

Waverley Public School

Annual Report



2018



3953

Introduction

It is with great pleasure that I present the Annual Report, celebrating the achievements of Waverley Public School. 2018 has been a highly successful year with outstanding results across the school. These results are due to the commitment, dedication and energy of staff & students working in partnership with a strong connected community. There were many highlights including participation in: The Festival of Instrumental Music; Showcase; our school choir performing at the Sydney Opera House; and Dance Sport Challenge. The introduction of a dance group was especially successful and our end of year Music Night showcased three performances from the program.

The students of our school can be proud of their achievements and personal growth in 2018. All students have made progress and embraced new programs with enthusiasm. Many of our students are setting learning goals with their teachers and working hard to achieve these. These goals are often visible when I visit classrooms throughout the day.

The teachers at Waverley are to be congratulated on their dedication to students, their professionalism and sustained commitment to providing engaging programs for every student in our school. Our school's vision statement includes the statement *'every child is known, valued and cared for'* and staff at Waverley work hard to ensure this is the case. Systems and processes have been implemented to ensure all classroom teachers attend Learning Support Team meetings on a regular basis. The Learning Support Team closely monitors wellbeing and implements both support and enrichment programs. In 2018 the Macquarie Literacy Program was introduced and delivered an explicit reading intervention program to 12 students.

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-athon and a hugely successful Trivia Night. The Wednesday Wrap – school canteen continued to go from strength to strength. In 2018 the P&C fundraising efforts were exceptional and funds raised were invested back into the school through the purchase of five interactive panels, additional air-conditioning units, classroom resources including robotics and a furniture upgrade of our school library.

The school continues to thrive and grow. The continuous upgrade of our facilities remains a priority and 2018 saw the installation of a new security fence and ramp across the front of the school. The exterior was also painted and gave the school a much needed *'freshen up'*. WCOOSC generously contributed to the school's maintenance program which included the installation of new playground marking, bubblers & hand dryers in the toilets. During the holiday period 2 of our existing kindergarten classrooms received a significant upgrade to create contemporary and flexible learning spaces. It is anticipated that in 2019 these spaces will be used by WCOOSC and will support the growing demand for before & after school care.

The Annual Report for 2018 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

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Message from the students

Good morning esteemed guests, teachers, staff, parents, carers and students. I'm Finn Sullivan. I've been at Waverley for 7 years, from Kindergarten to Year 6. You may know me as one of the kids you see putting up the flag in the morning, or one of the school leaders that speak at assembly.

When I arrived here at Waverley, at the age of 5, I was shy, but very eager to learn new things and make new friends. But I never knew how much I would learn and how many friends I would make. And how many amazing people I would meet.

I've been taught so much and have had so many wonderful experiences over my 7 years at Waverley. The teachers have been so kind and helpful and the school has given me many fond memories, from Swim School Lessons, to the Performing Arts program to School Camps.

Waverley has numerous extracurricular activities and groups, and I've been lucky enough to be involved in many of them. It's been really worthwhile giving up some of my lunch time to do Dance Classes and Band Sessions. I've participated in after school activities, such as Art Classes and Drama Lessons. These are just a few of the extra activities that Waverley has to offer, and I've enjoyed every one of them.

I would like to say thank you to Mr Braiding, for introducing new activities and programs to the school and making it a better learning environment for all. Thank you to the teachers, student teachers and staff, for encouraging me to learn, be more confident and become the best student I could be. Thank you Mrs Richardson, for always being so caring and cheering me up when I felt down. And thank you Miss Middleton for inspiring me to follow my creative interests.

Thank you to Chris, Trish and Miss Nikki in the school office for all the work you do and always being so nice and kind to me. Thank you to Dorian and the cleaners for all the work you do behind the scenes. I would also like to thank all the staff at Waverley Community Out Of School Care, for even though not every student will attend before care or after care, for me they've been wonderful.

Waverley has given me so much, and shaped me into the student that I am now. It's sad to leave such a great school with such kind and caring students behind, but I can say that without a doubt my time here has been fantastic.

I hope that all of you will enjoy your time at Waverley as much as I have, and best of luck in everything you do.

Finn Sullivan

Boy Captain End of Year Speech 2018

Dear Waverley,

You've been great I can't express how much this school means to me. I still remember my first day here and I distinctly remember loving every bit about it.

I have been a student at Waverley for seven years but I have been coming here for nine since my older sister Tallulah was in kindy. Every time my dad and I drove into the school to pick her up I would always get so excited and I think that part of the reason for that excitement, was because I knew that this would be my school for when I was a 'big girl'.

I would like to say a huge thank you to every teacher in this room, including you Mr Braiding. You may not think it, but you have had a big influence on me. Some of you have taught me things like maths, English and music and have taken me on excursions and camps. Others have helped to pick me up and dust me off when I've fallen over in the playground. You have helped to build my confidence and encouraged me to take up opportunities that have challenged me. You've taught me the value of having a growth mindset, not giving up and never saying 'I can't'. You are all such great role models for every student here, including myself, and for that, I am ever grateful.

To the wonderful Trish, Miss Nicki and Chris and all the other support staff you have been there ready with a bandaid, an ice pack and a hotline to my mother whenever I've needed them (which was quite a lot in my first few years at Waverley). Thank you I will miss you.

Now, I'd like to say thank you to every student sitting here. Without you guys I wouldn't be up on this stage, giving this speech. You are a big and important part of makes Waverley amazing – I wish you all the very best for next year and the years to follow.

To my fellow year sixes I've grown up with many of you, some of you have joined along the way and I have been lucky to make such great friends with you guys. When I come to school each day and see all your faces I feel like I am a part of a big family. Some of you are coming with me to high school, but for those of you who are not, I hope that we can stay in touch and that you have a fantastic start to high school.

I would also like to thank my fellow captains. While sometimes we failed to put the flag up (sorry Mr Braiding) it has been an honour to lead the school with you. We have had such great times together including the time we went to the young leaders day, White Ribbon Day and many other occasions. I would also like to wish the incoming captains good luck for next year, remember to put up the flag and make the most of the opportunity to lead the school.

Waverley is a wonderful place, and as I leave this school soon, I'm going to keep this Doctor Seuss quote in mind. "Don't cry because it's over. Smile because it happened".

Matilda Eaton Lipman

Girl Captain End of Year Speech 2018

School background

School vision statement

At Waverley Public School we strive to provide an inclusive environment that inspires and challenges all. Every child is known, valued and cared for and belongs to a strong, connected community. Through high expectations, quality teaching and a commitment to excellence, students are on a pathway to lifelong learning and continued success.

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 302 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 well-being a priority for all staff. Expectations of behaviour are explicitly taught to students and relate to a variety of school settings such as classrooms, the playground and assemblies. The school has programs in place that support identified student groups and an active Learning Support Team. Attendance data is regularly analysed and personalised plans are in place to support at-risk students. In 2019, the school is moving across to Sentral; a web-based software that manages school administration and student data, including the marking of attendance rolls.

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 positive teaching and learning environments. Initiatives include: an active Learning Support Team, successful transition to school program & anti-bullying policy, a Student Representative Council, *You Can Do It* well-being program and a consistent whole-school positive reinforcement awards system. To inform best practice, the school uses *Tell Them From Me* surveys to collect data on student well-being and engagement. Moving forward, the school plans to review the current anti-bullying policy and promote our school values to ensure greater consistency across the school and in every learning environment.

Curriculum & Learning: Waverley Public School has an all-inclusive approach to 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 and increase access to STEM technologies while embedding clear learning intentions and success criteria in every classroom. The goal is that our students can articulate their learning and understand what they need to do to enable ongoing improvement.

Assessment: Formative assessment has been introduced into classroom practice with a focus on the use of learning intentions and differentiated success criteria. This has enabled students to take responsibility for their learning. Teachers collect and use assessment data to monitor individual student progress, inform future directions and adapt their practices

practices in their classrooms.

Reporting: The student achievement report contains personalised information about student progress, including individual literacy and numeracy learning goals. The school provides parents with information on the learning progress of their children through scheduled parent/teacher interviews & student led conferences. In 2019 the school will switch from Momentum ESR to Sentral to collect student performance data and produce end of semester reports.

Student Performance Measures: Waverley Public School has achieved excellent value added results. In 2018, SCOUT data reported that in reading over 90% of our students in Year 5 achieved at or above expected growth compared to 61% of the state. In Numeracy 67% of our Year 5 students achieved at or above expected growth compared to 59% of the state. A goal for the future is to increase the number of students performing in the top 2 bands for both literacy and numeracy. We plan to evaluate data & current numeracy programs and strengthen the capacity of teachers to differentiate programs.

Effective Classroom Practice: Teachers are committed to implementing effective teaching methods with all classrooms well managed. Staff work collaboratively and regularly review and revise teaching programs. To optimise student improvement, the school plans to continue its focus on Formative Assessment pedagogies.

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 evaluate SCOUT data to inform decision making and guide ongoing evaluation and school improvement.

Professional Standards: Staff understand and implement professional standards. The school has a coordinated approach to developing professional practice and Performance & Development Plans processes. Beginning teachers are supported and funding is strategically used to support their early career needs including attainment of accreditation. 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 including Formative Assessment.

Learning & Development: 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. This includes negotiated observations with feedback and lesson studies. To further build on learning and development, we plan to engage staff with evidence based research and implement regular lesson studies, class *walk-throughs* to gather data and teach teaching opportunity.

Educational Leadership: The leadership team supports a culture of high expectations and community engagement. Parents and community members have 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 wide 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. Continued training for the Principal, Executive Team and School Administration Officer in strategic financial management and budgeting tools remain areas of priority.

Management Practices & 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 our 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

INSPIRED LEARNING

Purpose

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.

Overall summary of progress

The school implemented a range of programs and initiatives across the areas of curriculum implementation and student wellbeing. The school's progress in curriculum implementation had a strong focus on literacy and numeracy programs. Teachers participated in quality professional learning that focused on writing and the introduction of the new literacy progressions. There was a renewed focus on developing and documenting maths programs across the school that were reflective and responsive to the needs of students. Students were supported in their learning with the introduction of MacLit, an explicit and systematic reading intervention program. Work in the area of student wellbeing included establishing a framework for all classroom teachers to participate in Learning Support Meeting, ensuring the sharing of essential information & knowledge. A consistent and school wide approach to Individual Education Plans & Learning Adjustments was consolidated and the explicit teaching of school expectations is now evident in all classrooms. You Can Do It, a school wide social / emotional learning program was introduced and focused on three areas – Emotional Resilience, Social Skills and Learning Dispositions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increase the proportion of students in the top 2 NAPLAN bands for reading and numeracy.	<ul style="list-style-type: none">\$1 300 ICAS Participation\$290 Maths Olympiad\$3 997 Soundwaves spelling implementation\$4 270 Maths resourcing	<ul style="list-style-type: none">• In 2018, the school transitioned from the paper version of NAPLAN to the online format. This required the training of staff and an audit of technology to ensure its successful implementation.• In Year 5, 38% of students performed in the top 2 bands for Reading which was just above state average. While in Year 3, 48% of students performed in the top bands. This was just below the state average of 52%.• All teachers engaged in developing differentiated teaching programs and assessment plans through structured cooperative planning. Staff reported high engagement and value of cooperative planning days.• The school's numeracy scope & sequence was reviewed along with teaching and learning programs. Class programs reflect increase differentiation with greater use of formative assessment strategies.
<ul style="list-style-type: none">• Increase the proportion of students demonstrating expected growth in Literacy & Numeracy on internal performance measures.	<ul style="list-style-type: none">\$4 660 PM Readers & Benchmarking Kits\$2 000 Home Readers\$4 500 – Mac Lit implementation	<ul style="list-style-type: none">• In reading, 90% of Year 5 students achieved at or above expected growth compared to 61% of the state.• In Numeracy, 67% of Year 5 students achieved at or above expected growth compared to 59% of the state.• To support student achievement the MacLit program was introduced with 12 students accessing the program.• The APSMO Maths Games competition was introduced for Stage Two. Through exposure to a range of challenges, students were introduced to maths concepts and flexible problem solving .
<ul style="list-style-type: none">• Increased proportion of	<ul style="list-style-type: none">\$1 835.00 <i>You Can Do It</i>	<ul style="list-style-type: none">• A school wide social / emotional learning program

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
students reporting a positive sense of belonging and increased motivation at school. (2017 TTFM Benchmark)	Education resources \$1 040 You Can Do It staff professional learning	– You Can Do It was introduced. The weekly lessons focussed on three key domains – Emotional Resilience, Social Skills and Learning Dispositions. Staff were introduced to the program through a 3 hour PD session early in Term 2. • In the Tell Them From Me Data, there was an increase of students reporting a positive sense of belonging – 74% in 2018 up from 65% in 2016.

Next Steps

The school will continue to focus on delivering differentiated teaching programs for students in literacy and numeracy, and will extend the professional learning focus on using explicit strategies for the teaching of writing. Stage teams will continue to consolidate the implementation of the new whole school Mathematics Scope and Sequence with consistent and differentiated programming and lesson delivery.

To further support student achievement in reading, the school will introduce MiniLit which will further strengthen Learning Support programs within the school. Training of staff will be a key factor before implementation.

In 2019, the school will move across to Sentral, a web-based software that manages school administration and student data. As part of the process an new student achievement report will be developed, requiring consultation with staff and community. The report will include personal descriptions of students' individual strengths and growth.

The school will continue to focus on student wellbeing and strive to ensure every child is known, valued and cared for. Staff will update the existing *Anti-Bullying Policy and Plan*. The school will use Tell them From Me data and results from internal surveys as part of this process. Executive will ensure the new policy is clearly communicated effectively across the community – students, staff and families.

The Quality Teaching Successful Students allocation will be used to plan a structured classroom observation system, where teachers will have regular opportunities to give and receive feedback through the Lesson Studies and classroom visits.

Strategic Direction 2

INSPIRED TEACHING

Purpose

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.

Overall summary of progress

The school implemented a range of programs and initiatives with the aim of building a quality teaching culture with reflective practices and high expectations. In collaboration with Woollahra and Vaucluse staff participated in the implementation of Quality Teaching Rounds. All K–2 staff participated in Lesson Studies which saw teachers collaboratively plan, teach, observe and revise a specific lesson focused on writing. Progress in assessment practices focused on providing quality professional learning around Formative Assessment. This included collaboration with our local community of schools learning alliance & school based professional learning. All staff were supported in implementing Formative Assessment techniques into their programs and classrooms. In the area of future focused teaching & learning, staff were supported in the effective use of ICT across the curriculum. In learning stages, teams focused on embedding iPads, using robotics and green screen technologies. The school created a flexible learning space where students and teachers are able to collaboratively create and showcase their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased proportion of students reporting a positive learning climate with clear expectations for success and increased levels of engagement. (TTFM 2017 Benchmark)	<ul style="list-style-type: none">\$5 900 Robotics & OSMO\$12 000 Refurbishment of Flexible learning space\$5 000 iPads\$3 900 Laptop storage trolleyTP4L funds used to purchase 12 student laptops.	<ul style="list-style-type: none">Staff were introduced to a range of Visible Learning resources which are displayed and evident in all classrooms including: learning intentions & success criteria, feedback stamps & exit slips.Staff have engaged in professional learning on Formative Assessment focussing on learning intentions and success criteria. This will continue to be a focus area to further develop a positive learning climate with clear expectations for success.An increased number of teachers implemented engaging STEM challenges and activities across the curriculum using robotics, iPads and 3D printing. 5 student films were selected for a local short film competition, Kidz Fickz with one film winning the "Best Documentary" category.
<ul style="list-style-type: none">The school's value added data in SCOUT continually improves.		<ul style="list-style-type: none">The upward trend of NAPLAN value added, between Year 3 to 5, continued 74.37 (2016), 78.40 (2017) & 82.75 (2018).
<ul style="list-style-type: none">Improved teacher survey data on Formative Assessment knowledge, skills and understanding and use.	<ul style="list-style-type: none">\$3 000 Formative Assessment Implementation\$9 000 Quality Teaching Rounds	<ul style="list-style-type: none">All staff engaged in professional learning opportunities introducing Formative Assessment and the work of Dylan William. This included a conference with local schools for all staff, executive planning days, school based action learning, stage planning & school visits.In collaboration with 2 local schools 4 staff members participated in Quality Teaching Rounds. This involved all participants engaging with the Quality Teaching Framework, lesson observations and feedback.

Next Steps

The school will continue to focus on embedding Formative Assessment strategies in every classroom and learning environment. Opportunities will be made for students to receive feedback and actively engage in assessment processes. Staff professional learning will focus on teachers developing clear learning intentions and success criteria for each lesson.

Working in partnership with *Education Changemakers*, teachers will be supported in developing engaging and meaningful learning opportunities for all students. This will be done through stages developing quality, integrated and authentic learning programs with the *Educational Changemakers* team. The team will work alongside teachers and school leaders to develop their skills in learning design that maximises engagement and impact.

Strategic Direction 3

INSPIRED LEADING

Purpose

Ensure a school wide culture of high expectations, strategic planning and effective management practices that delivers school priorities and excellence. Leadership capacity is built across the school with a shared responsibility towards achieving continuous school improvement.

Overall summary of progress

The school executive implemented a range of systematic practices to support the successful implementation of the 2018–2020 school plan. This included regular updating and review of achievement milestones, professional development for executive on the use of SCOUT Data and ensuring staff PDP's align with school strategic directions. The school continued to engage with a range of initiatives to build capacity and distribute leadership. In 2018, two beginning teachers were successfully mentored by an experience classroom teacher. This included additional teacher release time for classroom visits, collaborative planning, observations, structured feedback and support with accreditation. Teachers were mentored both formally and informally to enable development of skills to lead extra curricular programs including: school band, sports, carnival organisation, excursion & incursion planning, dance, choir, SRC, public speaking & debating.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• All staff PDP's align with the School Plan and Strategic Directions, demonstrating and understanding of responsibilities in meeting all improvement measures.	\$21 019 Professional Learning for staff	<ul style="list-style-type: none">• 100% of staff PDP's align with the school plan. Staff participated in collaborative and reflective process with a school wide, stage wide and personal goal evident in all PDP's.• An increased number of teachers engaged with the leadership of extra curricular activities with the support and guidance of executive staff.
• Increased proportion of teachers reporting that school leaders regularly observe teaching practice and provide useful feedback. (TTFM 2017 Benchmark)	\$4000 Lesson Studies initiative	<ul style="list-style-type: none">• Lesson studies were introduced with K–2 teachers and provided a supportive framework for regular lesson observations and meaningful reflection.• 2018 TTFM data from teachers indicates the following: <i>School leaders have helped me establish challenging and visible learning goals for students. (7.7 compared to 7.1 state norm)</i> <i>School leaders have provided me with useful feedback. (5.4 compared to 7.1 state norm)</i> <i>School leaders have taken time to observe my teaching. (5.6 compared to 7.1 state norm).</i>

Next Steps

The school will continue to build a culture of high expectations, effective management and strategic planning. In 2019 the school will participate in the External Validation process. Ongoing authentic self assessment strategies will include: training to improve understanding of SCOUT Data for school leaders and teachers to evaluate the effectiveness of school programs; establishing a framework for the collection, analysis and presentation of evidence for external validation and regular milestone meetings. 2018 *Tell them From Me* data indicated staff would like greater engagement with school leaders and opportunities for useful feedback. The *Quality Teaching Successful Students* funding will be used to plan a structured classroom observation system, where teachers have regular opportunities to give and receive feedback through the lesson studies and classroom walk-through's. As the school continues to build leadership capacity amongst staff, leaders will continue to mentor, coach and encourage staff willing to take on greater responsibilities.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2 571	<ul style="list-style-type: none"> • School Learning and Support Officer (SLSO) employed to provide learning support for targeted students. • Teachers release to develop Personalised Learning Plans for all Aboriginal identified students. • Money used to support school fees (negotiated with families.)
English language proficiency	\$107 561	<ul style="list-style-type: none"> • EaLD Teacher employed 0.6 days/ week to provide targeted Literacy support
Low level adjustment for disability	\$71 540	<ul style="list-style-type: none"> • Learning Support Team evaluates teaching & learning programs and support staff in implementing necessary adjustments. • The school used funds to introduce the MacLit reading program and 12 students were supported. • 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)	\$49 454	<ul style="list-style-type: none"> • Funds were used to provide additional release time for Assistant Principals to mentor, coach and cooperatively plan with classroom teachers. K–2 leaders engaged with curriculum
Socio–economic background	\$4 371	<ul style="list-style-type: none"> • All funds were used to support students, provide opportunities and maximise participation.
Support for beginning teachers	\$13 786	<ul style="list-style-type: none"> • Beginning teachers were supported through access to professional development, mentoring, classroom observations of best practice and additional release time. • Support was made available to those early career teachers in their accreditation attainment.
Targeted student support for refugees and new arrivals	\$21 343	<ul style="list-style-type: none"> • A specialist teacher was employed to implement Individual Learning Plans and support for students identified as new arrivals.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	107	119	147	163
Girls	118	133	127	139

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.8	95.5	94.4	96.1
1	94.6	92.3	94.3	96.3
2	93.9	95.3	94.1	95.9
3	94.6	94.9	95.7	93.3
4	93.5	92.9	93.8	96.2
5	93.6	95.7	95.4	94
6	93.2	96	97.1	92.8
All Years	94.1	94.7	94.7	95.3
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

In 2018 student attendance figures were above state averages across all grades. When a student is absent from school an explanation is required by parents. School rolls are marked electronically and attendance data collected and closely monitored by the school's active Learning Support Team. The monitoring of student attendance is a weekly agenda item at all meetings. When the school has concerns about the attendance of a student's attendance, parents are contacted and in some cases a referral is made to the Home School Liaison Officer (HSLO). Working in partnership with the HSLO, the school implements strategies to support student and improve the situation. In 2018, to further improve attendance recording systems and data collection, the school will move to a

new electronic roll marking and management system (Sentral).

Class sizes

Class	Total
GREEN	21
ORANGE	20
BLUE	20
RED	21
YELLOW	23
PURPLE	22
ROSE	22
MAGENTA	22
RUBY	27
AQUA	21
BRONZE	21
GOLD	31
SILVER	29

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.52
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	2.47

*Full Time Equivalent

At the beginning of the school year a teacher vacancy was filled through the *Graduate Recruitment Program* and Miss Elisabeth James joined the Waverley staff. Mrs Orr and Mrs Steele both went on maternity leave at the end of Term One. The school welcomed Miss Egan and Miss McFarlane who took over their teaching roles for the remainder of the year. In Term 4, following a merit selection process Mrs Anna Swadling was appointed permanently to the role of Assistant Principal. This position became vacant when Mrs Emma Williams, relinquished the role. The Australian

Education Act of 2014 requires schools report on Aboriginal composition of their workforce. Waverley Public School does not have any full time members of staff with who identify as Aboriginal.

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

In 2018, staff had a variety of ongoing opportunities for professional development that supported individual, stage and whole school priorities.

The school's professional learning schedule comprised: the annual CoSIES network meeting where staff were introduced to evidence based practices in relation to Formative Assessment; staff and stage meetings, where setting high expectations and professional dialogue about student learning and consistent teacher judgement were at the forefront; extended twilight meetings, where staff undertook compulsory CPR, anaphylaxis, E-Safety and Child Protection training, as well as continuous training around Formative Assessment strategies and the Literacy and Numeracy Progressions and; staff attending external individual professional learning meetings, conferences and workshops addressing ongoing school priorities.

In Term 4, the school was appointed a Literacy and Numeracy Strategy Advisor (LaNSA) and whole school professional learning around The Literacy Progressions and improved outcomes in writing were identified as target areas for 2019 in relation to the 2018–2020 School Plan and data collated from SCOUT and NAPLAN as well as internal assessments and observations. Early Stage One and Stage One undertook Lesson Studies, promoting professional dialogue around the teaching of writing and increased opportunities for lesson observations and improved teaching practices.

A group of 4 teachers, one from each stage, collaborated with Vaucluse and Woollahra Public Schools to implement a rigorous set of lesson observations with targeted feedback based on the Quality Teaching Framework; Quality Teaching Rounds.

Individual professional learning included teachers and leaders attending workshops and conferences centred around: Effective Reading in the Early Years, Introducing the National Numeracy and Literacy Learning Progressions, Anti-bullying, Formative

Assessment, Leading Best Start Implementation, Cantabile Music Choir and administrative systems.

One teacher was supported and successful in gaining accreditation at proficient level and 2 early career teachers were supported through a beginning teacher mentoring program.

The Principal and School Administration Manager completed professional learning around financial management and the new state wide HR management system.

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	136,262
Revenue	3,357,346
Appropriation	3,023,628
Sale of Goods and Services	750
Grants and Contributions	323,888
Gain and Loss	0
Other Revenue	4,125
Investment Income	4,955
Expenses	-3,260,202
Recurrent Expenses	-3,260,202
Employee Related	-2,559,184
Operating Expenses	-701,018
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	97,144
Balance Carried Forward	233,406

The school's finances are managed by a finance committee comprising the Principal and the School Administrative Manager. The finance committee meets to set the school's budget based on whole school needs and strategic priorities. Income and expenditure are monitored on a regular basis by the Principal and School Administrative Manager. Funds have been budgeted for 2019 for the following items: an upgrade of classroom furniture, purchase of technology, professional learning for staff, literacy, numeracy and STEM resourcing and the continuing growth of our

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	2,238,580
Base Per Capita	52,983
Base Location	0
Other Base	2,185,596
Equity Total	186,044
Equity Aboriginal	2,571
Equity Socio economic	4,371
Equity Language	107,561
Equity Disability	71,540
Targeted Total	82,667
Other Total	198,897
Grand Total	2,706,188

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 2018, SCOUT data reported that in reading over 90% of our students in Year 5 achieved at or above expected growth compared to 61% of the state. In Numeracy 67% of our Year 5 students achieved at or above expected growth compared to 59% of the state. A goal for the future is to increase the number of students performing in the top 2 bands for both literacy and numeracy.

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.

In the 2018 NAPLAN testing for Reading 37.5% of our Year 5 students performed in Band 7 or above. Although this was below the school's 3 year average of 53%, SCOUT data reported that over 90% of our students in Year 5 achieved at or above expected growth compared to 61% of the state.

In the NAPLAN Testing for Numeracy 26% of our students performed in Band 7 or above. Although this was below the school's 3 year average of 29%, 67% of our Year 5 students achieved at or above expected growth compared to 59% of the state.

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.

In accordance with the *Premier's priorities: Improving education results*, in 2018 39% of our Year 3 & 5 students performed in the top two bands for reading and numeracy. This is significantly less than 2017 where 63% of students performed in the top 2 bands. However it should be noted, 2017 was an exceptional result and our 2018 results indicate a slight upward trend on previous years (2015 37% & 2016 37%).

Parent/caregiver, student, teacher satisfaction

In 2018 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 wide survey. Responses from the surveys are presented below.

FINDINGS INCLUDING HIGHLIGHTS & FUTURE DIRECTIONS

- In 2018, the school surveyed the community and received 56 responses. The survey sought community feedback on the following areas: Wellbeing, Literacy & Numeracy, review of programs, school communication & community engagement.
- In the domain of wellbeing, 94% of parent

responses indicated their child happily attends school while 88% reported staff of Waverley PS demonstrate care and concern for the wellbeing of students. 91% of responses indicated parents had a clear understanding of behaviour expectations while 83% reported high levels of confidence that issues will be addressed should they arise.

- In the area of teaching & learning, 80% of parents agreed or strongly agreed with the statement: *I am aware of my child's strengths and areas for growth in literacy*. While in numeracy only 67% agreed or strongly agreed with the corresponding statement.
- Parents report the Sports In Schools program is highly valued (87% of respondents) while 75% report the K–2 swim scheme as very valuable.
- Engagement in school events and activities was pleasingly high with 98% of respondents attending Parent / Teacher Interviews while 80% participated in Student Led Conferences.
- *Tell them From Me Partners in Learning* 2018 parent survey data reported parents feel welcome at school (**7.9 compared to NSW average of 7.4**). In the domain of communication with parents positive responses sat just above the state average (**6.8 compared to NSW average of 6.6**). Waverley parents also reported high levels of support at home for learning (**6.7 compared to NSW average of 6.3**). In the domain of the School Supporting Learning, responses from parents sat below the state average (**7.0 compared to NSW average of 7.3**) In 2019 the school will examine ways to communicate to parents how teaching and learning programs are differentiated to cater for students needs, abilities and interests.
- In the teacher *Tell them From Me* survey teachers report lower levels than state average (**6.2 compared to NSW average of 7.7**) of authentic student engagement with technology. This included setting goals for learning new technological skills. Collectively staff will examine this data and look for ways to support teachers embed technology usage into meaningful educational opportunities for their students.
- The *Tell them From Me* survey asked students their perceptions regarding their feelings and confidence in the areas of English and Maths. 40% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW norm for this category is 53%. Improving students' perceptions around learning and achievement will become an area of focus for the school in 2019.

Indigenous 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 meaningful and respectful activities for both Reconciliation and NAIDOC weeks. This year, we held a whole school incursion and invited community elders from Aboriginal communities across Australia to visit Waverley Public School and teach our students culture and tradition through song, dance, art and traditional weaponry. In 2018, a senior Waverley Public School student made significant academic growth and, as a result, was a proud recipient of a Deadly Kids Award. Aboriginal and Torres Strait Island education has been and will continue to be an integral part of the curriculum and everyday practice at Waverley Public School.

Multicultural and anti-racism education

WPS has a culturally diverse community with a broad range of students who come from non English speaking backgrounds. In 2018, there were 40.1% LBOTE students who were closely monitored by the Learning and Support Team, LaST and EaL/D Support Teachers. Opportunities for all students to acquire knowledge, skills and positive attitudes required for a culturally diverse society are provided through the integration of multicultural perspectives within programs and are directly linked to our core values of Respect, Engagement and Safety. Our English as an Additional Language Dialect Program focuses on developing students' academic language proficiency and educational outcomes through explicit teaching of oral and written language skills required to meet the language demands of the curriculum. It also enhances students self– esteem by promoting cultural diversity and acceptance through inclusive curriculums. The school celebrates Harmony Day and participates in the Multicultural Public Speaking Competition yearly. To ensure all students are treated equitably, the school has an anti–racism contact officer whose role is to facilitate communication and resolve any concerns related to racism. However, there were no reported incidents of racism in 2018.

Policy requirements

Aboriginal education

Waverley has a small population of students who identify as Aboriginal and/or Torres Strait Islander, yet as a school we endeavour to celebrate Indigenous culture and ensure Aboriginal and Torres Strait Island education is an integral part of our curriculum. All