2020 Annual Report

Waratah Public School

3377

Introduction

The Annual Report for 2020 is provided to the community of Waratah Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Waratah Public School creates a sense of belonging and respect for all. We support and encourage the intellectual, physical, social and emotional development and wellbeing of all our students. We empower students to be confident, creative and critical thinkers. We set high expectations, strive for excellence and build positive growth mindsets for all.

School context

Waratah Public School is a larger inner city Newcastle school serving the Waratah/ Mayfield community. It has a long and proud history of providing students with quality education in a safe, happy and positive environment. The school works in a close, highly professional and strategic partnership with the Callaghan Education Pathways group of schools. Equity and diversity are a priority at Waratah Public School.

In addition to hard working main stream classes, there is an integrated preschool onsite catering for up to 80 children five days per fortnight. There is an Early Intervention support class for preschool students with disabilities in the region, and two regional multi-categorical classes that cater for K-6 students requiring extra support. We are proud of and celebrate the diversity of cultures within our community with 18 per cent of students having an Aboriginal background and 14 per cent with English as an additional language or dialect.

We provide all our students with quality learning experiences delivered by committed and passionate teachers and work closely with our very dedicated school community. To support our students' learning and to enable our students to be the best that they can be, we offer an extensive range of additional services and programs. There are two specialist Learning and Support Teachers, an EAL/D teacher, School Librarian, a School Counsellor and 14 learning and support officers. This helps give our students optimum opportunity to become successful, engaged and happy citizens.

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

Strategic Direction 1

Excellence in Teaching

Purpose

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

Improvement Measures

All teachers implement at least **5 core** quality teaching strategies that are efficient and engaging that improve teaching and learning.

Teaching and Learning cycle is embedded in all classrooms P-6.

Progress towards achieving improvement measures

Process 1: **Engaging Pedagogy (Practices):** Explicit and evidence-based teaching that fosters a quality classroom environment. Aiming to systematically reflect on students' learning to inform teaching practice and improve student outcomes.

Evaluation	Funds Expended (Resources)
WPS completed 2 more cycles of the Dylan Wiliam Embedding Formative Assessment Professional Learning. Staff have successfully shared formative assessment strategies with colleagues and the regular use of a range of formative assessment strategies are evident across WPS. This is resulting is more efficient feedback techniques whereby students receiving this feedback immediately or in a more timely manner. This is resulting in improved planning of teaching activities and increased achievement of learning outcomes for students. All staff have an understanding of the What Works Best document and it is implemented by staff in all areas of school.	What Works Best Document Teacher Quality Adviser delivered quality PD Dylan William release time $14,000 Scope and sequence planning $2000

Process 2: **Effective and Efficient Planning (Procedures):** High performing teaching staff who participate in capacity building collaboration and professional development. Aiming to produce systematic teaching and learning programs that encourage quality learning experiences.

Evaluation	Funds Expended (Resources)
Improved planning systems have been established to ensure a collaborative approach to planning occurs. Stage Planning days have been established and support the time for professional and collegial discussion. High quality teaching and learning programs that reflect Scope and Sequence documents are been achieved as a result.	Stage based planning $21,000

Next Steps

- Continue to develop and refine Professional Learning opportunities, processes and procedures to suit more individual staff needs
- Utilise the new School Improvement Process, situational analysis and scope and sequence review to refine and improve curriculum delivery and focus.

Strategic Direction 2

Excellence in Learning

Purpose

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

Improvement Measures

At least 80% of students demonstrating expected growth in literacy and numeracy. (NAPLAN)

At least 80% of K-6 students demonstrating expected growth per semester across stage appropriate learning progressions relevant to expected timeframes.

At least 80% of students within equity groups demonstrate improved academic growth and are comparable to the performance of all students in the school.

Progress towards achieving improvement measures

Process 1: **Data Collection** - Streamline the practice of the regular collection, recording and analysis of data to support the implementation of tiered intervention support.

Evaluation	Funds Expended (Resources)
Due to COVID restrictions and home learning, all teaching/learning programs were individualised based on the home learning needs of the students and their families. Some students were able to access learning on line, however student wellbeing was the focus during this time and class teachers conducted regular check-ins with each child and their family. The HNEH university speech program was able to continue in a modified format. The coordinating speech pathologist conducted Zoom lessons, allowing 50% of students already enrolled the program to complete their weekly therapy.	General resources $10,000

Process 2: **Professional Learning** - Staff development will be provided to build understanding of systems in place to effectively support student wellbeing and intervention practices across the school.

Evaluation	Funds Expended (Resources)
The instructional leader, EALD and LAST roles supported the K-6 intervention program. Programs were developed with class teacher consultation, based on collection of data from a range of literacy and numeracy assessments. Tiered intervention was implemented through differentiated classroom teaching and learning programs. Breakfast Club was suspended due to COVID and OSH Club are now using this space. The school is still providing fruit and bread for students as required. This will continue in 2021. Survey results indicate that school chaplaincy program has been valued by school staff, students and parents and will continue. Some parental concerns about the program outcomes have been addressed through providing additional information via the school newsletter.	LAST and LST members. Staffing: $207,000 Breakfast Club committee Chaplain employed 2 days per week. $20,000

Next Steps

- Breakfast Club to continue in 2021 in current format

- Chaplaincy Program to continue in 2021 - including *Rock and Water* program
- Modified LAST intervention program to be based on learning progressions and school based data
- Learning progressions to be used to record and monitor student progress (Reading)

Strategic Direction 3

Excellence in Leading

Purpose

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

Improvement Measures

Student attendance rates will be higher than state average.

Community engagement will increase by 20%

Active and regular collaboration within school network.

Progress towards achieving improvement measures

Process 1: **Communication Project**

School focus and direction is based on the school plan, and is reflective of clear and succinct stage, executive, staff and parent meeting agendas.

Strengthen communication and collaboration opportunities between stage, school, and group of schools

Plan, monitor and share data- clear expectations for all staff.

Evaluation	Funds Expended (Resources)
Meeting agendas have clear direction and purpose. A more centralised system for setting meetings and agendas as well as recording minutes has been implemented. This has allowed for greater transparency around activities in the school and access to information required by staff in their roles. Centralised meetings also allowed greater opportunities for stages to communicate and collaborate. The use of online meeting products including MS Teams and Zoom has added to the collaboration and communication opportunities between stages, groups and schools	Meeting costs: $2,500

Process 2: **Community Involvement Project**

Increase authentic participation and collaboration for community members.

Promote and Train volunteers for targeted programs.

Evaluation	Funds Expended (Resources)
Community participation in person at school has been significantly hampered due to the COVID19 shutdown and ongoing restrictions. Online tools and direct communication have been used to gather parent and community views and contributions during this time. Parents / Carers and community have noted this method of participation has been very useful and easily scheduled into their routine as they can contribute from anywhere rather than only at school if they choose. Participation in development of the new School Improvement Plan 2021-2024 has been achieved through this method.	Meeting costs / relief costs $1500

Process 3: **Target Attendance Project**

Further develop, support and promote strategies to strengthen student attendance and valuing education.

Review and modify processes and systems to encourage increased attendance.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
A situational analysis was conducted in semester 2 in the lead up to developing the new School Improvement Plan 2021-2024. Attendance data was analysed which identified that WPS overall attendance rate was 2.4% above the state rate. Student attendance sprints will be implemented in 2021 to support further development of programs, monitoring of data and a support team to further increase attendance rates.	1. Nil

Next Steps

- Attendance team to be formed in 2021 with a Wellbeing / Attendance AP leading. Attendance sprints to be used to support improved attendance and procedures.
- Continue to develop and utilise further online opportunities to engage with families and community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($70 841.00)	All Aboriginal students and families were engaged to collaboratively develop individual learning goals and plans to support individual achievement. School Learning Support Officers were also engaged to support Aboriginal students achieve their learning goals and plans for the year. Due to COVID19 restrictions, our specialist Aboriginal teacher was not able to fully deliver all planned history and culture experiences. NAIDOC celebrations were successfully supported across the school in line with COVID19 restrictions.
English language proficiency	**Funding Sources:** • English language proficiency ($44 844.00)	A specialist teacher was engaged to directly support recently arrived EAL/D students with direct individual and in class support. The teacher also assisted with the development and procurement of appropriate resources to support EAL/D students and class teachers
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($163 313.00)	Learning and Support Teachers were engaged to coordinate, develop and implement targeted intervention programs for students requiring additional support. Assistive resources were purchased to support students where required. School Learning Support Officers were also engaged to support intervention strategies and programs to improve student learning and wellbeing programs.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($74 053.00)	Temporary teaching staff were engaged weekly to release Assistant Principals from their classes across each stage. This allowed AP's to engage with their staff teams to analyse student data, provide instructional leadership, monitor and feedback around teaching practice and programming.
Socio-economic background	**Funding Sources:** • Socio-economic background ($162 365.00)	Teaching resources and equipment, additional teaching staff, student programs and activities including music were delivered throughout the year. Access to appropriate resources, equipment and staff has facilitated student engagement and academic progress..
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($28 962.00)	Teachers in their beginning year or second year of teaching were supported through additional release time and professional learning opportunities. Beginning teachers engaged with mentors and line supervisors for guidance and support.
Targeted student support for refugees and new arrivals	**Funding Sources:** • Targeted support for refugees and new arrivals ($2 043.00)	Funding was used to support newly arrived refugee students and families transition into school.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	180	184	178	167
Girls	159	170	170	171

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	92.5	92.7	91.1	93.2
1	93.7	89.9	92.5	90.1
2	92.9	93.1	91.2	94.1
3	94.3	93.2	93.7	90.7
4	91.1	93.6	90.5	94
5	93.3	89.6	92.6	90.6
6	93.3	93.2	89.4	90
All Years	93	92.2	91.6	92
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
Assistant Principal(s)	4
Classroom Teacher(s)	17.24
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	7.62

*Full Time Equivalent

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[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
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** ($)
Opening Balance	591,574
Revenue	4,604,706
Appropriation	4,533,129
Sale of Goods and Services	-30,571
Grants and contributions	70,777
Investment income	1,072
Other revenue	30,300
Expenses	-4,714,174
Employee related	-4,293,984
Operating expenses	-420,190
Surplus / deficit for the year	-109,468
Closing Balance	482,106

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.

	2020 **Approved SBA** ($)
Targeted Total	132,242
Equity Total	441,362
Equity - Aboriginal	70,841
Equity - Socio-economic	162,365
Equity - Language	44,844
Equity - Disability	163,313
Base Total	3,114,854
Base - Per Capita	89,477
Base - Location	0
Base - Other	3,025,376
Other Total	708,778
Grand Total	4,397,237

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 to access the school data.

2020 NAPLAN

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

Each year our school seeks the opinions of parents, carers, students and teachers about various aspects of the school and its operations. Data has been captured from a number of sources including phone surveys and online surveys. The following key results have been identified:

Over 90% of parent / carer responses indicated the they were satisfied to extremely satisfied with communication between home and school. However, parents and carers did indicate they would like to hear more from teachers about positive things their children are doing in personal communication rather than communication about a negative incident. Parents and carers (88%) believe Waratah PS supports positive behaviour and that their children like coming to school. Parent feedback around our management and delivery of education during COVID 19 shutdown and during the continuing restrictions has been extremely positive and complementary of staff and the school.

Our student body (93%) identified that our staff support positive behaviour across the school and that they feel safe and enjoy being at school. Over 80% of students indicated they were satisfied with the school environment and their access to technology. Students have indicated that they would like to see more equipment available for play in the playground and would like more updated furniture in their classrooms.

Staff (>80%) are very happy with the support they receive the leadership team overall and 92% with their direct supervisor. Staff have indicated that they would like to see more consistency in systems and processes across stages and a continued focus on behaviour and wellbeing programs for students. Staff highly value the opportunity to be involved in school planning processes.

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.