

# 2020 Annual Report

## Waverley Public School



## **Waverley Public School**

3953

# Introduction

The Annual Report for 2020 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

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As Acting Principal at Waverley Public School, it is with great excitement that I present the Annual Report, celebrating our achievements. Despite its challenges, 2020 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. This was further highlighted during the pandemic and especially the remote learning period.

The students of our school can be proud of their achievements, personal growth and resilience in 2020. All students have made progress and embraced new programs with enthusiasm. We have continued to develop a culture whereby students set their individual learning goals with their teachers and work hard to achieve these. 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 Public School 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 wellbeing and implements both support and enrichment programs. Our school is supported by an enthusiastic parent community and a hard-working P&C. In 2020, the P&C fundraising efforts were exceptional during such a challenging time and funds raised were invested back into the school through the purchase of 3 sets of laptops (16 per set) and 3 docking stations, an interactive whiteboard panel, flexible furniture for 4 classrooms and purchases for the library.

In the second semester of 2020, our school was invited to participate in the Leading Evaluation, Evidence and Data (LEED) Capability Building Project. The first stage of the project was for the school to undertake a vigorous self-assessment against the School Excellence Framework. This work supported the development of our 2021-2024 School Improvement Plan.

The school continues to thrive and grow and I am extremely proud of our achievements.

Tess Christie

Acting Principal

## School vision

*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. 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>

## 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"><li>• 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 &amp; 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 &amp; Learning Support Team. Programs are flexible and are modified to meet the changing needs of students.</li><li>• 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.</li><li>• Teachers develop and share consistent programs K-6. Cooperative Planning opportunities for teachers each term.</li><li>• An Instructional Leader supported the development of teacher confidence and capacity to differentiate to meet students' literacy needs</li></ul> | <p>\$60 489 QTSS</p> <p>\$75 967 low level adjustment for disability</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"><li>• Identified students are supported in their learning through targeted literacy intervention and support programs. These include targeted programs delivered by the Learning &amp; 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 &amp; Learning Support Team. Programs are flexible and are modified to meet the changing needs of students.</li><li>• Teachers develop and share consistent programs K-6. Cooperative Planning opportunities for teachers each term.</li><li>• An Instructional Leader supported the development of teacher confidence</li></ul> | <p>\$60 489 QTSS</p> <p>\$75 967 low level adjustment for disability</p> |

## Progress towards achieving improvement measures

and capacity to differentiate to meet students' numeracy needs.

- The APSMO Maths Games & Maths Olympiad competitions continued for identified Stage Two and Three students.. Through exposure to a range of challenges, students were introduced to mathematical concepts and flexible problem solving.
- 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"><li>• The school evaluated the social / emotional learning program, You Can Do It, and it was determined that the program was no longer meeting the school's need. Staff members were surveyed and a committee researched possible alternatives. From 2021, The Resilience Project will be implemented across the whole-school.</li><li>• The Learning Support Team (LST) played 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. These processes ensure the school keeps records of referrals, monitors progress and supports students with their learning.</li><li>• Class teacher completed an overview in Term 4 which was used when forming classes and as part of the school's transition processes. In readiness for the new school year, teachers received relevant overviews that provide important information about student learning needs. This was accompanied by a staff meeting where teachers share information on students with identified needs.</li></ul> | \$1535                     |

## 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"><li>• The school continued to work in partnership with Educational Changemakers, a global training organisation focused on supporting teachers and school leaders innovate solutions to improve student learning. A focus area with Education Changemakers was to further develop the capacity of all teaching staff through quality teaching. As a result, a team of four teachers, each representing their Stage, regularly participated in professional coaching sessions to develop a shared understanding of what quality teaching and learning looks like at Waverley Public School. These coaching sessions then inform innovative lesson design tailored to the school's context.</li><li>• 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.</li></ul> | \$6000 to support release from face-to-face (RFF) teaching |

##### 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"><li>• In stages, teachers collaborate to create activities and lessons that align with the Waverley Public School Writing Scope and Sequence and class 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</li></ul> |                            |

## Progress towards achieving improvement measures

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- Staff 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"><li>• The school continued to work with P&amp;C to invest in resources for teaching and learning program in classrooms. 2020 saw the purchase of 3 sets of laptops (16 in each), three docking stations and 1 additional interactive panel. The P&amp;C supported the purchase of flexible furniture for 4 classrooms to enable future focused pedagogies.</li><li>• All classes utilised digital platforms during the learning from home period, due to covid-19 to maintain engagement and a partnership between home and the school. Kindergarten used Class Dojo, Stage 1 used SeeSaw and Stages 2-3 used Google Classroom.</li></ul> | \$28 275 P&C funds for technology<br><br>\$20 612 P&C funds for flexible classroom furniture |



## 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"><li>• Waverley Public School continued to work in partnership with <i>Educational Changemakers</i>. A focus area in this Action Plan was 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 participated in regular coaching and mentoring sessions and developed a shared understanding of what quality leadership involves at WPS.</li><li>• The school continued to develop and strengthen processes and procedures using Sentral. All staff (teaching &amp; non-teaching) use Sentral which has streamlined communication and administrative practices across the school.</li><li>• Online platforms were used to communicate on a regular basis with parents and students during the learning from home period.</li></ul> | \$17 130 Sentral 3 year licence |

##### 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"><li>• 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.</li><li>• An Instructional Leader supported the development of teacher confidence and capacity based on individual teachers' goals, with explicit feedback provided.</li><li>• The Performance and Development Framework continued to support teachers in the pursuit of excellence in teaching.</li></ul> |                            |

| <b>Key Initiatives</b>  | <b>Resources (annual)</b>                     | <b>Impact achieved this year</b>  |
|---|---|---|
| <b>Aboriginal background loading</b>                          | \$1548 flexible funding                       | SLSO support was provided to assist progress towards Personalised Learning Pathway goals  |
| <b>English language proficiency</b>                           | 0.2 FTE \$21 877<br>\$73 065 flexible funding | Students were supported by EAL/D staff who worked collaboratively to plan and implement targeted programs   |
| <b>Low level adjustment for disability</b>                    | 0.5 FTE \$54 692<br>\$21 275 flexible funding | <p>The Learning and Support team evaluates teaching and learning programs, which include targeted adjustments and accommodations to meet students' needs.</p> <p>The Learning and Support teacher planned and implemented programs to meet student needs..</p> <p>SLSO support provides assistance to students in the classroom and on the playground, where necessary. Students' goals from Personalised Learning and Support Plans were supported by SLSOs.</p> |
| <b>Quality Teaching, Successful Students (QTSS)</b>           | 0.553 FTE \$60 489                            | An Instructional Leader worked collaboratively with staff to build capacity to teach literacy and numeracy through a coaching model.  |
| <b>Socio-economic background</b>                              | \$5606 flexible funding                       | <p>Funding was used to provide targeted support and implement programs to assist students in need. Where required, the school supplemented excursions, incursion and resources for students whose parents were experiencing financial difficulties.</p> <p>Additional release from face-to-face (RFF) teaching was provided to staff members to assist in meeting students' needs including the development of programs and resources.</p>                        |
| <b>Support for beginning teachers</b>                         | \$18 856 for beginning teachers               | <p>Early career teachers were provided with ongoing mentoring and professional learning opportunities, as well as support to prepare and submit accreditation documents.</p> <p>Additional release from face-to-face (RFF) teaching enabled early career teachers and mentors to work collaboratively.</p>  |
| <b>Targeted student support for refugees and new arrivals</b> | \$5420  | Targeted language support was provided to students requiring intensive assistance.  |

# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2017       | 2018 | 2019 | 2020 |
| Boys     | 147        | 163  | 172  | 158  |
| Girls    | 127        | 139  | 158  | 178  |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2017 | 2018 | 2019 | 2020 |
| K         | 94.4 | 96.1 | 96.2 | 96.2 |
| 1         | 94.3 | 96.3 | 95.3 | 95.5 |
| 2         | 94.1 | 95.9 | 95.7 | 96.8 |
| 3         | 95.7 | 93.3 | 95.5 | 95.7 |
| 4         | 93.8 | 96.2 | 93.9 | 94.4 |
| 5         | 95.4 | 94   | 95.7 | 92.6 |
| 6         | 97.1 | 92.8 | 93.9 | 95.4 |
| All Years | 94.7 | 95.3 | 95.4 | 95.5 |
| State DoE |      |      |      |      |
| Year      | 2017 | 2018 | 2019 | 2020 |
| K         | 94.4 | 93.8 | 93.1 | 92.4 |
| 1         | 93.8 | 93.4 | 92.7 | 91.7 |
| 2         | 94   | 93.5 | 93   | 92   |
| 3         | 94.1 | 93.6 | 93   | 92.1 |
| 4         | 93.9 | 93.4 | 92.9 | 92   |
| 5         | 93.8 | 93.2 | 92.8 | 92   |
| 6         | 93.3 | 92.5 | 92.1 | 91.8 |
| All Years | 93.9 | 93.4 | 92.8 | 92   |

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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)                    | 12.74 |
| Literacy and Numeracy Intervention      | 0.42  |
| Learning and Support Teacher(s)         | 0.5   |
| Teacher Librarian                       | 0.8   |
| Teacher ESL                             | 0.2   |
| 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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

| Staff type     | Benchmark <sup>1</sup> | 2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.30%                  | 6.30%   |
| Teachers       | 3.30%                  | 2.80%   |

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|                                       | 2020 Actual (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 524,038          |
| <b>Revenue</b>                        | 3,438,140        |
| Appropriation                         | 3,105,968        |
| Sale of Goods and Services            | 1,236            |
| Grants and contributions              | 325,645          |
| Investment income                     | 1,640            |
| Other revenue                         | 3,650            |
| <b>Expenses</b>                       | -3,323,084       |
| Employee related                      | -2,886,139       |
| Operating expenses                    | -436,945         |
| <b>Surplus / deficit for the year</b> | 115,056          |
| <b>Closing Balance</b>                | 639,094          |

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

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

|                         | 2020 Approved SBA (\$) |
|-------------------------|------------------------|
| <b>Targeted Total</b>   | 32,776                 |
| <b>Equity Total</b>     | 178,063                |
| Equity - Aboriginal     | 1,548                  |
| Equity - Socio-economic | 5,606                  |
| Equity - Language       | 94,942                 |
| Equity - Disability     | 75,967                 |
| <b>Base Total</b>       | 2,501,821              |
| Base - Per Capita       | 79,366                 |
| Base - Location         | 0                      |
| Base - Other            | 2,422,454              |
| <b>Other Total</b>      | 280,747                |
| <b>Grand Total</b>      | 2,993,406              |

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



## Parent/caregiver, student, teacher satisfaction

In 2020, the school surveyed the community using the Tell Them From Me Partners in Learning Survey and received 157 responses.

- Tell them From Me Partners in Learning 2020 parent survey data reported parents feel welcome at school (7.7 compared to NSW average of 7.4). In the domain of communication with parents positive responses sat on state average (6.8 compared to NSW average of 6.6). Waverley parents also reported high levels of support at home for learning (6.5 compared to NSW average of 6.3). In the domain of the School Supporting Learning, responses from parents sat below the state average (7.1 compared to NSW average of 7.3) In 2021, 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 (6.4 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. 30% 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

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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

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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

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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.