

Waratah Public School

Annual Report



3377

Introduction

The Annual Report for **2018** 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

Proud Principal

School contact details

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School background

School vision statement

Waratah Public School creates a sense of belonging and respect for all. We support and encourage the intellectual, physical, social and emotional development and wellbeing of all our students. We empower students to be confident, creative and critical thinkers. We set high expectations, strive for excellence and build positive growth mindsets for all.

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 two regional multi-categorical classes that cater for K–6 students requiring extra support. 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 and work closely with our very dedicated 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, engaged and happy citizens.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Waratah Public School teachers use student information, data and feedback to inform and plan quality learning activities to maximise engagement in learning. This supports the students to develop the necessary knowledge, skills and attributes to gain greater choices in life and enable successful and positive contributions to society.

Together we focused on strengthening wellbeing practices and building a positive and healthy school culture to support quality teaching in every classroom. This positive culture has led to classroom teacher's exhibiting high expectations and delivering engaging lessons evident by a considerable reduction of negative incidents both in and outside the classroom and increased attendance levels.

Student learning is supported by differentiation, explicit learning programs, tiered interventions and varied and targeted assessment and reporting strategies. The PLAT framework has been introduced and used this year to support quality teaching, consistency of teacher judgment, accountability and transparency within classes.

The staff at Waratah Public School strive for high quality teaching, professionalism and commitment. Collaboration, a supportive working environment and evidence based learning underpins teaching development and professional learning. Developing a consistent whole school approach to the collection and analysis of student data has provided many positive opportunities for teachers to collaborate, demonstrate and share best practice within and outside the school. The staff commitment and professionalism towards identifying, learning about and implementing the most effective teaching methods has been outstanding, leading to more informed and targeted student based learning opportunities.

A major focus for staff professional learning has been Trauma Informed Practice— This research and evidence based learning has led to a transformational change within the school. Staff have gained knowledge, understanding, skills and

empathy to support student wellbeing and learning within the classroom.

Teachers engage positively with the performance and development process using it to develop proactive, reflective and strategic practices to support a growth mindset in teaching.

Strong, strategic and distributive leadership is evident at Waratah Public School where students, staff and community members all have opportunities to be involved and have an impact on student learning outcomes.

School leaders promote and model a culture of high expectations and standards, using evidence based learning, current research and school data to inform future school directions. A planned collaborative, systematic and transparent approach to improvement has supported major transformational change in school culture, wellbeing and student engagement.

Management systems, structures and processes have been adapted and improved to allow for more efficient communication, transparency and accountability. This has provided better opportunities to revise structures and provide feedback in a variety of areas.

The School has strengthened and expanded a wide variety of community partnerships and enjoys working with a professional and innovative group of schools to support student learning. The school community are welcomed and encouraged to participate and contribute positively throughout the school.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>.

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

Evidence shows an ongoing commitment to strengthening school learning priorities and providing a positive and respectful environment at Waratah Public School. We have clear structures in place that support students' wellbeing and Learning. Programs have been aimed at promoting a culture of positivity and social development, while supporting learning environments with explicit learning programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of students reaching expected growth in NAPLAN in Year 5 and Year 7. A reduction of the negative incidents recorded on Sentral.	Two days release for Instructional Leadership for teachers K–6.	In writing, spelling, grammar and numeracy Year 5 students reached a higher % of expected growth in 2017 compared to 2015 students. This was the case in every area for Year 7 students when comparing results of expected growth from 2017 to 2016 students. In 2017 Year 5 resulted in an expected growth of 60.1% in Literacy components and 61.1% in Numeracy. Year 7 resulted in an expected growth of 64.2% in Literacy components and 80% in Numeracy. In both Year 5 and 7 students expected growth was greatest in writing, grammar and numeracy components. Data shows a reduction of negative major and serious incidents recorded on SENTRAL in 2017.

Next Steps

Staff will be provided with professional learning that is effective, efficient and evidence based to support learning and wellbeing. This professional development will be supported by the framework of the teaching and learning cycle, with an aim at strengthening procedures that assess, plan, implement quality strategies and review students' progress. Visible learning, quality teaching strategies will be collaboratively strengthened to ensure the effect size on students' learning is maximised. Intervention will incorporate a clear process that includes the student, classroom teacher, support staff, parents/guardians in a clear process of goal setting, reflection and targeted intervention. We will record, analyse and report data, provide explicit feedback, and participate in professional learning surrounding the new learning progressions. Parent and carers will be aware of learning and wellbeing strategies being implemented in the classroom and will support their children to engage in learning. Ultimately, we will strive to understand how our students learn best and empower our students to have a deep understand of their learning.

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

The school staff have worked consistently to achieve alignment of quality professional learning to school strategic directions, system requirements and professional/personal learning goals of staff. All class and Individual Programs are reflective of professional learning targets.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Class and individual programs will be reflective of professional learning targets.		

Next Steps

All school staff will participate in professional learning to continue the journey to achieve teaching/learning programs that demonstrate differentiated instruction for individual student learning needs, through effective analysis of data and implementation of learning strategies and wellbeing plans. A focus will include five weekly planning cycles where targeted interventions will support particular student groups and individual students.

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

The school staff has worked hard to create a sense of welcome and belonging for the entire school community. Positive staff morale has been created through developing honest and trusting relationships which is then filtered throughout the school community. We are pleased to report increased participation by key groups in our school community in school activities and initiatives such as the development and monitoring of Personalised Learning Pathways, whole school assemblies, parent group meetings, parent training sessions, school sporting events and other auxiliary events. However we still maintain low numbers attending P & C meetings.

There was a 28% increase of parent/carer attendance in school information sessions and 20% increase in parent attendance at assemblies comparing to the previous year and a 65% increase from 2015 when the target was set. Collegial partnerships with schools in the Callaghan Education Pathway group continue to grow and strengthen. The school is now being recognised as a Professional Learning Hub for staff, hosting a variety of staff development opportunities for colleagues throughout the region.

Regularly using a variety of sources to distribute information eg newsletter, SkoolBag App, meetings, assemblies, website etc has strengthen communication within the school community. 90% of our parent/ families have now downloaded and use the Skoolbag app.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
95% of parent/ families downloaded Skoolbag app.	No funds were expended.	90% of our parent/ families have now downloaded and use the Skoolbag app.
50% increase of parent/carer attendance in school information sessions and assemblies	No funds were expended.	There was a 28% increase of parent/carer attendance in school information sessions and a 65% increase at school assemblies.

Next Steps

The format and organisation for parent/ carer information sessions needs to change to inspire more people to be involved and become partners in their child's education.

A future focus will be to improve Aboriginal students learning results by ensuring more authentic collaboration with parents/ carers in decision making including PLPs that target individual student needs resulting in improvements at a similar level to school cohort.

Work closely with the AECG when evaluating, planning and implementing current and new initiatives for Aboriginal students and their families.

The school will target attendance strategies, processes and systems to Increase attendance by creating a sense of belonging for students and families within the school and wider community.

Work closely with the AECG when evaluating, planning and implementing current and new initiatives for Aboriginal students and their families.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$83000 staff wages for Reach Program</p> <p>\$2000 Teacher relief to supervise Deadly Streaming Boys Aboriginal group.</p>	<p>Reach Program was very successful with 100% of Aboriginal students accessing targeted interventions.</p> <p>100% attendance by students at Deadly Streaming Aboriginal Program</p>
English language proficiency	\$26000 ESL teacher wages	An ESL teacher was employed 2 days per week Term 1 and one day per week for the following terms to target needs of EAL/D (English is an additional language or dialect) students.
Low level adjustment for disability	\$168000	Learning And Support Teachers were employed to target intervention strategies to improve learning outcomes for students.
Quality Teaching, Successful Students (QTSS)	\$18000 Teacher release one day per week. \$6400 Wellbeing team teacher release	Coordinated quality teaching and wellbeing programs has led to improved teacher quality and student engagement.
Socio-economic background	\$10000 Technology, \$12800 Technology staff wages, \$43400 staff wages Reach Program, \$2000 supporting families	The increase in technology and the employment of staff to develop staff and student skills was instrumental in increasing engagement and authenticity in the classroom.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	150	162	175	180
Girls	159	151	159	159

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.5	94.1	91.7	92.5
1	91.1	93.2	92.2	93.7
2	92.9	90.2	93.3	92.9
3	95.4	93.3	91.4	94.3
4	93.7	94.1	93.5	91.1
5	95.7	93.1	92.8	93.3
6	94.4	92.6	91.1	93.3
All Years	93.9	93	92.3	93
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

At Waratah Public School student attendance is highly valued and monitored very closely. The following processes and systems are in place to ensure maximum attendance of students. Teachers, the Learning Support Team, the targeted Learning Team and the Attendance Committee all monitor and communicate regarding student attendance. Each fortnight the attendance committee meet and analyse fortnightly, term and yearly data on student attendance. Responses and actions are determined using this information. The Home School Liaison officer is involved throughout the process.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	15.71
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.2
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	6.62
Other Positions	0

*Full Time Equivalent

<Use this text box to report on the Aboriginal composition of your school's workforce>

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Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	84
Postgraduate degree	16

Professional learning and teacher accreditation

The staff at Waratah Public School strive for high quality teaching, professionalism and commitment. All staff are accredited and maintaining at the proficient stage. Collaboration, a supportive working environment and evidence based learning underpins teaching development and professional learning. Developing a consistent whole school approach to the collection and analysis of student data has provided many positive opportunities for teachers to collaborate, demonstrate and share best practice within and outside the school. The staff commitment and professionalism towards identifying, learning about and implementing the most effective teaching methods has been outstanding, leading to more informed and targeted student based learning opportunities.

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Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	371,806
Revenue	4,114,127
Appropriation	3,955,251
Sale of Goods and Services	32,819
Grants and Contributions	122,472
Gain and Loss	0
Other Revenue	0
Investment Income	3,585
Expenses	-3,942,240
Recurrent Expenses	-3,942,240
Employee Related	-3,639,112
Operating Expenses	-303,127
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	171,887
Balance Carried Forward	543,693

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,267,806
Base Per Capita	54,142
Base Location	0
Other Base	2,213,664
Equity Total	429,263
Equity Aboriginal	95,321
Equity Socio economic	138,911
Equity Language	26,959
Equity Disability	168,072
Targeted Total	480,141
Other Total	518,543
Grand Total	3,695,753

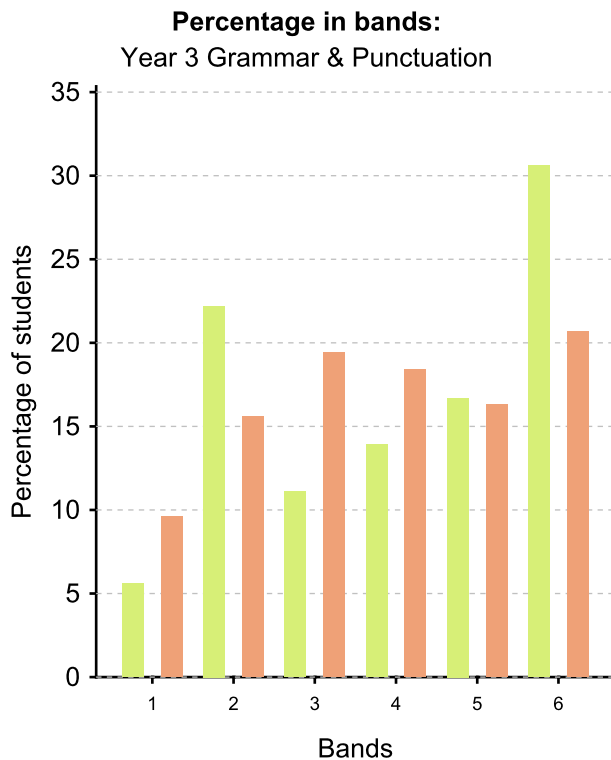
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

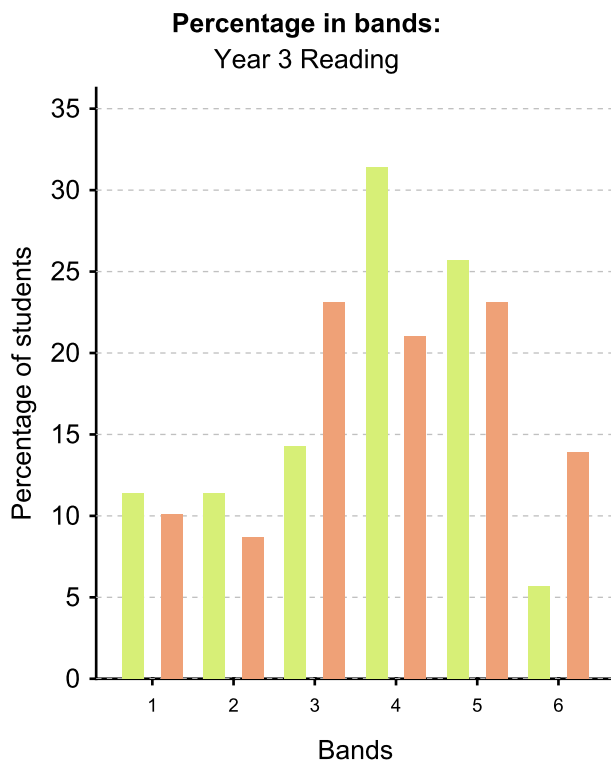
NAPLAN

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
School Average 2015-2017

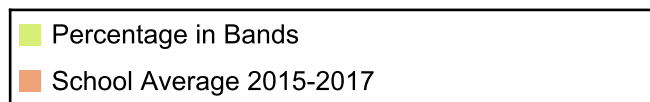
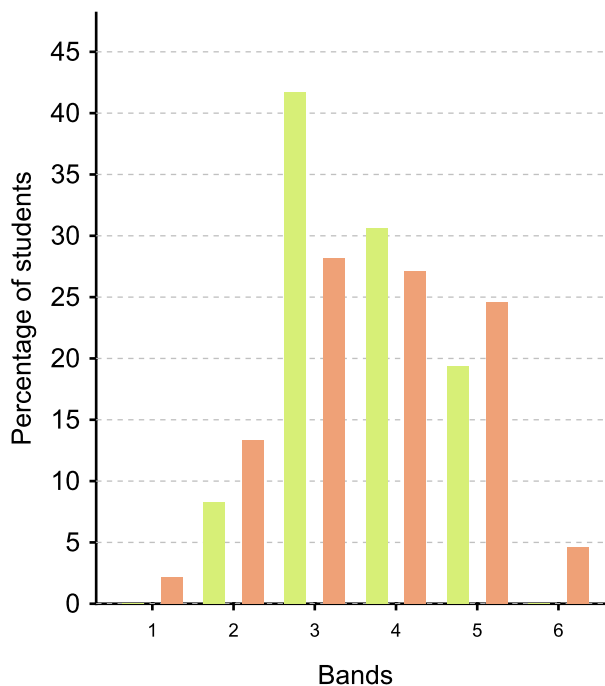
Band	1	2	3	4	5	6
Percentage of students	5.6	22.2	11.1	13.9	16.7	30.6
School avg 2015-2017	9.6	15.6	19.4	18.4	16.3	20.7



Percentage in Bands
School Average 2015-2017

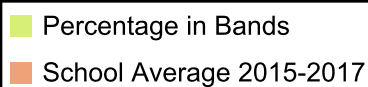
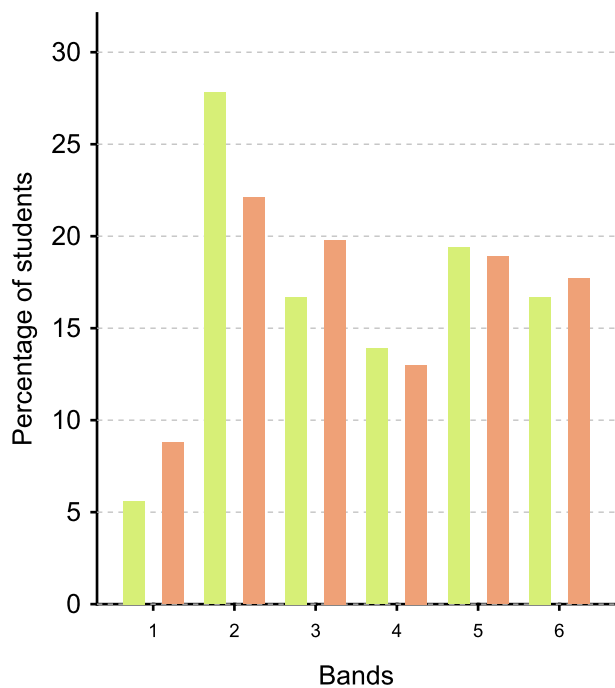
Band	1	2	3	4	5	6
Percentage of students	11.4	11.4	14.3	31.4	25.7	5.7
School avg 2015-2017	10.1	8.7	23.1	21.0	23.1	13.9

Percentage in bands:
Year 3 Writing



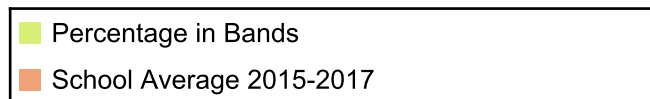
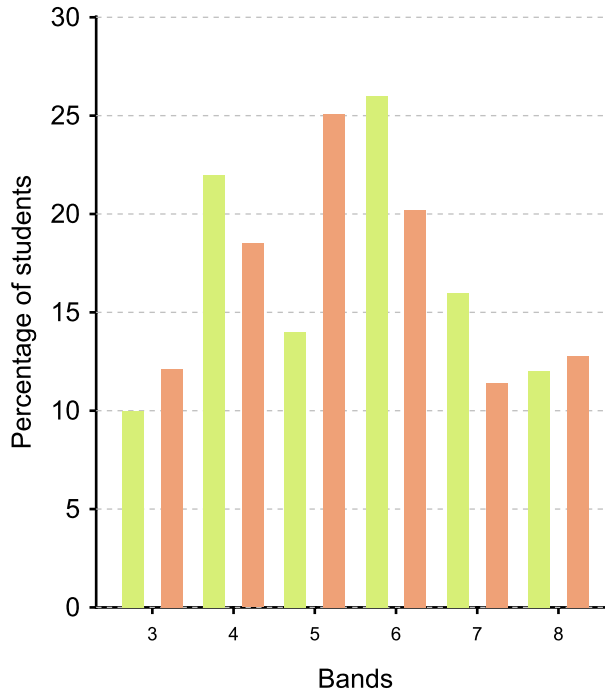
Band	1	2	3	4	5	6
Percentage of students	0.0	8.3	41.7	30.6	19.4	0.0
School avg 2015-2017	2.2	13.3	28.2	27.1	24.6	4.6

Percentage in bands:
Year 3 Spelling



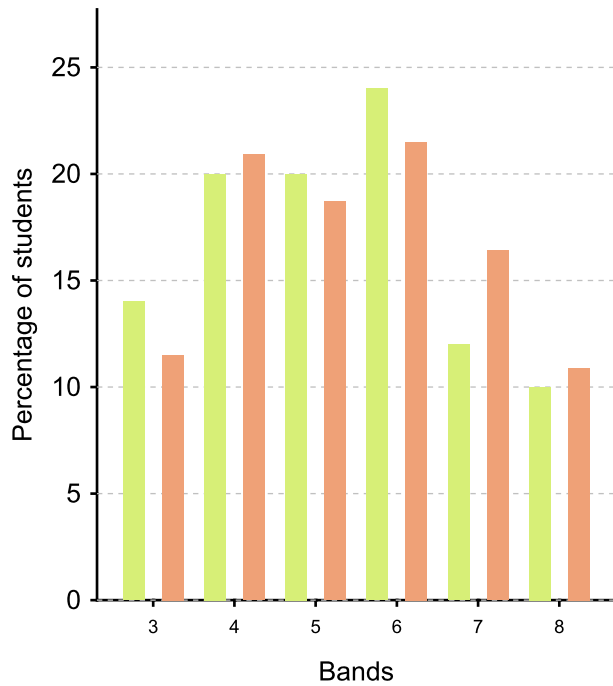
Band	1	2	3	4	5	6
Percentage of students	5.6	27.8	16.7	13.9	19.4	16.7
School avg 2015-2017	8.8	22.1	19.8	13.0	18.9	17.7

Percentage in bands:
Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	10.0	22.0	14.0	26.0	16.0	12.0
School avg 2015-2017	12.1	18.5	25.1	20.2	11.4	12.8

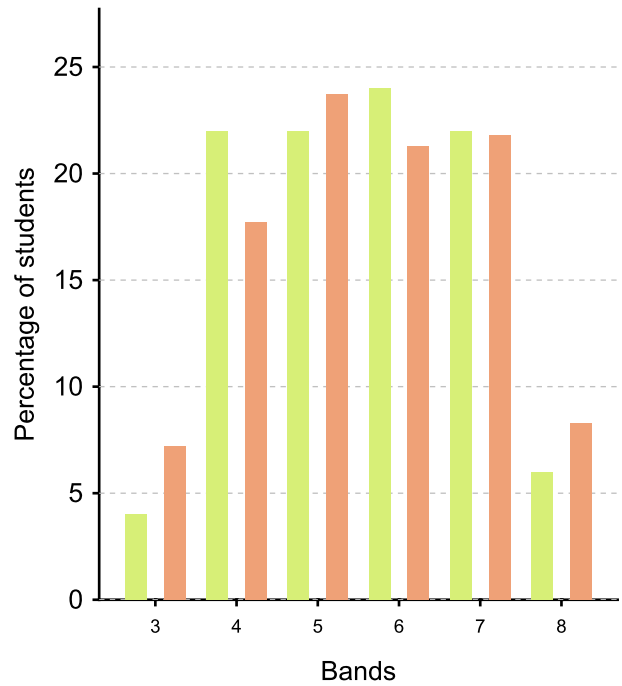
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	14.0	20.0	20.0	24.0	12.0	10.0
School avg 2015-2017	11.5	20.9	18.7	21.5	16.4	10.9

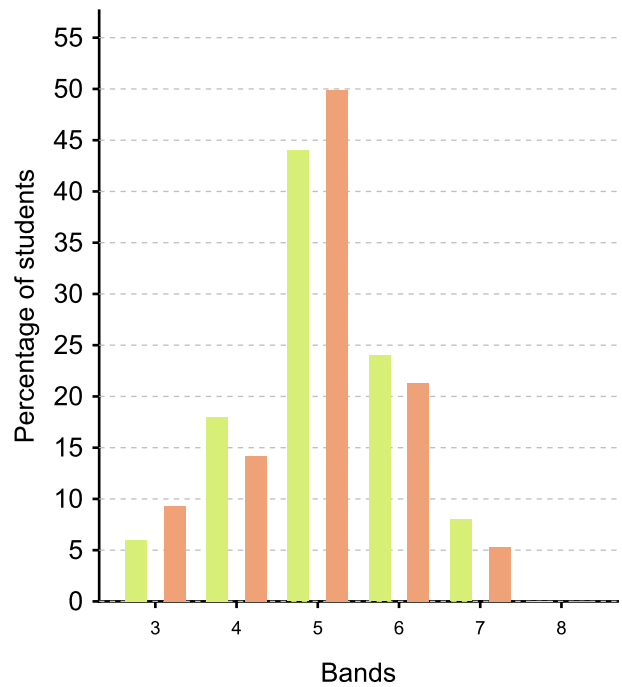
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	4.0	22.0	22.0	24.0	22.0	6.0
School avg 2015-2017	7.2	17.7	23.7	21.3	21.8	8.3

Percentage in bands:
Year 5 Writing



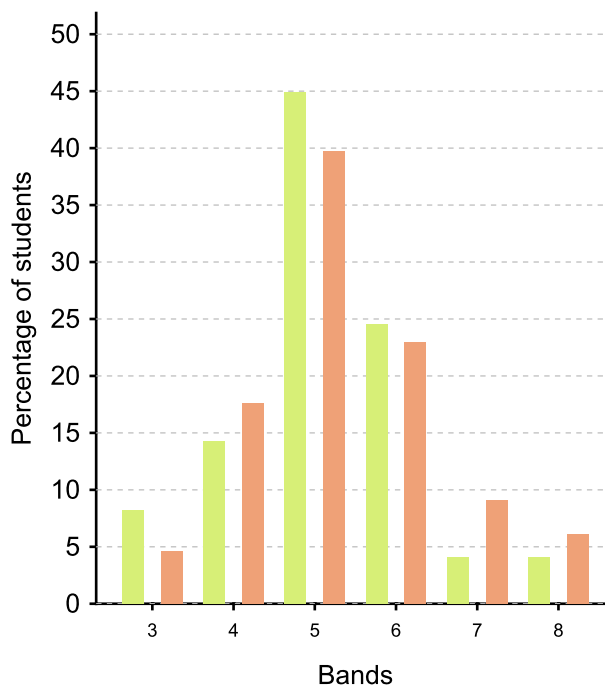
Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	6.0	18.0	44.0	24.0	8.0	0.0
School avg 2015-2017	9.3	14.2	49.9	21.3	5.3	0.0

<Use this text box to comment on numeracy NAPLAN data>

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Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	8.2	14.3	44.9	24.5	4.1	4.1
School avg 2015-2017	4.6	17.6	39.7	23.0	9.1	6.1

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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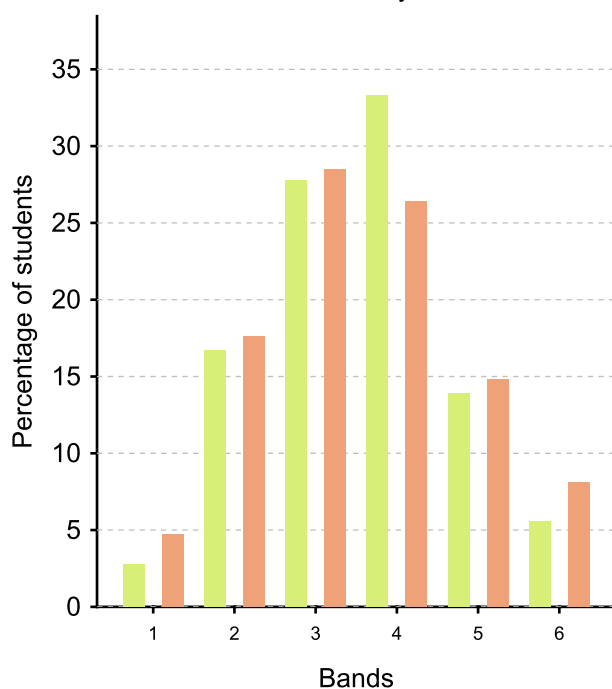
Parent/caregiver, student, teacher satisfaction

Waratah Public School values productive feedback and the opinions of our parents, students and staff relating to our school. A variety of methods are used to collate information and data to inform and improve school practice. The responses are presented below.

Parents and carers reported a high sense of satisfaction with communication and welcoming within the school. They felt that teachers, office staff and principal were approachable and accessible and would like to know more about future options in education and pathways for their children. 28% of parents found it difficult to attend parent information sessions at the scheduled times.

Staff greatly value the school culture created within the school community. The majority of staff highly rate the

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	2.8	16.7	27.8	33.3	13.9	5.6
School avg 2015-2017	4.7	17.6	28.5	26.4	14.8	8.1

collaboration, professional learning and support given to colleagues. They report that they are very happy to be working at Waratah Public School.

Students are very proud of their school and the culture that has been developed. The majority of students have strong connections with their classroom teacher and attend school regularly. The school enjoys a high participation rate in extracurricular activities.

Policy requirements

Aboriginal education

Waratah Public School values Aboriginal Education and continually and authentically works hard to close the academic gap between Aboriginal and non Aboriginal students. Attendance continues to be a hurdle, however effective strategies and initiatives are improving attendance rates. The following initiatives continue to support Aboriginal students.

Reach Program which involves 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 within the school.