

2020 Annual Report

Waniora Public School



3960

Introduction

The Annual Report for 2020 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.

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School vision

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 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	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.

Overall summary of progress

Improvement measures related to NAPLAN targets cannot be reported on due to the cancellation of NAPLAN in 2020. Formative Assessment continues to be a focus of ongoing professional learning at Waniora PS to support improved practice in each classroom. Professional learning in this area during 2020 was problematic due to an inability to work collaboratively other than online for a large part of the year. The over-arching goal of all teachers utilising formative assessment practices as part of their daily instruction remains central to our vision and is to be prevalent in our future School Improvement Plan. The target of a 30% increase in Aboriginal and Torres Strait Islander students achieving in the top two bands of NAPLAN can also not be accounted for due to the cancellation of NAPLAN.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Scope and Sequence documentation for Morning Routine and Writing largely off track and carried over the beginning of the next year.	Stage meeting K-6.

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)
Mathematics committee formed to continue work stemming from school-wide audit of teaching practice and resourcing. Targeted professional learning for teachers delivered through the next school plan to address areas of need	

Progress towards achieving improvement measures

and impact upon 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)
Handover process complete enabling fluid transition for students into 2021.	

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.

Overall summary of progress

Not all students across K-6 can confidently articulate their learning goals. However, many students, particularly in Writing, can articulate what they need to do to progress and improve. Learning goals feature in formal reporting to parents twice yearly and all teachers will incorporate learning goals as a feature of their practice in our future school plan 2021-24.

School data sources (TTFM and parent surveys) reveal that student are engaged in their learning but are not challenged to achieve their very best. The notion of challenging our students, particularly our high performing students, will be a key feature in new school planning.

All forms of personalised planning are in place at Waniora Public School and processes are in place to ensure systematic review of planning and goals throughout the year. The school is looking to incorporate greater student voice in this process.

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)
Most PDPs completed and signed off by supervisors. A number remained either incomplete or outstanding hence an assessment of off track.	

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

Evaluation	Funds Expended (Resources)
A large cross section of initiatives and activities planned to impact on student levels of engagement in 2020 were abandoned due to restrictions stemming from COVID-19. Initiatives and curriculum opportunities in the arts, science, STEM, culture and student leadership were cancelled. TTFM data and parent/carer survey data revealed that students are engaged in their learning, despite obvious setbacks in 2020, however challenge for our students now must be considered a priority for future planning.	

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

Overall summary of progress

Teaching and learning programs at Waniora PS are collaboratively planned and evaluated. Content regularly draws upon strategies that have been proven by evidence to be effective in improving outcomes for all students. Each program draws heavily upon explicit (direct) instruction, synthetic phonics instruction, formative assessment and Talk 4 Writing. Teachers PDPs all reference the Australian Professional Standards for Teachers as does all school professional learning. Support is available for teachers through the accreditation process through the mentoring and guidance of executive staff and senior teachers.

Parents were overwhelmingly satisfied with the school response to learning from home during the COVID lockdown and subsequent staggered return to school. At the end of Semester 2 parents were surveyed again and high levels of parent satisfaction were recorded across a number of areas.

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)
Most teachers completed their annual review. This process, completed in consultation with supervisors, will inform their goals for their PDP in 2021.	

Process 2: Educational Partners

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

Evaluation	Funds Expended (Resources)
Attendance was not rewarded after the onset of COVID-19. Students were encouraged to stay home from school if suffering from upper respiratory infection type symptoms. Rewarding attendance seemed contrary to health advice at the time. Focus Groups were delayed and will now form in Term 1, 2021 to drill deeper into data arising from parental survey responses particularly in the areas of whole school communication and information and student engagement. High school transition and extended orientation for those students requiring it was successfully facilitated through Terms 3 and 4 leading to a more streamlined transition for students.	

Progress towards achieving improvement measures

The PBL re-launch has been delayed and will now be a feature of the next school plan 2021-24.	
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Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$500 course fees. \$450 casual teacher relief. Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$950.00) 	Most initiatives cancelled in 2020 due to COVID-19 restrictions. Connecting to Country professional learning for teachers cancelled. Our school commits to the training of interested teachers as soon as the Northern Illawarra AECG offer this valuable professional learning opportunity again. The Deadly Awards, hosted by Waniora Public School, were also cancelled with the view to staging them again in 2021. In 2021 a specialist position will be created to support Aboriginal students academically and through improved attendance. The school continues to teach Aboriginal perspectives through Key Learning Area content, hosts an Aboriginal Cultural Group for Aboriginal students and their friends and celebrates and acknowledges key events like Reconciliation Week, NAIDOC events and Harmony Day.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$6 440.00) 	Purchasing of decodable readers and supplementary readers complimenting existing resources within the school to provide greater instructional and support materials for teachers and parents.
Low level adjustment for disability	\$76 569 + \$32 665 = Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$76 569.00) Low level adjustment for disability (\$32 665.00) 	Low level adjustment for disability at Waniora PS continues to be used to fund LaST position (0.7). A flexible staffing allocation is added (0.3) to create the full time position. Our LaST works with small groups (5 week data cycle) of students promoting improved outcomes in literacy and numeracy for students K-6, working closely with teams across the school and always at the students point of need. LaST chairs Learning Support Team and authors all Access Requests for Integration Support Funding and Panel Placement applications.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$75 553.00) 	QTSS funding has been used across the year to ensure that all teachers are provided with equitable opportunities to work and plan collaboratively, observe the practice of others, team teach, give and receive feedback and moderate assessment. Together with the School Curriculum Leader, QTSS funding is employed to ensure that every teachers practice continues to improve.
Socio-economic background	\$29 223 Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$29 223.00) 	A number of initiatives were abandoned or only partly completed due to COVID lockdown and the impact of a staggered return to school. SLSOs employed to work with students to assist in providing support academic and socially and in providing extended transitions for students in mainstream and support classes entering high school in 2021.
Support for beginning teachers	1. 1st year teacher \$14 481 2. 2nd year teacher \$4 375	Both beginning teachers, having selected mentors this year have devoted their allocated funding to working with mentors and improving their practice, concentrating on the teaching and learning cycle, core pedagogy within the school and guided by the Australian

<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$14 481.00) • Support for beginning teachers (\$4 375.00) 	<p>Professional Standards for Teachers. Some funding for each teacher was strategically set aside to fund needs based professional learning which has resulted in improved skills and practice for each teacher specifically in Talk 4 Writing, phonics instruction and Additive Strategies.</p>
<p>Targeted student support for refugees and new arrivals</p>		<p>Limited funding used to provide support for one family in accessing the curriculum through covering the cost (or subsidizing) incursions and excursions as well as assisting with uniform and related expenses.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	187	195	181	161
Girls	169	175	167	155

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.2	94.8	93.3	97.4
1	95.7	92.9	94.1	93
2	94.2	94	93.2	96.1
3	95.2	92.5	93	92.7
4	94.8	92.1	92.8	94.1
5	94	93.5	93.8	94.2
6	94.4	93.8	93.8	93.5
All Years	94.6	93.4	93.4	94.3
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)	4
Classroom Teacher(s)	12.94
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
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, 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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	411,754
Revenue	3,395,879
Appropriation	3,324,532
Sale of Goods and Services	2,253
Grants and contributions	68,756
Investment income	338
Expenses	-3,519,533
Employee related	-3,215,585
Operating expenses	-303,948
Surplus / deficit for the year	-123,654
Closing Balance	288,100

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.

	2020 Approved SBA (\$)
Targeted Total	92,616
Equity Total	158,900
Equity - Aboriginal	12,248
Equity - Socio-economic	29,223
Equity - Language	8,205
Equity - Disability	109,224
Base Total	2,865,140
Base - Per Capita	88,039
Base - Location	0
Base - Other	2,777,101
Other Total	162,437
Grand Total	3,279,092

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 to access the school data.

2020 NAPLAN

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

This section of the Annual Report is informed from parent/carer survey data and student Tell Them from Me data sets. Teaching and non teaching staff are regularly surveyed throughout the year through 'Pulse Checks'

78% of parents surveyed believe that students at Waniora Public School are engaged and challenged in their learning. 99% of parents are of the opinion that student wellbeing is important at our school and that all students are known, valued and cared for.

68% of parents report that teachers communicate effectively with home about students learning either always or usually. 69% of parents are either very satisfied or satisfied with information they receive about their child's development and progress.

83% of parents surveyed report as being either very satisfied or satisfied with the level of service they receive from school administration.

92% of parents believe that our school has a good reputation within the local Bulli community.

Students, according to Tell Them from Me data, are socially engaged at Waniora Public School. 77% of students surveyed (Years 4-6) reported as having a positive sense of belonging (State mean 81%), student participation in school sports and clubs was recorded at 89% (State mean 89%) and 90% of Waniora students (Years 4-6) have positive relationships within the school (State mean 85%).

A high percentage of Waniora Public School students surveyed are institutionally engaged. 91% of students value schooling outcomes (State mean 96%) and 94% of our students report to having positive behaviour at school (State mean 83%). Comparatively, only 32% of students value homework (State mean 63%).

Further data indicates that our students are not as interested and motivated as their state peers. This was reflected in feedback from parents in annual survey data and has informed aspects of the School Improvement Plan (2021-24). School level factors associated with student engagement (including positive teacher-student relations, positive learning climate and expectations for success) were all lower among the Waniora Public School cohort compared with NSW Government norms. Students at Waniora, however, report to high levels of effort (94%).

Teaching and non teaching staff at Waniora Public School generally express high levels of satisfaction in their workplace. In 2020, those who provided Pulse Checks twice a term were satisfied with aspects of the physical environment (significant improvements/upgrades in our school library and administration) as well as programs and practice within the school.

Teachers are particularly proud of their instruction in Talk 4 Writing, phonics instruction and Morning Routine (Direct Instruction). There was also a high level of satisfaction and pride resulting from the school response to COVID-19 lockdown where our school quickly adapted to online delivery of lessons and supporting students and their families with learning using a variety of online platforms, ensuring continuity of learning for our students.

Teaching staff believe that we continue to use data effectively in driving our teaching. We continue to invest in improving teaching practice (QTSS, Curriculum Leader intervention) and value collaboration in programming and planning across stages.

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.