

# 2020 Annual Report

## Waitara Public School



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# Introduction

The Annual Report for 2020 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 vision

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 with recently upgraded core facilities. There are approximately 1074 students enrolled from Kindergarten to Year 6, including two Opportunity Classes. Students come from diverse language backgrounds with approximately 91% 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 78 school based personnel including executive staff, classroom teachers, specialist teachers, EAL/D, ICT coordinator, Teacher Librarian, School Counsellor, School Learning Support Officers, administrative staff and a general assistant.

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

School staff is professional 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 collaborative, innovative, 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. Staff professional development ensured an increase in ICT competency, collaboration, 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>

### Self-assessment using the School Excellence Framework

Elements	2020 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	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
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)
<p>Staff continued through Covid to engage our students in a variety of ways. The 9D's of solution Fluency were incorporated into units of work.</p> <p>There was no Naplan due to Covid. We did participate in the Check in Assessments where we achieved excellent results and now have data to inform teaching practice in 2021.</p> <p>Ten staff participated in the PBL Works 3 day Project Based Learning workshops in the September holidays. The ten staff then led Teacher Professional Learning across the school. Staff collaborated at the end of the year to create 'Identity' units for the commencement of 2021.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$8910.00)</li></ul>

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

Evaluation	Funds Expended (Resources)
<p>Students goal setting went ahead for term 3 and 4. The achievements were used as a basis of the Celebration of Learning certificates for students. Three way conferences did not go ahead due to the move to online learning during Covid.</p> <p>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.</p>	

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

## Progress towards achieving improvement measures

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>The Social and Emotional Learning Framework 'Second Steps' is in its third 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 2021. The program has been adapted, by a team of teachers, to suit the needs of our Waitara students.</p>	

## 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>More stages across the school have ensured the integrated of the 9D's of solution Fluency into their programs.</p> <p>Schools Learning Environments and Change (SLEC) continued to work with staff across the school to ensure our transition strategy was employed. Ten staff along with the executive team were part of 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. Learning modes, defined by the team, were integrated into our classroom programs. Collaboration was very successful with staff working rotation through hubs during Covid to ensure all students were covered. As Technological infrastructure is so strong at Waitara the transition to online learning was seamless.</p>	

**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>Differentiated TPL commenced with numerous staff offering a variety of sessions for the staff. The sessions ran over 12 weeks and included :Visible Learning/Quality Feedback, Exploring the Phonological Awareness Diagnostic ALAN Tool &amp; Phonological Awareness eLearning, Visual Art, Microsoft 365, Co-teaching and Learning Modes - making them work for you and your students, Using Drama to build literacy, Differentiation, film making,</p>	

## Progress towards achieving improvement measures

Technology, Targeted Early Numeracy, 9D's , benchmarking/Supporting struggling readers, Maths 3-6, Visual Literacy, Online Learning.

All staff who had not completed completed the online TPL -Innovative Learning Environments and Collaboration. were given time to complete these modules.

At the end of Terms 1, 3 and 4, staff participate in a K-6 'sharing session'where selected teachers presented success with on online learning in particular areas where the engaged 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.

The community of Schools Nth Sea Executive planning day was cancelled due to Covid lock downs.



## 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)
<p>This year was particularly difficult to maintain close relationships with our parents as Covid did not allow for them to be onsite. We continued to connect with our parents via online learning. Staff contacted families during the initial stages of lock down to check on our students family and wellbeing. Students who were not engaging in regular online learning or submitting work were also regularly contacted.</p> <p>A variety of platforms were used to engage with parents. SeeSaw in K-2 where Google docs was used across years 3-6. How to use the technology platforms was communicated to parents via our school website and through the Schoolzine App.</p>	

**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)
<p>Through online learning parents commented via a survey, on online learning, that they had a greater appreciation of teachers and what we do. They also had more transparency with their child's learning.</p> <p>Covid greatly impacted the ability to connect with parents for events like Three Way Conferences, showcases and all celebrations.</p>	

**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

This part of the plan had not been implemented due to covid. Staff continued to embed Aboriginal outcomes through their History and Science units.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	FTE 5.200 \$568,797 Flexible \$54,980	This loading provides support in all four phases of English Language Learning. As a school of over 90% LBOTE students EAL/D support is crucial. Our EAL/D staff collaborate with the classroom teachers to ensure programs are focused on the development of English language proficiency and enable EAL/D students to meet curriculum learning outcomes.
<b>Low level adjustment for disability</b>	FTE 0.7 \$76,569 Flexible \$64,781	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). In addition, School Learning Support Officers are employed to provide support to targeted students who require Personal Learning Plans and Adjustments in classroom settings.
<b>Quality Teaching, Successful Students (QTSS)</b>	FTE 1.590 \$173,921	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 to create an additional Assistant Principal position to support Stage 1 and an Instructional Leader in Literacy and Numeracy.
<b>Socio-economic background</b>	\$7,756	This funding is combined with additional school funding to employ School Learning and Support Officers to support students in mainstream classroom settings.
<b>Support for beginning teachers</b>	\$47,712	Beginning Teacher funding was used to release Early Career Teachers and their mentors for collaborative planning, classroom observation, professional learning, to engage in professional discussion and personal reflection and for the planning of quality lessons. Teachers also compiled evidence to achieve mandatory accreditation at proficient level.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	443	445	456	512
Girls	419	481	522	558

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.6	95.3	94.5	85.5
1	95.3	94.4	95	90.8
2	96.1	95	93.7	90.3
3	95.5	94.5	94.4	91.2
4	95.5	95.6	95.1	89.7
5	97.3	95.7	95.9	91.6
6	94.4	93.9	94.2	89.3
All Years	95.7	94.9	94.7	89.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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)	5
Classroom Teacher(s)	42.14
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.6
Teacher ESL	5.2
School Administration and Support Staff	6.27

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	1,536,839
<b>Revenue</b>	9,223,689
Appropriation	8,621,094
Sale of Goods and Services	21,465
Grants and contributions	574,345
Investment income	4,786
Other revenue	2,000
<b>Expenses</b>	-9,352,152
Employee related	-7,874,943
Operating expenses	-1,477,209
<b>Surplus / deficit for the year</b>	-128,462
<b>Closing Balance</b>	1,408,377

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	68,928
<b>Equity Total</b>	775,927
Equity - Aboriginal	3,045
Equity - Socio-economic	7,756
Equity - Language	623,776
Equity - Disability	141,350
<b>Base Total</b>	7,121,301
Base - Per Capita	235,213
Base - Location	0
Base - Other	6,886,087
<b>Other Total</b>	402,851
<b>Grand Total</b>	8,369,007

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

# Parent/caregiver, student, teacher satisfaction

## Tell Them From Me Survey (TTFM)

Due to Covid we did not run the TTFM surveys for our parents.

**Teachers:** Teachers surveys showed an increase in Collaboration, data informing practice and the use of technology. Other areas showed a very slight decrease since 2016 this could be due to Covid restrictions and working from home. This included: parent involvement, planned learning opportunities, learning culture. Although interest and motivation increased by 1%. and effort rose by 2%.

**Students TTFM:** This year there was a decrease in percentage in social emotional outcomes. This included: participate in sport, extracurricular activities, sense of belonging, positive relationships and effort.

## Online Survey Results

### Parents

In an unprecedented year we were pleased by the result of our parent survey regarding online learning .

In regards to accessing online learning 38% of parents indicated that it was extremely easy to access, 56% said it was somewhat easy and only 6% said it was not easy.

Was it easy for your child to work independently?: 34% said yes, 47% said sometimes and 19% said no.

Was there enough work provided? 72% said just right, 13% said too little, 19% said too much.

Did your child engage with online learning? 76% said yes, 24% said sometimes , 1% said no.

### Staff

Staff enjoyed being able to have more time to give feedback to individual students on how they can improve.

Staff learnt more about each student. They enjoyed collaboratively planning with their hubs and creating innovative content to share with them. On average they spent more than 5 hours a day online.

Staff all said that their technology skills have improved. they would have liked to have seen the students face to face.

### Students

82% of students surveyed found online learning extremely easy to somewhat easy to do.

34% of students found it easy to work independently, 59% found it sometimes easy to work independently and 7% did not find it easy.

Positive aspects of online learning included: playing with toys and family at lunchtimes, staying at home, playing with pets all day, stay warm at home, having breaks when they wanted, using a larger device, work at their own pace, not copying of others work, it was more comfortable, fun to learn in a different ways, when finished could have more time and ability to sleep in.

Did you get enough support from your teacher? 61% said yes, 36% said sometimes, 3% said no.

Was there enough work provided? 56% said just right, 39% said too much , 5% said too little.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.