

Waniora Public School Annual Report



2016



3960

Introduction

The Annual Report for **2016** 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.

Robyn Rankin

Principal

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School background

School vision statement

Our vision is to build a high quality learning environment that promotes equity and inclusiveness, reflecting our school and community values. We aim to promote confident, creative and resilient citizens who are equipped to embrace the challenges of the 21st Century.

School context

Waniora Public School (344 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

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.

In the domain of Learning, Waniora Public School is for the most part, Sustaining and Growing with the exceptions being Assessment and Reporting and Student Performance Measures where our school believes that evidence indicates that we are Delivering. In regard to Learning Culture there is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. In Wellbeing our school consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. We believe that quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. In Curriculum and Learning, Waniora Public School actively collects and uses information to support students' successful transitions. Furthermore, teachers involve students and parents in planning to support students as they progress through the stages of education.

In the domain of Teaching, Waniora Public School is generally Sustaining and Growing with exceptions being Data Skills and Use and Professional Standards where our school believes that evidence indicates that we are Delivering. In regard to Effective Classroom Practice, teachers at Waniora Public School regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. They provide explicit, specific and timely formative feedback to students on how to improve. In illustrating Collaborative Practice, our teachers work together to improve teaching and learning in their stage groups and in working with particular students. They provide and receive planned and constructive feedback from peers, school leaders and students to improve teaching practice. There are processes in place to provide formal mentoring or coaching support to improve teaching and leadership practice. In Learning and Development, we believe that all teachers share learning from targeted professional development with others and are actively engaged in planning their own professional development to improve their performance.

In the domain of Leading, our school is predominantly Delivering, with exceptions being School Resources and Management Practices and Processes where our school believes that evidence indicates that we are Sustaining and Growing and Working towards Delivering respectively. Within School Resources, our school employs strategic financial management to gain efficiencies and to maximise resources available to implement the school plan. Our physical learning spaces are used flexibly, and technology is accessible to staff and students. In regard to Management Practices

and Processes, as a school we are working towards employing administrative practices that effectively support school operations.

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

Collaborative and effective Teaching and Learning

Purpose

We strive to work collaboratively as a learning community where knowledge and experience are valued and shared. The Australian Professional standards are embedded in our teaching practice to improve pedagogy, develop leadership capacity and student outcomes. All staff have access to quality professional learning and are encouraged to build their capacity as leaders in a supportive, collegial and teacher well-being supported environment.

Overall summary of progress

The Collaborative and Reflective Teaching and Learning Team delivered opportunities for all staff to observe others in the classroom and to share best practices in informal peer coaching, regular staff and team meetings. All teachers have begun the process of logging and recording hours towards maintaining and becoming accredited and aspiring leaders have had opportunities to work towards gaining evidence at Highly Accomplished or Lead accreditation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff are using individual Performance and Development Plans to improve pedagogy. All staff demonstrate the responsibility for their own professional learning. All teachers undertaking accreditation successfully complete and maintain the process. Aspiring leaders gain selection at a substantive leadership level.	Staff attained professional learning goals as part of the school's performance and development processes. Staff partake in regular meetings and collaboratively maintain accreditation status. PL offered to pre-2005 service teachers in preparation for maintaining accreditation. Wollongong North teachers to attend the Wollongong HALT and LINKS networks if interested.	TPL course fees \$2115 Teacher release \$5850 Total \$7965
All staff participate in teacher well-being professional learning and value their own well-being.	All staff members attending COS Wellbeing events and attending overnight Wellbeing and Planning event in Berry. Staff voluntarily engaging in yoga and working with a personal trainer after hours.	\$5306 Wellbeing and Planning event in Berry.
95% of teachers model authentic, effective, collaborative teaching practices to drive and sustain ongoing, school wide improvement in teaching practice and student outcomes.	Stage teams and Strategic Direction teams collaborating across the school plan and curriculum areas to improve learning outcomes for students. PLAN data, NAPLAN and school based assessment.	

Next Steps

- Whole school maintains a culture of modelling authentic, collaborative teacher practice and Teacher Well-Being through regular peer observation and sharing within stage and collaborative teams.
- Stronger links formed with our Sea Cliff Community of Schools through shared Staff Development and Professional learning opportunities.
- All teachers maintain or become accredited at Proficient level with aspiring leaders identifying Highly Accomplished or Lead proficiency through the creation of weekly Leadership Team meetings.

Strategic Direction 2

Inclusive Innovative Learning

Purpose

We have the expectation that our learners will be critical and innovative 21st century learners. Our students are encouraged to work collaboratively, think deeply, be creative and be effective users of technology. Students are supported to reach their potential and have the confidence to develop their individual pathways to success.

Overall summary of progress

The Inclusive Innovative Learning team facilitated professional learning for staff at Waiora and staff from our Community of schools, on the principles of Inquiry-Based Learning. Teachers were provided with classroom programs and resources to support the implementation of IBL in the classroom. All Stage 2 and 3 classes trialed BYOD and issues around infrastructure were addressed. Formative assessment is embedded within all classrooms programs and students are driving their learning through self identified learning goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students are highly engaged in collaborative investigations by way of self-organised learning environments (SOLE) and utilise 21st century technologies.	IBL projects to be embedded into stage based curriculum scope and sequences. Connectivity remains an issue in various classrooms.	\$2000 IBL resources. \$20500 purchase of laptops to supplement school supply (P&C funded) Total \$22500
100% of students collaboratively set their own learning goals and reflect critically against their goals to inform future learning.	Learning intentions and success criteria is visible in teaching and learning programs	\$2250 in teacher release (grant funded) Aboriginal Mentoring Leadership Program (goal setting).

Next Steps

- IBL projects to be embedded into Stage-based curriculum scope and sequences.
- Utilising a STEM based approach to implement a Stage 2/3 Science Fair, provide students with the opportunity to participate in a coding/robotics workshop at Bulli High School.
- Offer Scope IT program school wide in Term 4, 2017.
- Implement staff TPL in Maths Building Blocks.

Strategic Direction 3

Authentic Community Partnerships

Purpose

We foster sustainable, quality partnerships between school, family and the wider community. These successful partnerships will create authentic and engaging learning experiences which support students in becoming active community members and global citizens.

Overall summary of progress

The Creating Community Connections Team (CCC Team) used evidence collected in 2015–2016 to develop a new reporting proforma in conjunction with the staff. This was then presented to parents at a P & C meeting and will be implemented for Semester One, 2017. The Waniora Public School website was officially launched in Term Two, 2016. Staff participated in training sessions with RazorCorp, to ensure the school website is being used as an effective communication tool. This will continue to strengthen partnerships between school, parents and the community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff implement the Reporting Policy to report on student progress and goals.	Consultation with community. New reporting format ready for implementation in Semester One, 2017.	\$450 community consultation – 1 teacher release day.
90% of community members will access school communication online (eg. the Wani, class blogs, school website, Facebook)	This has been postponed until 2017, when it will be an expectation that all staff contribute to the website with notes and stage pages.	\$660 website development.

Next Steps

- Update the schools existing reporting policy, which outlines procedures for communicating student progress with parents/carers.
- A third party from Sentral will be brought in to develop format in readiness for teachers to use for Semester One reports, 2017.
- Staff will continue to utilise the website as a communication tool.
- Staff will experiment with a variety of digital technologies to communicate with parents and promote the school.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Analysis of all available data indicates growth among all students.</p> <p>See also Aboriginal Education section under Policy Requirements on page 14 of this report.</p>	<p>\$1680 Teacher release \$300 – Programs \$203 – Balance</p> <ul style="list-style-type: none"> Aboriginal background loading (\$2 100.00)
English language proficiency	<p>Analysis of all data to indicate progress through ESL scales.</p> <p>See also Multiculturalism and ant–racism education on page 14 of this report.</p>	<ul style="list-style-type: none"> English language proficiency (\$900.00)
Low level adjustment for disability	<p>SLSO for targeted integration funding support across the year. Mini Lit and Multi Lit programs impacting positively on learning outcomes for targeted Stage 1 students.</p>	<p>SLSO \$39 360 Mini Lit and Multi Lit = \$12 032 Total \$51 392 Balance \$1781 – 30 hours = \$781</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$0.00)
Quality Teaching, Successful Students (QTSS)	<p>2016 outcomes evaluated to inform 2017 Improvement Measures and 2017 PDP process.</p> <p>Funding used for staff to meet PDP goals and reflect with executive regarding teaching practice.</p>	<p>\$13 263 in total allocated.</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$0.00)
Socio–economic background	<p>SLSO support in literacy for small groups in multi lit.</p>	<p>Student assistance \$1 400</p> <p>SLSO \$10 240</p> <p>Total \$11 640 Balance \$2 162</p> <ul style="list-style-type: none"> Socio–economic background (\$0.00)
Support for beginning teachers	<p>Get Reading Right adopted across the school (K–2) in 2017.</p> <p>All staff able to access PM kits including BT. (CTJ) among stage teams.</p>	<p>\$600 PM Benchmarking Kits \$1800 Get Reading Right professional learning Total expenditure across the year \$6640</p> <ul style="list-style-type: none"> Support for beginning teachers (\$6 700.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	164	172	183	177
Girls	149	156	168	173

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.9	96.5	93.2	94.8
1	96.1	96.1	93.9	93.6
2	95.9	96.9	95.4	94.2
3	95.3	97	95.8	95.1
4	95.7	96.6	94.9	95.3
5	95.5	95.4	94.1	95.2
6	93.7	95.8	94.3	93.6
All Years	95.6	96.4	94.5	94.5
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

Management of non-attendance

Student attendance at Waniora Public School continues to be at or above state average across most grades. Attendance at Waniora Public School is supported by all stakeholders within the school community and the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.27
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration & Support Staff	3.87
Other Positions	0.13

*Full Time Equivalent

Waniora Public School have 2 Aboriginal teachers, both of whom are highly involved locally within the AECG.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

At Waniora Public School in 2016 Professional Learning Funds were allocated to address specific targets within the school plan. Funding for Professional Learning typically covered costs associated with course fees and casual salaries when teachers were required to be released from class in order to attend or facilitate training. Waniora Public School continues to invest in teacher quality through supplementing targeted professional learning in order to address school improvement measures.

All teachers contribute to and/or lead Strategic Direction teams. These teams have been responsible for the development and delivery of relevant Professional Learning across 2016.

All mandatory departmental training was sourced and delivered in a timely and efficient manner.

Our one Beginning Teacher supported her ongoing professional needs throughout the year by utilising allocated funds to access targeted professional learning opportunities and extend her allocated time in regard to planning teaching programs as well as engaging in the consistent moderation of student work

samples and assessment.

Professional Learning undertaken in 2016 included Focus on Reading for all teaching staff K–6, Get Reading Right for K–2, Professional learning to support the implementation of the History/Geography syllabus documents, Growth Coaching, Visible Learning, ICT/Science, Inquiry Based Learning and Formative Assessment.

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	165 546.00
Global funds	237 579.00
Tied funds	159 038.00
School & community sources	82 580.00
Interest	3 405.00
Trust receipts	29 996.00
Canteen	0.00
Total income	678 144.00
Expenditure	
Teaching & learning	
Key learning areas	9 744.00
Excursions	47 029.00
Extracurricular dissections	24 699.00
Library	6 169.00
Training & development	2 115.00
Tied funds	136 734.00
Short term relief	59 503.00
Administration & office	60 625.00
School-operated canteen	0.00
Utilities	26 781.00
Maintenance	22 347.00
Trust accounts	27 366.00
Capital programs	27 486.00
Total expenditure	450 598.00
Balance carried forward	227 546.00

The information provided in the financial summary includes reporting from 1 December 2015 to 30 November 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	251 603.33
(2a) Appropriation	228 623.65
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	22 814.92
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	164.76
Expenses	-138 677.69
Recurrent Expenses	-138 677.69
(3a) Employee Related	-70 795.79
(3b) Operating Expenses	-67 881.90
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	112 925.64
Balance Carried Forward	112 925.64

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	2 274 798.49
Base Per Capita	19 138.51
Base Location	0.00
Other Base	2 255 659.98
Equity Total	99 483.15
Equity Aboriginal	2 183.34
Equity Socio economic	13 801.93
Equity Language	3 216.35
Equity Disability	80 281.53
Targeted Total	199 067.12
Other Total	16 021.71
Grand Total	2 589 370.48

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.

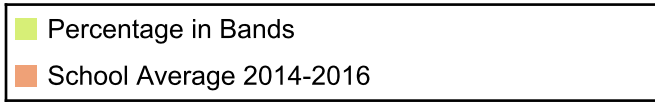
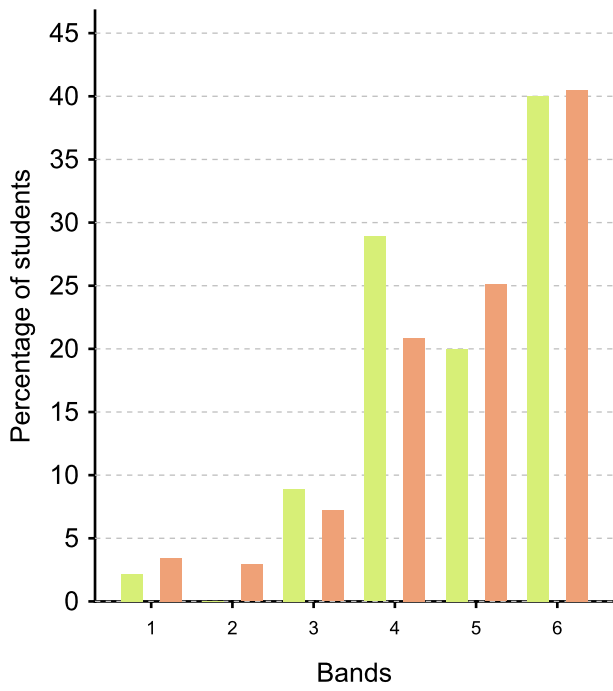
School performance

NAPLAN

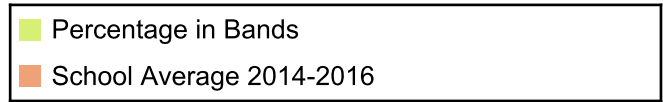
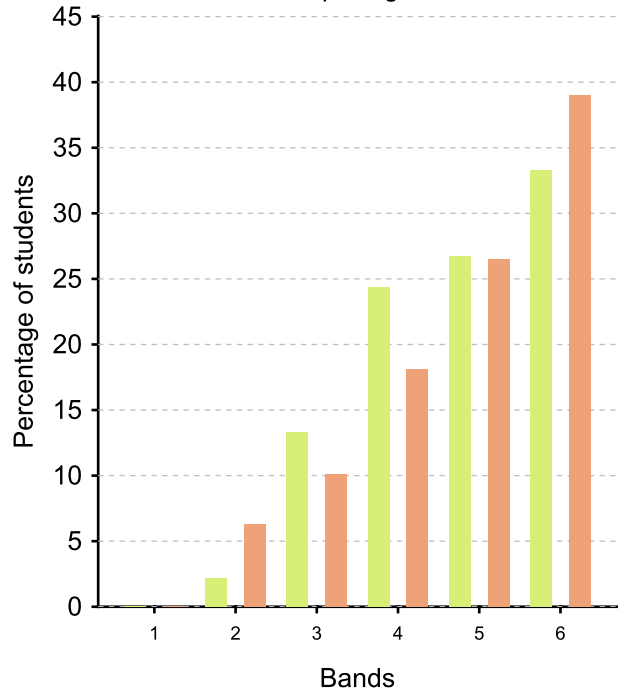
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The NAPLAN results show pleasing results in literacy. Year 3 students at Waiora Public School were significantly above state levels in writing, spelling and grammar and punctuation. Over half of our students are in the proficiency bands for reading. In Year 5, Waiora Public School students recorded above state average growth in grammar and punctuation. In reading and spelling, well over 40% of our students are represented in the top two bands.

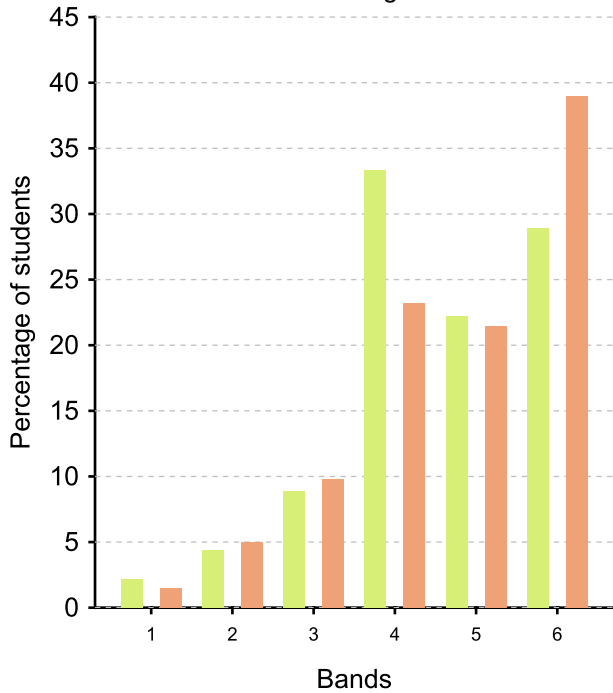
Percentage in bands:
Year 3 Grammar & Punctuation



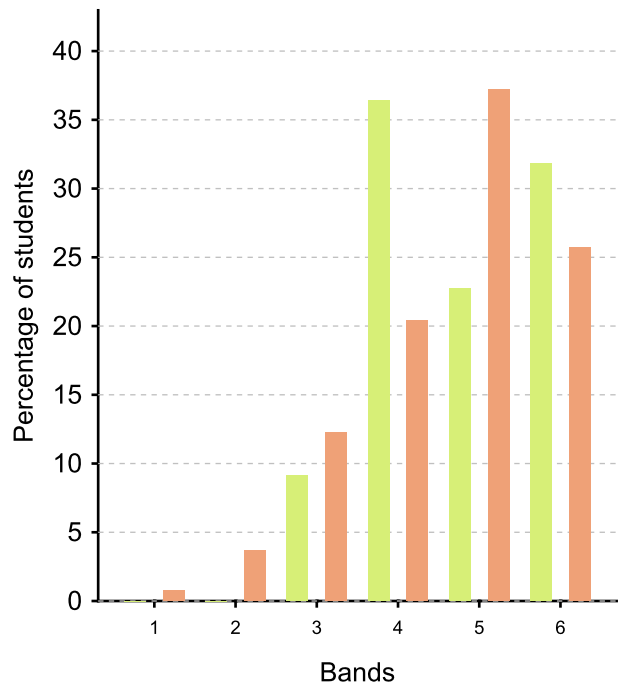
Percentage in bands:
Year 3 Spelling



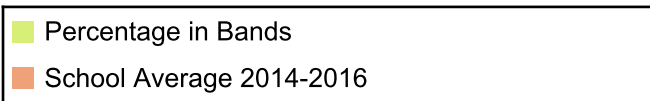
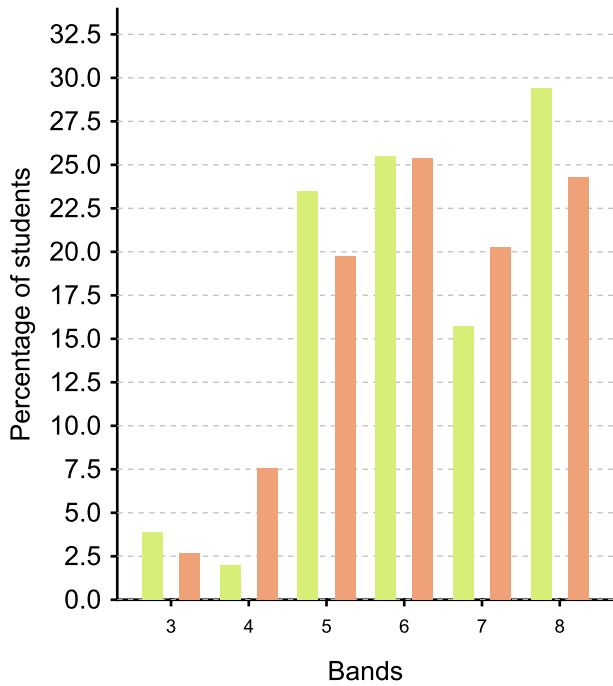
Percentage in bands:
Year 3 Reading



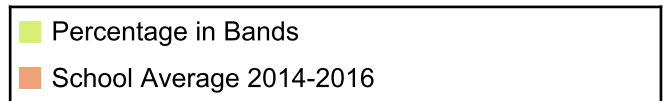
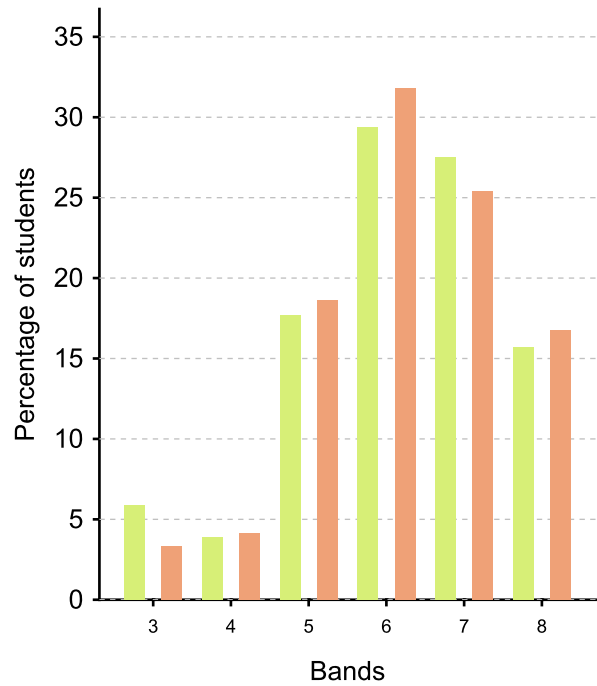
Percentage in bands:
Year 3 Writing



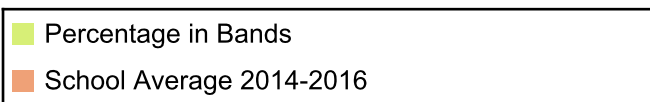
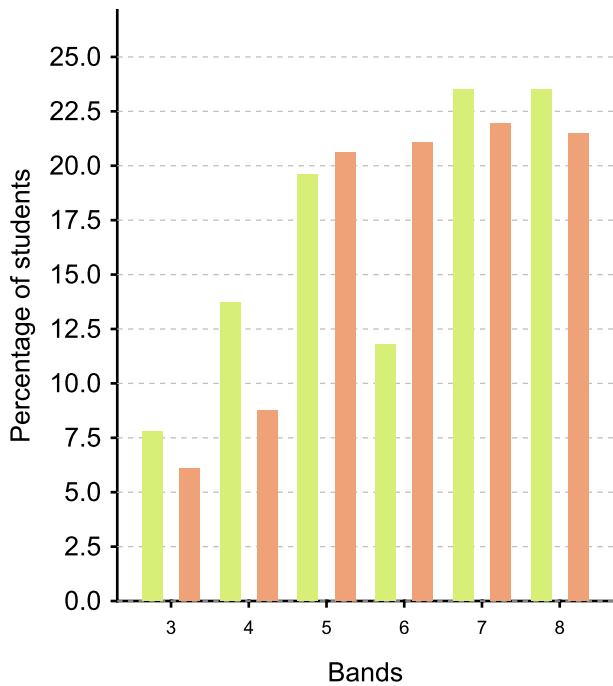
Percentage in bands:
Year 5 Grammar & Punctuation



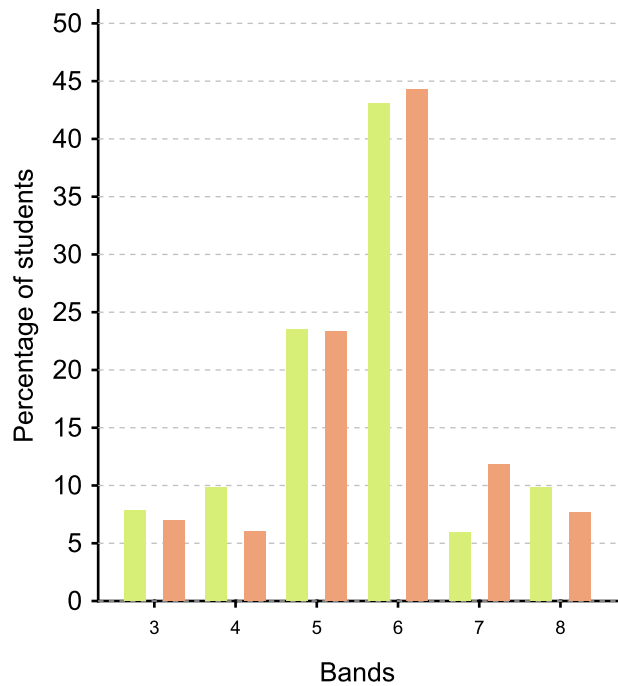
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



NAPLAN results for Year 3 students at Waniora Public School remain above state average across numeracy, data, measurement, space and geometry as well as number, patterns and algebra. Year 5 students recorded above state average growth in numeracy. Most impressive, was the above state average growth recorded in data, measurement, space and geometry.

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.>

51% of Waniora Public School students in Year 3 were represented in the top two bands of reading. This figure is less than 2015 (68.7%) and 2014 (61.4%). By comparison 47% of Year 5 students were represented in the top two bands of reading. This figure is an improvement on 2015 (38.8%) and 2014 (44.5%).

In numeracy, 35.8% of Year 3 students at Waniora Public School were featured in the top two bands compared to 2015 (53%) and 2014 (46.7%). Year 5 numeracy results were more pleasing. 35.3% of Year 5 students were represented in the top two bands of numeracy. This result is an improvement when compared to 2015 (14.6%) and 2014 (29.6%).

Parent/caregiver, student, teacher satisfaction

Survey data from 2016 (Tell Them from Me) indicated that students, in particular, are highly involved in extra curricula pursuits and are socially engaged in the school environment. Students demonstrated high levels of institutional engagement with positive school behaviour and valuing schooling outcomes all encouraging indicators. Students at Waniora Public School generally reported that in the areas of Quality Instruction, Teacher–Student Relations, Learning Climate and Expectations for Success that the school was performing on par with state averages.

Policy requirements

Aboriginal education

This past year has been very exciting for Aboriginal Education at Waniora Public School. We started the year with a strong Aboriginal Education Team. We had meetings each term to discuss the direction and events we wanted to implement and achieve. Our focus was to maintain and strengthen the programs across the school.

We have installed our Aboriginal artworks and artefacts in our school hall. The students at Waniora created some of the artwork during our NAIDOC celebrations.

During Reconciliation Week, two Indigenous students and two non–indigenous students and Mrs Pyers attended the Reconciliation Morning Tea at the Novotel, Wollongong. This was a great opportunity to interact with other students from schools in the Northern Illawarra. They enjoyed the talents of a local Aboriginal dancer and a didgeridoo player. Two young local Indigenous people talked about reconciliation and what it meant to them.

Stage 3 students participated in the Reconciliation

walk. The students walked from the Bellambi boat ramp to Bellambi Public school where they finished with a ceremony that involved speeches from local elders and stories of the local histories. Students then had a BBQ lunch and interacted with students from other local schools before returning to Waniora Public School.

This year we celebrated NAIDOC with a day at the end of Term 2 where the whole school participated in prepared activities reflecting traditional and contemporary Aboriginal Australia. An Indigenous performer Sean Choolburra educated and entertained students and staff. The day culminated in a whole school assembly.

Waniora participated in the Ngara Wumara Research Study. This involved two students completing tasks and surveys in Term3. This will continue in 2017 and 2018.

In November Waniora hosted the NIAECG Deadly Encouragement Awards 2016. This was a community event that involved local Aboriginal organisations as well as Northern Illawarra schools, community members and elders.

We continue to update our Aboriginal literature and resources in the school. These are available for all students and teachers to access and use in their classrooms.

We remain committed to implementing our Personal Learning Plans for every Aboriginal student in our school. These are reviewed throughout each year and are a working document.

Over the year our Aboriginal student numbers have increased and we welcome our new families to Waniora and look forward to building links and getting to know their stories.

Kathleen Cambourn

Multicultural and anti-racism education

Waniora Public School prides itself on being an inclusive learning environment where all students are treated with dignity and respect.

Each year our school recognises and promotes Harmony Day through activities across the school that promote understanding, tolerance and uphold the values of public education. Our students wear an orange item of clothing or an 'accessory' to represent their understanding of and support for the ideal behind this widely recognised and celebrated event.

At the beginning of this year a student from Thailand enrolled under the Newly Arrived Program (NAP). The student's orientation to school was supported in developing new friendships with other students and fostering positive relationships with the staff. An assessment of English language proficiency was conducted to determine her needs and the level of EAL/D support required. It was decided with the consultation of the class teacher to withdraw the student with a classmate three times a week and follow

Beginning ESL – Support material for primary new arrivals.