

Waratah Public School

Annual Report



2016



3377

Introduction

The Annual Report for **2016** is provided to the community of **Waratah Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Trish Bowen

Principal

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School background

School vision statement

We are a positive, caring and forward thinking school aiming to prepare our students to become successful learners, confident and creative individuals and active and informed citizens through equity and excellence in education.

School context

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

Apart from hard working main stream classes, there is an integrated preschool that caters for 80 children five days per fortnight. There is an Early Intervention support class that caters for preschool students with disabilities in the region. There is also a multi-categorical class that caters for K–6 students with disabilities in the region. We are proud of and celebrate the diversity of cultures within our community with 20 per cent of students having an Aboriginal background and 14 per cent with English as an additional language or dialect.

We provide all our students with quality learning experiences delivered by committed and passionate teachers. The school also works closely with a very supportive school community. To support our students' learning and to enable our students to be the best that they can be, we offer an extensive range of other services and programs. There are 2 specialist Learning and Support Teachers, an EAL/D teacher, School Librarian, a School Counsellor and 16 learning and support officers. This helps give our students optimum opportunity to become successful and happy citizens.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. 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.

Many achievements were reported for our school as staff and the community critically evaluated the performance of the school against the school excellence framework. In most elements, the school was assessed as 'sustaining and growing' while evidence of 'excelling' was also identified in some aspects of wellbeing, curriculum, learning and development, professional standards, and leadership. Areas for school improvement include; whole stage planning and assessment, clearer scope & sequences and transparency of funding.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Students are engaged through the delivery of quality teaching and learning programs, resulting in successful lifelong learners.

Purpose

To improve student learning and engagement through student centred quality teaching practice. To create an environment where students are challenged and enjoy coming to school, while ensuring students are supported to reach their full potential.

Overall summary of progress

Throughout 2016, staff and the parent community proactively developed and implemented strategies to engage students in valuable learning activities. These strategies were embedded in each teacher's performance and development plan, identifying individual goals and learning intentions while aligning with the strategic directions of the school. The curriculum team have evaluated best teacher practice throughout the region, researching strategies to better support the implementation of the teaching and learning cycle throughout the school. As a result, the school is prepared to begin the implementation of the Powerful Learning, Accountable Teaching program in Term 1, 2017. In addition to this milestone, there has been a significant improvement in student engagement through extracurricular programs. This was particularly notable for boys, with measured participation increase of 10% throughout the year as recorded in the Tell Them From Me survey data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of students reaching expected growth in NAPLAN in Year 5 and Year 7. A reduction of the negative incidents recorded on Sentral.	Student overall growth in year 5 saw significant gains in both Reading and Spelling. Student overall growth in year 7 saw significant gains in reading, writing, grammar and Punctuation. There was a decrease in the overall number of students being recorded on Sentral across the cohort for negative incidences.	Established PLAT framework across K–6 classrooms. Professional Development for teaching staff in L3, Reading Recovery, TEN. Professional Development for Support Staff in MultiLit and training by Learning Support Teachers for individual student needs. Purchased literacy Apps targeted at specific literacy needs K–6.

Next Steps

Implement Powerful Learning, Accountable Teaching (PLAT) through learning markers for Grammar, Punctuation and Vocabulary.

Establish a five weekly teaching and learning cycle to guide teacher planning and track student progress against the literacy learning continuum and syllabus content.

Continue to monitor student engagement levels through the Tell Them From Me Survey and additional data collection tools.

Leaders to continue selecting and implementing research-based professional learning for teachers to improve student centred quality teaching practices.

Strategic Direction 2

Building the capacity of teachers and leaders in our school, pursuing excellence in professional knowledge, practice and engagement.

Purpose

To produce the best quality teacher and leaders, ensuring that the teacher's professional learning journey precisely meets the needs of our school and fulfilling the requirements of the Australian Professional standards for teachers.

Overall summary of progress

Building staff capacity has continued as a focus for 2016 and has been addressed through the development of differentiated professional learning opportunities. This has been planned around goals identified in individual Professional Development Plans and linked to the school plan. In alignment with school priorities, staff have engaged in professional development in Wellbeing, focusing on Trauma Informed Practice. Future learning, through deeper exploration of the Quality Teaching Framework and 21st Century skills, has also been a key feature. There has been particular emphasis on Quality Teaching through the effective integration of technology. Professional Learning has been differentiated through the use of Google Classrooms and team teaching, to address individual needs. Preschool and Early Intervention staff have engaged in targeted learning, focusing on mental health initiatives for early childhood. Mandatory training has been completed by all staff and a professional learning program has been developed for casual teachers, to ensure their compliance requirements are maintained. School Learning and Support Officers have also participated in individualised professional development, enhancing their skills in specific programs to support students. Information about accreditation processes have been provided to staff during meetings to enable and support the achievement of a higher level of teacher accreditation. One staff member is actively working towards achieving accreditation as a Lead Teacher, as part of a Leadership Development Initiative.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The alignment of quality professional learning to school Strategic Directions, system requirements, and professional/ personal learning goals of staff.	Performance and development plans were reflected of the school plan. Professional learning was then targeted towards this. Google classroom enabled staff professional learning to be differentiated.	\$1200 teacher release.
Class and individual programs will be reflective of professional learning targets.	Skills and knowledge gained through professional learning were observed in classroom practice and teacher programs.	Nil

Next Steps

- Members of the Wellbeing team are developing a holistic approach to values and social skills, with whole school programs in these areas to be introduced in 2017. All staff will be trained in the implementation of these programs.
- Future Learning, including the development of 21st Century Learning skills and the effective integration of technology into regular teaching practice in all Key Learning Areas, will continue to be a focus in 2017. Collaborative planning, team teaching, mentoring in technology and collegial sharing, both across the school and across the Callaghan Education Pathways Group, will be key features in this process.

Strategic Direction 3

Strengthening and expanding partnerships with our community to enhance and support a positive learning environment.

Purpose

Creating and strengthening relationships within and outside the school. Developing strong and meaningful partnerships with families, community groups, educational institutions and other schools to maximise the opportunities for our students.

Overall summary of progress

Waratah Public School prides itself on building and maintaining quality relationships and partnerships. This has been evident by the continued successful involvement of many school, community and educational groups including; the school community, TAFE, University of Newcastle, Callaghan College, Waratah Rotary, Samaritans, Smith Family, Salvation Army, Work for the Dole, Skills Generator, Waratah Men's Shed and local businesses. All these partnerships have contributed towards building and maintaining a positive school culture and provided more opportunities for our students to thrive and grow.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
95% of parent/ families downloaded Skoolbag app.	96% of our families have downloaded Waratah Public School Skoolbag app.	It costs the school \$350 per year for the administration of the Skoolbag app.
50% increase of parent/carer attendance in school information sessions and assemblies	Parent attendance at assemblies has improved by over 300%, however there has only been a slight increase in parent participation in school information sessions.	Nil

Next Steps

The school will continue to maintain and nurture these strong partnerships whilst also looking to further develop more local business partnerships in the way of grants and funding opportunities. We endeavour to provide more opportunities for parents to be involved in planning activities and to remodel our parent teacher information sessions to encourage a higher percentage of parent attendance.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Through the combination of the Reach Program, Aboriginal Cultural Groups and Personalised Learning Plan development a notable improvement in attendance and engagement was recorded.	\$52102
English language proficiency	High quality teaching programs have been implemented to develop English language proficiency and support communication with peers and teachers allowing access to curriculum content and equitable learning outcomes.	\$10624
Low level adjustment for disability	The Learning and support teachers were able to provide extra instruction and tuition to students and assist and support teachers to successfully implement individual and group programs aimed at improving learning outcomes.	\$122425 Staff Loading \$33997 Flexible funding
Quality Teaching, Successful Students (QTSS)	An intensive and thorough review and implementation of the School Excellence Framework was undertaken. Students, parents and staff were all an integral part of the process. A planned and transparent process lead to a greater understanding of planning, reporting and evaluation processes and a very detailed School Excellence Framework report was developed.	\$30,000
Socio-economic background	Funding supported students academically, socially and emotionally through the Reach program. School Learning Support Officers also were able to support classroom teachers implement programs targeting these areas. Funds were also utilised to employ an educational environmentalist, engaging all students in meaningful and productive lessons. Funds were allocated to support students and families financially.	\$32533

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	173	150	162	175
Girls	163	159	151	159

Student attendance profile

School				
Year	2013	2014	2015	2016
K	90.3	94.5	94.1	91.7
1	93.2	91.1	93.2	92.2
2	94.6	92.9	90.2	93.3
3	93.9	95.4	93.3	91.4
4	93.6	93.7	94.1	93.5
5	92	95.7	93.1	92.8
6	93.8	94.4	92.6	91.1
All Years	93	93.9	93	92.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	16.44
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	1
School Administration & Support Staff	6.62
Other Positions	0.13

*Full Time Equivalent

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	83
Postgraduate degree	17

Professional learning and teacher accreditation

Staff have enthusiastically participated and engaged in professionally leaning throughout the year based upon individual staff Performance and Development plans and the strategic School Plan. This learning focused on student wellbeing, specifically targeting Trauma Informed Practice and 21st Century Learning teaching practice. Compliance and mandatory professional development including CPR, anaphylaxis, Code of conduct and Child Protection training has been conducted and registered. All teaching staff are accredited at the proficient level.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	319 434.77
Global funds	122 092.08
Tied funds	157 600.32
School & community sources	41 943.54
Interest	4 033.28
Trust receipts	36 385.70
Canteen	0.00
Total income	681 489.69
Expenditure	
Teaching & learning	
Key learning areas	17 899.66
Excursions	5 078.68
Extracurricular dissections	26 953.61
Library	1 603.05
Training & development	1 148.34
Tied funds	126 816.44
Short term relief	27 134.98
Administration & office	29 868.00
School-operated canteen	0.00
Utilities	23 184.55
Maintenance	9 230.54
Trust accounts	45 087.69
Capital programs	0.00
Total expenditure	314 005.54
Balance carried forward	367 484.15

The information provided in the financial summary includes reporting from 14th June to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	744 481.34
(2a) Appropriation	633 756.87
(2b) Sale of Goods and Services	33 011.82
(2c) Grants and Contributions	75 984.27
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 728.38
Expenses	-372 675.60
Recurrent Expenses	-372 675.60
(3a) Employee Related	-246 105.28
(3b) Operating Expenses	-126 570.32
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	371 805.74
Balance Carried Forward	371 805.74

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The School has budgeted the following monetary amounts to be expended in 2017:

Executive learning programs \$50000– Kitchen \$20000 kitchen upgrades, \$10000 whiteboards, \$10000 Air-conditioning, \$15000 Photocopier.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

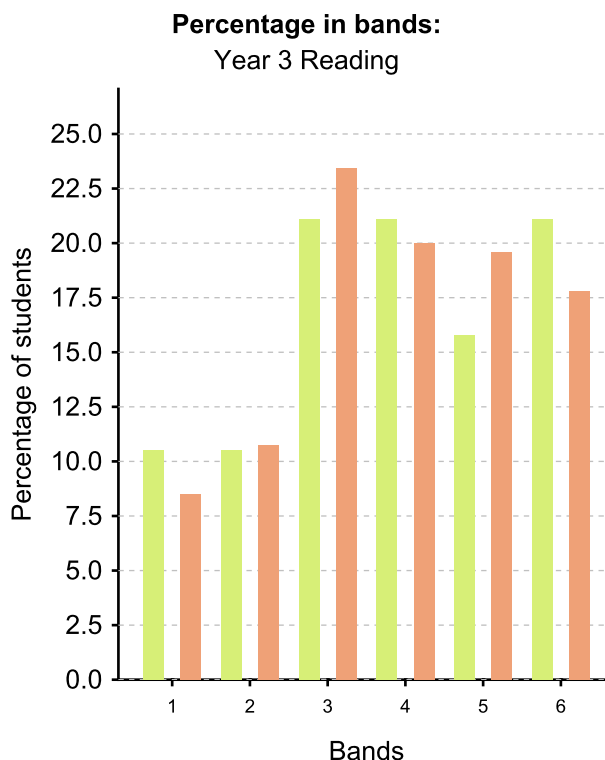
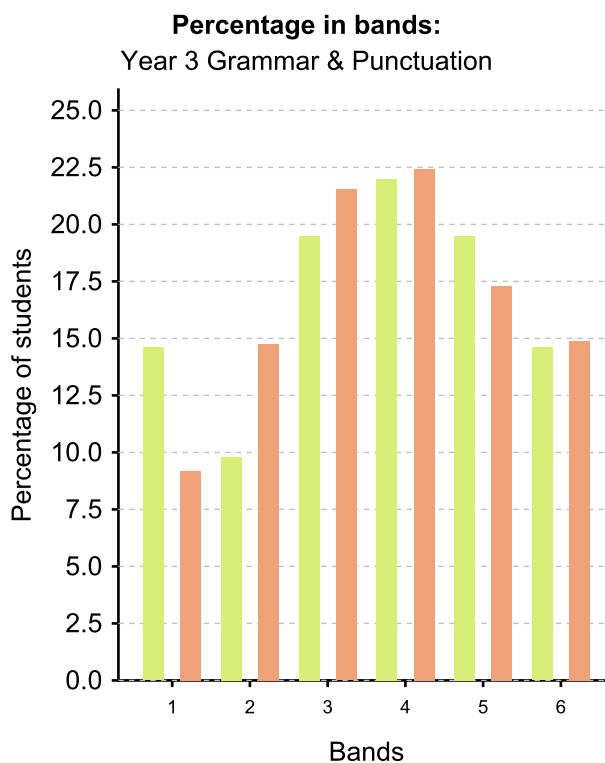
	2016 Actual (\$)
Base Total	2 303 130.28
Base Per Capita	18 137.79
Base Location	0.00
Other Base	2 284 992.50
Equity Total	256 461.50
Equity Aboriginal	56 882.10
Equity Socio economic	32 533.13
Equity Language	10 624.22
Equity Disability	156 422.06
Targeted Total	420 441.22
Other Total	528 377.59
Grand Total	3 508 410.60

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

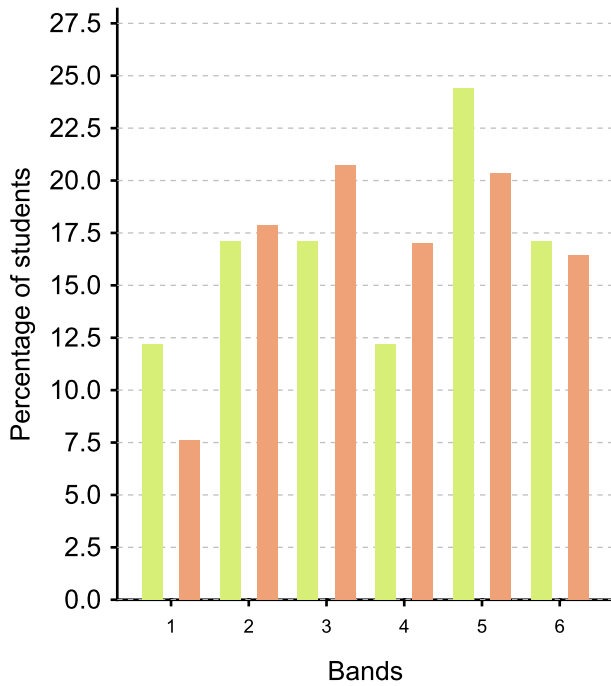
School performance

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.

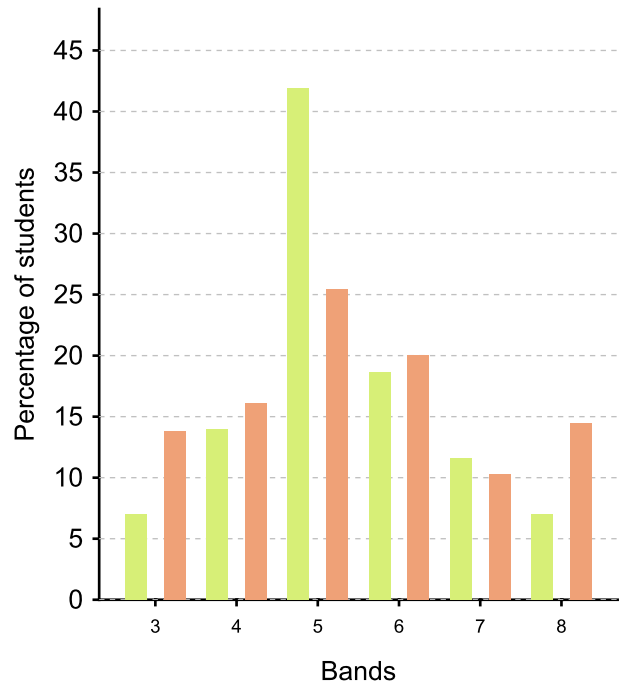


Percentage in bands:
Year 3 Spelling



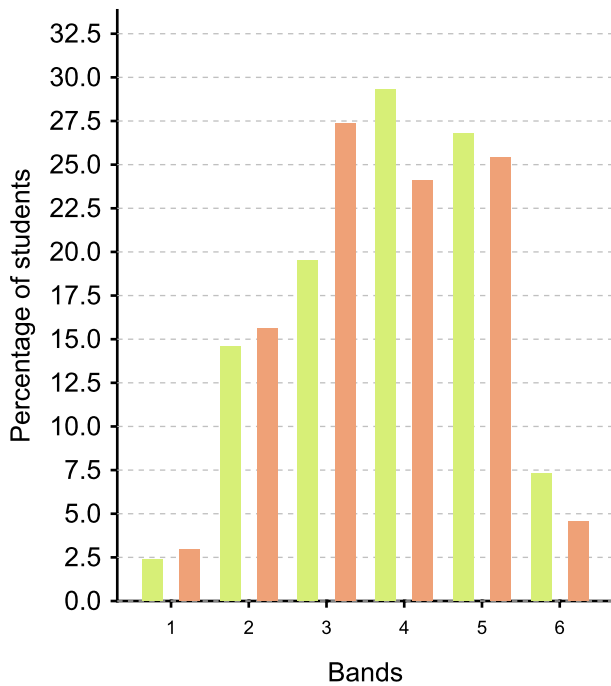
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation



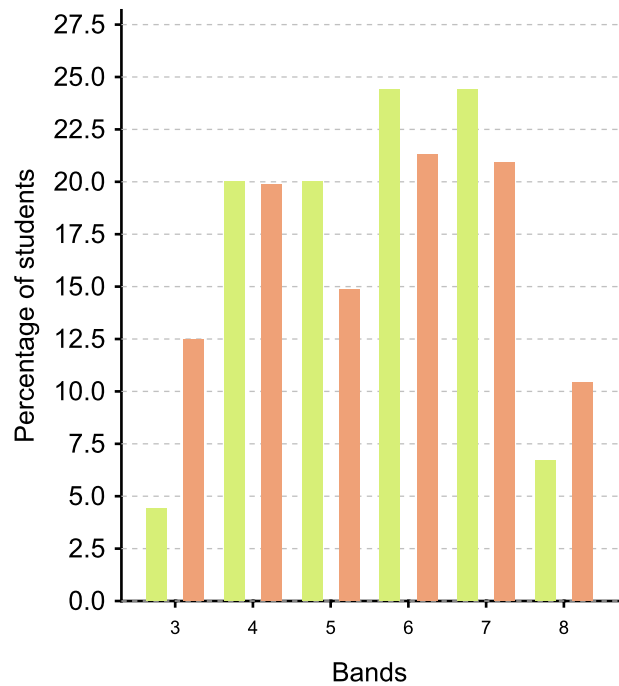
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing



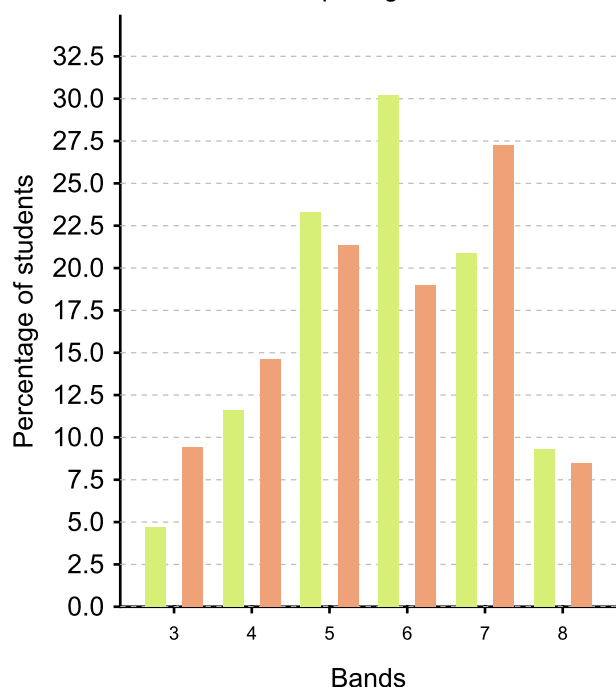
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



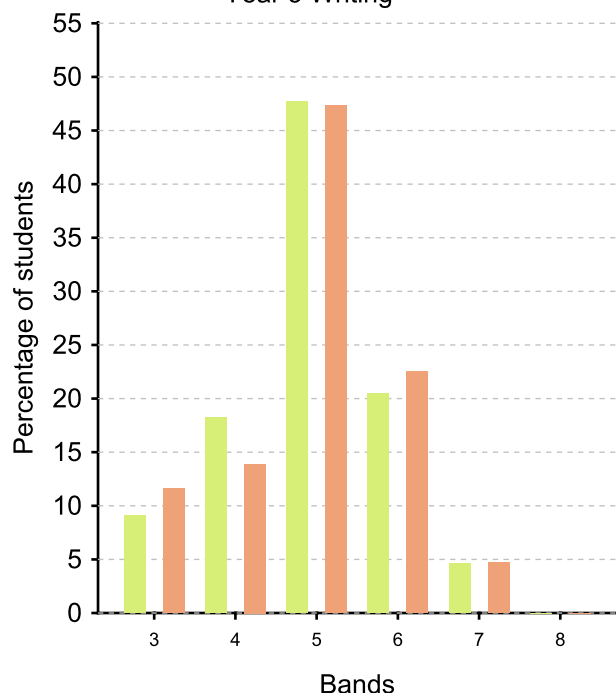
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Parent/caregiver, student, teacher satisfaction

Waratah Public School values productive feedback and the opinions of our parents, students and staff relating to our school. Their responses are presented below.

The majority of parents feel comfortable and confident interacting within the school. They feel valued and find the staff and principal approachable and are happy with the educational and social environment provided for students to thrive and grow.

Staff involve themselves in learning and embrace change when it has purpose and direction. There is a true sense of team and they feel valued and supported whilst at school. 100% of teaching staff enjoy their job and are inspired to continue with and embrace life long learning.

The students have a great sense of pride in their school. Over 85% of students have strong connections with their classroom teacher and 90% enjoy attending school regularly. The school enjoys a high participation rate in extracurricular activities.

Policy requirements

Aboriginal education

Waratah Public School received Aboriginal background funding in 2016. Our plan included:

Continuing the Reach Program which involved the employment of School Learning and Support officers to support Aboriginal students to promote social, emotional and academic growth.

A dedicated week of learning experiences and celebration for NAIDOC .

Access to Callaghan Education Pathways Aboriginal activities and programs.

Multicultural and anti-racism education

Waratah Public School promotes inclusivity and acceptance currently providing education for 14% of the school population as EAL/D students . A wide variety of strategies have been implemented to ensure this positive culture continues to grow.

Class and school programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

Teachers participate in professional learning involving techniques for embedding multicultural and anti-racism education into their teaching and learning programs.

The school has a dedicated Anti-Racism Contact Officer (ARCO) who engages through a variety of

strategies, with parents/carers, teachers and students during the year to build understanding of cultural diversity and Anti-racism in the school community.

The school celebrates Harmony Day and engages the entire school community.

As a result, these strategies are strengthening parent and community engagement in school active