

Waverley Public School

Annual Report



2017



Waverley Public School

3953

Introduction

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. 2017 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: participation in the Schools' Spectacular, Dance Sport Challenge, the Festival of Instrumental Music, Kidpreneur, Maths Olympiad and the introduction of a school band program.

The students of our school can be proud of their achievements and personal growth in 2017. 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. In 2017 all primary students had the opportunity to participate in overnight excursion with Stage Three visiting Canberra for 3 days while Stage Two attended ZooSnooZ at Taronga Zoo. Such 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 a successful market day, an Active-a-thon and Trivia Night. The Wednesday Wrap – school canteen continues to be a highly successful initiative. Hot Food Fridays was introduced and proved extremely popular with the students. In 2017 the P&C's fundraising efforts were exceptional and contributed to the school's purchasing of iPad technology, 3 Interactive Panels and air conditioning of learning spaces. The P&C also successfully received an \$11 500 Community Building Partnership Grant which will go towards covering the cost of installing Solar Panels and offset the running costs of air-conditioning in the school.

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 2017 twelve classes were formed. This included an intake of 60 new Kindergarten students forming 3 classes. It is anticipated that in 2018 the school will continue its growth, with over 300 students enrolled and 13 classes formed.

The Annual Report for 2017 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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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

Established in 1879 Waverley Public School is a thriving K–6 school located in the heart of Sydney's Eastern Suburbs. Situated on Bronte Road, the school is only a short walk from the Bondi Junction precinct and Queens Park. We are fortunate to have a wonderful community of 270 students, with 45% coming from Language Backgrounds Other than English. We have over 36 nationalities represented in our school including Japanese, German, Russian, Portuguese, French & Spanish. The school is committed to ensuring every student has the best possible opportunity to achieve success. Our teachers are professional, enthusiastic and have a broad range of experiences and talents. They work collaboratively and are dedicated to maximising learning outcomes through quality teaching across all Key Learning Areas. There is a strong focus on the delivery of differentiated literacy and numeracy programs that meet students' individual learning needs. An active Learning Support Team closely monitors wellbeing and implements both learning support and enrichment programs. A focus is to develop the 'whole child' and the school provides a range of extracurricular programs including choir, dance, band, debating, performing & visual arts, public speaking, sports, Italian, film making and gardening pursuits. The school collaborates with the *Community of Schools in the Eastern Suburbs* in staff professional learning, leadership capacity building, networking and program development. The whole school community supports our core values of *Respect, Safety and Engagement* and students are respectful and supportive of each other. Our school has strong community connections, where staff, parents and the wider community work in partnership.

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 2017 the student achievement report contained detailed information about student progress and included individual literacy and numeracy learning goals. To further engage parents in the learning process, the school introduced student led conferences which took place during Education Week.

Student Performance Measures: Waverley Public School has achieved excellent value added results. In 2017, SCOUT data reported that on average 63% of our students were in the Top 2 bands for Reading and Numeracy. This is a

significant improvement on previous years – 49% (2014), 38% (2015) and 39% (2016). A goal for the future is to improve growth from Year 3 to 5 in NAPLAN 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 Formative Assessment pedagogy's.

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' skills 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. The leadership team will engage with SCOUT data to inform decision making and guide future directions.

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 provides 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 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, recently introduced communication initiatives that engage and inform the community were refined and consolidated. The Schoolzine newsletter, was integrated with a new website and included a range of new features. Through this initiative parents have access to a digital calendar, absentee forms, online payments and archived newsletters. Parents were surveyed and 84% of respondents felt that the Schoolzine App was easy and convenient to use. Teachers used Class Dojo as a platform to engage with parents, sharing photos, special class moments and reminders. Community feedback has been positive with parents valuing the direct communication with teachers. School tours, that were introduced in 2016, continued and were very well attended. Enrolments continue to grow and this can be attributed to a comprehensive orientation program. The school is now using the Student Management EBS to mark rolls and monitor attendance of students. This was introduced in Term Two, following the training of staff. The continuous upgrade of school facilities remained a priority with the old hall being carpeted. This is the first step towards creating a flexible, multi purpose learning space. The school worked closely with the P&C to improve school facilities and classroom environments. This included: the installation of air conditioning in all upstairs classrooms and the purchase and installation of 4 new Interactive panels.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$14 300	<ul style="list-style-type: none">• During Term One the school continued the implementation of an web based communication platform using Schoolzine. This included an online booking system for interviews, push notification alerts, a fortnightly E-newsletter and an integrated website.• The school changed from Momentum ESR to the Department's online attendance tracking program EBS Ontrack.• A priority in 2017 was the continuous upgrade of school facilities which included: the installation of air conditioning in 4 classrooms; the purchase and installation of 4 Interactive panels; carpeting of the old hall; converting the Art Room into a new classroom; replacing the carpet in 3 classrooms and an internal painting upgrade of identified areas.• Staff engaged further with the ClassDojo App instantly sharing photos, videos and announcements. This platform was also used to instantly communicate school wide messages and alerts.• Collaboration amongst school leaders and staff was enhanced through the use of Google Drive. Documents were shared and collaboratively worked on using this platform.

Next Steps

The school planning process for the 2018–2020 School Plan has seen this strategic direction modified with new projects added. Moving forward the first strategic direction will focus student learning and achievement. The purpose will be to provide an environment that nurtures and guides students to build positive and respectful relationships, inspiring them to become leaders of their own learning. The delivery of quality learning programs will enable all students to develop confidence and capabilities in literacy and numeracy. The key projects will focus on well-being and the implementation of evidence based teaching programs that are responsive to the literacy and numeracy needs of students.

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

In 2017 the school continued to embed technologies into effective classroom practice. Teachers participated in a cycle of ongoing professional learning and iPad implementation as part of the school's iPad project. Additional iPads were purchased and there are now over 40 iPads for students to access. Working collaboratively, staff implemented Project Based Learning opportunities for students, delivering authentic and engaging learning experiences. Students showcased their inquiry based learning through the introduction of Student Led Conferences. Parents were invited to attend these conferences and students were provided an opportunity to share their learning, progress and future directions. Working in partnership with Waverley Council and the P&C the school successfully gained a grant to install a 30KW solar system through the Solar My School scheme. Installation of these panels will occur in mid 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>	\$43 300	<ul style="list-style-type: none">• Through Stage One's participation in the Sydney Theatre Company's schools' program, students developed the skills to think deeply, creatively and critically and make relevant connections. Staff participated in a series of relevant professional learning sessions including team teaching and observations of best teaching practice.• The school invested in the purchased, setup and storage of iPads including an iPad for all staff. All stages have access to iPads that have Apps installed suited to their learning needs and current classroom programs.• Engaging the expertise of Datacom, the whole school participated in an iPad Learning project. This involved staff embedding ICT tools into effective classroom practice and working collaboratively with a mentor.• A computer technician was engaged fortnightly to support and maintain ICT across the school. The school also purchased a web based platform to manage the expanding fleet of iPads and mobile devices.• The school participated in whole school sustainability awareness initiatives including Green Sparks and the Waste Free Lunch Challenge.• In 2017 Stage Three began the year in an open learning space. 5/6 Gold and 5/6 Silver were taught in the same environment by 2 experience teachers. Learning programs were dynamic, flexible and responsive to the needs of all students.• Digital Citizenship remained a school priority with a student, teacher and community seminars being held on Cyber Safety.• All classes undertook project based learning challenges and many of these were presented to parents during Student Led Conferences.

Next Steps

The school planning process for the 2018–2020 School Plan has seen this strategic direction modified with new projects. Moving forward the second strategic direction will focus on inspired teaching. The purpose will be to develop a quality teaching culture, underpinned by high expectations, differentiated curriculum delivery and reflective teaching practices. Future focused learning principles will prepare our students with skills and capabilities to thrive in a rapidly changing world. Key projects will focus on teachers embedding Formative Assessment strategies into teaching practice and actively engaging in a dynamic professional learning framework that includes Quality Teaching Rounds.

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

In 2017 Waverley Public School continued to use the Literacy and Numeracy continuums to record student achievement and plan targeted learning experiences for their students. Teaching knowledge and skills were enhanced with ongoing professional development in the use of the continuums and the planning of differentiated learning experiences. In teaching spelling, the school introduced a school-wide phonemic approach using the Soundwaves program. Teachers participated in professional learning, stage based collaborative planning and resource sharing. Following the success of the Maths Olympiad program, the school introduced the Maths Games program for identified Year Four students. Through collaborative planning opportunities, teachers further developed capacity to use data when writing explicit learning goals in literacy and numeracy for their students. The school continued to provide opportunities for students to engage in a range of creative endeavours including: Public Speaking, Dance Ensemble, Choir, Debating, Dance Sport Challenge, Recorder Ensemble & Ukulele. In 2017 the school introduced the Kidpreneur program and for the very first time participated in the NSW Schools' Spectacular.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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 practices, as a component of the Performance and Development Framework implementation.</p> <p>80% of students receive gold awards or above that acknowledge outstanding classroom effort and achievement.</p>	\$46 600	<ul style="list-style-type: none">• In 2017 the school introduced Student Led Conferences. Students were encouraged to become <i>Leaders of Learning</i>, showcasing their learning with their parents.• Literacy results for 2017 were outstanding and showed significant improvement on previous years. In Reading 84% of Year 3 students were in the top 2 bands compared to 51% of the state while for Year 5 it was 57% compared to 40% of the state.• Numeracy results for 2017 were pleasing and showed improvement on previous years. In Numeracy 73% of Year 3 students were in the top 2 bands compared to 43% of the state while for Year 5 it was 33% which was the same as state average.• The NSW Maths Olympiad program continued to provide Stage Three students access to higher order thinking and problem solving mathematical challenges. This initiative was extended to Stage Two through the Maths Games Challenge program.• The consistent school wide merit certificate and Dojo point system was consolidated in 2017 with 83% of our students reaching Gold level.

Next Steps

The school planning process for the 2018–2020 School Plan has seen this strategic direction modified with new programs and initiatives. Moving forward the third strategic direction will focus on leadership. The purpose will be to ensure a school wide culture of high expectations, strategic planning and effective management practices that deliver school priorities and excellence. Leadership capacity is built across the school with a shared responsibility towards achieving continuous school improvement. Key projects will focus on embedding systematic processes for the delivery of school priorities and targets.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3 428	School Learning and Support Officer (SLSO) employed to provide learning support. Money used to support school fees(negotiated with families.)
English language proficiency	\$76 032	EaLD specialist teacher employed 3 days /week to provide targeted Literacy support.
Low level adjustment for disability	\$68 004	Learning Support Team evaluates 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.
Quality Teaching, Successful Students (QTSS)	\$18 385	Funds were used to provide additional release time for Assistant Principals to mentor, coach and cooperatively plan with classroom teachers.
Socio-economic background	\$4 835	All funds were used to support students, provide opportunities and maximise participation.
Support for beginning teachers	\$6 725	Beginning teachers were supported through access to professional development, mentoring, classroom observations of best practice and additional release time.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	102	107	119	147
Girls	112	118	133	127

Student attendance profile

School				
Year	2014	2015	2016	2017
K	98.6	94.8	95.5	94.4
1	96.5	94.6	92.3	94.3
2	96.6	93.9	95.3	94.1
3	98.1	94.6	94.9	95.7
4	95.8	93.5	92.9	93.8
5	94.8	93.6	95.7	95.4
6	95.9	93.2	96	97.1
All Years	96.7	94.1	94.7	94.7
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

Class sizes

Class	Total
GREEN	20
BLUE	21
ORANGE	20
RED	22
YELLOW	22
PURPLE	23
ROSE	21
RUBY	27
BRONZE	27
AQUA	26
GOLD	27
SILVER	25

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	10.19
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher of ESL	0.6
School Counsellor	1
School Administration & Support Staff	2.47
Other Positions	0

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

Professional learning and teacher accreditation

Professional Learning for staff was continuous and ongoing throughout 2017. On School Development Days training for staff included: CPR & Anaphylaxis; Performance & Development, student welfare initiatives and embedding iPad technologies into teaching and learning.

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 STEAM.

A major priority in 2017 was the iPad Implementation Project. Staff worked with an educational expert implementing iPad technologies into their teaching and learning programs. This involved: cooperative planning, resource sharing, team teaching, evaluation and reflection. All staff were given an opportunity to showcase their learning with colleagues. The school also implemented the Soundwaves Spelling program and this involved whole school professional learning with the Soundwaves representatives. Two members of staff attended the Soundwaves Conference and shared their learning with colleagues.

All Stage One 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 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	131,657
Revenue	2,759,285
Appropriation	2,486,227
Sale of Goods and Services	-2,031
Grants and Contributions	271,985
Gain and Loss	0
Other Revenue	0
Investment Income	3,104
Expenses	-2,754,680
Recurrent Expenses	-2,754,680
Employee Related	-2,381,632
Operating Expenses	-373,047
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	4,605
Balance Carried Forward	136,262

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	2,017,105
Base Per Capita	38,512
Base Location	0
Other Base	1,978,593
Equity Total	152,299
Equity Aboriginal	3,428
Equity Socio economic	4,835
Equity Language	76,032
Equity Disability	68,004
Targeted Total	59,179
Other Total	164,266
Grand Total	2,392,849

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.

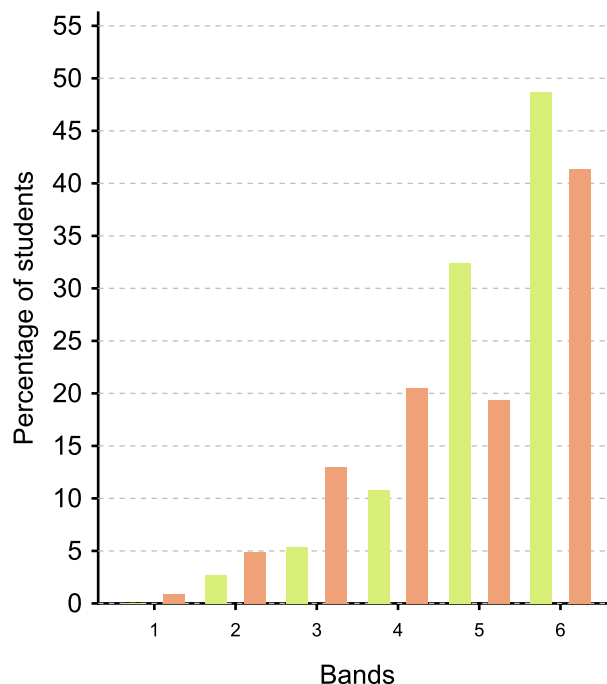
School performance

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.

In 2017 NAPLAN the results in literacy showed significant improvement. In reading 84% of our Year Three students performed in the top 2 bands compared to 51% of the state. Year Five performed well above the stage average with 57% of students performing in the top 2 bands compared to a 40% state average. The school's overall performance in writing was well above the state average in both Year Three and Five. In Year Three, 89% of students achieved in the top 2 bands compared to a 53% state average while in Year Five it was 40% compared to a state average of 18%.

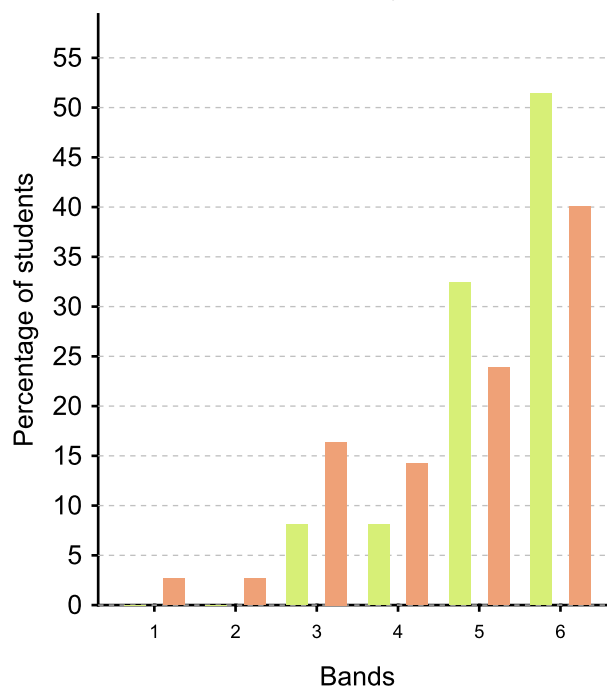
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	2.7	5.4	10.8	32.4	48.7
School avg 2015-2017	0.9	4.9	13.0	20.5	19.4	41.4

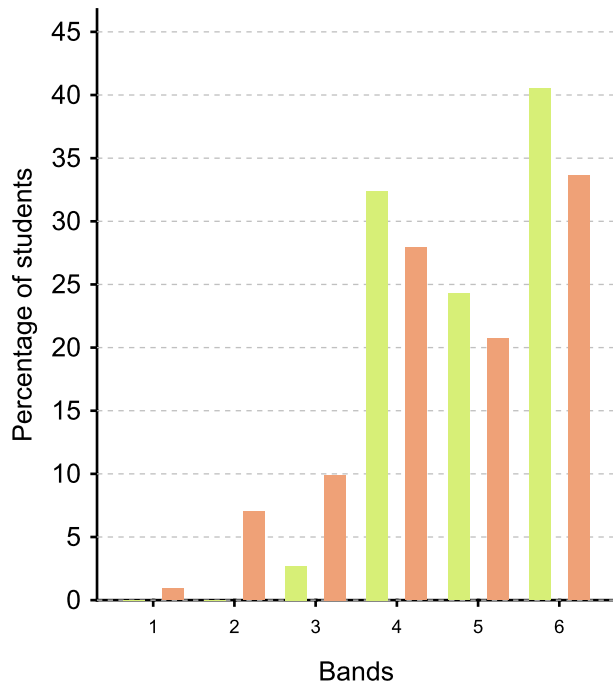
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	8.1	8.1	32.4	51.4
School avg 2015-2017	2.7	2.7	16.4	14.2	23.9	40.1

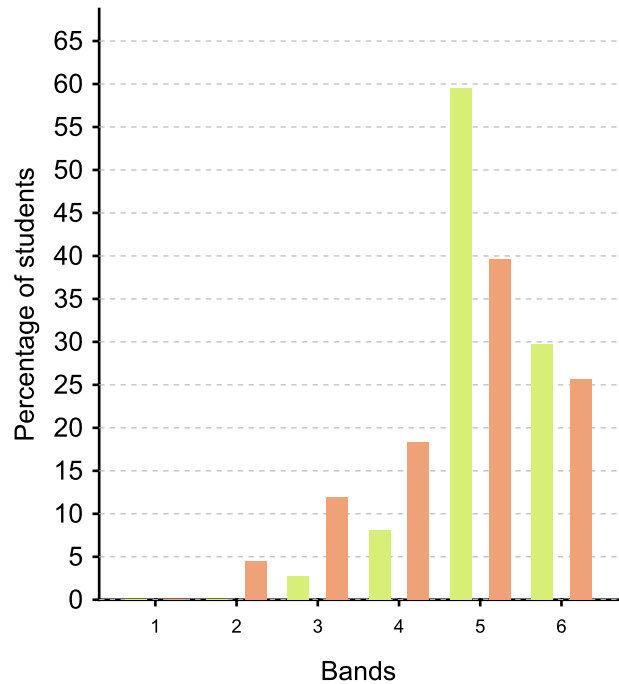
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	2.7	32.4	24.3	40.5
School avg 2015-2017	0.9	7.0	9.9	27.9	20.7	33.6

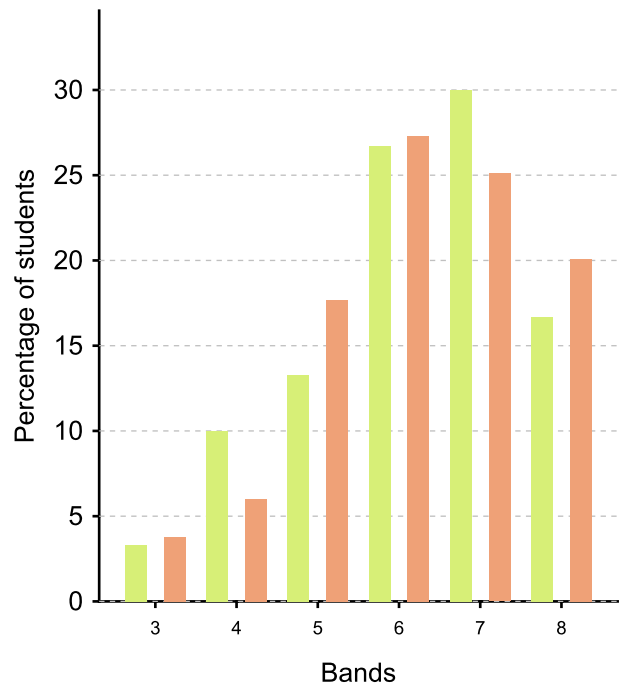
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	2.7	8.1	59.5	29.7
School avg 2015-2017	0.0	4.5	11.9	18.3	39.6	25.7

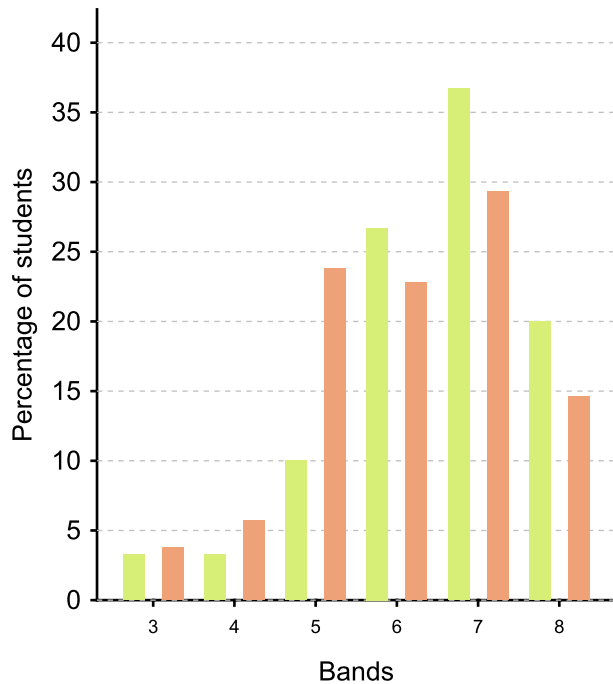
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	3.3	10.0	13.3	26.7	30.0	16.7
School avg 2015-2017	3.8	6.0	17.7	27.3	25.1	20.1

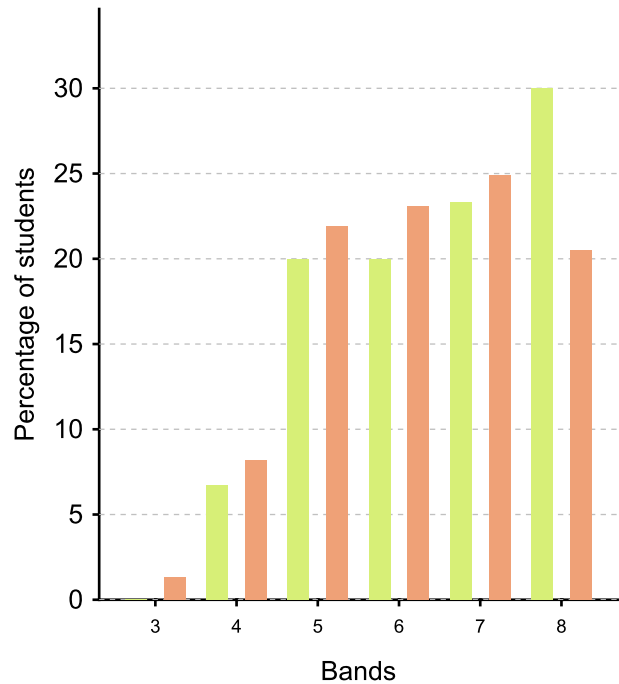
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	3.3	3.3	10.0	26.7	36.7	20.0
School avg 2015-2017	3.8	5.7	23.8	22.8	29.3	14.6

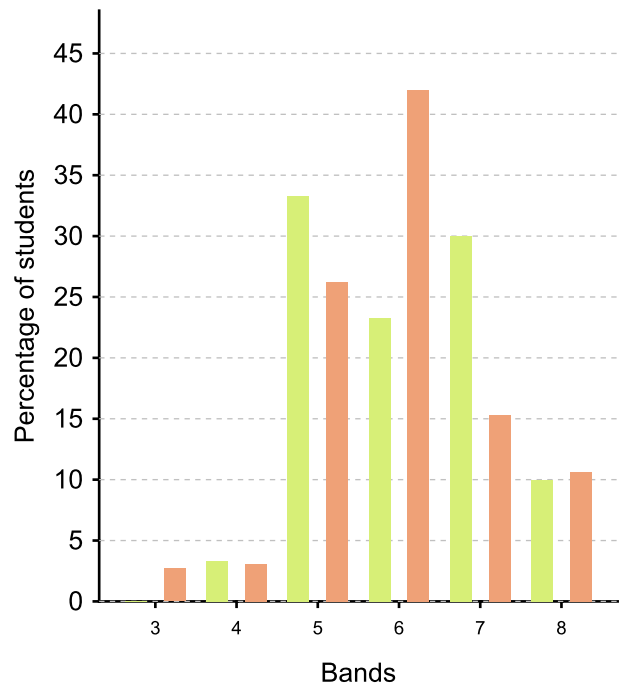
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	6.7	20.0	20.0	23.3	30.0
School avg 2015-2017	1.3	8.2	21.9	23.1	24.9	20.5

Percentage in bands:
Year 5 Writing

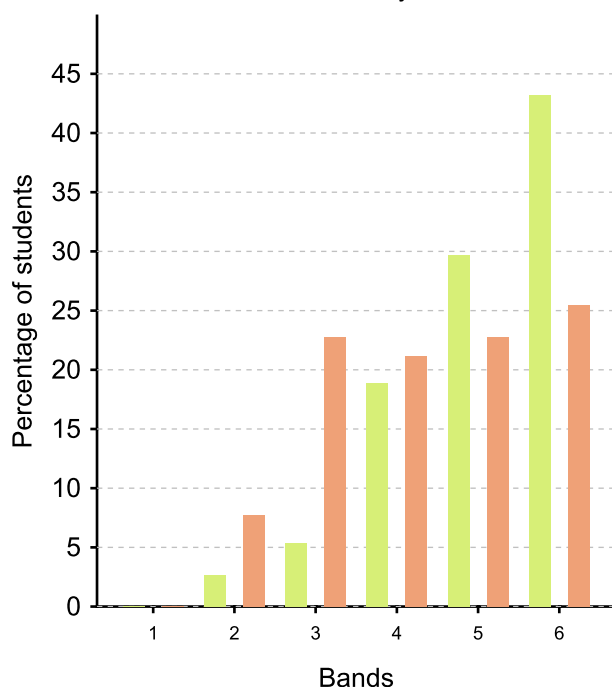


Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	3.3	33.3	23.3	30.0	10.0
School avg 2015-2017	2.7	3.1	26.2	42.0	15.3	10.6

In 2017 NAPLAN the results in numeracy showed improvement. 73% of our Year Three students performed in the top 2 bands compared to 43% of the state. Year Five performed at state average with 33% of students performing in the top 2 bands. This was an improvement on our 2016 results when both Year Three and Year Five performed below the state average in numeracy for the top 2 bands.

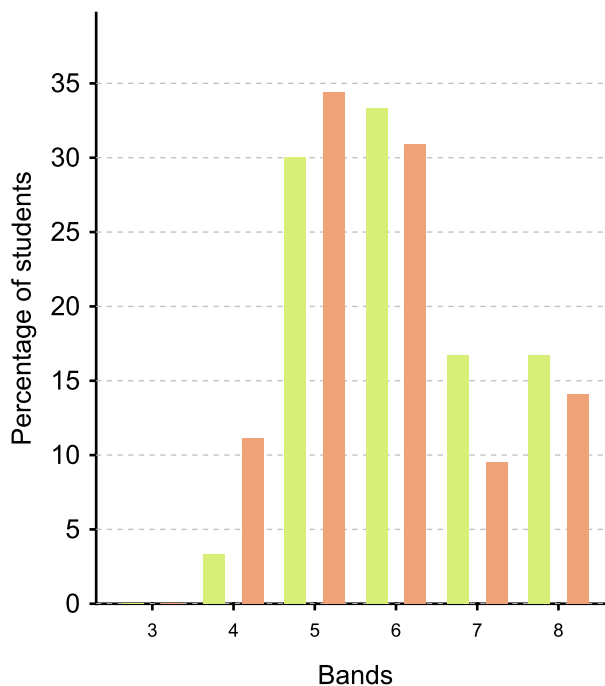
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	2.7	5.4	18.9	29.7	43.2
School avg 2015-2017	0.0	7.7	22.8	21.2	22.8	25.5

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	3.3	30.0	33.3	16.7	16.7
School avg 2015-2017	0.0	11.1	34.4	30.9	9.5	14.1

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Parent/caregiver, student, teacher satisfaction

In 2017 the school sought the opinions of students (Years 4,5 & 6), teachers and parents about the school using *Tell Them From Me* (TTFM) survey and a Community survey. Responses from the surveys are presented below.

HIGHLIGHTS

- In 2017 119 parents responded to the Tell Them From Me survey. This was a significant improvement on the previous year. 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 expected at school. Importantly parents strongly indicated that their child felt safe at school and that behaviour issues were dealt with in a timely manner. Parents overwhelmingly valued the online communication systems of

Schoolzine and ClassDojo, however 45% indicated they still value notes in the paper form. Parent Teacher interviews were highly valued with 94% of respondents indicating they attended.

- 86% of our students indicated that they had friends at school they could trust and who encouraged them to make positive choices. This was above the NSW government norm of 85%. Student participation in extracurricular activities was high with 61% indicating they took part compared to the NSW Government norm of 55%. Additionally, high participation rates in sport were indicated with 94% of our students participating in sport compared to the NSW Government norm of 83%.
- Teachers 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 established clear expectations for classroom behaviour and that they made an effort to include students with additional learning needs in class activities.

FUTURE DIRECTIONS

- In 2017 the school introduced Student Led Conferences with 67% of respondents indicating they attended. 47% of these indicated they found it 'Very Valuable'. In 2018 the school will continue to work with all stakeholders – students, staff and community – to develop a greater understanding of Student Led Conferences, their value and importance.
- 66% 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 the 2018–2020 school plan will include a focus on Future Focused teaching principles that engage, motivate and challenge students.
- Teachers will continue to build on the collaborative learning culture including more opportunities for professional dialogue, critical reflection with school leaders to provide useful feedback about teaching practice.

NAIDOC Weeks. 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.

Multicultural and anti-racism education

A large number of WPS students identify as coming from a language background other than English, including children who recently arrived in Australia. To support these children with language development and settling into the Waverley and Australian community, we have an EALD (English as an Additional Language or Dialect) teacher for three 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 2017, all classes participated in Harmony Day activities including a special whole school assembly. The focus of Harmony Day is on inclusiveness, respect and belonging for all Australians regardless of cultural background. These themes and ideas are promoted and modelled everyday by our community. Children from Years 3 to 6 participated in the Multicultural Public Speaking competition. Participating students demonstrated their awareness of multi-cultural and anti-racism issues and delivered high quality speeches.

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 and