

Waratah Public School

Annual Report



2018



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.

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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.

In addition to hard working main stream classes, there is an integrated preschool onsite catering for 80 children five days per fortnight. There is an Early Intervention support class for preschool students with disabilities in the region, and 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 additional services and programs. There are two 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 practices 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.

At Waratah Public School teachers set high expectations, demonstrating a commitment to the learning culture of our school. Partnerships with students and parents aim to support students' learning goals and targeted learning is delivered through differentiated learning and support from School Learning and Support Officers and Targeted Interventionists. Wellbeing has continued to be a major focus for Waratah Public School where we successfully collaborate as a staff and community to deliver a positive and healthy school culture. This is overseen by our Learning Support Team who collaborate with teachers and parents to support continuity for both wellbeing and learning. Teachers and established learning teams assess the needs of students to identify and establish a variety of strategies to ensure student growth.

Overseen by our school initiated Instructional Leader, teachers collaborate and reflect regularly to implement and improve effective classroom practice. Data gathered from formative and summative assessment practices inform teaching programs for learning and differentiation needs and adjustments to ensure all students are moving forward in their learning. Through our Excellence in Teaching Program, teachers have participated in regular professional discussions and critical reflection of their teaching practice. In particular, a focus for our staff has been on feedback and how we deliver and receive feedback to support student's learning. Furthermore, we have aimed for students to have a deeper understanding of how they learn best to become more confident and independent in their own learning process.

Strong and effective leadership is evident at Waratah Public School with a variety of opportunities for students, staff and community to be part of key decisions that impact the development of our school. School leaders model a culture of excellence, using evidence-based practices, collaboration and data collection and analysis to inform decisions for planning and implementation. The use of our school plan, the School Excellence Framework and Meeting Agenda Outline provides systematic, efficient and informed processes. Staff, stage and executive conferencing ensures staff are informed through regular communication, providing a transparent approach to improvement. This also supports ongoing transformational change in school culture, wellbeing and student engagement.

Our self-assessment processes will assist the school to refine the school plan, leading to further improvements in the

delivery of education to our students.

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

Excellence in Teaching

Purpose

Deepen efficient, effective and engaging visible teaching practices to support student learning.

Overall summary of progress

There has been a strong commitment by all staff to focus on effective and engaging quality teaching strategies through collaborative professional development, aimed at increasing whole school teacher efficacy. Professional development of Quality Teaching Strategies are a regular feature in whole school and stage meetings. This includes, teachers actively participating in ongoing observations within classrooms, embedding QTS within Personalised Learning Plan for teachers, professional discussion and research is backed by evidence-based research embedded in Teacher Planning and Learning in at least one core area. A whole school assessment schedule has been established across each stage with increased consistency to how informal and formal assessment for learning being implemented K–6. Additionally, teachers are more confident in their assessment and data collection, using information to target individual students needs. This includes maximising time with learning interventionists, effectively targeting areas of need and planning for learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers implement at least 5 core quality teaching strategies that are efficient and engaging that improve teaching and learning.	Two days release for Instructional Leadership for teachers K–6.	All teachers have participated in professionally developed collaboration that focuses on effective and engaging quality teaching strategies. Establishment of Quality Teaching Strategies being implemented as common practice has been evidenced through ongoing observation, Personalised Learning Plan support for teachers and critical reflection & evidence-based research embedded in Teacher Planning and Learning.
Teaching and Learning cycle is embedded in all classrooms P–6.	Two days release for Instructional Leadership for teachers K–6.	Assessment schedules and procedures are established K–6 that also incorporate learning progressions. Teachers have clear procedures of how they assess and record students' learning; including some processes that target learning intervention practice.

Next Steps

Staff will be provided with ongoing professional development to build and/or consolidate quality teaching strategies through a culture of continual improvement. Regularly scheduled professional development will target *what works best* for teaching and learning at Waratah Public School with a clear process for continual teacher observation of colleagues, research of evidence-based practice, critical reflection to set goals for our individual teaching practice.

Planning for learning will incorporate a review of phonics, comprehension and number with an aim to program more efficiently and effectively. Additionally, regular scheduled time for consistent teacher judgement will be put in place for teachers to discuss students' results across stage groups. The intention will be for our teachers to have a stronger understanding of where our students are at and what areas they need to focus on next in their learning.

Strategic Direction 2

Excellence in Learning

Purpose

To plan and create quality learning environments and explicit programs, underpinned by high expectations and differentiated through tiered learning interventions, to maximise engagement in learning and ensure students are supported to reach their full potential.

Overall summary of progress

Evidence shows an ongoing commitment to strengthening intervention practices and providing quality professional learning at Waratah Public School. We have clear data-based differentiation practices that support students' wellbeing and learning. Class and individual programs are reflective of professional learning targets while supporting learning environments with explicit learning goals. Consistency of data collection practices are improved.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 80% of students demonstrating expected growth in literacy and numeracy. (NAPLAN)	No funds were expended.	In Writing, Spelling and Reading Year 5 students had an improved result of expected growth compared to 2017. Year 5 had 57.5 % of students demonstrated expected student growth in Literacy components, and 48% of students demonstrated expected student growth in Numeracy components.
At least 80% of K–6 students demonstrating expected growth per semester across stage appropriate learning progressions relevant to expected timeframes.	2 days relief for Executive to attend PL on 'Effective reading in the early years.'	All students have been assessed by classroom teachers to determine tiered intervention needs. Class teachers use differentiated learning strategies to address the needs of the individual students to reach expected growth in the literacy progressions. Students are referred to the Learning Support Team to access support from LAST etc.
At least 80% of students within equity groups demonstrate improved academic growth and are comparable to the performance of all students in the school.	No funds were expended.	Students within equity groups were monitored by classroom teachers by the consistent collection and analysis of data and this was shared with executive and support teachers. Students within equity groups had performance comparable to the performance of all students in the school.

Next Steps

All school staff will participate in professional learning to continue the journey to provide differentiated instruction for individual student learning needs, through effective analysis of data and implementation of learning strategies. The five weekly planning cycles with targeted interventions will support particular student groups and individual students.

Strategic Direction 3

Excellence in Leading

Purpose

To Strengthen effective communication and authentic community involvement with increased quality opportunities and positive connections . Setting high expectations and implementing healthy and continual collaboration to promote high standards and a clear direction forward within the school community.

Overall summary of progress

In 2018 there has been an ongoing commitment to strengthen communication, increase community involvement and raise student attendance. At Waratah Public School we pride ourselves in networking beyond our school environment and in particular, working closely with schools within the Callaghan Educational Pathways group. In 2018 this included hosting and participating in professional development on Pedagogy and specifically with Ralph Pirozzo and continuing our journey with Trauma Informed Practice. Community educational partnerships were strengthened through the introduction of the 'Support a Reader' program with volunteers helping students with additional reading practice. Our Waratah Welcome provided explicit information sessions between Principal and community and Parents/Carers and classroom teachers. There was a 7% increase in community involvement with 21 more families attending with positive feedback being provided about this popular event. With the support of attendance data and strong communication on student attendance with parents and carers, an attendance committee was established and included communication with the Home School Liaison Officer. These strengthened communication practices have shown student attendance increase from 2016 to 2017 and furthermore from 2017 to 2018. Student attendance has continued to improve by 1% over the past two years with 2018 attendance rate sitting at 92.7%. Well-organised flow charts, letters and monitoring system have been the foundation to ensure regular reflection of data, and proactive communication to parents and carers has followed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student attendance. rates will be higher than state average.	One day per week allocated for School and Community Liaison.	Student attendance has continued to improve by 1% over the past two years with 2018 attendance rate sitting at 92.7%. Well-organised flow charts, letters and monitoring system have been the foundation to ensuring regular reflection of data and proactive communication to parents and carers has occurred.
Community engagement will increase by 20%	One day per week allocated for School and Community Liaison.	There was a 7% increase in community involvement with 21 more families attending with positive feedback being provided about this popular event. With the support of attendance data, strong communication on student attendance with parents and carers, attendance committee being established and communication with the Home School Liaison Officer, student attendance has seen an increase from 2016 to 2017 and furthermore from 2017 to 2018.
Active and regular collaboration within school network.	One day per week allocated for School and Community Liaison.	The establishment of our 'HUB' provided a space for our school to meet and host Professional Development for schools within our network and local area.

Next Steps

We will be continuing to focus on strengthening relationships and communicational pathways with our whole school community. This will occur through regular assembly communication, newsletters and Schoolbag App, Waratah Welcome, Aboriginal Community meetings and Parent/Teacher interviews. Networking with local schools for teachers to collaborate on pedagogy and programming will increase to investigate efficient and effective methods for teaching our

students. Regular communication and review of attendance data, while rewarding strong attendance will continue to be priority for our school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$82, 170 staff wages for Reach Program	Through our REACH program, 100% of our Aboriginal students accessed targeted interventions.
English language proficiency	\$24, 300 EaLD teacher wages	An ESL teacher was employed 2 days per week to target needs of EAL English as an additional language.
Low level adjustment for disability	\$150, 000	Learning and Support Teachers were employed to target intervention strategies that improved learning outcomes for students.
Quality Teaching, Successful Students (QTSS)	\$67, 673	Coordinated Instructional Leadership and wellbeing programs led to improved teacher quality and student engagement.
Socio-economic background	\$155, 000	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.
Support for beginning teachers	\$17, 950	Two teachers in their beginning year were supported by Beginning Teacher Support Funding. All classroom teachers were heavily supported through Instructional Leadership and mentoring from peers and at least one executive member.
Targeted student support for refugees and new arrivals	\$365	This supported newly arrived refugee students.

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	162	175	180	184
Girls	151	159	159	170

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.1	91.7	92.5	92.7
1	93.2	92.2	93.7	89.9
2	90.2	93.3	92.9	93.1
3	93.3	91.4	94.3	93.2
4	94.1	93.5	91.1	93.6
5	93.1	92.8	93.3	89.6
6	92.6	91.1	93.3	93.2
All Years	93	92.3	93	92.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

At Waratah Public School we recognise that regular attendance at school is essential for students to successfully achieve quality life outcomes. We make it a strong priority within our school plan to raise student attendance. We have clear processes and systems to ensure we are proactive in maintaining strong student attendance. Our Attendance Committee work with Executive, Teachers, Learning Support Team and Targeted Learning team to monitor and communicate student attendance. Overall assessment of attendance is reviewed by the Attendance Committee on a fortnightly, termly and yearly basis through data collection of individuals, age cohorts and as a whole school. Immediate responses and future actions are determined in communication with the Home School

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.17
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	7.62

*Full Time Equivalent

At Waratah Public School we have one classroom teacher and one School Learning Support Officer who identify as Aboriginal. Our school also employs a School and Community Coordinator to work closely with students and the community on a range of programs that include cultural learning, learning plans and family support/community support, including students of Aboriginal and Torres Strait Islander background.

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	0

Professional learning and teacher accreditation

The staff at Waratah Public School strive for high quality teaching, while demonstrating a strong commitment to growing as a professional. All staff have maintained accreditation at proficiency level. Through a collaborative and supportive workplace, teachers actively observe and provide feedback on teaching. Teachers work closely at a stage level and whole-school level to analyse student data and collate programs that reflect where students need to head next in their learning. The staff commitment and professionalism towards identifying, learning about and implementing the most effective teaching methods has been outstanding, leading to high quality teaching and learning that targets the needs of the students.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	543,693
Revenue	4,367,399
Appropriation	4,208,986
Sale of Goods and Services	-34,800
Grants and Contributions	189,431
Gain and Loss	0
Other Revenue	0
Investment Income	3,783
Expenses	-4,256,300
Recurrent Expenses	-4,256,300
Employee Related	-3,936,110
Operating Expenses	-320,190
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	111,099
Balance Carried Forward	654,792

Finances are aimed at continue the development of a highly successful school. In addition to the day-to-day organisation and needs of our school, a detailed three year plan supported the organisation of funds, directly supporting students' learning and wellbeing. Our Reach Program provided Student Learning Support Officers for every classroom to support classroom teachers and the learning and wellbeing of our students. Furthermore, teachers were released for additional Student Support Programs and intervention. A school-initiated Instructional Leadership was employed to support teachers and the quality of pedagogy being implemented in our classrooms. Resources inside and outside the classroom, including Technology that directly supports students' learning, through highly engaging environments for learning.

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.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,376,774
Base Per Capita	70,255
Base Location	0
Other Base	2,306,519
Equity Total	412,310
Equity Aboriginal	82,170
Equity Socio economic	155,147
Equity Language	24,300
Equity Disability	150,691
Targeted Total	638,046
Other Total	565,960
Grand Total	3,993,089

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Through our school plan and specifically Strategic Direction 2, Waratah Public School continues to be committed to increasing the number of students achieving in the two top bands in NAPLAN in line with the Premier's Priorities: Improving educational results. In Year 5 Literacy, 2018 results showed that 27% of students reached the two top bands for Grammar & Punctuation and Spelling, while 26% of students obtained results in the top two bands in Reading. In Year 3, 2018 results showed a percentage in the top two bands of 47% in Reading and 36% in writing.

In Numeracy, 27% of Year 3 students' results demonstrated scores in the top two bands and 15% for Year 5 students. There was an increase of Aboriginal students meeting the top two bands for Numeracy in both Year 3 and Year 5.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

A total of 19 Aboriginal students participated in the NAPLAN assessment in 2018. Waratah Public School is committed to increasing the number of Aboriginal and Torres Strait Islander students obtaining results in the two top bands for NAPLAN in line with the State Priorities: Better services– Improving Aboriginal outcomes for students in the top two NAPLAN bands. There was an increase of Aboriginal students reaching the two top bands from 2017 in Numeracy, Reading, Spelling and writing for Year 3 participants and Grammar & Punctuation, Numeracy, Reading and writing for Year 5 students.

Parent/caregiver, student, teacher satisfaction

Parents and students completed the Tell Them From Me surveys in 2018 to gain feedback from the school community. Staff were surveyed with an internal survey measure to celebrate successes and refine practices to improve performance for students, parents, teachers and the school community. The Student and Parent survey indicated the school was operating above state averages in all categories with particular parent satisfaction in the areas of supporting positive behaviour, inclusive school culture and communication with parents. Responses from the staff survey provided an opportunity to celebrate the achievements of the school and refine practices to improve performance for 2019 in the areas of scheduling of activities for parent involvement and clearly defined expectations for student behaviour.

Policy requirements

Aboriginal education

Aboriginal cultural perspectives were delivered to students in teaching and learning programs across the curriculum. Our School and Community Coordinator worked with students and the community in a range of programs including cultural learning, learning plans and family support/community support. The highlight of the year was our NAIDOC Week celebrations with community, families, teachers and students celebrating our Aboriginal and Torres Strait Islander culture and gaining a deeper understanding of culture.

Multicultural and anti-racism education

Schools play a critical role in preparing students for responsible and effective citizenship in Australian society. At Waratah Public School we have a nominated teacher who has completed training to fulfil the Anti-Racism Coordinator Role (ARCO). The ARCO assists the school community in promoting inclusive education across all curriculum areas. Key activities have included Harmony Day and NAIDOC celebrations. At Waratah Public School we celebrate diversity and promote multi-cultural understanding.