

2021 Annual Report

Waitara Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

Waitara Public School ensures every student is known, valued and cared for. It is an innovative, vibrant and engaged collaborative 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, 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 passionate and highly committed. The school enjoys a good mix of young teachers supported by highly skilled, experienced colleagues. A strong commitment to teacher professional learning is evident across all teaching teams. Staff are collaborative, 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, 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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
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: Student growth and attainment

Purpose

To maximise student outcomes, evidence-based pedagogies are implemented in literacy and numeracy programs, where data is used to identify student progress and inform future learning and teaching directions.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective classroom practice
- School Wide Data Collection and Analysis practices that inform teaching and learning programs and whole school planning.
- Embed a culture of high expectations and challenge which encourage curiosity, educational opportunity and innovation.

Resources allocated to this strategic direction

COVID ILSP: \$26,909.00

Literacy and numeracy intervention: \$13,454.56

Literacy and numeracy: \$42,903.27

Beginning teacher support: \$44,535.00

QTSS release: \$99,806.96

Professional learning: \$50,622.31

Summary of progress

Effective classroom practice

Covid ILSP

ANALYSIS: The impact of the Covid ILSP for students was two-fold. Firstly, academic gains were observed as evidenced by progress measured against the Numeracy Learning Progressions in each tuition cycle. Year 2 Cycle 1 saw 21% of participants graduate earlier than expected and of those that continued, 18% achieved one progression point in all target indicators and 64% achieved one progression point in at least 3 out of the 6 target indicators. Year 3 Cycle 1 saw 67% of participants achieve one progression point in all target indicators and 25% of participants achieve one progression point in at least 3 out of the 5 target indicators. Introduction of the use of PLAN2 for data analysis for Cycle 2 allowed for more specific reporting of student achievement based on direct comparison of pre- and post-levels for each target indicator. On average, 41% of Year 2 participants and 44% of Year 3 participants achieved an 'always' at the end of the tuition cycle, an average of 43% of Year 2 participants and 40% of Year 3 participants achieved a 'sometimes' at the end of the tuition cycle, and only 15% of participants in both years 2 and 3 stayed at 'not observed'. Evaluation of academic impact was further enhanced for Cycle 3, where there was a focus on progress trends within each indicator. Year 2 saw between a 28% to 38% increase in 'always' records, between 24% and 48% increase in 'sometimes' records and between 47% and 90% decrease in 'not observed' records.

The second element of student impact was the positive changes in student confidence, engagement and, particularly in Cycle 3, transfer of knowledge back into the classroom. This was not only observed by the CILSP educator but strongly reported by students in learning reflections and a predominant element of feedback from classroom teachers on the staff survey.

Staff were supportive of the program and mostly felt that it had been successful in preventing students from falling further behind had they not had the opportunity to participate. Timetabling impacted classroom teachers and was flagged as an area for review in 2022.

Finally, the impact at the whole-school level was the significance of this being the first time a support program focusing on numeracy had been implemented. It was also embraced as an opportunity to use PLAN2 in a more consistent and meaningful way, and provided an unexpected benefit of broadening the range of evaluative sources being used to include more qualitative measures.

IMPLICATIONS: Year 2 and 3 will continue to be the target grades in tuition cycle 1. However we will review other years re: impact of Covid 2021 lockdown. The focus will be on analysis of data to drive student eligibility and program direction . Developing the use of Essential Assessment in conjunction with classroom teachers to identify students is to be

included in the program.

School Wide Data Collection and Analysis practices that inform teaching and learning programs and whole school planning.

ANALYSIS: The evidence showed that teachers undertook the collection and analysis of student performance data at various points throughout the year. . Data analysis is becoming a more regular component of the teacher toolkit although at this stage it is still the executive who are driving this area and will continue to do so until teachers become more confident in the ability to analyse student performance data to inform practice. An AP Instructional Leader 0.4 was created to work with teachers to model explicit teaching strategies in classrooms. Feedback has indicated that this was received positively and changed practice in Literacy.

- Reading Target- making good progress because of focus on data analysis in 2020/2021. Used PAT, Check in data to identify key areas in Reading that we need to ensure were explicitly addressed in class programs. Professional Learning in Semester 1 included Focus on Reading. The Instructional Leader modelled Reciprocal Reading strategies in classrooms. Instructional reading level data is collected each term and tracked by DP, CT, EALD and L&S teachers. Targetted programs address students with learning needs. (NB: 3% students in bottom 2 bands.) EALD teachers support students through NA programs, in class targeted support and co teaching sessions. Oral language and vocabulary continues to have a high focus due to the complexity of learning needs of EALD students. Addressing needs of the students in the High Middle band of NAPLAN needs to be a focus in 2022.
- Mathematics Target is not as strong. Maths has been a focus through the CILSP Program. Again looking at the needs of the High Middle Band needs to be a focus in 2022. Analysis of PAT and Check In data again highlights the areas of language, measurement, word programs, patterns and algebra. Challenge and high expectations in Mathematics for all students is an area to be addressed in 2022. Full implementation of the HPGE Policy will be a key area for professional learning in 2022. Streamlining formative and summative assessments using PLAN2.

IMPLICATIONS: To move towards achieving our progress measure we need to continue to train staff in the use of data with the intentions of this to inform classroom practice. We did expect to see a greater impact of the use of data within the classroom through differentiation in teaching and learning programs, however, this has not happened widely across the school and will be a focus for 2022.. Areas of focus are to tracked for improvement. Stage Programs will be adjusted to reflect growth and ongoing analysis of data.. Stage Programs through the PDP process are to be evaluated through discussion between AP and CT.

Embed a culture of high expectations and challenge which encourage curiosity, educational opportunity and innovation.

ANALYSIS: The evidence showed that in term 1 we identified teachers with expertise in the area of project based learning who then participated in a 3 day PBL workshop. From there the team were released to discuss and plan the concept for project based learning at Waitara PS. We called this the Waitara PBL Model. This team formed the basis of a formal committee that included executive and stage leaders and were the enablers who developed a project for the teaching of history. Committee members then worked with their stage teams to further develop the history project which was implemented into classrooms in term 1. After analysing the implementation of this project we made decisions to adapt the model to suit our context and used this information to develop a geography PBL project. Barriers included changing the pedagogy of teachers, constraints of fulfilling curriculum requirements and lockdown which impacted on our ability effectively implement the projects. Positive changes included a genuine interest and commitment across the school by all teachers to engage in project based learning as they observed high engagement by students through student voice and choice. This was evidenced through teacher evaluations of the project. Our collaborative culture has been enhanced further as the PBL structure required close collaboration with peers and the instructional leader worked closely with teachers to develop their projects and use explicit teaching strategies with students. In addition, students were able to clearly articulate their understanding of their projects and learned how to collaborate with others and resolve conflicts.

IMPLICATIONS:To move towards achieving our progress measure, next year we will review our scope and sequences and assessment tasks so that we can further develop outcomes into PBL projects, declutter the curriculum and incorporate student voice.. Implementation of an Instructional Leader 0.2 in HPGE will focus on full implementation of the policy and differentiation strategies for high performing students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Top Two Bands</p> <p>Improvement in the percentage of students achieving in the top two bands to be moving towards the school's lower bound system negotiated target in reading of 77.5%</p> <p>Improvement in the percentage of students achieving in the top two bands to be moving towards the school's lower bound system negotiated target in numeracy of 80.3%</p>	<ul style="list-style-type: none"> • 79.61% of students achieved in the top two bands in NAPLAN reading indicating achievement of the lower-bound target. • 74.68% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.
<p>Expected Growth</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN reading to be moving towards the school's lower bound system negotiated target of 73.30%.</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be moving towards the school's lower bound system negotiated target of 75.00%.</p>	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading increased to 79.41% indicating achievement of the lower bound target. • Percentage of students achieving expected growth in numeracy increased by 82.35% indicating achievement of the system-negotiated target.

Strategic Direction 2: Wellbeing

Purpose

Individual and collective wellbeing will be built through a climate of care and positivity. Ensuring evidence based strategies are implemented to develop cognitive, social, emotional, physical and spiritual wellbeing.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence based change to whole school practices
- Collaborative partnerships

Resources allocated to this strategic direction

QTSS release: \$24,000.00

Literacy and numeracy: \$10,000.00

Summary of progress

All staff were trained in professional development by the PBEL Leaders. The PBEL flow chart was updated by executive and the PBEL completed in stage meetings. Staff reviewed of stage based scenarios and made changes to the PBEL flow chart as needed. The team determined that a required expectation in our school context is 'resilience' as our community does a great deal for their children. Data determined that Resilience was an expectation that needed to be taught and added to our core expectations as the 4th one. To ensure there was school wide consistency we modernised our PBEL posters and ensured they were throughout the school in all classrooms and in corridors. barriers included the teaching of 'resilience' explicitly due to Covid lockdown. It was difficult to monitor behaviour online. What did come out of lockdown was the approach to online learning, a new dimension that was addressed by staff.

We had Mindfulness revision teacher professional learning In Term 3, whilst participating in learning from home the principal ran weekly Mindfulness sessions for all staff online. A few genius hour sessions were run with Year 6 student face-to-face before Covid lockdown. In these classes they explored in greater depth the benefits of Mindfulness. Waitara was also chosen to participate in a state wide and social media Smiling Minds promotion as all classes across the school participate in daily mindfulness activities. Parent sessions on the benefits of Mindfulness were scheduled but postponed due to lockdown. Smiling Minds was still programmed daily during lock down. Unfortunately we did not set out what we wanted to achieve although, mindfulness continues in each class daily and continues to impact our students in a positive way giving them access to a calming strategy. The executive staff (AP's) completed online mindfulness training . The results were mixed. Some did not like the online delivery of the program while others are still using some of the strategies.

This year we continued to work with Learning Links. The anxiety program continued in the first half of the year. The Assistant Principal Learning and Support came to Waitara and ran sessions across all stages on supporting students with Autism .

Staff, in a teacher professional learning, were informed/ further reminded/learned of our Learning and Support Procedures. the LST team consists of the LST Teacher , School counsellor, Deputies and Principal. The team meets weekly. Everyone seems ofay with the structure now.

The team reminded staff in TPL about our LST flow chart.. The Principal communicated the importance of recording all information, meetings/phone calls with parents. She also covered the fact that before contacting parents about revisions to PLSP's and behaviour management plans , they must be discussed at the LST. No referrals are to be made to the school counsellor without a discussion to the LST or the Principal. Yellow cards with LST/behaviour students must be discussed with AP's first. data collection and meeting minutes must be thorough and consistently updated. meetings are regular with the Assistant Principals on each stage attending with a referring teacher. This enables a wrap around approach and is in line with the Waitara belief that all students are the responsibility of everyone.

Better record keeping ensures the LST better inform where we are up to with students. The outcome for students is an assurance that all data is current, staff know the process In regards to our students our revision/review, communication of our LST process ensures that no student slips through.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Ensure PBEL is consistently implemented across the school. Professional training for new teachers. • Assessing and reviewing effectiveness and relevance of current PBEL system. Executive to review implementation of Bridge Builders Program • Executive to review implementation of Bridge Builders Program 	<ul style="list-style-type: none"> • The whole school Bridge Builders program was put on hold due to covid and a desire to work with the Department free program Got it! in 2022. • Data was continued to be collected. PBEL green and Yellow card data had decreased due to a large portion of time working from home during covid lockdown. • The Current PBEL system was reviewed by the PBEL team and then with the Staff. There were changes made to our behaviour management flow chart a some behaviours were not deemed serious enough to warrant a yellow card. The Expectation of Resilience was added to suit our school context
<ul style="list-style-type: none"> • 80-82% of students in Years 4-6 have positive relationships at school. • Increase in percentage of parent interaction and feedback through social media and communication platforms • TTFM parent survey data - increase parental responses 	<ul style="list-style-type: none"> • Tell Them From Me data demonstrated that between 82-86% of students in Years 4-6 have positive relationships at school. This is a 2% increase from 2020. • As we weren't posting as much this year due to restrictions around events we would normally publicise. Parent interaction and feedback through social media was lower than previous non Covid years. • TTFM parent survey data was down on previous years due to Covid. Parents did feel more welcome in 2021 compared to 2020. Parents did feel more informed by 0.2 above the 2020 survey results. School supports positive behaviour was up 0.1 and Inclusive school was up 0.1.
<p>Attendance</p> <ul style="list-style-type: none"> • Increase the percentage of students attending school more than 90% of the time to be moving towards the lower bound system-negotiated target of 91.2%. 	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has increased by 6.89%.
<p>Wellbeing</p> <ul style="list-style-type: none"> • TTFM Wellbeing data (Sense of Belonging, expectations, advocacy) improves to be moving towards the lower bound system negotiated target of 89.4%. 	<ul style="list-style-type: none"> • Tell Them From Me data indicates 84.02% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).

Purpose

Authentic teaching and learning practices, embracing change and risk taking, are delivered in collaborative environments that equip students with skills and competencies for now and in the future.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Authentic Collaborative Practice
- Student Engagement

Resources allocated to this strategic direction

QTSS release: \$75,875.20

Professional learning: \$19,390.00

Literacy and numeracy: \$20,000.00

Summary of progress

Analysis - The evidence showed that co teaching is still an area of focus as there are a lot of factors that affect its effectiveness within a classroom HUB environment. Teachers across the school (RFF included) were provided with an RFF timetable that allowed for HUB teachers to plan and reflect together, also enabling co teaching if teachers chose to do so. Some HUBS co taught all day whilst others chose to co teach for particular subject areas. During online learning, teachers became more effective at collaborating through the use of technology. However, co teaching practices were put on hold due to restrictions and cohorting. A team of teachers created a 'Collaborative Teacher Network' and podcast to share their understanding and expertise of co teaching practises with teachers beyond the school. This was highly effective as many schools reached out and wanted to visit Waitara to see the co teaching processes and practices in place.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> * Teachers actively engage in professional learning and develop skills and strategies to enable purposeful feedback. * Co-teaching practices are modified to reflect the flexible learning environment. * Teachers are actively involved in differentiated professional learning to embed evidence based pedagogy in learning and teaching programs. * Teachers explore the use and integration of technological platforms to engage student learning and the parent community. 	<ul style="list-style-type: none"> • Teachers have engaged in professional learning (eg. BTS SPark - giving and receiving effective feedback) to assist them in developing skills and strategies to enable purposeful feedback to their students as well as each other. • Co teaching practices are still evident in HUB classrooms across the school.. Unfortunately due to COVID restrictions, co teaching was put on hold to minimise the spread of COVID across classes/grades. • Professional learning throughout 2021 was challenging to deliver as teachers couldn't meet face to face due to COVID restrictions. Much of the differentiated professional learning that occurred was about upskilling teachers in technology use to enable online learning. • All teachers have been provided with a new laptop and iPad to enhance learning experiences for students and enable collaborative programming. The transition to online learning was seamless as all teachers were familiar with online tools that would support students learning from home. Professional Learning was also provided for teachers who weren't as confident with online tools. Feedback from parents was very positive particularly throughout the online learning period.
<ul style="list-style-type: none"> • Teachers engage in professional learning in order to give effective and timely feedback to students. 	<ul style="list-style-type: none"> • Further professional learning on giving and receiving effective feedback will be provided in 2022. Specifically focusing on student to student feedback to enable students to take more ownership over their learning. This aligns to our direction of implemented project based learning practices. • The RFF timetable is organised so that teachers in HUBs and specialist

<ul style="list-style-type: none"> • Teachers engage in collaborative programming sessions in order to cater for student needs and interests. • Students and teachers use technology to engage, demonstrate and support learning goals. • Teachers embed learning intentions and success criteria within rich, authentic learning experiences. • Concept-based programming is shaped by student-driven PBL inquiry. 	<p>teachers have time off to collaboratively plan together and co teach. The use of online tools such as Microsoft SharePoint and Google Drive have also enabled successful collaborative planning.</p> <ul style="list-style-type: none"> • The school is well-resourced with tech equipment to ensure students and teachers can engage, demonstrate and support learning goals. Teachers have been provided with a laptop and ipad and students also have access to these devices. A BYODD program is set up for students in years 4 - 6. Ongoing professional learning on different technology programs/apps will support upskilling teachers in the use of technology. Recent TTFM data showed that teachers felt they had adequate access to technology and were supported in using it with their students. • Learning intentions and success criteria are embedded into classroom practice. which is evidenced in teacher programs. As we move towards a more student centred learning approach through implementing PBL, learning intentions and success criteria will continue to be used. • PBL opportunities have been implemented. In 2022 we will be creating a consistent Waitara approach to PBL which will include ongoing targeted professional learning and time for teachers to understand and develop their skills in this area.
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$27,558.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Waitara Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • School Learning and Support Officers (SLSO) provide support for targeted students • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of [strategy] • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: creating optimal learning conditions for learning by ensuring eligible students demonstrate progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms leading to improved learning outcomes..</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$8,471.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Waitara Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • School Learning and Support Officers (SLSO) provide support for targeted students <p>additional staffing to assist students with additional learning needs</p> <p>The allocation of this funding has resulted in: Supporting students with additional learning needs. School Learning and Support Officers providing classroom and playground support. Implementation of Adjustment and Personal Learning and Support Plans for individual students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Regular monitoring of Adjustment and Personal Learning and Support Plans at Learning and Support Meetings.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Waitara Public School. Funds under this</p>

<p>\$2,056.51</p>	<p>equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in: Supporting students with additional learning needs. School Learning and Support Officers providing classroom and playground support. Implementation of Adjustment and Personal Learning and Support Plans for individual students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Regular monitoring of Personal Learning and Support Plans at Learning and Support Meetings.</p>
<p>English language proficiency</p> <p>\$700,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Waitara Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • establish a core practice for supporting students learning English as an Additional Language or Dialect • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in: High support for students with a Language background Other Than English. Withdrawal, Targeted support, in class support and co-teaching strategies were used</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing professional development for teachers in the EALD Learning Progressions. Greater liaison between class teachers and EALD specialist staff to support our 98.5 % of LBOTE students.</p>
<p>Low level adjustment for disability</p> <p>\$143,263.60</p>	<p>Low level adjustment for disability equity loading provides support for students at Waitara Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers

<p>Low level adjustment for disability</p> <p>\$143,263.60</p>	<p>The allocation of this funding has resulted in: Supporting students with additional learning needs. School Learning and Support Officers providing classroom and playground support. Implementation of Adjustment and Personal Learning and Support Plans for individual students</p> <p>After evaluation, the next steps to support our students with this funding will be: Regular monitoring of Personal Learning and Support Plans at Learning and Support Meetings</p>
<p>Literacy and numeracy</p> <p>\$72,903.27</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Waitara Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice • School Wide Data Collection and Analysis practices that inform teaching and learning programs and whole school planning. • Evidence based change to whole school practices • Student Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students • teacher release to engage staff in [Stage planning] <p>The allocation of this funding has resulted in: The evidence showed that teachers undertook the collection and analysis of student performance data at various points throughout the year. Data analysis is becoming a more regular component of teacher practice and analysis and driving classroom programs.. 79.61% of students achieved in the top two bands in NAPLAN reading indicating achievement of the lower-bound target. 74.68% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to train staff in the use of data with the intentions of this to inform classroom practice</p>
<p>QTSS release</p> <p>\$199,682.16</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Waitara Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • School Wide Data Collection and Analysis practices that inform teaching and learning programs and whole school planning. • Evidence based change to whole school practices • Authentic Collaborative Practice • Student Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support

<p>QTSS release</p> <p>\$199,682.16</p>	<p>classroom programs</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: An AP Instructional Leader 0.4 was created to work with teachers to model explicit teaching strategies in classrooms. Feedback has indicated that this was received positively and changed practice in Literacy. Executive Release to allow for greater collaboration across teaching hubs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Full implementation of the HPGE Policy will be a key area for professional learning in 2022. Enabling teachers to become more confident in the ability to analyse student performance data to inform practice.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Waitara Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • Employment of casual teachers to support collaborative planning <p>The allocation of this funding has resulted in: Additional Learning and Support Teacher allocation to support students with additional learning needs. Casual teacher relief to support Stage Planning sessions each term.</p> <p>After evaluation, the next steps to support our students with this funding will be: Greater impact of the use of data within the classroom through differentiation in teaching and learning programs to be a focus for 2022.. Stage Programs will be adjusted to reflect growth and ongoing analysis of data..</p>
<p>COVID ILSP</p> <p>\$26,909.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • employing/releasing teaching staff to support the administration of the program • releasing staff to participate in professional learning • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in numeracy • development of resources and planning of small group tuition

COVID ILSP

\$26,909.00

The allocation of this funding has resulted in:

74 students participated in 3 separate tuition cycles throughout the year. Ongoing quality professional learning allowed for the upskilling of the CILSP educator which contributed to the continual development of the program. Using PLAN2 added clarity and purpose to the success of cycles two and three. Allocation of additional school-based funding allowed the program to run across three days facilitating a more consistent and meaningful delivery. Limiting group size allowed students to develop confidence and to experience success which enhanced engagement. The impact of the Covid ILSP for students was two-fold. Firstly, academic gains were observed as evidenced by progress measured against the Numeracy Learning Progressions in each tuition cycle. Evaluation of academic impact in Cycle 3 showed that in Year 2 there was between a 28% to 38% increase in 'always' recorded, between 24% and 48% increase in 'sometimes' recorded and between 47% and 90% decrease in 'not observed' recorded. The second element of student impact was the positive changes in student confidence, engagement and, particularly in Cycle 3, transfer of knowledge back into the classroom. This was not only observed by the CILSP educator but strongly reported by students in learning reflections and a predominant element of feedback from classroom teachers on the staff survey. Finally, the impact at the whole-school level was the significance of this being the first time a support program focusing on numeracy had been implemented. It was also embraced as an opportunity to use PLAN2 in a more consistent and meaningful way, and provided an unexpected benefit of broadening the range of evaluative sources being used to include more qualitative measures.

After evaluation, the next steps to support our students with this funding will be:

Continue to use the 10 week tuition cycle with 3 sessions a week. We will formalise the structure of the tuition cycles to include assessment and data analysis time as well as tuition time and timetable sessions on consecutive days for maximum impact. We will follow classroom programs to enhance transfer of knowledge and skills. We will continue to use the Numeracy Learning Progressions to guide assessment and areas of focus. We will strengthen our analysis of data by implementing Essential Assessment measures to identify students with specific areas for development in numeracy, as well as support the school target of moving those students from middle two bands to top two bands in NAPLAN. We will continue to use a range of data sources to identify specific areas of focus and will broaden the areas considered for implementation to include other strands where appropriate.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	445	456	512	525
Girls	481	522	558	530

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.3	94.5	85.5	94.8
1	94.4	95	90.8	95.5
2	95	93.7	90.3	95.4
3	94.5	94.4	91.2	96.5
4	95.6	95.1	89.7	96.4
5	95.7	95.9	91.6	95.8
6	93.9	94.2	89.3	95.2
All Years	94.9	94.7	89.7	95.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	6
Classroom Teacher(s)	41.33
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.6
Teacher ESL	6
School Counsellor	1
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,408,377
Revenue	9,603,849
Appropriation	8,990,920
Sale of Goods and Services	25,195
Grants and contributions	584,309
Investment income	1,825
Other revenue	1,600
Expenses	-9,399,153
Employee related	-8,337,146
Operating expenses	-1,062,007
Surplus / deficit for the year	204,695
Closing Balance	1,613,072

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.

	2021 SBAR Adjustments (\$)
Targeted Total	12,699
Equity Total	853,792
Equity - Aboriginal	2,057
Equity - Socio-economic	8,471
Equity - Language	700,000
Equity - Disability	143,264
Base Total	7,266,934
Base - Per Capita	263,773
Base - Location	0
Base - Other	7,003,161
Other Total	614,266
Grand Total	8,747,691

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.

Parent/caregiver, student, teacher satisfaction

2021 was a blend of face to face teaching, blended learning and online learning. It was the second year of disruptions to regular school routines for our students, teachers and parents. We learnt a great deal from 2020 disruptions and evolved to accommodate better process because of this.

The Tell Them From Me survey with Staff, regarding online learning, indicated:

79% of teachers Teachers believed that we were excellent or very good with online learning. the remainder of staff believed we did a satisfactory job.

74% of teachers believed we have done and excellent and very good job in the area of Wellbeing with online learning. At Waitara we ensured termly wellbeing weeks focused on fun and creative educational activities.

The Tell Them From Me survey with parents, regarding online learning, indicated:

56% of the online learning provided to their children was excellent and very good. 30% were satisfactory and 6% were unsatisfactory.

I regards to wellbeing: 57% of parents believed we did and excellent and very good job . 34% were satisfactory 9% were unsatisfied

Teacher programs were adjusted to accommodate a plethora of scenarios for parents. Some parents worked from home. Some needed to work with their kids in the evening or early morning. We discovered a happy medium.

Staff called parents and checked in regularly. Our attendance was monitored closely.

Students were surveyed via their classroom SeeSaw account regarding the amount of work given. This was an area that we as a school continually monitored.

The Tell Them From Me survey with students, regarding online learning, indicated:

70% of students strongly agree and agree with feeling pride in the school 17% neither Agree nor Disagree. and 13%disagree.

64% of the students strongly agreed and agree about the the quality of their experience from working at home. 64% indicated received clear instructions.

What we all agreed on was that everyone preferred having students back face to face.. A minority even though they preferred the face to face still felt the students were safer at home.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.