

Waverley Public School

Annual Report



2016



3953

Introduction

The Annual Report for 2016 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.

Andrew Braiding

Principal

School contact details

Waverley Public School

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Waverley, 2024

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Message from the Principal

It is with great pleasure and pride that I present this report on the outstanding achievements of the students, staff and parent community of Waverley Public School. 2016 has been a highly successful year with excellent results across all areas of school life. These results are due to the commitment, dedication and energy of students, staff and community, working in partnership to provide quality-learning experiences for all students. There were many highlights and achievements including: the Dance Sport Challenge, the introduction of a new student achievement report, the successful implementation of Maths Olympiad and the Sydney Theatre Company's Drama in Schools program.

The students of our school can be proud of their achievements and personal growth in 2016. All students have made progress and embraced new programs with enthusiasm. I am especially proud of the warm and welcoming manner new students are welcomed to school by the student body.

The teachers at Waverley are to be congratulated on their dedication to the students, their professionalism and sustained commitment to providing engaging programs for every student at our school. These programs and initiatives would not be possible without the support and hard work of the school's Administration Team and Student Learning Support Officers.

Our school is supported by an enthusiastic parent community and a hard working P&C. Many wonderful events and activities were organised including successful market days, a Walkathon, a Trivia Night and the popular Halloween Disco. The Wednesday Wrap – school canteen was a particularly successful initiative and was a huge hit with students. In 2016 the P&C's fundraising efforts were exceptional and contributed to new technology, new resources and new air conditioning of learning spaces.

The school continues to thrive and grow. The increase in numbers reflects the population growth of the Eastern Suburbs and the school's community focused reputation. In 2016 ten classes were formed. This included an intake of 58 new Kindergarten students forming 3 classes. Mid year, numbers further increased which enabled the school to appoint an additional classroom teacher. It is anticipated that in 2017 the school will continue its growth, with over 275 students enrolled and 12 classes formed.

It was a privilege to join the Waverley Public School community in 2016. In 2017, I look forward to building on the foundations of 2016 and lead the school in providing the highest quality learning environment and opportunities for every child.

Andrew Braiding

Principal

School background

School vision statement

Create an inclusive, supportive, technological environment that celebrates and expands the love of learning and inspires the school community to realise their full potential.

School context

Waverley PS is a small P4 school in Sydney's Eastern suburbs. Waverley PS is fortunate to have spacious grounds, a netball/basketball court, an adventure playground and a climbing wall. The current enrolment is 250 students. There is an even distribution of boys and girls, although girls just outnumber boys. The school is above 55% NESB, without any dominant ethnic group. With the small number of students participating in NAPLAN, results do tend to vary greatly from year to year. The percentage of students in the lowest bands is always small, therefore, most students are achieving above minimum standard, and are usually above state averages. There is success with students who have behaviour and learning difficulties. The family approach, which manifests itself through the Student Welfare and Discipline policy, is a major factor in the success students achieve. Students are well-behaved, respectful and supportive of each other. The school community works tirelessly through the P&C to ensure the children are provided with resources. They like to be involved in decisions, school activities and know what is going on. The school leaders are involved in school governance through the SRC. The Creative and Performing Arts form an important aspect of the school atmosphere. Success in art, and performance ensures, positive self-esteem. The school is involved with the CoSiES (Community of Schools in the Eastern Suburbs) for professional development and support.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

Learning Culture: Positive respectful relationships are evident amongst students and a priority for staff is student wellbeing. Expectations of behaviour are explicitly taught to students and relate to a variety of school settings such as classroom, playground and assemblies. The school has programs in place that support identified student groups and an active Learning Support Team.

Wellbeing: Waverley Public School is committed to the cognitive, emotional, social, physical and spiritual wellbeing of students. The school has clearly defined behavioural expectations and creates a positive teaching and learning environment. Initiatives include: an effective Learning Support Team, anti-bullying programs, a Student Representative Council and a consistent whole-school awards system. Moving forward the school plans to review the current behaviour policy and school values to ensure greater consistency, aligned with the Wellbeing Framework for Schools.

Curriculum & Learning: Waverley Public School has an all-inclusive approach in meeting the learning needs of its students. Teachers involve students and parents in planning to support students through negotiated Individual Learning Plans and adjustments. The school has collaborative partnerships with the community and offers a range of extra-curricular learning opportunities. To further support student engagement and development, the school intends to implement inquiry based learning opportunities, increase access to iPad technologies and create open learning spaces.

Assessment & Reporting: Waverley Public School has a consistent, school wide approach for assessment and reporting. In 2016 a new student achievement report was introduced that contained detailed information about student progress and included individual literacy and numeracy learning goals. To further engage parents in the learning process, the school plans to introduce student led conferences.

Student Performance Measures: Waverley Public School has achieved excellent value added results with our 2016 Year 5 students achieving greater than average scaled growth in the areas of Numeracy, Spelling and Grammar & Punctuation. A goal for the future is to improve growth from Year 3 to 5 in NAPLAN Reading assessment. We plan to evaluate data & current reading programs, strengthen feedback and find new approaches to improve growth in reading.

Effective Classroom Practice: Teachers at Waverley Public School are committed to implementing effective teaching methods with all classrooms well managed. Teachers work collaboratively and regularly review and revise teaching programs. To optimise student improvement, the school plans to focus on providing explicit and timely feedback.

Data Skills & Use: Waverley Public School uses assessment data to identify student achievement. There is a whole school approach for tracking student progress in Literacy & Numeracy using PLAN. SMART data is regularly analysed and informs school directions and targeted programs. The school's professional learning builds teachers' skill in the analysis and interpretation of PLAN, SMART and Tell Them From Me data. Moving forward the school plans to build the capacity of staff to use data from PLAN & SMART when planning targeted literacy and numeracy programs.

Collaborative Practice: At Waverley Public School there are clear systems and processes in place for collaboration and staff engagement. Teachers work together to evaluate and improve teaching and learning programs for students. Processes are in place to provide formal mentoring and support of beginning teachers. To further drive ongoing improvement we plan to develop more explicit systems for classroom visits and observations.

Learning & Development: At Waverley Public School professional learning is aligned with the school plan, its priorities and individual PDP's (Performance and Development Plans). Teachers actively share learning with others and Beginning and Early Career teachers are provided with targeted support. To further build on learning and development for staff, we plan to engage staff with evidence based research and practice to improve their own performance.

Professional Standards: All staff at Waverley Public School understand and implement professional standards. Teachers work beyond their classrooms and contribute to broader programs and extra curricula activities. Moving forward, the school will continue to provide professional learning that increases staff knowledge and understanding of evidence based teaching strategies.

Leadership: The leadership team at Waverley Public School supports a culture of high expectations and community engagement. Parents and community members have many opportunities to engage in school activities and are committed to improving outcomes for all students. Moving forward the leadership team plans to increase commitment to the school's strategic directions and priorities with all staff and community. We plan to continue to build the leadership capacity of all staff and further develop effective relationships with external agencies to improve student outcomes and wellbeing.

School Planning, Implementation & Reporting: Waverley Public School's school plan provide the framework for continuous school improvement. Our school plan aligns to identified priorities and emerging needs. A future direction for our school is to build a greater understanding of the school's strategic directions, with clear milestones and timelines.

School Resources: The school and its resources are used strategically to improve outcomes for all students. The facilities are used to best meet the needs and broad interests of Waverley Public School students and the community. Future directions for the school include ensuring all financial planning is closely linked to the school's strategic directions and 3 year plan.

Management Processes : Waverley Public School's management systems underpin ongoing school improvement. Our administrative systems effectively support day to day operations and teaching and learning programs. Moving forward the school will create more opportunities to engage students and the community in providing constructive feedback on school practices and procedures.

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

Quality Systems

Purpose

At Waverley Public School, we will implement quality systems to ensure effective communication and organisation. Quality systems will also be implemented to ensure effective management of facilities and resources.

Overall summary of progress

Throughout the year new communication initiatives were introduced to further engage and inform the community. This key initiative saw the introduction of *Schoolzine*, an online digital platform for school communications. Through this platform the community receive a fortnightly digital newsletter, SMS alerts, emails and an integrated calendar and website. The *Schoolzine* platform includes an online booking system for parent / teacher interviews and Best Start appointments. New communication initiatives were introduced, together with new strategies to engage families seeking enrolment in Kindergarten. School tours were scheduled and promoted across the community and an information evening introduced. Staff communication systems were enhanced with the introduction of a weekly bulletin and daily updates. This improvement in communication led to greater efficiency across the school and higher levels of staff satisfaction. The school sought the expertise of *Momentum ESR* platform which consists of performance and reporting modules to assist, capture, record and analyse the school's information. This has enabled the school to maintain the continuity of student performance data. Following professional learning for all staff, the school commenced the year using the online attendance recording system and the assessment and reporting tool.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Communication: among staff; between leaders and staff; and between school and home; will be effective, regular, timely and open. A range of technologies will be tested to ensure the most effective communication. Introduction of quality systems to ensure better organisation within school. This includes: management of existing resources and procurement of new resources; staff and student orientation; programming for quality teaching and learning; systems for document management; calendar of school events. Facilities within the school are maintained to an excellent level. This includes: the physical appearance of the interior and exterior of the building; the grounds; the cleanliness and maintenance of all rooms, including toilets; appropriate furniture; procedures in place to ensure problems are swiftly solved; and that a culture of high expectation of excellent facilities is established.	<ul style="list-style-type: none">• During Term One the school implemented, Schoolzine, a complete online communication platform. This included an online booking system for interviews, push notification alerts and a fortnightly E-newsletter.• During Term One the school converted its library system to 'Oliver' a DoE software program for the effective management of the library's resources.• During Term Four the school implemented the new LMBR financial and administrative system. This was a major priority and required intensive professional learning for our Administration team.• The school commenced 2016 using the Momentum ESR attendance module to track and monitor student attendance.• In Semester One the school introduced a new student achievement report for distribution in Terms 2 & 4. The report used the cloud based platform Momentum ESR to store data and generate the reports.• A priority in 2016 was the upgrade of the office foyer, hall and administration room. This included painting, purchasing and installation of staff pigeon holes and furniture. New signs were installed to improve the streetscape and WH&S messages around the school.• Working in partnership with Assets Management one of the school's distribution board was upgraded. This led to the school installing much needed air conditioning in the Library, Coms Room and 2 classrooms.	\$41,133

Next Steps

The school will continue to work with the community to refine and improve current communication processes. This will include researching and exploring social media platforms that further engage the community and promote student success. As part of the school's iPad implementation initiative, new communication and information sharing platforms will be investigated and trialled. Continuing with the Department of Education LMBR reforms, the school will implement the electronic marking of attendance rolls and recording student well-being information using the EBS4 platform. Working in consultation with all stakeholders the school will continue its review of policies and procedures including: *Behaviour Code*, *Community Engagement*, *Awards & Ceremonies* and *Social Media Guidelines*. Facilities within the school will continue to be improved and upgraded. Priorities include: Wifi, re-purposing of the old school hall and storage solutions.

Strategic Direction 2

21s Century Citizens

Purpose

At Waverley Public School we aim to develop 21st Century citizens who think creatively and critically, enabling them to collaborate and communicate effectively. 21st Century citizens will make positive connections with self, the community and the environment.

Overall summary of progress

Our school continues to focus on 21st Century skills including collaboration, communication, connections, creativity and critical thinking. Staff engaged in continuous professional learning in facilitating differentiated learning opportunities for students that embedded these skills. There was a particular focus on the new Geography syllabus and inquiry based learning opportunities for students. Technologies continue to be embedded into classroom practice with high levels of student engagement reported.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>At Waverley Public School our teachers will be proficient in using the new syllabus, including being skilled in the use of technology, sustainability, and mindfulness, whilst fostering creative and critical thinkers.</p> <p>In order for our students to be prepared for the 21st Century world, they must become literate in 21st Century literacies, including multicultural, media, information and cyber literacies.</p> <p>Students at WPS will be educated about sustainability and will be provided opportunities to reduce waste, save energy and water, promote biodiversity and minimise greenhouse gas emissions.</p> <p>Through the implementation of Kindkids, and the Year 6 leadership program, students, staff and the wider community are learning about the importance of mindfulness and implementing mindfulness into daily classroom practice.</p>	<ul style="list-style-type: none">• Professional Development opportunities were provided for all staff in syllabus requirements and best practice implementation of the Geography syllabus.• K–6 History and Geography scope and sequences were developed and implemented.• Resources for the implementation of the new Geography syllabus were purchased for classroom use.• Through participation in the Sydney Theatre Company's schools' program, students developed the skills to think deeply, creatively and critically and make relevant connections. All primary staff participated in a series of relevant professional learning sessions including team teaching and observations of best teaching practice.• Professional Learning around the four 21st Century learning skills – collaboration, critical thinking, creativity and communication.• A computer technician was engaged fortnightly to support and maintain ICT across the school. <i>Air-Server</i> was installed across all computers connected to IWB's. This software enabled staff and students to model learning activities and share work samples.• The school participated in whole school sustainability awareness initiatives including the Green Spark program and Waste Free Lunch Challenge.• Teaching and learning programs reflect the current cross curriculum priority of sustainability. Programs develop knowledge, skills, values and world views necessary for students to act in ways that contribute to sustainable patterns of living.	\$13 812

Next Steps

In 2017 the school will continue to embed technologies into effective classroom practice. Teachers will participate in a cycle of ongoing professional learning, implementation and evaluation as part of the school's iPad project. All staff will

engage in Project Based Learning (PBL) professional development. Working in stage teams, staff will implement PBL, delivering authentic and engaging learning experiences. Students will showcase their inquiry based learning through the introduction of Student Led Conferences. There will be a renewed sustainability focus which will include auditing current recycling practices and implementing necessary improvements ensuring school wide consistency and participation. Working in partnership with Waverley Council and the P&C the school will investigate the viability of installing solar panels through the *Solar My School* scheme. Students will continue to be challenged through participation in Waverley Council's *Green Sparks*, a program that provides an opportunity for students to design a solution to an environmental concern they see at school.

Strategic Direction 3

Culture of Personal Best

Purpose

Through innovative, quality teaching programs, we aim to develop a positive culture of high expectations for staff, students and the community. We aim to foster a positive and collaborative classroom culture where students are self-reflecting, setting goals and taking greater responsibility for their progress and achievement.

Overall summary of progress

Providing differentiated literacy and numeracy learning for all students continues to be a focus for the staff of Waverley Public School. Ensuring all teachers have access to targeted training, necessary resources and collaborative planning has led to continuous progress. In 2016 all students K–6 were monitored and tracked using PLAN. Teachers used this data to implement targeted teaching strategies and set specific literacy and numeracy learning goals for their students. These learning goals were communicated to parents in a new student achievement report which was introduced in Semester One. An active Learning Support team identified students who achieved bands 1, 2 or 3 in NAPLAN Literacy and Numeracy testing, with appropriate learning adjustments and interventions made. The introduction of the Maths Olympiad program provided opportunities for Stage Three students to learn valuable problem solving skills. All participants in Year 5 achieved the expected 2 bands growth in NAPLAN testing. All staff at Waverley Public School are the 'drivers' of their own professional development through an active Performance and Development process. When setting professional goals, teachers have been involved in positive and respectful collaboration with colleagues and supervisors. In 2016 all staff worked towards a whole school goal, a stage based goal and a personal goal. Professional goals were related to the NESA standards and our 3 strategic directions. Staff were involved in peer observations which were negotiated and linked to each teachers professional goals. In 2016 the school introduced a whole school approach that acknowledged outstanding classroom effort and achievement. Using the online Class Dojo platform teachers across the school were able to consistently encourage skills and values, showcase learning and share moments with parents. A school wide levelled awards system was introduced with over 70% of students receiving gold or above.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Increase in the number of students achieving at or above expected growth from Year 3 to Year 5 in Literacy and Numeracy NAPLAN.</p> <p>All staff are engaged in regular reflection and the use of formal and informal feedback to develop deeper insights into the effectiveness of their own teaching practice, as a component of the Performance and Development Framework implementation.</p> <p>80% of students receive gold or above awards that acknowledge outstanding classroom effort and achievement.</p>	<ul style="list-style-type: none">• Our LAST teacher provided targeted support for Stage One Literacy groups. Progress was monitored and data tracked using benchmarking and PLAN data.• All students, who achieved bands 1, 2 or 3 in NAPLAN Literacy and Numeracy testing, were identified by the Learning Support Team with appropriate learning adjustments and interventions made.• The NSW Maths Olympiad program was successfully introduced to provide Stage Three students access to higher order thinking and problem solving mathematical challenges.• Staff analysed SMART data to identify areas of need and effective teaching strategies.• Programs were consistent and included ongoing formative assessment strategies that informed teaching and learning programs in literacy and numeracy. Teachers write explicit and targeted learning goals for students in literacy and numeracy.• Learning Support team revised and updated referral processes including protocols for identifying and documenting learning adjustments for targeted students.	<p>\$54 091</p>

Next Steps

In 2017 Waverley Public School will continue to use the Literacy and Numeracy continuums to record student achievement and plan targeted learning experiences for their students. Teaching knowledge and skills will be enhanced with ongoing professional development in the use of the continuums when planning differentiated learning experiences.

In teaching spelling, the school will introduce a school wide phonemic approach using the Soundwaves program. Teachers will participate in professional learning, stage based collaborative planning and resource sharing. Following the success of the Maths Olympiad program the school will introduce the Maths Games program for identified Year Four students. Through collaborative planning opportunities, teachers will build on their capacity to use data when writing explicit learning goals in literacy and numeracy for students. The school will continue to provide opportunities for students to engage in a range of creative endeavours while developing teacher capacity to lead. The following programs will continue in 2017: Public Speaking, Dance Ensemble, Choir, Debating, Dance Sport Challenge, Recorder Ensemble & Ukulele. An exciting new initiative for the year will be the introduction of a school band program and the Kidpreneur Challenge.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	School Learning and Support Officer (SLSO) employed to provide learning support. Money used to support school fees (negotiated with families.)	\$1 886
English language proficiency	EaLD specialist teacher employed 2 days / week to provided targeted Literacy support.	\$45 457
Low level adjustment for disability	Learning Support Team established to evaluate teaching & learning programs and support staff in implementing necessary adjustments. Learning & Support Teacher (LAST) employed 2.5 days/ week. School Learning and Support Officer (SLSO) employed to provide learning support.	\$61 740
Quality Teaching, Successful Students (QTSS)	Funds were used to provide additional release time for Assistant Principals to mentor, coach and cooperatively plan with classroom teachers.	\$13 192
Socio-economic background	All funds were used to support students, provide opportunities and maximise participation.	\$3 648
Support for beginning teachers	Beginning teachers were supported through access to professional development, mentoring and additional release time.	\$4 080

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	104	102	107	119
Girls	96	112	118	133

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97	98.6	94.8	95.5
1	97.3	96.5	94.6	92.3
2	96.8	96.6	93.9	95.3
3	95.3	98.1	94.6	94.9
4	96.9	95.8	93.5	92.9
5	95.5	94.8	93.6	95.7
6	91.1	95.9	93.2	96
All Years	96.2	96.7	94.1	94.7
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

Class sizes

Class	Total
KP	18
KM	20
KJ	19
1/2C	24
1/2R	24
1/2P	24
3D	30
3/4N	30
4/5W	28
5/6K	30

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.82
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.37
Other Positions	0

*Full Time Equivalent

At present there are no teachers who identify as Aboriginal teaching at the school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	68
Postgraduate degree	32

Professional learning and teacher accreditation

Professional Learning for staff was continuous and ongoing throughout 2016. On School Development Days training for staff included: CPR & Anaphylaxis; Performance & Development, Geography, Coding and Effective Strategies for the teaching of Literacy.

For staff, a highlight of the professional learning calendar was the CoSIES conference held at the beginning of Term Two. This active learning community of consists of 13 schools and the conference focused on the effective implementation of the new Geography syllabus.

All primary staff took part in the Sydney Theatre Company's Drama in Schools program. This initiative included a pre-program professional development workshop attended by participating classroom teachers. It was followed by two planning sessions focused on tailoring a team-teaching program that met the specific learning goals of each class. Participating teachers were partnered with a STC Teaching Artist for the school term. Together they explored how drama strategies can be integrated into areas of English and literacy, such as inferential comprehension, confidence in oracy, descriptive language or imaginative writing. Over the seven weeks the Teaching Artist team taught the program with teachers in their classroom, modelling drama strategies and empowering staff to confidently integrate these ideas and strategies into their regular teaching practice.

Every second Thursday a staff professional learning meeting took place. Staff participated in a range of learning opportunities including: Performance & Development Framework; mandatory Child protection update; SMART Data analysis; effective report writing techniques; & school self assessment.

Cooperative planning took place each term. Staff were released to collaboratively plan, engage in professional dialogue, program and discuss professional goals and priorities.

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	106 089.38
Global funds	199 674.15
Tied funds	155 003.17
School & community sources	173 372.84
Interest	3 205.43
Trust receipts	23 635.20
Canteen	0.00
Total income	660 980.17
Expenditure	
Teaching & learning	
Key learning areas	26 581.77
Excursions	616.68
Extracurricular dissections	22 490.08
Library	72 596.93
Training & development	6 181.15
Tied funds	115 955.27
Short term relief	24 562.49
Administration & office	66 570.12
School-operated canteen	0.00
Utilities	28 625.36
Maintenance	23 271.57
Trust accounts	21 063.85
Capital programs	14 900.01
Total expenditure	423 415.28
Balance carried forward	237 564.89

The information provided in this financial summary includes reporting from 1 December 2015 to 23 September 2016. At the commencement of Term 4 2016 the school transitioned to SAP finance as we were a Group 4 school.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	303 985.12
(2a) Appropriation	241 022.83
(2b) Sale of Goods and Services	758.89
(2c) Grants and Contributions	61 959.19
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	244.21
Expenses	-172 327.89
Recurrent Expenses	-172 327.89
(3a) Employee Related	-52 464.69
(3b) Operating Expenses	-119 863.20
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	131 657.23
Balance Carried Forward	131 657.23

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.

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	1 694 810.35
Base Per Capita	12 214.69
Base Location	0.00
Other Base	1 682 595.66
Equity Total	112 731.04
Equity Aboriginal	1 886.36
Equity Socio economic	3 647.65
Equity Language	45 456.59
Equity Disability	61 740.44
Targeted Total	53 400.00
Other Total	33 539.06
Grand Total	1 894 480.44

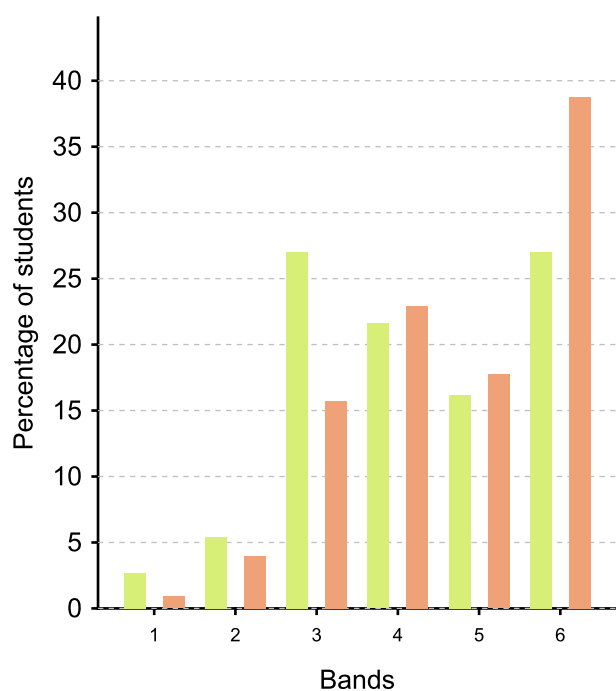
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

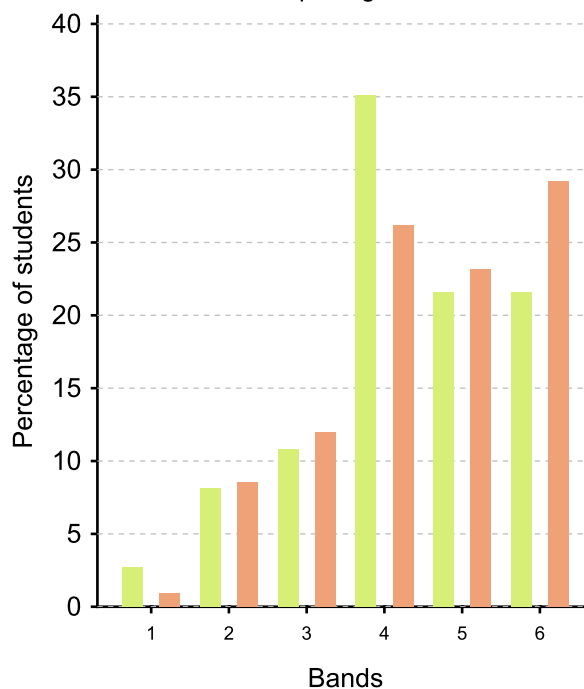
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Grammar & Punctuation



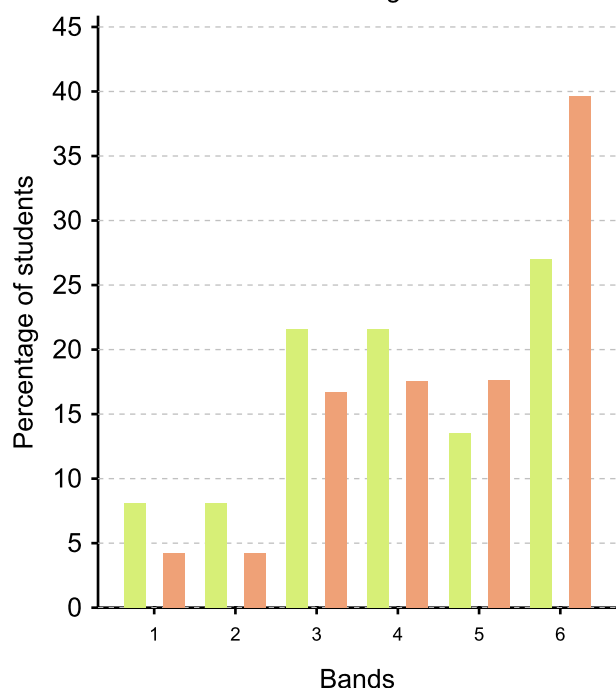
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



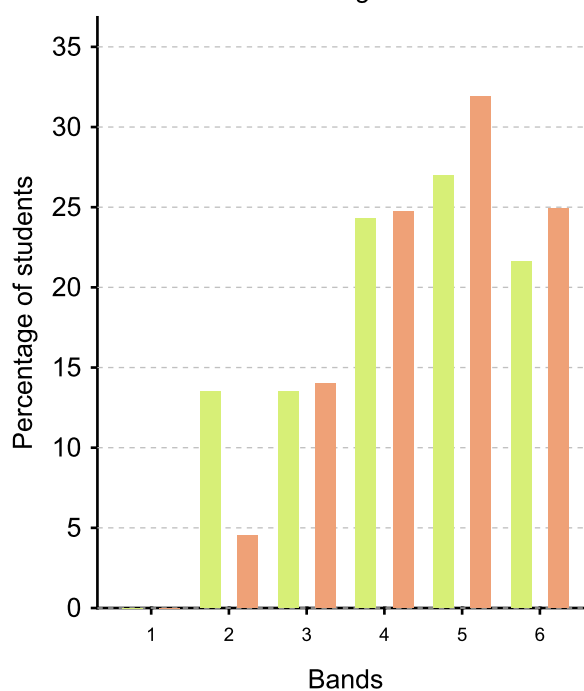
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Reading



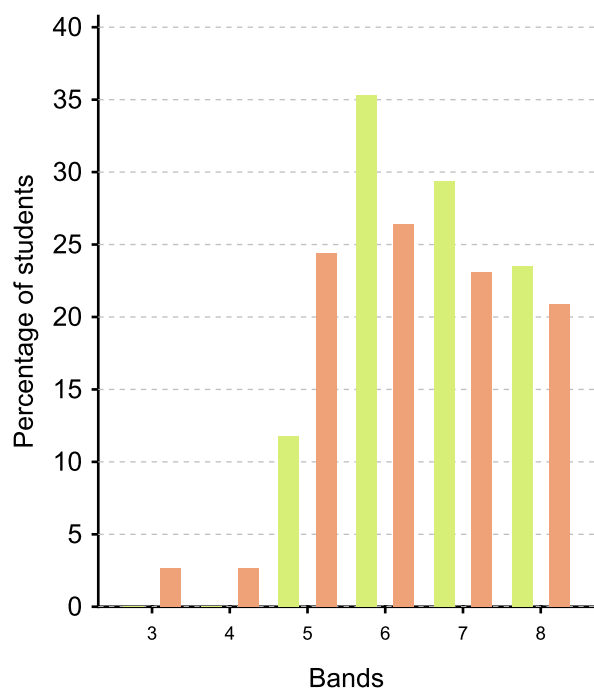
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing

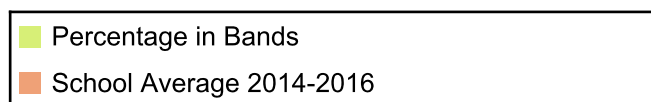
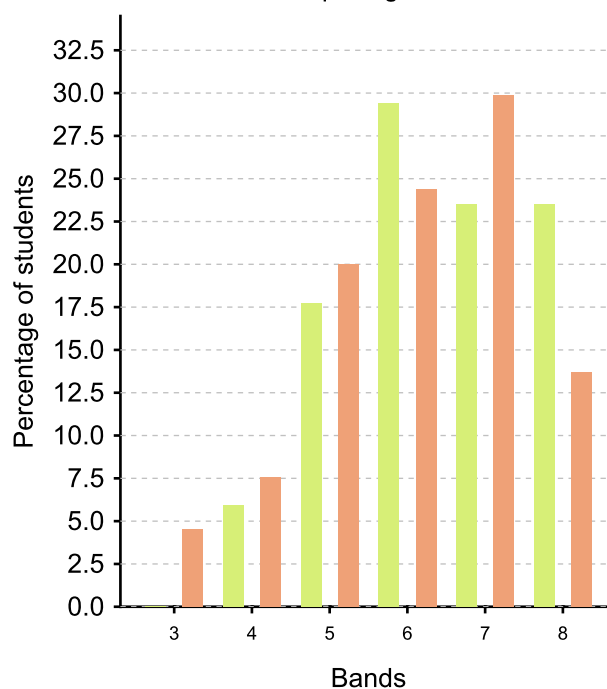


Percentage in Bands
School Average 2014-2016

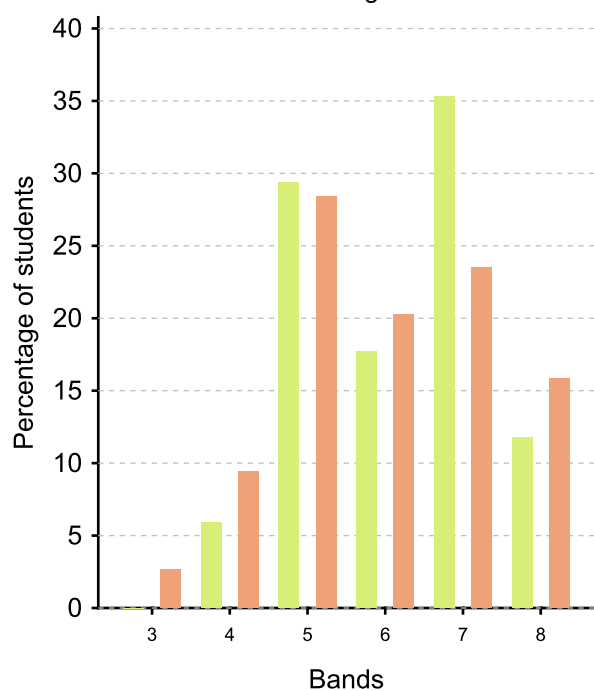
Percentage in bands:
Year 5 Grammar & Punctuation



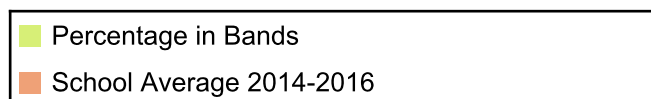
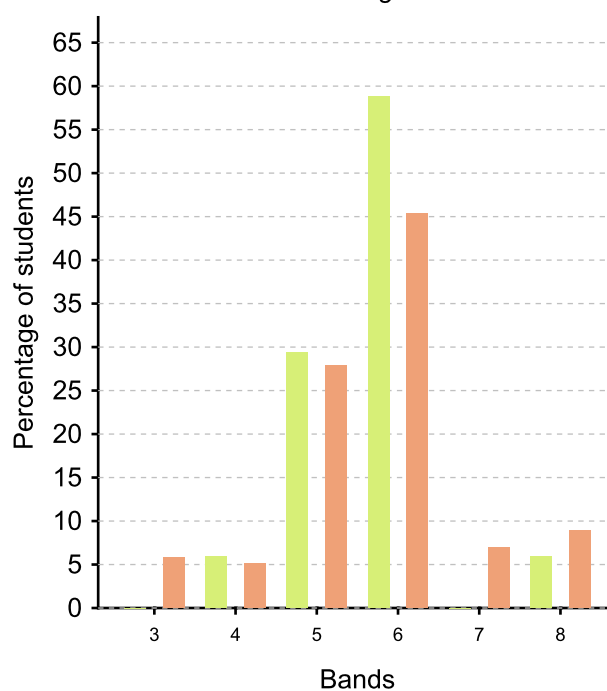
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Parent/caregiver, student, teacher satisfaction

In 2016 the school sought the opinions of students (Years 4,5 & 6), teachers and parents about the school using the *Tell Them From Me* (TTFM) surveys. Responses from the surveys are presented below.

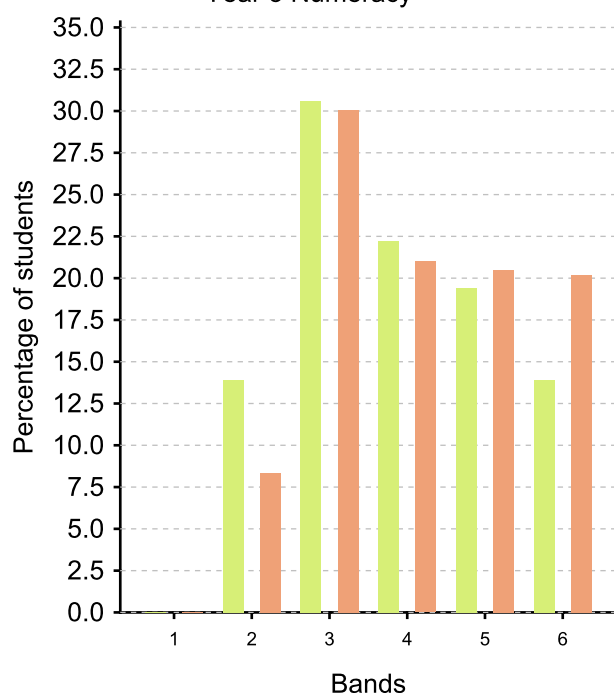
HIGHLIGHTS

- The majority of parents felt welcome when they visited the school and could easily speak with their child's teacher and school principal. There was strong support of positive school behaviours and parents felt that their child understood the rules and behaviours of school. Importantly parents strongly indicated that their child felt safe at school and that behaviour issues were dealt with in a timely manner.
- 95% of our students indicated that they believe education will benefit them personally and will have a strong bearing on their future. They also overwhelmingly stated (95%), they had positive behaviour at school and did not get into trouble for disruptive or inappropriate behaviour. This is well above the NSW government norm of 83%. Student participation in extracurricular activities was high with 73% indicating they took part compared to the NSW Government norm of 55%. Additionally, high participation rates in sport were indicated with 98% of our students participating in sport compared to the NSW Government norm of 84%.
- Staff indicated high levels of collaborative practice with colleagues sharing lesson plans, materials and resources. They also strongly indicated that they set high expectations for student learning and monitored the progress of individuals. Teachers indicated that they used assessment data to help understand where students were having difficulty and inform future lesson planning. Overwhelmingly staff indicated that they establish clear expectations for classroom behaviour and that they made an effort to include students with additional learning needs in class activities.

FUTURE DIRECTIONS

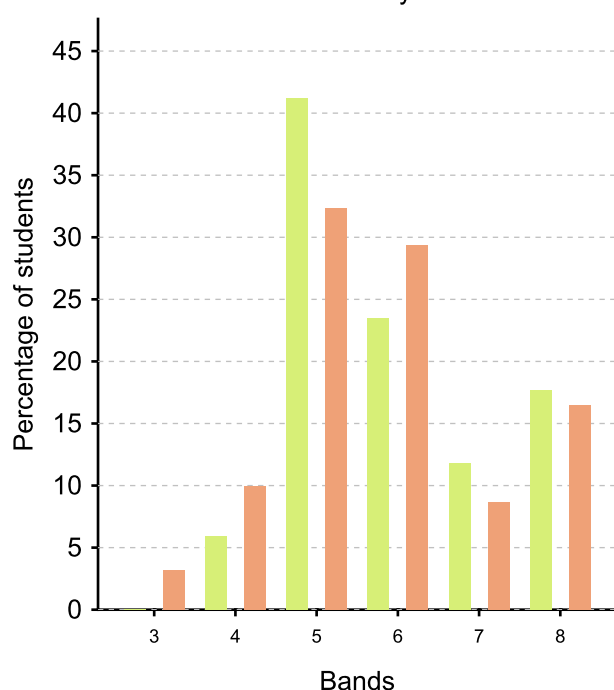
- To gain a greater understanding of parent's perceptions of their children's experiences at school, an increase in the number of responses is required. As a result the school will implement strategies that increase the number of parent responses.
- 69% of our students indicated they were interested and motivated in their learning, compared to NSW Government norm of 78%. To further improve student engagement levels staff will continue to evaluate existing programs and implement high engagement activities including Problem Based Learning (PBL).
- Staff will continue to build on the collaborative learning culture including more opportunities for professional dialogue, critical reflection with school leaders providing useful feedback about teaching practice.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



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.

Policy requirements

Aboriginal education

Although Waverley has a small population of Indigenous children, Aboriginal education is an integral part of our curriculum. All Aboriginal students have Personalised Learning Plans which contain individualised literacy and numeracy goals. In line with the relevant curricula, all KLAs are taught with an Aboriginal perspective and the Acknowledgement of Country is made at the beginning of all assemblies and events. In addition, all children from K–6 participated in a range of activities for both Reconciliation Week and NAIDOC Week. The activities for Reconciliation focused on themes related to reconciliation, while those for NAIDOC week focused on broader aspects of Indigenous culture, including art, stories and food. A highlight of the year was the success of one of our Kindergarten classes entries into the Koori Arts competition. This years theme was 'Song Lines' and our young artists, guided by Miss Pierpoint, submitted a group artwork. The artwork was selected for display in the Maritime Museum with other finalists.

Multicultural and anti-racism education

A large number of WPS students identify as coming from a non–English speaking background, including children who recently arrived in Australia. To support these children in language development and settling into the Waverley and Australian community, we have an EALD (English as an Additional Language or Dialect) teacher for two days each week. The school also regularly applies for New Arrivals Supplementation to fund additional teaching programs. Our K–6 Italian language program extends students' knowledge and understanding of our culturally diverse community. Multicultural perspectives and activities are an integral part of our school life. In 2016, all classes studied a chosen country as part of our preparation for Harmony Day. Most classes chose the home country of one of their classmates. At the Harmony Day assembly, the Hall was decorated in the colours of those countries and each class taught the school community a number of key phrases in their country's national language. The learning leading up to Harmony Day gave all students a deeper understanding of the diversity of our school and in the wider community. Children from Years 3 to 6 participated in the Multicultural Public Speaking competition. Each child demonstrated their awareness of multi–cultural and anti–racism issues through their participation in this event.