

2021 Annual Report

Waverley Public School



Waverley Public School



3953

Introduction

The Annual Report for 2021 is provided to the community of Waverley 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.

School contact details

Waverley Public School
Bronte Rd
Waverley, 2024
<https://waverley-p.schools.nsw.gov.au>
waverley-p.school@det.nsw.edu.au
9389 4843

Message from the principal

2021 has certainly been a year like no other. It has been a year of twists and turns that none of us could have anticipated. We have needed to demonstrate resilience, flexibility and patience, but most of all, our ability to work together.

It was truly an honour and privilege to join the Waverley Public School community in Term 2 of 2021 and embrace the role of Principal. While it was not the year any of us could have envisaged, I know that our approach to this year is testament to the character and culture of our school and I am tremendously proud of our students, staff and broader school community for maintaining our connection, lines of communication and our positive school spirit.

I would like to thank and acknowledge Miss Tess Christie who fulfilled the role of Acting Principal for Term 1 following the promotion of Mr Andrew Braiding at the end of 2020. Her passion and steadfast commitment to the school provided pillars of strength during a period of change.

COVID-19 has indeed shaped the way we have operated this year. It changed the way we connect and communicate. We engaged in learning from home, with many families needing to rethink and adjust their routines as many parents and carers needed to work from home while supporting learning from home. Our vocabulary revolved around social distancing, hygiene, restrictions, QR codes, masks and checking in and out. Yet these practices are not what will define this year.

Instead, we will look back and celebrate all that we achieved. We learned and met through Zoom, as well Class Dojo for Kindergarten, SeeSaw for students in Years 1 and 2, and Google Classroom for Years 3-6. We recognised student achievement and engagement each week during our whole school Zoom assemblies. We dressed up and celebrated quality literature in our virtual Book Week event and showed off our moves at our virtual disco.

Our teachers coordinated online incursions to support the teaching and learning programs as well as inspire and engage the students. We are proud of everyone's efforts and dedication during the learning from home period.

Again, we thank our students, staff, parents and carers for being part of the Waverley Public School community.

Jillian Mudford

Principal

School vision

Waverley Public School provides an inclusive environment that inspires and challenges all. Embedded proactive wellbeing practices ensure every child is known, valued and cared for, and belongs to a strong connected community. Through a commitment to high expectations, quality teaching and academic excellence, students are on a pathway to lifelong learning and continued success.

School context

Waverley Public School is a school committed to student achievement, growth and wellbeing for all learners. Our enrolment has been steadily increasing since 2014 with current enrolments at 359 students. Learners are from diverse backgrounds, with 31% of our students identifying as having a language background other than English. Waverley Public School is well resourced with new physical learning environments, equipped with technology and designed for collaborative learning. Our school library is an inviting space which supports students to develop and foster a love of literature. Outdoor spaces include a netball/basketball court, adventure playground and a climbing wall. A wide range of engaging programs are offered including dance, debating, band, drama, performing & visual arts, public speaking, sports, and Italian. A well established, quality before and after school care program accommodates the needs of our many working families.

Student achievement in literacy and numeracy is at the forefront of all learning at Waverley Public School and as a result, our students consistently perform above state averages. As a school that strives for academic excellence and continuous improvement, we have built a strategic improvement plan that focuses first and foremost on student growth and attainment. By prioritising data-informed teaching and learning programs that have an impact, excellent learning support programs and inspired teaching that caters for a diverse range of learning needs, our students will continue to engage in learning that maximises their opportunities for success. As a school that values quality teaching and learning, we are involved with the CoSiES (Community of Schools in the Eastern Suburbs) for professional development and support.

The school culture is that of connectedness and inclusion, with students, staff, parents and the wider community working together to promote school excellence. Building on this strength, central to our strategic improvement plan for 2021-2024 are increased opportunities for student voice, a school-wide approach to wellbeing and greater student engagement in learning. Whilst an active Learning Support Team closely monitors wellbeing and implements both learning support and enrichment programs, establishing wellbeing practices that are consistently applied across the school will support all students to continue to flourish. Through a focus on student voice, our aspiration is that all students become leaders of their own learning.

Our school has a strong community focus where staff, parents and the wider community work in partnership, and our core values of Respect, Safety and Engagement are at the heart of all interactions. Building on the established collaborative culture, staff focus on a distributed leadership model with authorship of vision and shared responsibility for continuous improvement.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Purpose

Our purpose is to ensure students grow in their learning through differentiated, data informed teaching and learning practices that foster student achievement. Through collaborative practices and targeted professional learning, our teachers will be supported to deliver quality teaching and learning experiences.

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.

- 1.1 Quality teaching of literacy and numeracy
- 1.2 Personalised learning

Resources allocated to this strategic direction

Literacy and numeracy: \$12,570.74

Literacy and numeracy intervention: \$47,089.56

QTSS release: \$63,570.91

Integration funding support: \$54,071.00

English language proficiency: \$47,389.39

Low level adjustment for disability: \$77,334.07

Aboriginal background: \$1,418.10

Summary of progress

In 2021, the school engaged in targeted professional learning and utilised staff expertise to further build and enhance the capacity of teachers to develop and implement differentiated, data-informed teaching and learning programs. Introduction of the Stepping Stones mathematics program provided a different lens through which staff could reflect on their teaching of mathematics and engage in professional dialogue regarding how to best meet the learning needs of the students in their class. Teacher leaders continued to further refine scope and sequence documents across learning areas to ensure a planned and engaging approach to the curriculum. An instructional leader further developed the capacity of teachers to explicitly teach Tier 2 and Tier 3 vocabulary and embed the language into teaching and learning programs. The staff continued to focus on embedding formative assessment strategies as a means of monitoring student progress and adapting teaching practices to meet student needs.

Evaluative feedback from staff surveys indicated that all teachers were using the Stepping Stones program to teach mathematics, with 71% of staff teaching additional mathematics lessons to supplement the program. Further professional development in the area of differentiation was identified as a future direction in terms of building staff capacity. In 2022, stage teams will continue to work collaboratively to build capacity to devise mathematical learning experiences that meet their individual students' learning needs. An evaluation regarding the student journals as a resource for supporting student learning will be undertaken in 2022.

Throughout 2021, stage teams trialled the scope and sequence documents and engaged in reflective practices to facilitate adjustments where necessary. In 2022, stage teams will continue to refine the scope and sequence documents and include recommended quality literature to engage students and enhance learning.

In Terms 2-4, an Instructional Leader led whole school professional learning and worked shoulder-to-shoulder with teachers to build their confidence and capacity to explicitly program and teach Tier 2 and Tier 3 vocabulary. Staff feedback indicated responsiveness to the learning and an appreciation for strategies that could be utilised in the classroom. In 2022, Assistant Principals will lead their teams in a planned approach towards embedding explicit vocabulary into teaching and learning program across all areas of the curriculum.

Teachers continued to embed formative assessment practices into their classrooms and engaged in professional learning to develop their capacity to utilise hinge questions to identify students' misconceptions about concepts and guide the next steps in the learning process.

2021 NAPLAN data shows increasing trends in the percentage of students in the top 2 bands in reading and numeracy, with the percentage of students achieving expected growth in reading and numeracy above the baseline data in both areas. This was achieved through the enhanced, explicit and systematic planning and teaching of literacy and numeracy programs, enabled by the whole-school focus on numeracy, vocabulary and formative assessment.

In 2022, we will also strengthen and refine our processes and systems for documenting learning adjustments and will

further enhance teachers' capacity to differentiate for students who require additional support as well as high potential and gifted learners.

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
Greater than 55.34% of students achieving in the top 2 bands in NAPLAN Reading	The 2021 NAPLAN data for Waverley Public School indicated an increasing trend in the percentage of students in the top 2 bands in reading. In 2021, 71.58% of students achieved in the top 2 bands in NAPLAN Reading which was above the baseline measure of 55.34%.
Greater than 44.29% of students achieving in the top 2 bands in NAPLAN Numeracy	The 2021 NAPLAN data for Waverley Public School indicated an increasing trend in the percentage of students in the top 2 bands in numeracy. In 2021, 58.06% of students achieved in the top 2 bands in NAPLAN Numeracy which was above the baseline measure of 44.29%.
Greater than 71.9% of students achieving expected growth in NAPLAN Reading	In 2021, 78.95% of students achieved expected growth in NAPLAN Reading which was above the baseline measure of 71.9%.
Greater than 59.4% of students achieving expected growth in NAPLAN Numeracy	In 2021, 60.53% of students achieved expected growth in NAPLAN Numeracy which was above the baseline measure of 59.4%.

Strategic Direction 2: Student and Staff Wellbeing

Purpose

Our purpose is to embed a strategic and planned approach to whole school wellbeing processes that support all students to connect, succeed, thrive and learn and the wellbeing of staff. We value and promote student voice and leadership to enhance students' sense of belonging.

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.

- 2.1 A planned approach to wellbeing
- 2.2 Student voice

Resources allocated to this strategic direction

Socio-economic background: \$4,580.63

Summary of progress

In 2021, we focused on promoting wellbeing by implementing a whole school initiative through The Resilience Project, which aimed to provide students with language and skills to develop emotional literacy as well as gratitude, empathy and mindfulness.

Survey data indicated that staff members valued the professional learning through The Resilience Project, which focused on enhancing staff wellbeing. Anecdotal evidence indicated an increase in students' gratitude and empathy, with students increasingly able to identify their emotions. The Resilience Project's online platform was useful in ensuring students continued learning about the GEM principles during the DoE learning from home period. Despite the challenges of learning from home, Tell Them From Me data indicated that 80.07% of students reported having a positive sense of wellbeing, which was above the baseline measure of 78.2%.

In 2022, we will evaluate the consistency of whole-school practices and implement a data-informed, research-based approach to wellbeing, making connections with the existing whole-school processes. We will initiate and implement a student voice project in 2022.

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
Increase the percentage of students with positive wellbeing to be above the system-negotiated target baseline of 78.2%	Tell Them From Me data indicates 80.07% of students report a positive sense of wellbeing, which was above the baseline measure of 78.2%.
Increase the percentage of students attending school 90% of the time to be above the system-negotiated baseline of 88.18%	In 2021, the percentage of students attending school 90% of the time or more decreased by 2.14% to 86.04%. Irregular active participation and engagement during the learning from home period led to an increase in student absences.

Strategic Direction 3: Engagement in Learning

Purpose

Our purpose is to engage all students in learning. We will further develop and refine student engagement practices across our school to support all students to reach their potential. Effective partnerships with students, staff and families ensure students are motivated, engaged and achieving success.

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.

- 3.1 Student engagement in learning
- 3.2 Staff engagement in learning

Resources allocated to this strategic direction

Summary of progress

In 2021, teachers further enhanced their capacity to develop innovative teaching and learning programs to engage and motivate students. During the DoE learning from home period, teachers further refined their skills in explicit teaching, through the creation of engaging videos and resources which assisted students to understand new concepts and make connections with prior learning.

Throughout 2021, increased and more consistent collaborative practices amongst teams facilitated increases in staff engagement and collective efficacy. Tell Them From Me data indicated that 78% of students reported being interested and motivated in their learning, which was an increase from the baseline measure of 57%.

In 2022, we will engage in high impact professional learning to further enhance a learning culture of continuous improvement and collaborative practices. We will further develop staff capacity to design and implement teaching and learning programs that elicit high levels of student engagement.

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
Student interest and motivation will reach or exceed 62% (compared with a baseline of 57% in 2020) by 2021, as measured through TTFM surveys.	2021 Tell Them From Me data indicates 78% of students report being interested and motivated, which is an increase from the baseline measure of 57%.
Student effort will reach or exceed 79.5% (compared with a baseline of 77% in 2020) by 2021, as measured through TTFM surveys.	2021 Tell Them From Me data indicates 77% of students report trying hard to succeed in their learning, which was equal to the baseline measure of 77%.
80% of staff will collaborate on the implementation of a whole school consistent and evidence-based approach to programming by 2024.	Internal school data indicates an increase in teachers' capacity and willingness to authentically collaborate to create consistent and evidence-informed teaching and learning programs.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$54,071.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Waverley 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"> • 1.2 Personalised learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All personalised learning and support plans (PLSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally embed 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 PLSP reviews to ensure funding is used to specifically address each student's support needs. Professional learning will be undertaken to develop staff understanding of the categories of disability and levels of adjustment, in accordance with NCCD.</p>
<p>Socio-economic background</p> <p>\$4,580.63</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Waverley 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"> • 2.1 A planned approach to wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students with economic support for educational materials, uniform, equipment and other items • professional development of staff through The Resilience Project to support student learning <p>The allocation of this funding has resulted in: an increase in students' gratitude and empathy, with students increasingly able to identify their emotions, as recognised through anecdotal evidence. Survey data indicated that staff members valued the professional learning through The Resilience Project, which focused on enhancing staff wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be: to implement a data-informed, research-based approach to wellbeing, making connections with the existing whole-school processes. We will initiate and implement a student voice project in 2022.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Waverley Public School. Funds under this</p>

<p>\$1,418.10</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"> • 1.2 Personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathway Plans • purchase of resources to support Aboriginal Education across the school <p>The allocation of this funding has resulted in: the successful implementation of students' Personalised Learning Pathway Plans, including progress made towards individualised goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue facilitating the implementation of Personalised Learning Pathway Plans.</p>
<p>English language proficiency</p> <p>\$47,389.39</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Waverley 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"> • 1.2 Personalised learning <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 • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: internal school data showing that EAL/D students have made progress against the EAL/D learning progressions, specifically in the area of writing.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to facilitate 0.4 EAL/D staffing allocation.</p>
<p>Low level adjustment for disability</p> <p>\$77,334.07</p>	<p>Low level adjustment for disability equity loading provides support for students at Waverley 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"> • 1.2 Personalised learning <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 support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • targeted students are provided with an evidence-based intervention MiniLit / MultiLit to increase learning outcomes • providing support for targeted students within the classroom through the

<p>Low level adjustment for disability</p> <p>\$77,334.07</p>	<p>employment of School Learning and Support Officers</p> <p>The allocation of this funding has resulted in: MiniLit / MultiLit data showing student growth in the area of phonics. Personalised Learning and Support Plans show students meeting their individualised learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue funding the LaST position to enhance outcomes for students with additional needs.</p>
<p>Literacy and numeracy</p> <p>\$12,570.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Waverley 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"> • 1.1 Quality teaching of literacy and numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • teacher release to engage staff in collaborative programming for mathematics <p>The allocation of this funding has resulted in: increased professional dialogue and cooperative planning in terms of mathematics programming.</p> <p>After evaluation, the next steps to support our students with this funding will be: to develop a pathway forward for improved mathematics instruction through increased teacher selection of differentiated activities focused on individual learning needs.</p>
<p>QTSS release</p> <p>\$63,570.91</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Waverley 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"> • 1.1 Quality teaching of literacy and numeracy <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 • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: observations and programs showing increased teacher understanding of how to effectively and explicitly teach vocabulary. This resulted in an increase in students' use of Tier 2 and Tier 3 vocabulary.</p> <p>After evaluation, the next steps to support our students with this funding will be: to facilitate increased collaborative planning, including shoulder-to-shoulder support from Assistant Principals, to enhance the capacity of staff.</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 Waverley Public School who may be at risk of not meeting minimum standards.</p>

<p>Literacy and numeracy intervention</p> <p>\$47,089.56</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"> • 1.1 Quality teaching of literacy and numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an Instructional Leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: increased confidence and capacity of staff to embed explicit teaching of vocabulary in programs through shoulder-to-shoulder support from the Instructional Leader.</p> <p>After evaluation, the next steps to support our students with this funding will be: to employ additional learning and support teachers to focus on literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$17,207.50</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in: 50 students being supported to work towards individual goals in literacy and/or numeracy, with internal data showing improved student learning outcomes. Assessment data indicated an average increase in student outcomes of 27.7% in Stage 1, 17.4% in Stage 2 and 19.3% in Stage 3.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue supporting student learning outcomes in Terms 1, 2 and 4, using the same model of intervention.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	163	172	158	172
Girls	139	158	178	179

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.1	96.2	96.2	94.6
1	96.3	95.3	95.5	94.8
2	95.9	95.7	96.8	94.7
3	93.3	95.5	95.7	95.5
4	96.2	93.9	94.4	94.5
5	94	95.7	92.6	94.7
6	92.8	93.9	95.4	92.1
All Years	95.3	95.4	95.5	94.6
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
Assistant Principal(s)	3
Classroom Teacher(s)	13.8
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	2.82

*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	639,094
Revenue	3,625,142
Appropriation	3,278,921
Sale of Goods and Services	618
Grants and contributions	344,452
Investment income	1,051
Other revenue	100
Expenses	-3,512,764
Employee related	-2,978,995
Operating expenses	-533,769
Surplus / deficit for the year	112,378
Closing Balance	751,472

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	54,071
Equity Total	130,722
Equity - Aboriginal	1,418
Equity - Socio-economic	4,581
Equity - Language	47,389
Equity - Disability	77,334
Base Total	2,664,230
Base - Per Capita	82,830
Base - Location	0
Base - Other	2,581,400
Other Total	319,256
Grand Total	3,168,280

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

Each year, schools are required to seek the opinions of parents, students and teachers regarding the school. Throughout 2021, feedback and the opinions of all members of the school community were sought through P&C meetings, surveys and written feedback. The responses are presented below.

The Tell Them From Me (TTFM) student survey was implemented in March (Semester 1) and October (Semester 2) 2021 for students in Year 4-6, and provided feedback regarding nine measures of student engagement alongside the five drivers of student outcomes. Notable results from the student surveys are as follows: -

- The percentage of students with a positive sense of belonging increased from the first survey to the second, with the October results higher than the NSW Government norm.
- The percentage of students with positive relationships increased from the Semester 1 survey to the Semester 2 survey. In both surveys, the percentages of students indicating positive relationships at school were above the NSW Government norm.
- The percentage of students participating in extra-curricular activities was greater than the NSW Government norms.
- The survey identified that 98% of students in Years 4-6 at Waverley Public School value schooling outcomes and that 100% of the students identified as having positive classroom and school behaviours.
- The percentage of students demonstrating high levels of effort regarding their learning was commensurate with the NSW Government norm.
- Students' scores for positive teacher-student relations, positive learning climate and quality instruction were all higher than the NSW Government norm.

The Tell Them From Me 'Focus on Learning' teacher survey was conducted in October 2021. The survey is a self-evaluation tool for teachers and schools based on eight of the most important drivers of student learning and the four dimensions of classroom and school practices.

- The data identified that the school performed higher than the NSW Government norm in all of the eight areas (leadership, collaboration, parent involvement, inclusive school, technology, teaching strategies, data informs practice, and learning culture). The areas which performed highest above the NSW Government norm were parent involvement, leadership, technology, teaching strategies and learning culture.
- The survey results identified strengths in the areas of challenging and visible goals, planned learning opportunities, quality feedback, and overcoming obstacles to learning, with Waverley Public School achieving results above NSW Government norms in all four domains.

Parents and carers were invited to complete the Tell Them From Me 'Partners in Learning' parent survey in October 2021, with the key results detailed below.

- Results in the areas of 'the school supports positive behaviour', 'safety at school', 'parents are informed', 'parents support learning at home' and 'inclusive school', were commensurate with the NSW Government norms.
- One area for development, as identified in the parent survey, was 'parents feel welcome' which is an understandable response given the significant period of learning from home and COVID-smart measure restricting visitors from coming on site.

At the start of Term 2, Waverley Public School transitioned to a new communication app (School Enews) and transitioned from hard copies of correspondence to digital notes. In an effort to ensure the school was communicating information effectively with the school community, feedback was sought through a survey. The survey was designed to elicit responses about the school's communication of information, which is only a very small part of the communication partnership between school and home. However, it was important to get that part right. Our school community needs easy access to clear information so that parents and carers are aware of what is happening on a day-to-day basis.

- 76 people responded to the survey, with Year 1 parents providing the most responses.
- 93.4% of respondents were supportive of the school's paperless approach.
- Common written responses regarding the challenges of the apps highlighted that using multiple platforms isn't ideal (Class Dojo and School Enews). As a school, we recognise this; however, neither platform has all of the functions we require. For example, Class Dojo is ideal for sharing photos and learning stories but it doesn't have the functionality of creating permission notes with a space for signatures, and vice versa. This highlighted the need for us, as a school, to be very clear about how we are using each platform. We also learned that we need to share information about how to use School Enews.
- Parents and carers value the newsletter. Even the sections that received the lowest scores, were still read and deemed interesting or useful by 50-55.3% of the responders.
- When asked how often parents would prefer to receive newsletters, whole school communication and class information, mixed results were received. Some parents wanted information more often and others would prefer it less frequently.
- Class Dojo was the most popular method for receiving class information.
- Parents and carers had mixed preferences for the method of receiving whole school communication.

As a school, we recognised that one size wouldn't fit all. However, we still needed to ensure that we were communicating as effectively as possible. We are committed to and have actioned: -

- Streamlining our communication. Formal notes (eg: permission / payment) and information will be sent via School Enews. The headings make it easier to locate information. Class and stage updates, especially about learning will be shared via Class Dojo.
- Creating a section in School Enews for COVID-19 updates. This will be where parents and carers can locate all of the relevant advice and guidelines from the school.
- Sending parents a 'how to' guide for using School Enews.
- Sharing our school's Google calendar with parents and carers. It is already synced to our School Enews app and school website. The instructions will enable parents to download the app.
- Enabling parents to receive School Enews messages via email, as this was identified as a preferred method for receiving information by some parents.

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.