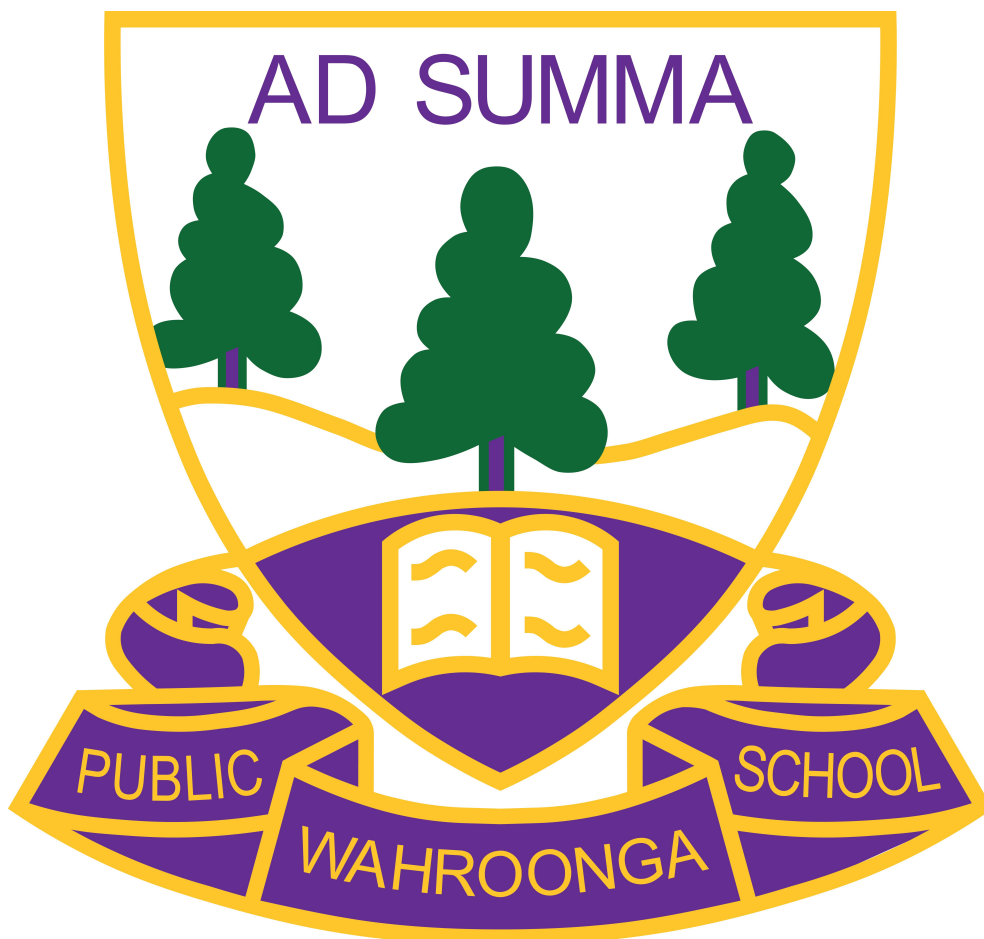


2020 Annual Report

Wahroonga Public School



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Introduction

The Annual Report for 2020 is provided to the community of Wahroonga 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

Wahroonga Public School builds the capacity of students, staff and parents:

- as learners of a broad curriculum
- as citizens of a democratic nation
- as consumers of vast content

We deliver outstanding academic programs that are inclusive, accessible and innovative, while our educational programs in sport, creative and practical arts, film-making and coding provide breadth and develop areas of interest to personalise learning and enhance the schooling experience.

Members of the school community are #wahroongaproud

School context

Wahroonga Public School is a metropolitan school in the Ku-ring-gai local government area in the northern suburbs of Sydney with an enrolment of 700 students from Kindergarten to Year 6. 41% of students are from language backgrounds other than English. Wahroonga is an affluent demographical area with a high percentage of families achieving tertiary educational qualifications. The school relies on the support of its parent community through the representative P&C Association in order to run a number of programs in-line with local need. Wahroonga Public School caters for all students and prides itself on a culture of inclusion and participation.

Wahroonga Public School is affectionately known as 'The Bush School', as it is set amongst a native Blue Gum High Forest, and features unique, attractive grounds including both natural and built features. Two in-ground swimming pools and an outdoor amphitheatre are main attractions.

The school has 27 mainstream classes and one support class and offers students a range of extra-curricular activities including chess, sport, dance and choir. The school band program is renowned in the local area.

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	Delivering
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	Sustaining and Growing

Strategic Direction 1

Curriculum & Assessment

Purpose

Measuring performance against professional standards allows staff members to be reflective practitioners who strive for improvement and excellence. Focusing on curriculum and assessment ensures all content descriptors are delivered in an organised and strategic manner. Assessment strategies and monitoring of learning enables teachers to differentiate curriculum delivery to support student success.

Improvement Measures

All teaching and learning programs reflect and are driven by data analysis

PLAN reflects average expected growth.

Grammar learning progressions data reflects an effect size of 0.4 (one years' growth)

ACER data reflects an effect size of 0.2 (Term 1 - Term 3 = 6 months' growth)

Each quartile of students determined by NAPLAN results experiences average expected growth in the following testing period

Staff consistently using data and look for trends/groupings based on data

Progress towards achieving improvement measures

Process 1: 1.1 Review the use of Stage Meetings, Executive Meetings and Targeted Teaching Days as the forum for developing Teaching and Learning programs that align with Syllabus documents, NESA requirements and are responsive to individual academic needs of students.

Evaluation	Funds Expended (Resources)
<p>Regularly scheduled Stage Meetings include professional development and collegial discussions on syllabus requirements, programming, individual student growth and progress, adjustments needed to Teaching and Learning programs to cater for student need and consistency of teacher judgement in relation to assessment.</p> <p>Executive Meetings include professional learning around Leadership and also involve discussions that assist executive staff in leading their stage to reflect on student data to drive future Teaching and Learning Programs.</p> <p>Professional learning and the building of teacher capacity form the basis of meetings at Wahroonga Public School. In 2021 planning days will centre around a Targeted Teaching model. This model is focused on use of data to inform future teaching and learning decisions and the tracking of individual student achievement to ensure that all students make at least one year's academic growth for one year of learning.</p>	Professional Learning budget - \$40 366

Process 2: 1.2 Targeted assessment to gather student data to inform practice

Evaluation	Funds Expended (Resources)
<p>Formative assessment is common practice in all classes K-6.</p> <p>Assessment data gathered drives future teaching and learning decisions.</p> <p>Class programs are flexible documents that are responsive to student need.</p> <p>Class data discussed regularly at stage meetings.</p>	

Progress towards achieving improvement measures

New model of Enrichment Classes was rolled out K-6. Model is responsive to student data trends

The Learning Support team ensured that a comprehensive handover of student academic and social, emotional and behavioural needs occurred for all students. Identified students with additional needs were also supported with a social story to ensure a successful start to the 2021 school year.

Process 3: 1.3 Whole school monitoring systems used consistently to track student growth

Evaluation	Funds Expended (Resources)
<p>Tracking of Reading levels occurred every 5 weeks for K-2 and every term for 3-6. Reading progress of individual students discussed in Stage Meetings. Programs put in place to support students not making expected growth.</p> <p>SENA tracking occurred each semester. Numeracy development of individual students discussed in Stage Meetings. Programs put in place to support students not making expected growth.</p> <p>ACER data collected twice a year. Individual student data reflected on against previous achievement levels.</p> <p>A comprehensive review of school internal and external data was conducted through the School's Situational Analysis. Future directions and focus areas were identified. This information was shared with staff and the community.</p>	N/A

Strategic Direction 2

Effective Classroom Practice, Data Skills & Use

Purpose

Prioritising quality teaching, informed by data with emphasis on high expectations, explicit teaching and feedback, supports teachers to maximise their impact on student learning. Creating nurturing and flexible learning environments provides conditions under which collaborative, inquiry learning can occur.

Improvement Measures

Target of 2800 green tokens representing the core value 'active and engaged learning' are awarded to students each term with an aim to improve each term in each class

Observational assessment of creative & critical thinking activities within three flexible learning space classroom and the library shows enhanced provision of creative & critical learning on base line data

In Years 3 & 5 NAPLAN, students out-perform the statistically similar schools group in number and grammar/punctuation on both raw score and on percentage in top 2 bands

Top quartile of Year 3/5 NAPLAN number and grammar/punctuation students achieve average growth in Year 5/7 consistent with the overall cohort

Increased percentage of students achieving in the top 2 bands in Reading and Numeracy in line with Premier's priorities

Progress towards achieving improvement measures

Process 1: 2.1 Differentiated, evidence-based Lesson Planning with High Expectations, Explicit Teaching, Feedback, Reflection and Visible Learning

Evaluation	Funds Expended (Resources)
The use of Learning Intentions, Success Criteria and explicit and meaningful feedback was reviewed via Stage meetings and through professional learning and these impactful teaching strategies are embedded in the next cycle of school planning.	N/A

Process 2: 2.2 Flexible, Nurturing Environments to Optimise Learning

Evaluation	Funds Expended (Resources)
Professional Learning on Deep Learning has been addressed through work on explicit teaching strategies (What works best) and differentiation but more focus on this will be worked into the next cycle of school planning.	N/A

Process 3: 2.3 Data Collection & Analysis at Individual, Class and Stage levels

Evaluation	Funds Expended (Resources)
Student performance is tracked against School Targets. This will continue into 2021.	N/A

Strategic Direction 3

Wellbeing

Purpose

Creating quality learning opportunities in an environment where students feel connected, helps students and staff experience a sense of belonging and develop positive, respectful relationships with staff and peers. We strive for everyone to be respected, valued, encouraged, supported and empowered to succeed in an environment where we can all grow, flourish, do well and thrive.

Connecting with parents, local industry, the community of schools and wider educational network strengthens collective efficacy and develops a culture of participation and transparency.

Improvement Measures

The school leadership provides 20 hours annually of quality professional learning linked to professional standards

80% of eligible students achieve Diamond status in the Premier's Sporting Challenge

90% of eligible students report high levels of advocacy in the Tell Them From Me survey

95% of students throughout the school achieve expected reading benchmark levels

95% of students throughout the school achieve expected benchmark in fractions aspect of numeracy progression & grammar & punctuation aspect of literacy progression

All students not achieving benchmark have a quality Individual Education Plan and targeted intervention

85% of parents report participation in one school event each year

Progress towards achieving improvement measures

Process 1: 3.1 Staff Wellbeing

Evaluation	Funds Expended (Resources)
Staff Induction procedures have been updated. Staff wellbeing was a focus area in Term 4, 2020.	Teacher Day Planners - \$2500

Process 2: 3.2 Student Wellbeing

Evaluation	Funds Expended (Resources)
Wellbeing weeks occurred in 2020. Student wellbeing remains a focus area for Wahroonga PS into 2021-24. Strategic Direction 2 of the new Strategic Improvement Plan (SIP) will be Resilience and belonging.	N/A

Process 3: 3.3 Connected Communities

Evaluation	Funds Expended (Resources)
Parent handbook was reviewed and updated. Parent input via survey gathered to inform future directions.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1505	Identified teachers engaged in professional learning on the Aboriginal Education.
English language proficiency	\$28409	Flexible funds were used to engage an EAL/D teacher 2 days a week.
Low level adjustment for disability	\$46 229 Flexible funding \$54 692 Staffing	Flexible funding was used to employ SLSOs/ Teacher's aides to work with identified students in the classroom and playground. Staffing entitlement was use to engage a Learning and Support Teacher 2.5 days a week.
Quality Teaching, Successful Students (QTSS)	\$ 127 214	Funds were used to support teachers in further developing their capacity. Assistant principals provided mentoring support to staff within their stage teams.
Socio-economic background	\$4705	Funds were used towards a Learning and Support teacher.
Support for beginning teachers	N/A	No funding in this area in 2020.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	374	381	366	378
Girls	340	351	330	325

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.1	96.5	94.8	90
1	96.2	94.9	94.7	93.6
2	95.6	96.4	95	93
3	94.3	95.5	96	93.1
4	96.6	95.2	95.9	92.9
5	96.2	95.6	94.4	93.2
6	95.6	94.6	94.9	92.3
All Years	95.7	95.6	95.1	92.6
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)	4
Classroom Teacher(s)	26.67
Literacy and Numeracy Intervention	0.6
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	5.47

*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	677,581
Revenue	6,454,670
Appropriation	5,897,450
Sale of Goods and Services	16,000
Grants and contributions	535,507
Investment income	2,613
Other revenue	3,100
Expenses	-6,641,548
Employee related	-5,864,835
Operating expenses	-776,714
Surplus / deficit for the year	-186,879
Closing Balance	490,702

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	217,489
Equity Total	135,539
Equity - Aboriginal	1,505
Equity - Socio-economic	4,705
Equity - Language	28,409
Equity - Disability	100,921
Base Total	4,969,501
Base - Per Capita	168,011
Base - Location	0
Base - Other	4,801,490
Other Total	422,009
Grand Total	5,744,539

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

Parent/ Carer Survey - Semester 2, 2020 - 51 responses

Why is Wahroonga Public School a great school?

Main responses included - The teachers, concerns are addressed quickly, OOSH, wellbeing, band, caring staff, facilities, sense of community, students are known, extracurricular activities.

Performance satisfaction against School Plan Initiatives

1. My child's teacher knows my child's learning needs and teaches at an appropriate level for them to achieve and progress academically - 84% satisfied.
2. My child's teacher has high expectations of my child in regards to learning - 82% satisfied.
3. I feel informed about my child's academic progress - 73% satisfied.
4. My child enjoys coming to school - 88% satisfied.
5. The School caters well for my child's social and emotional needs - 78% satisfied.
6. The School communicates well with parents and I generally feel well informed about school happenings - 76% satisfied.
7. Staff are approachable, friendly and solution focused - 85% satisfied.
8. I am satisfied with the extra-curricular programs on offer at school - 78% satisfied
9. I feel that the school is well managed - 73% satisfied
10. I feel that issues or concerns are addressed promptly - 80% satisfied

Student Term 4, 2020 Survey (surveyed Years 2-6) 287 Responses

Students were surveyed in Term 4, 2020. Feedback saw focus areas for the next cycle of school planning concentrate and focus on increasing a sense of belonging for students, student advocacy (especially for girls) and student engagement (especially for boys).

Teacher Term 4 Survey, 2020 Survey - 19 Responses

Achievement against current School Plan:

1. Assessment data drives future directions and supports consistent teacher judgement - 85% of teachers believe this was achieved to a high standard
2. Students are monitored to show quantifiable progress and achievement - 95% of teachers believe this was achieved to a high standard
3. Specific strategies are used to develop high expectations eg: success criteria, feedback, rubrics - 95% of teachers believe this was achieved to a high standard
4. Differentiated literacy and numeracy programs show evidence of adjustments based on individual needs - 90% of teachers believe this was achieved to a high standard
5. Philosophy of choice theory is embedded in wellbeing matters - 84% of teachers believe this was achieved to a high standard

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.