

# Waitara Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Waitara 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.

### School contact details

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## School background

### School vision statement

Waitara Public School ensures every student is known, valued and cared for. It is an innovative, vibrant and engaged school community committed to delivering rich, inclusive learning in a nurturing environment. Our aim is for students to be resilient, successful, creative independent thinkers who challenge themselves and inspire others, embodying a genuine passion for lifelong learning through equity and excellence in education.

### School context

Waitara Public School is a growing school in the Hornsby School Education Area. There are approximately 978 students enrolled from Kindergarten to Year 6, including two Opportunity Classes. The school will be undertaking an upgrade of core facilities. This is a two year program. Students come from diverse language backgrounds with approximately 85% from language backgrounds other than English. There are 52 cultures represented within the school community, with Chinese, Indian, Korean and Sri Lankan the predominate groups.

There are approximately 74 school based personnel including executive staff, classroom teachers, specialist teachers, EAL/D, full time ICT coordinator, Teacher Librarian, School Counsellor, School Learning Support Officers, administrative staff and a general assistant.

Student achievements in NAPLAN assessments are outstanding, with a large percentage of students achieving in the top two bands in all areas.

School staff is enthusiastic and highly committed. The school enjoys a good mix of enthusiastic young teachers supported by highly skilled, experienced colleagues. A strong commitment to teacher professional learning is evident across all teaching teams. Staff are collegial and supportive.

Waitara is equipped to support 21st Century learners with a strong technology infrastructure that allows all students access to wireless hubs with a selection of devices. A continued focus will be staff professional development to increase ICT competency, differentiating the curriculum, assessment and Social Emotional Learning.

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

### Engaged Learners

#### Purpose

Learners who are highly engaged, resourceful, reflective and resilient citizens.

To provide an authentic learning environment that enables all students to be actively engaged in meaningful, challenging and future – focused learning experiences, in order to achieve and thrive as learners, leaders and responsible, productive and resilient citizens.

#### Improvement Measures

NAPLAN literacy and numeracy – results.

80% of all students achieve their expected progression on the Literacy and Numeracy Learning Intentions.

TTFM surveys of student, staff and parents reflect growth with a focus on Teaching and Wellbeing.

Student voice is evident in authentic school based assessments.

Surveys reflect parental support of initiatives towards the development of their children's confidence and resilience following the introduction of the Social and Emotional Learning (SEL) program

#### Progress towards achieving improvement measures

**Process 1:** All staff actively participate in ongoing professional development in differentiating learning, project based learning, student voice and The 6 C's of Education with a particular focus on reading and number.

Evaluation	Funds Expended (Resources)
Staff were presented with a summary of the audit by Ian and Nikki at a staff TPL session.  Naplan results were excellent.. Naplan data was presented to each stage in their stage meetings. data was analysed and targets added to the 2020 plan.	

**Process 2:** All students set goals through the processes of reflection, self–assessment and feedback strategies.

Evaluation	Funds Expended (Resources)
Metacognitive processes are embedded in school culture. Students set learning goals, use success criteria, engage in reflective practice and feedback with their teachers. Learning intentions are built into unit and lesson planning. Student voice has become a focus for implementation of assessment strategies.	

**Process 3:** Establish a whole school Social and Emotional Learning Framework – 'Second Steps.'

Evaluation	Funds Expended (Resources)
The Social and Emotional Learning Framework 'Second Steps' is in its second year of implementation. A school wide approach to social and emotional learning ensured all students were 'known, valued and cared for'. The program will be reviewed at the beginning of 2020.	

## Strategic Direction 2

### Future Focused Teachers and Leaders

#### Purpose

Innovative, collaborative and future focused teachers and leaders demonstrate a high standard of professional educational practice and develop a shared understanding and utilisation of open, flexible and contemporary learning spaces.

To create a culture where all staff meet the teaching professional standards through ongoing professional learning recognising that quality teachers are crucial for achieving an overall improvement in student learning outcomes. As future focused educators we model reflective practice and seek to build our leadership capacity for the benefit of all. Contemporary classrooms require a shift in pedagogy, with a focus on differentiation for excellence in order to meet the changing needs of our students.

#### Improvement Measures

100% of teachers at proficient level

Every teacher, every leader and our school improves each year

Student surveys indicate increased engagement in learning environments, the use of The 6 C's and the outcome of differentiated teacher professional learning model.

#### Progress towards achieving improvement measures

**Process 1:** Leaders foster a dynamic learning organisation by engaging all staff in professional development that is relevant, future focused and shaped by research evidence and feedback to build staff capacities as learners, teachers and leaders.

Evaluation	Funds Expended (Resources)
<p>All staff are at proficient level, except Early Career Teachers.</p> <p>Early stage 1 and Stage 1 staff moving towards the integration of the 9D's. They have processes embedded in their Term 4 programs.</p> <p>Schools Learning Environments and change (SLEC) commenced working with all staff in Term 2. They assisted us with the modules for Innovative Learning Environments and Collaboration. In Term 4 we formed a SLEC committee to assist us with a transition strategy for our new school and the innovative learning hubs contained within it. Ten staff along with the executive team formed this committee. The transition strategy draws on evidence based research to explore key drivers of improvement innovation and change, targeted interventions, shared responsibilities and monitoring processes that will build teachers confidence and capabilities to utilise innovative learning environments within our school..</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Support for beginning teachers (\$1000.00)</li><li>• Quality Teaching, Successful Students (QTSS) (\$4040.00)</li></ul>

**Process 2:** Differentiated professional learning for all staff to achieve stage and personal professional goals through peer coaching and the Community of Schools learning network to improve student outcomes and build leadership capabilities for aspiring leaders.

Evaluation	Funds Expended (Resources)
<p>All staff completed the online TPL –Innovative Learning Environments and Collaboration. This was mandatory self paced TPL over Semester 2. This was in preparation for move to the new build.</p> <p>The new PDHPE syllabus was thoroughly explored by the Differentiation For Excellence committee. Outcomes, from the syllabus were embedded by the</p>	

## Progress towards achieving improvement measures

DFE where possible.

Tech sharing sessions occurred throughout the year. Staff were exposed to virtual reality, coding, bee-bots, seesaw, whiteboard, google classroom.

Smiling Minds was implemented by one of our staff. We covered the introductory sessions and will have a 2 hour session with a representative of Smiling Minds next year.

At the end of each term, staff participate in a 'sharing session' where selected teachers present to the whole school on learning they are proud of and which engage students in quality work. This termly event enables staff across different grades to see the learning in other years and contributes to further professional learning.

## Strategic Direction 3

### Active Community Partnerships

#### Purpose

Empowered, engaged and mutually respectful multicultural community.

By leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices we will further develop the value of active partnerships within our multicultural community. This will be based on mutual respect and understanding with strong student, staff and parental engagement across all facets of school life.

#### Improvement Measures

Our school is rated as excelling on the School Excellence Framework.

Increased parental involvement and understanding of their children's education through ongoing feedback and surveys.

Surveys indicate increased parental use of formal and informal communication practices.

#### Progress towards achieving improvement measures

**Process 1:** Implement and maintain the Community Relationships Framework.

Evaluation	Funds Expended (Resources)
The P&C AGM determined an almost completely new committee with a new president Jack Lui.  Jan He completed all her duties. She will be taking leave and return only to run the PPP parenting programs in 2020. Jan He ran two PPP parenting classes during the year for our Mandarin speaking background parents	<b>Funding Sources:</b> • school & Community (\$17496.00)

**Process 2:** The school and families work together to develop strategies to use in the home to build on students' strengths and develop parents' understanding of teaching and learning programs and their capacity to become partners in their child's learning.

Opportunities will be made for open classrooms, school expos, expert mentoring, three-way conferences and ongoing formal and informal communications.

Evaluation	Funds Expended (Resources)
Our school counsellor, Beatrijjs DeWulf spoke to the Year 6 students regarding the transition to high school. Any special needs students were visited by their transition to school contacts for each corresponding high school.  Through analysis of data on our communication platforms, we noticed throughout the year that the newsletter was down on hits but the Schoolzine app was more readily accessed. We spoke to the P&C and decided that we would reduce the newsletter publication to 3 per term. We have added Facebook as an additional social media platform. We use this to communicate daily activities happening around the school.	

**Process 3:** Develop links with the local Aboriginal community to assist with the implementation of the Aboriginal 8 Ways of Learning.

Evaluation	Funds Expended (Resources)



## Progress towards achieving improvement measures

The indigenous perspective is embedded in our teaching programs. Milestones throughout the year; Naidoc week and reconciliation week are celebrated and recognised in the school. The Aboriginal Perspectives Committee review all units that have an indigenous component.

Indigenous students are invited each year to attend a regional workshop in support of their cultural heritage.

Next year our students will attend Gibberagong Environmental Education Center for more hands on learning about Indigenous Australia.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$640 294.00)</li> </ul>	<p>This loading provides support in all four phases of English Language Learning. As a school of over 86% NESB students EALD support is crucial. Our EALD staff collaborate with the classroom teachers to ensure the support is focused on language development for social purposes alongside language required to participate successfully in schooling , including understanding school routines, structures and key learning concepts.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$138 277.00)</li> </ul>	<p>The Low level adjustment for disability was used to support our students in a mainstream class who have additional learning and support needs. As a school we use additional funds to employ a full-time Learning and Support Teacher. (LAST). The remainder of the funding is used to employ School Learning Support Officers that also support the students in the classroom.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$1 658 300.00)</li> </ul>	<p>Our Quality Teaching Successful Students (QTSS) funding is used to release teachers for Teacher Professional Learning (TPL) and for collaborative stage planning. We also used it for an additional Assistant Principal position to support Stage 1 as it is has the greatest students numbers.</p>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$4 714.00)</li> </ul>	<p>This funding is combined with additional school funding to employ School Learning and Support Officers to support students in the classroom,</p>
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$107 448.00)</li> </ul>	<p>Beginning Teacher funding was used for staff to; release teachers to observe other teachers lessons, time to work alongside a mentor, engage in collaborative processes, attend professional learning, assess and evaluate students work, engage in professional discussion and personal reflection and planning quality lessons. Teachers also compiled evidence to achieve mandatory accreditation at proficient level.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	401	443	445	456
Girls	331	419	481	522

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.7	95.6	95.3	94.5
1	93.7	95.3	94.4	95
2	96.1	96.1	95	93.7
3	95.4	95.5	94.5	94.4
4	95.7	95.5	95.6	95.1
5	94.9	97.3	95.7	95.9
6	93.1	94.4	93.9	94.2
All Years	94.9	95.7	94.9	94.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	37.83
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.6
Teacher ESL	5.4
School Administration and Support Staff	5.87

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	1,091,558
<b>Revenue</b>	8,295,399
Appropriation	7,678,312
Sale of Goods and Services	7,976
Grants and contributions	593,107
Investment income	13,204
Other revenue	2,800
<b>Expenses</b>	-7,850,117
Employee related	-6,893,920
Operating expenses	-956,197
<b>Surplus / deficit for the year</b>	445,282

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	20,847
<b>Equity Total</b>	787,344
Equity - Aboriginal	4,060
Equity - Socio-economic	4,714
Equity - Language	640,294
Equity - Disability	138,277
<b>Base Total</b>	6,213,107
Base - Per Capita	217,275
Base - Location	0
Base - Other	5,995,832
<b>Other Total</b>	427,424
<b>Grand Total</b>	7,448,722

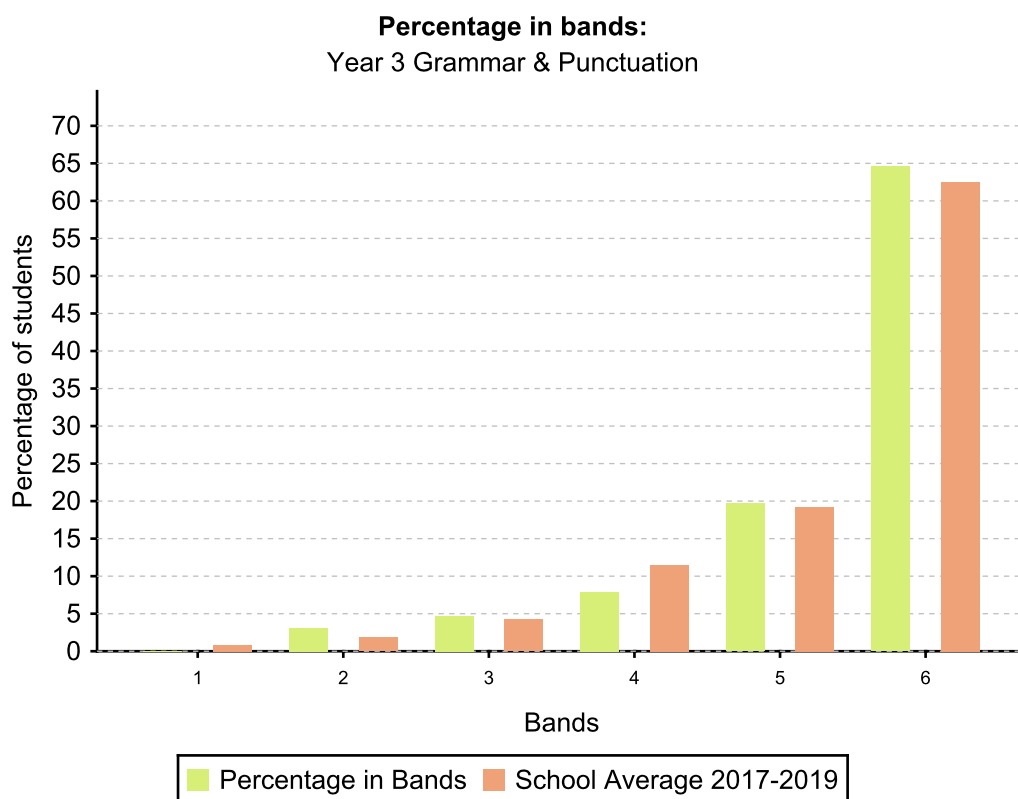
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

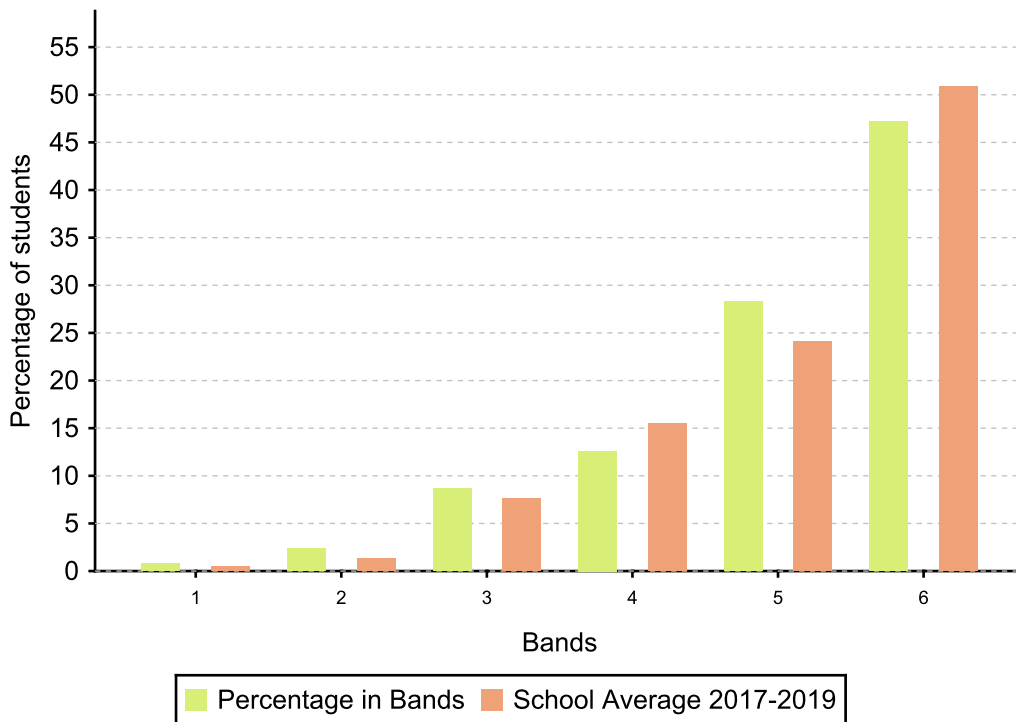
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



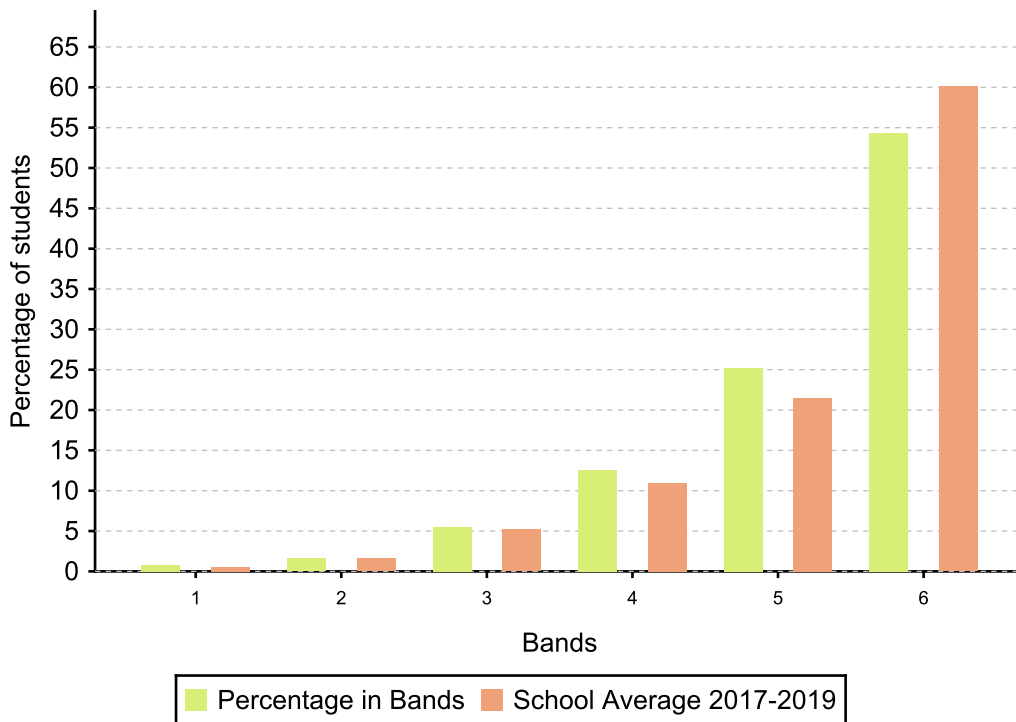
Band	1	2	3	4	5	6
Percentage of students	0.0	3.1	4.7	7.9	19.7	64.6
School avg 2017-2019	0.8	1.8	4.2	11.5	19.2	62.5

**Percentage in bands:  
Year 3 Reading**



Band	1	2	3	4	5	6
Percentage of students	0.8	2.4	8.7	12.6	28.3	47.2
School avg 2017-2019	0.5	1.3	7.6	15.5	24.1	50.9

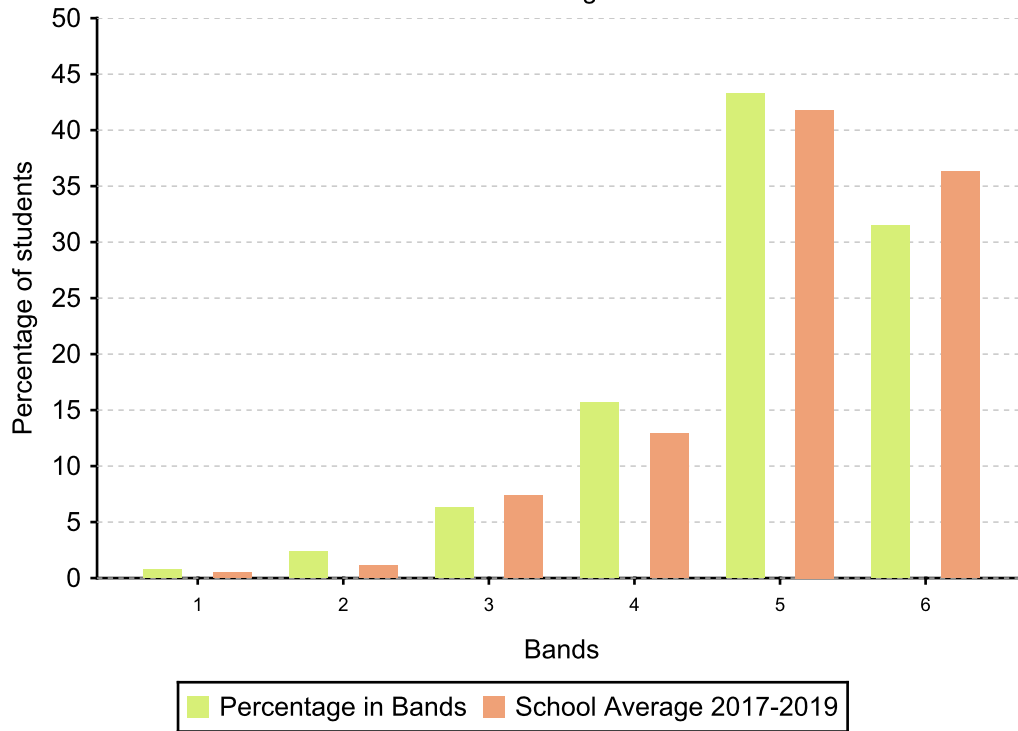
**Percentage in bands:  
Year 3 Spelling**



Band	1	2	3	4	5	6
Percentage of students	0.8	1.6	5.5	12.6	25.2	54.3
School avg 2017-2019	0.5	1.6	5.2	11	21.5	60.1

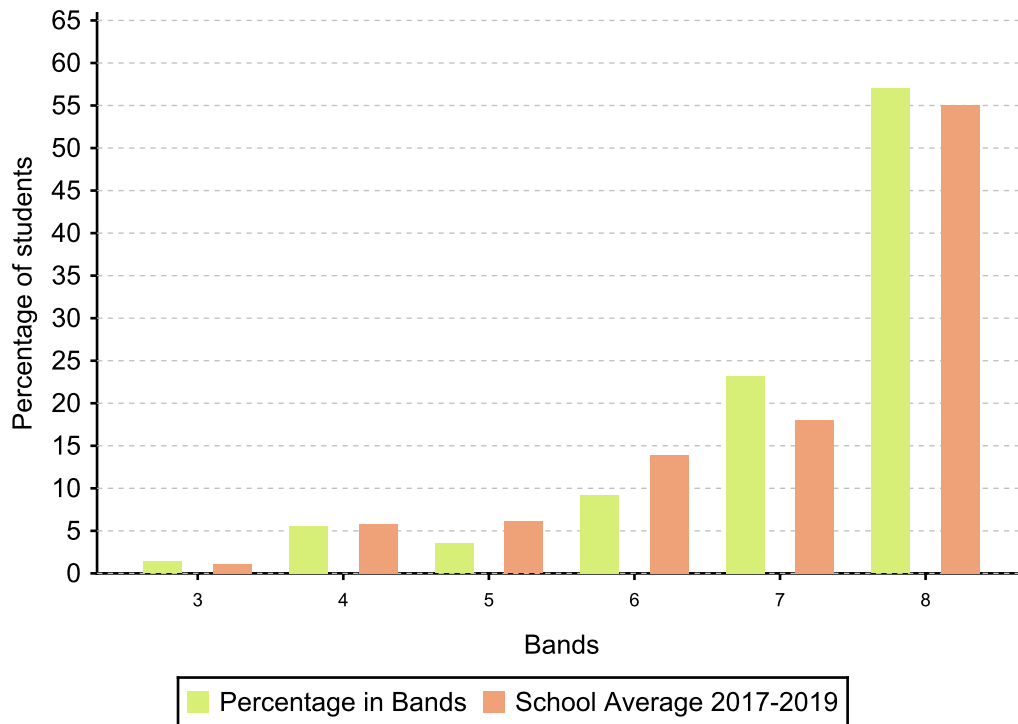


**Percentage in bands:**  
Year 3 Writing



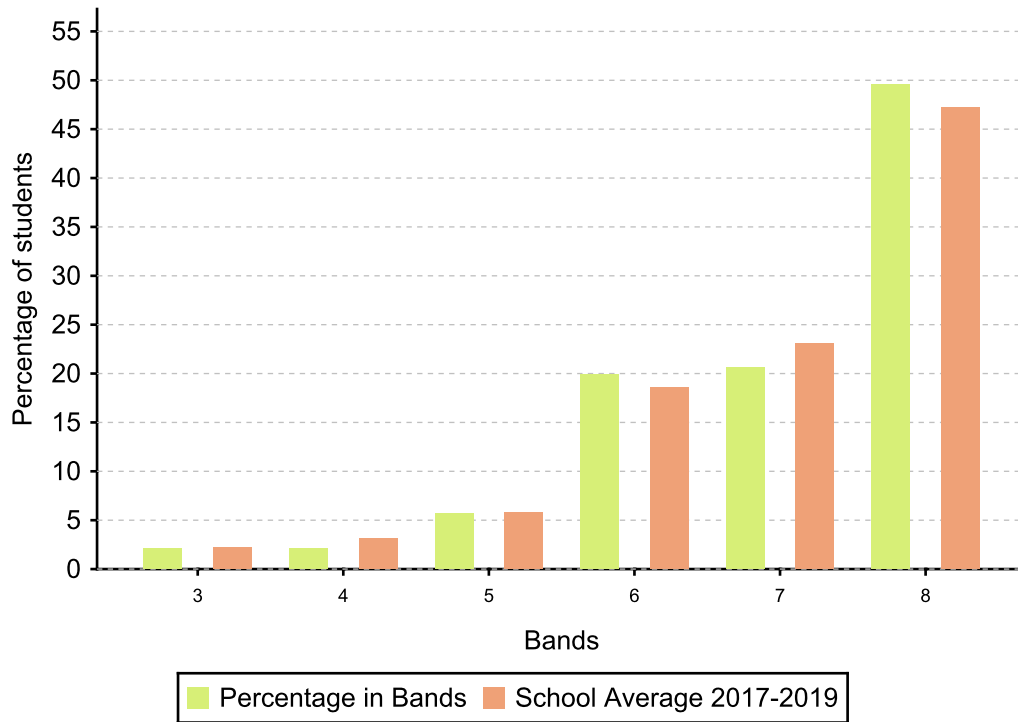
Band	1	2	3	4	5	6
Percentage of students	0.8	2.4	6.3	15.7	43.3	31.5
School avg 2017-2019	0.5	1.1	7.4	12.9	41.8	36.3

**Percentage in bands:**  
Year 5 Grammar & Punctuation



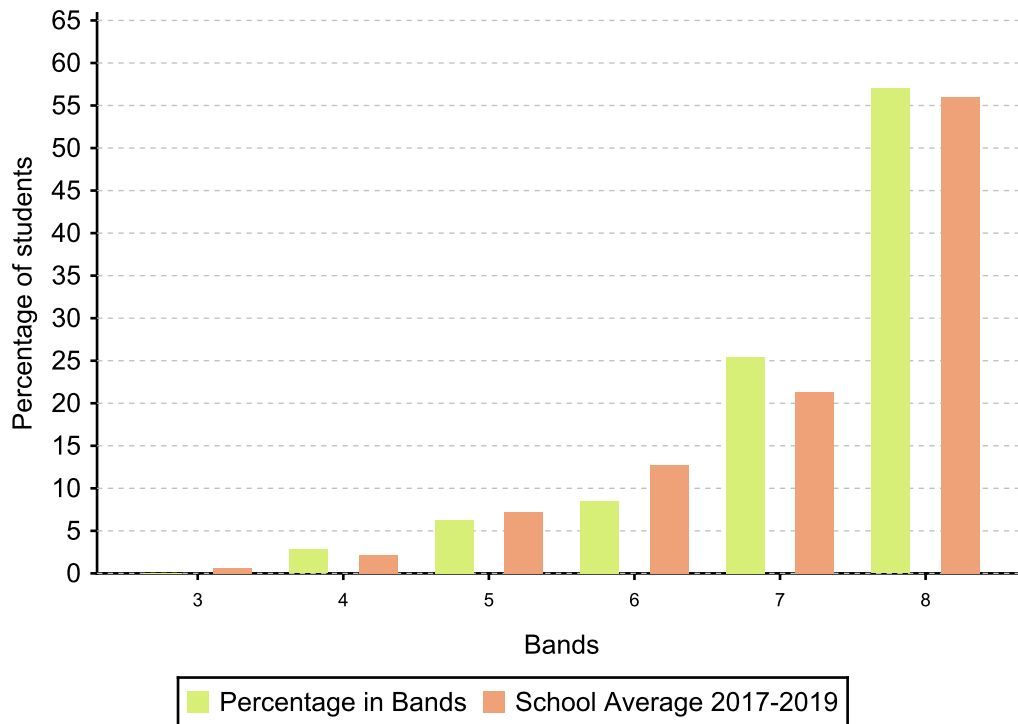
Band	3	4	5	6	7	8
Percentage of students	1.4	5.6	3.5	9.2	23.2	57.0
School avg 2017-2019	1.1	5.8	6.1	13.9	18	55.1

**Percentage in bands:  
Year 5 Reading**



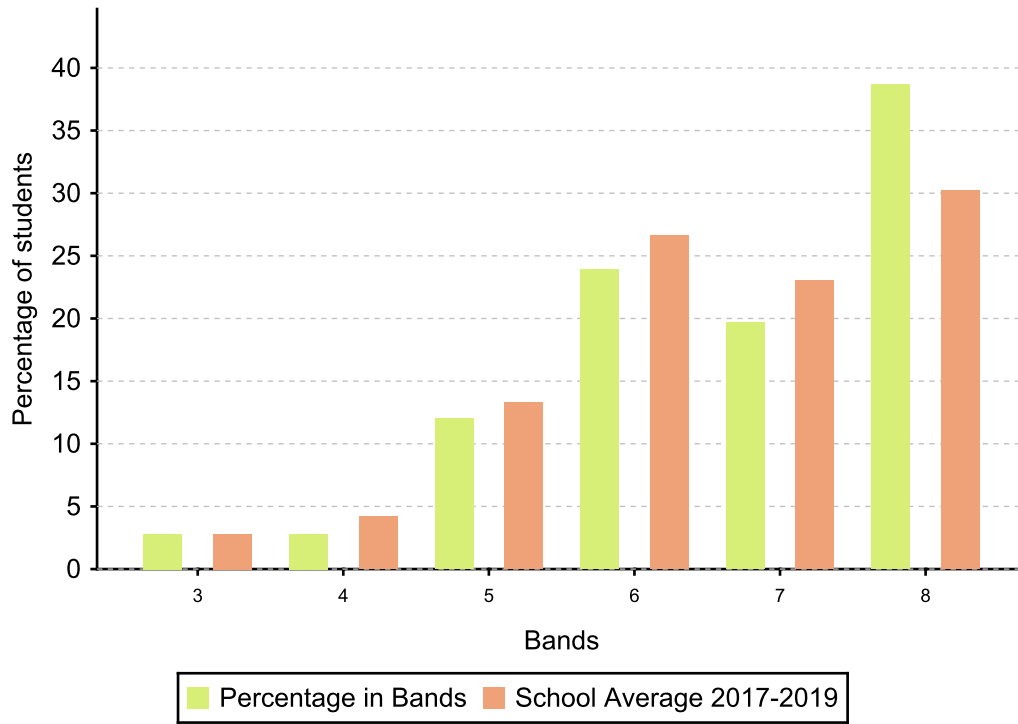
Band	3	4	5	6	7	8
Percentage of students	2.1	2.1	5.7	19.9	20.6	49.6
School avg 2017-2019	2.2	3.1	5.8	18.6	23.1	47.2

**Percentage in bands:  
Year 5 Spelling**



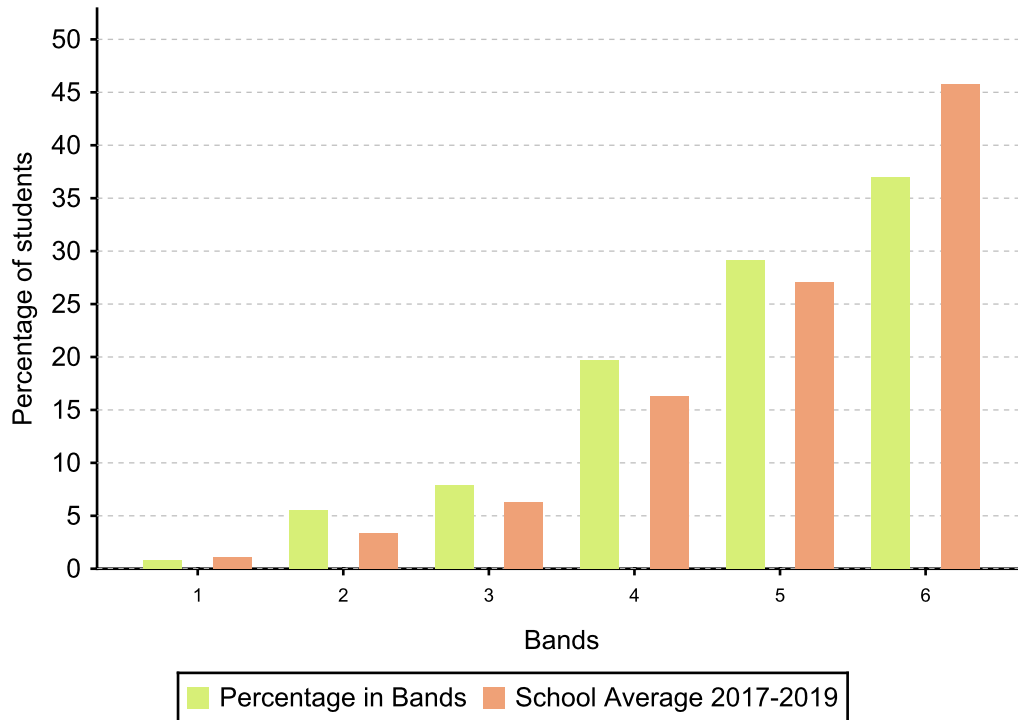
Band	3	4	5	6	7	8
Percentage of students	0.0	2.8	6.3	8.5	25.4	57.0
School avg 2017-2019	0.6	2.2	7.2	12.7	21.3	56

**Percentage in bands:**  
Year 5 Writing



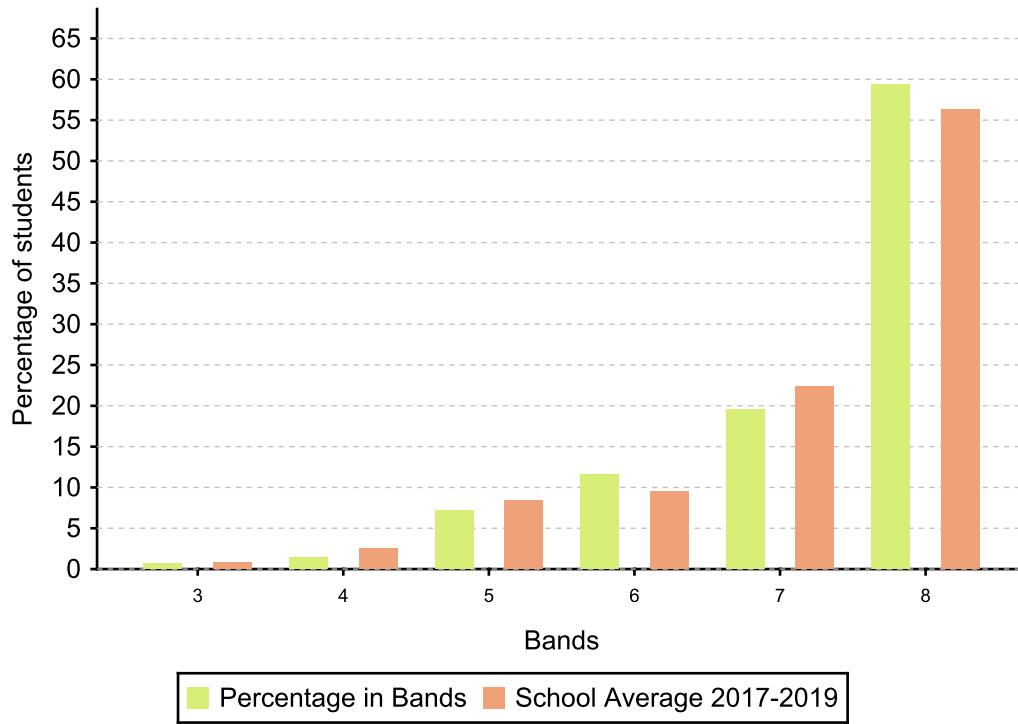
Band	3	4	5	6	7	8
Percentage of students	2.8	2.8	12.0	23.9	19.7	38.7
School avg 2017-2019	2.8	4.2	13.3	26.6	23	30.2

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.8	5.5	7.9	19.7	29.1	37.0
School avg 2017-2019	1.1	3.4	6.3	16.3	27.1	45.8

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.7	1.4	7.2	11.6	19.6	59.4
School avg 2017-2019	0.8	2.5	8.4	9.5	22.4	56.3

## Parent/caregiver, student, teacher satisfaction

### Parent Information Evenings Survey

90.78% of parents attended the Parent Information Evening. 94.44% found the information useful. They found the strengths of the evening were the curriculum overviews, meeting the teacher, information, interaction, relationships and the Q&A at the end. Parents would like more Q&A time and information distributed through SeeSaw.

### Parent Feedback Survey

We ran a parent survey on a variety of programs we run at Waitara. 92.23% wanted us to keep focusing on them. Some parents wanted an Art program in the school and a greater use of technology. Parents identified the skills that our students needed for the future. The top 5 were Problem solving, Interpersonal, Intrapersonal, Creativity, collaboration. The qualities they believed were the most valuable were self-discipline, respect, responsibility, resilience, honesty.

### Canteen Survey

Parents were also surveyed on the satisfaction of the canteen provider as the canteen lease was up for tender. 63.51% of the parents were happy with the current canteen provider. 44.32% were unhappy with the cost.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.