

2021 Annual Report

Waniora Public School



3960

Introduction

The Annual Report for 2021 is provided to the community of Waniora 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

Waniora Public School

Ursula Rd

Bulli, 2516

<https://waniora-p.schools.nsw.gov.au>

waniora-p.school@det.nsw.edu.au

4284 3318

School vision

At Waniora Public School we believe children thrive in a student centred environment that is inclusive, challenging and focused on continual improvement.

Underpinned by high expectations and supported by genuine community partnerships, our vision is to empower students to become confident, creative and agile learners who strive to achieve excellence.

School context

Waniora Public School (308 students) is located in an idyllic coastal setting in the northern suburbs of Wollongong. Our school is an active member of the Seacliff Community of Schools and is located within the Wollongong North Principal Network. We enjoy a strong and productive relationship with Bulli High School (located next door).

As a learning community, our school continues to be defined by our core values of respect, responsibility and safety. We are fortunate to have an active and supportive parent community who assist the school in achieving its educational goals for students.

Waniora Public School values inclusivity and is focused on providing a learning environment for students that empowers them as life long learners. Waniora Public School has 13 Aboriginal students who are supported academically, socially and culturally to ensure that each student achieves expected growth, or better, on internal school progress and achievement data.

Through a rigorous situational analysis and external validation process, the school has identified a number of high level areas for improvement. A relentless focus on improving teaching practice through high impact professional learning, particularly in reading and numeracy will ensure that all teachers possess excellent content knowledge, can differentiate and personalise planning, are proficient in their data usage and explicitly instruct leading to measurable improvement for every student.

Our students will be challenged and actively connected to their learning through regular opportunities to engage in rich, open ended learning tasks across all areas of the curriculum.

Waniora Public School, works actively towards a culture of inclusivity. Our strategic direction 'Enable' empowers all of our students to succeed through offering varied and personalised learning experiences that engage, challenge, inspire and light up the hearts and minds of each learner. We know that happy students have fewer barriers to their learning and we therefore prioritise the wellbeing of each individual.

The teachers at Waniora Public School place a high level of importance on working collaboratively and adopting practices proven by research to be effective in improving outcomes for students. They are committed to their ongoing professional learning that centres upon curriculum implementation and personalised learning.

This school plan is the product of consultation with our school community and the Northern Illawarra Aboriginal Education Consultative Group and has resulted in the school adopting 3 strategic directions to drive school improvement.

1. Student growth and attainment
2. High challenge
3. Enable

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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum for every student is underpinned by evidence informed strategies and embedded evaluative practice.

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.

- Literacy & Numeracy
- Data
- Writing

Resources allocated to this strategic direction

Professional learning: \$3,420.00

Socio-economic background: \$1,500.00

Literacy and numeracy intervention: \$22,424.00

Literacy and numeracy: \$18,420.00

Summary of progress

In summary, Waiora Public School continues to track positively towards improvement measures within literacy and numeracy. PAT Reading data indicated that in excess of 90% students (Stage 2) recorded growth across the year. Subsequently 67% of students in Year 3 and 48% of Year 5 students sitting NAPLAN achieved within the top two bands for Reading. The Year 3 result was significantly above the system negotiated target. The Year 5 result sits just below the system negotiated target but data in this subject is trending positively. In numeracy, 54% of Year 3 students and 47% of Year 5 students achieved in the Top 2 bands for NAPLAN. The average of 50% (students in Top 2 bands) significantly eclipses the system negotiated target and is above state norms. In 2021, the explicit teaching of phonics, the use of phonics decodables across K-2, intervention through the Learning and Support Teacher (LaST) and COVID ILSP in Reading and Numeracy, in addition to support through the school Curriculum Leader contributed to an unwavering focus on the teaching of Reading and numeracy. In 2022, Waiora Public School will continue to invest in professional learning that reinforces our present approach to the teaching of phonics and writing. There will be re-newed focus on the explicit teaching of reading and spelling. In numeracy, professional learning will focus on the introduction of Number Talks into daily practice.

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 % of students achieving in the top two bands in NAPLAN in Reading to be above the system-identified baseline.	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading to 57.61% indicating achievement of the progress measure.
Increase % of students achieving expected growth in NAPLAN Reading to be above the system-identified baseline.	The percentage of students achieving expected growth in reading increased to 77.78% indicating achievement of the progress measure..
Increase % of students achieving in the top two bands in NAPLAN in Numeracy to be above the system-identified baseline.	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for numeracy to 50% indicating achievement of the progress measure.
Increase % of students achieving expected growth in NAPLAN Numeracy	The percentage of students achieving expected growth in numeracy increased to 65.91% indicating minimal change from the system-identified

to be above the system-identified baseline.	baseline.
Increase the percentage of students achieving expected growth in NAPLAN Writing to be above 2019 baseline data.	Data indicates 71% of students achieved expected growth or higher in writing (NAPLAN). This is an increase from 2019.

Strategic Direction 2: High Challenge

Purpose

Waniora Public School teachers and leaders engage with quality research to innovate explicit and direct instruction and develop the talents of students across all domains, authentically partnering with community to ensure that students are motivated to deliver their best and continually improve.

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.

- High Challenge
- Differentiated Practice

Resources allocated to this strategic direction

Professional learning: \$2,000.00

Summary of progress

In 2021, the focus of our work in this strategic direction was developing consistent teacher practice K-6. Collaborative programming and planning and the timely and expert use of student data continue to be critical to improvements in teaching across K-6.

Number Talks were trialled across some classes and, through the provision of Quality Teaching, Successful Students (QTSS) funding, teachers observed demonstration lessons. Feedback from teachers identified the need for further training to build upon current practice. In 2022, professional learning has been scheduled for all teachers to achieve consistent evidence-based quality teaching practice in the implementation of this numeracy strategy.

Waniora Public School partnered with the Warilla Strategic Delivery team to deliver professional learning to support the implementation of the High Potential and Gifted Education (HGPE) policy. This professional learning has grown into a combined community of practice with neighbouring schools but its delivery has been postponed until 2022 due to disruptions during Semester 2. Likewise, opportunities to observe practice within the HGPE class hosted by Waniora Public School were limited due to the class disbanding because of the lockdown during Semester 2.

Most teachers use some Formative Assessment strategies in their daily practice. K-2 teachers focussed on the timely and explicit provision of feedback in the classroom, particularly in the teaching of writing resulting in improved self-editing and awareness of self criteria among students. In 2022, whole-school professional learning has been scheduled, focussing on feedback (teacher to student, self-assessment and peer assessment).

The impact of work undertaken in this Strategic Direction is most likely to be reflected in 2022 data sets as key professional learning in HPGE and Formative Assessment, whilst commencing in 2021, will not be fully underway until 2022 due to a disrupted Semester 2, 2021. In 2022 an unwavering focus on formalising identification and registration procedures in HPGE as well as deepening teachers use of feedback with Formative Assessment will be key features of Strategic Direction 2: High Challenge.

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
TTFM Skills Challenge results (Expectations for academic success measures) to be above 2020 base line data (41%) and tracking to 2024 Improvement measure.	43% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. Delayed initiatives in Semester 2 have required this work to be postponed to 2022.
Data systems devised to capture Expectations for academic success	

<p>measures with students K-3 to provide companion data set to TTFM data.</p>	
<p>All Teachers complete AITSL Self Assessment Tool to guide 2022 PDP planning and establish baseline data to meet 2024 Improvement measure.</p>	<p>Delayed initiatives in Semester 2 have required this work to be postponed to 2022.</p>
<p>All teaching programs across the school, in response to student achievement data, show clear evidence of differentiation and adjustments to support and challenge students.</p>	<p>All teaching programs across the school are responsive to student data and show clear evidence of differentiation of lesson content as well as personalisation.</p>

Purpose

Students at Waiora Public School are actively connected to their learning and empowered to succeed through the authentic use of student voice. All students enjoy a high sense of belonging in building trusting and respectful relationships. Waiora Public School employs an approach to wellbeing that is multidimensional and interrelated. We actively recognise the diversity of and incorporate the views and perspectives of students.

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.

- Systems of Support
- Wellbeing & Attendance

Resources allocated to this strategic direction

Professional learning: \$2,500.00

Summary of progress

Strengthening the whole school's wellbeing processes was a strong focus in 2021.

All leadership team members undertook professional learning in the Disability Standards for Education to inform the review of Learning and Support Team processes and the integration processes for Support Unit classes. The review was conducted by the Learning and Support Team, overseen by the Leadership Team, and after evaluation, they refined existing processes to ensure that individual student learning needs were identified, regularly monitored and reviewed for impact. Five weekly data talks were held in each stage team to review the progress and achievement of students and to identify students who would receive additional support from the Learning and Support teacher. The Learning from Home period had an impact on the school's intended work on formalising processes for increasing opportunities for students in support unit classes to integrate (where appropriate) with their mainstream peers. This will be a focus in 2022.

Early Stage 1 teachers engaged in an Action Learning Research project on learning through play. All Kindergarten teachers undertook online professional learning from Walker Learning. The learning through play project was resourced extensively to help ensure a successful implementation. Due to the success of the project, it will be extended to Stage 1 classes in 2022. Establishing stronger links with the Early Start Centre (University of Wollongong) and local pre-schools to support students' successful transition from pre-K to kindergarten will also be a focus of our work.

We had planned to deliver Learning Hubs to parents and caregivers face to face. As a result of the Learning from Home period, stage teams implemented online workshops on topics such as the safe use of technology. Based on the success of our online delivery and previous Learning Hubs for parents, in 2022, the school will expand and improve upon the Learning Hub strategy using a hybrid model of delivery.

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 student wellbeing data as measured by TTFM data by 2.5% from 85% (base line data) to 87.5% of students surveyed.	Tell Them From Me data indicates 87.34% of students report a positive sense of wellbeing.
Increase the % of students attending at 90% or greater to 77.7% (+4.3%) - progressing toward 2022 Improvement measure.	The number of students attending greater than 90% of the time or more has decreased by 1.33%.
Increase Sense of Belonging from 77% (baseline data Oct 2020) to 80% as	75.78% of students indicate a positive sense of Sense of Belonging at School demonstrating progress yet to be seen towards this school-based

measured by Tell Them from Me data
(Years 4-6).

progress measure.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$136,176.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Waiora 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"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: additional support for funded students within the school with high needs. Each student was allocated SLSO support either in the classroom (academic and mobility) or playground (mobility) to assist them in equitably accessing the curriculum. SLSOs worked through class teachers and the School Learning Support Team to address learning goals and support needs documented in students ILPs. Funding resulted in improved learning outcomes and greater equity of opportunity for all funded students.</p> <p>After evaluation, the next steps to support our students with this funding will be: to review student IEPs to address academic, social and physical goals in place for students. Parents/carers will continue to be consulted regularly to ensure that students needs are being met through the allocation of funding, resulting in improved outcomes for the students.</p>
<p>Socio-economic background</p> <p>\$26,940.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Waiora 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"> • Literacy & Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: supporting students through resourcing critical areas of curriculum, notably reading and mathematics. Students had access to supplemented decodable readers (used widely through learning from home), improved mathematics learning tools in the classroom and the school Maths Online subscription. Student assistance funding covered the cost of excursions, extra-curricular opportunities and the purchasing of uniforms for families unable to meet the cost of these items. The funding resulted in equitable access to learning tools and opportunities for all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to support the learning needs of students in meeting the curriculum K-6. In 2022 funding will target resourcing within literacy and numeracy and continue to subsidize programs, excursions and uniforms, mitigating cost to families in need and providing equity of access across the school.</p>

<p>Aboriginal background</p> <p>\$9,832.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Waniora Public School. Funds under this 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 • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: the employment of an Aboriginal School Learning Support Officer, sourced through the Northern Illawarra Aboriginal Education Consultancy Group and employed on a casual basis to provide support to students and liaise with Aboriginal families through the period of learning from home and in transitioning back to school. The Aboriginal SLSO was engaged to positively impact on the attendance of Aboriginal students and assist with academic priorities through tutoring in small group scenarios.</p> <p>After evaluation, the next steps to support our students with this funding will be: using funds strategically to support greater connections between Aboriginal students, their culture, their teachers, families and the broader community. Funding will be used to collaboratively work towards establishing more cohesive practices in the collaboration around formulating and working from students Personal Learning Pathways. Some funding will be allocated to supporting students in accessing extra curricula activities and resourcing the teaching of Aboriginal perspectives and units of work through provision of curriculum.</p>
<p>English language proficiency</p> <p>\$10,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Waniora 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"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: teachers attended a two day workshop providing an overview of the Talk 4 Writing approach. All teachers have increased knowledge of the 3 I's approach to writing. All teaching staff are planning data driven quality writing programs based on evidence informed instruction leading to consistency in approach across the school. Student writing samples demonstrate significant growth from pre to post assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing to fund professional learning that leads to improved teaching practice in writing.</p>
<p>Low level adjustment for disability</p> <p>\$111,138.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Waniora Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$111,138.00</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"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes <p>The allocation of this funding has resulted in: the employment of a LaST (1.0) to collaboratively work with teachers in prioritising literacy and numeracy intervention for students. Rigorous student data was collected and shared in LST meetings. Executive and Stage meetings informed the allocation of targeted support for individuals and small groups of students. During the COVID Learning from Home period in Semester 2, the LaST offered support to individuals and small groups remotely as well as the small of students attending on site daily. The strength of this data informed evidenced based approach ensured that students most at risk were well supported academically and their attendance and wellbeing was closely monitored.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing to use funding to create a full time LaST, working collaboratively with teachers to ensure improved outcomes for all students.</p>
<p>Literacy and numeracy</p> <p>\$18,420.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Waiora 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"> • Writing <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 • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: teachers accessing a masterclass in professional learning that led to improvements in planned writing units (K-6), enhanced connectives for writing toolkits and improvements in the teaching of grammar across all stages.</p> <p>After evaluation, the next steps to support our students with this funding will be: ensuring all staff have the opportunity to attend the masterclass so that practice across all classes is uniform.</p>
<p>QTSS release</p> <p>\$63,907.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Waiora 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 initiative funding include:</p>

<p>QTSS release</p> <p>\$63,907.00</p>	<ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: teachers (K-6) being released from face to face teaching so that they can observe the practice of colleagues, team teach, collaboratively program, design and moderate assessment. QTSS time was allocated equitably as a whole resource. Additional school funds were added to the original allocation of \$63 907 to fully fund one teacher (0.6). The QTSS focus at Waiora Public School is flexible and differentiated to suit the needs of the individual and linked to PDPs, school strategic directions and improvement targets.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing to employ QTSS funds to enable teachers to observe each others practice, give and receive quality feedback which improves performance, collaboratively program, co-design units of work and assess. The collective efficacy achieved through strategic use of this funding will continue to support an open culture of learning at Waiora Public School which facilitates improved learning outcomes for all students.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,424.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Waiora 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"> • Literacy & Numeracy • Data • Writing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] <p>The allocation of this funding has resulted in: enabling teachers to become proficient users of the literacy and numeracy progressions. Teachers were exposed to professional learning that enabled the collection, input, analysis and utilisation of PLAN and school based data sources to differentiate teaching and learning programs and drive future learning and interventions.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing to support teachers in implementing new syllabus and policy (HPGE). Professional learning in 2022 will continue to focus on literacy and numeracy and be linked closely to the 3 strategic directions within the School Improvement Plan. Funds will enable teachers to plan for and receive professional learning concentrating on Formative Assessment, Reading, Writing, Numeracy (Number Talks) and aspects of wellbeing.</p>
<p>COVID ILSP</p> <p>\$75,224.00</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"> • Other funded activities

COVID ILSP

\$75,224.00

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]

The allocation of this funding has resulted in:

the employment of two specialist teachers (literacy and numeracy) to work collaboratively with class teachers in assessing student need through triangulating student data and the facilitation of small group tuition in 5 weekly cycles. Each cycle was characterised by pre and post assessment and explicit teaching at the point of need. All identified students recorded growth and continued to be supported and monitored once intensive support had been withdrawn.

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

continue to facilitate small group intervention for students in mathematics. All intervention is data informed and monitored by the school's Learning Support Team. A percentage of the funding will be used to part-fund a literacy specialist position. This role will be across K-6 and will focus on reading and spelling improvement, particularly across Stage 2 and 3.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	195	181	161	161
Girls	175	167	155	148

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.8	93.3	97.4	93.6
1	92.9	94.1	93	94
2	94	93.2	96.1	90.2
3	92.5	93	92.7	93.7
4	92.1	92.8	94.1	90.7
5	93.5	93.8	94.2	91.7
6	93.8	93.8	93.5	89.5
All Years	93.4	93.4	94.3	91.8
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)	4
Classroom Teacher(s)	12.87
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	5.87

*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	288,100
Revenue	3,557,598
Appropriation	3,493,387
Sale of Goods and Services	2,425
Grants and contributions	61,228
Investment income	158
Other revenue	400
Expenses	-3,630,987
Employee related	-3,242,685
Operating expenses	-388,302
Surplus / deficit for the year	-73,388
Closing Balance	214,712

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	136,176
Equity Total	158,418
Equity - Aboriginal	9,832
Equity - Socio-economic	27,029
Equity - Language	10,420
Equity - Disability	111,138
Base Total	2,928,163
Base - Per Capita	81,927
Base - Location	0
Base - Other	2,846,236
Other Total	180,892
Grand Total	3,403,649

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

Parents/carers generally reported high levels of satisfaction in 2021 when surveyed. Many parents in particular singled out the school's swift transition to learning from home and its response to COVID lockdown and related restrictions, praising the school's efforts at communication and the positive online presence of many teachers. Parents highlighted the school as being friendly, supportive and inclusive. Parents/carers value the community feel of Waniora Public School, the connection they feel as a learning community and the positive relationships they enjoy with members of the school staff.

Through survey responses, parents indicated communication, student wellbeing and curriculum as areas they remain interested and invested in. Parents welcomed streamlined communication at the school and were particularly appreciative of their ability to communicate with the class teacher through Class Dojo. While most parents highlighted their satisfaction with the way the school caters for student wellbeing, survey respondents offered feedback including providing more inclusive activities and facilities/resources for play times as well as the implementation of a fairer rewards system.

Teachers surveyed reported valuing high levels of staff collaboration and morale. Many highlighted the support they received from colleagues in navigating online learning. There was an indication that many teachers surveyed were of the belief that their colleagues were dedicated to their students and wanted the best for them every day, regardless of the circumstances in which teaching was delivered. A number of teachers also pointed to being empowered to take on feedback, better resourcing and simplified and consistent communication as being areas the school could focus on for improvement.

Students, through the annual Tell Them From Me survey, recorded a sense of belonging that, on average, was somewhat below the state mean. Girls, more so than boys, report to feeling less accepted and valued by their peers. Students, according to the survey, are less interested and motivated in their learning when compared to their peers across the state. Students at Waniora are subjected to significantly less bullying behaviour when compared to the state average. Students generally feel as though they have someone at school who consistently encourages them and provides support. Teacher/student relations are seen as positive and are consistent with the norm for New South Wales government school.

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.