement of quality teaching practices across the school.</p>	<p>Team meeting structures</p> <p>Formative Assessment Team</p> <p>Team meeting structures</p> <p>Curriculum Leader</p>

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.

Improvement Measures

Students across Kindergarten to Year 6 can confidently articulate their current 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).

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.

Progress towards achieving improvement measures

Process 1: An Inclusive Learning Culture. Achieving excellence in the provision of an integrated holistic approach to the social, emotional, physical and intellectual wellbeing of students through curriculum and high quality teaching and learning programs.

Evaluation	Funds Expended (Resources)
Students from Support Classes and their carers reported high levels of satisfaction in regard to formal transition programs, Semester 2 reporting and the evaluation of personalised learning plans and student goals. In 2020, the school will continue to evaluate and modify, where appropriate, planning processes and partnerships with parents/carers.	\$893 in educational resources \$915 in supplementary furniture \$5985 iPads for Support Unit use

Process 2: High Student Engagement. Provide challenging, personalised learning opportunities which foster aspirational expectations and the pursuit of excellence.

Evaluation	Funds Expended (Resources)
Re-evaluated in 2020.	

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.

Improvement Measures

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.

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

Progress towards achieving improvement measures

Process 1: Professional Growth

Engage teachers in the measurement and improvement of professional practice against the Australian Professional Standards for teachers.

Evaluation	Funds Expended (Resources)
All staff are actively maintaining accreditation. Two teachers completed their accreditation at proficient during Semester 2. All professional learning delivered on site references relevant standards and teachers are encouraged to seek out relevant professional learning in line with goals established in their PDPs.	\$9, 105 spent in professional learning through Semesters 1 & 2

Process 2: Educational Partners

Creation of an outward facing ethos that promotes strong and productive links with community.

Evaluation	Funds Expended (Resources)
This process was largely off track from the end of Semester 1. Community Learning Hubs did not progress as planned. One session was prepared on Cyber Safety but had to be cancelled due to an external presenter cancelling at short notice. The forum was not able to be re-scheduled. During Semester 2, a renewed focus on Staff Wellbeing was implemented. Staff attended a number of professional learning events (Kindness on Purposes) which enabled them to support each others wellbeing and understand the neuroscience behind the approaches they adopted.	Kindness on Purpose \$4900

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Total expenditure – \$8 160 Funds available \$12 190 Funding Sources: • Aboriginal background loading (\$8 160.00)	Through access to and working closely with local elders, performing local dreaming stories and being deeply involved in important cultural events, our Aboriginal students and their families report greater connectivity with our school. Students are proud of their culture and feel a greater sense of belonging at Waniora Public School.
English language proficiency	Total expenditure in professional learning – Talk for Writing, synthetic phonics – \$14 037 Funding Sources: • (\$14 037.00)	Whole staff training in Talk 4 Writing and consolidated professional learning in Synthetic Phonics has focussed the approach to teaching aspects of literacy across all stages. Both Talk 4 Writing and Synthetic Phonics are now taught explicitly and systematically throughout the school. Students are recording improved vocabulary, spelling and decoding skills.
Low level adjustment for disability	\$74 701 across 4 terms	The Learning and Support Teacher continues to have a pivotal role at Waniora including small group intervention in phonics and numeracy. The Learning and Support Teacher also authors all applications for Integration Funding Support/Placement and coordinates the response by our school counsellor in regard to referrals coming through the Learning Support Team.
Quality Teaching, Successful Students (QTSS)	2 x teachers, 2 x days per week Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$9 000.00)	QTSS is used flexibly at Waniora Public School to ensure that teachers have regular opportunities to improve their practice through working collaboratively and observing the practice of others. Working in conjunction with the school's Curriculum Leader, all staff are able to address personal goals within their PDP and improve elements of their own practice through lesson observations/demonstrations, team teaching and working collaboratively on programming, assessment and the creation of relevant resources.
Socio-economic background	\$1250 Funding Sources: • Socio-economic background (\$1 250.00)	Funds were allocated in 2019 to provide all students in the school with equitable access to curriculum and extra-curricula initiatives. Students in need were funded, either in part or in full, to attend school camps, excursions and incursions. The school fully funded student involvement in academically gifted programs and school sporting programs. School uniforms were provided or subsidised for those parents in need and a SLSO was employed to assist with an additional transition program for some students preparing to attend high school from 2020.
Support for beginning teachers	2nd year beginning teachers released to work with mentors = \$2,329 1st year beginning teachers released to work with mentors = \$5,000 Professional Learning	Funding for beginning teachers was spent on relevant professional learning and on release from class to work with a nominated mentor. Beginning teachers focussed on improving pedagogy in line with our school plan (phonics, Talk 4 Writing, explicit instruction and formative assessment). All beginning teachers are supported and celebrated at Waniora Public School.

<p>Support for beginning teachers</p>	<p>\$2000</p> <p>Total expenditure for 2019 – \$31 507</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$2 329.00) • Support for beginning teachers (\$5 000.00) • Support for beginning teachers (\$2 000.00) 	<p>Funding for beginning teachers was spent on relevant professional learning and on release from class to work with a nominated mentor. Beginning teachers focussed on improving pedagogy in line with our school plan (phonics, Talk 4 Writing, explicit instruction and formative assessment). All beginning teachers are supported and celebrated at Waiora Public School.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Funds allocated to targeted support of refugee students – \$1 479</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$1 479.00) 	<p>Funding enabled the parents of our one refugee family to attend parent/teacher conferences and formal meetings with the aid of a funded interpreter, in turn dramatically improving communication and the parents satisfaction levels.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	177	187	195	181
Girls	173	169	175	167

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.8	94.2	94.8	93.3
1	93.6	95.7	92.9	94.1
2	94.2	94.2	94	93.2
3	95.1	95.2	92.5	93
4	95.3	94.8	92.1	92.8
5	95.2	94	93.5	93.8
6	93.6	94.4	93.8	93.8
All Years	94.5	94.6	93.4	93.4
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)	4
Classroom Teacher(s)	15.1
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	5.87

*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	418,499
Revenue	3,631,480
Appropriation	3,515,289
Sale of Goods and Services	2,398
Grants and contributions	111,588
Investment income	2,205
Expenses	-3,638,225
Employee related	-3,069,389
Operating expenses	-568,836
Surplus / deficit for the year	-6,745

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	757,654
Equity Total	157,196
Equity - Aboriginal	9,140
Equity - Socio-economic	23,952
Equity - Language	15,457
Equity - Disability	108,648
Base Total	2,370,340
Base - Per Capita	91,054
Base - Location	0
Base - Other	2,279,287
Other Total	189,453
Grand Total	3,474,644

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

Waniora Public School regularly surveys parents, students and staff.

Parental surveys suggest high levels of satisfaction in 2019. 82% of parents surveyed believe that our school has a reputation for excellence and is responsive to community aspirations. 97% of parents report that their children view our school as a happy and safe place to learn and interact socially with their peers. 98% of those surveyed said that they feel welcome when visiting our school. It is also noteworthy that 97% of parents generally felt that teachers were approachable and acted promptly in regard to concerns and/or feedback.

In 2019 Waniora Public School staff were invited to provide feedback on school performance and staff satisfaction twice a term in the form of Pulse Checks. 'Pulse Checks' focussed on areas where teaching and non-teaching staff considered that the school was doing well as well as areas for improvement. Staff were able to comment on any barriers that they were encountering in regard to performing their role well and were invited to make suggestions on anything from curriculum delivery to communication. Staff responses were generally very positive. Common themes singled out for high levels of satisfaction included the school's approach to Professional Learning, consistency in behaviour management, a perceived focus on staff wellbeing as well as feeling appreciated and valued.

In 2019, Tell Them from Me data indicated that 74% of students surveyed across Years 4 to 6 reported a positive sense of belonging. This is somewhat below the state mean of 81%. 90% of our students surveyed indicated that they have friends at school they can trust who encourage them to make positive choices. This compares favourably with the state mean of 85%. Less students at Waniora Public School report to being victims of bullying (27%) compared to the state mean (36%). 70% of the school's Aboriginal students report feeling good about their culture when they are at school and 72% believe that their teachers have a good understanding of their culture.

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.