2022 Annual Report

Waitara Public School

3334

Introduction

The Annual Report for 2022 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 large school in the Hornsby School Education Area with recently upgraded core facilities. There are approximately 1032 students enrolled from Kindergarten to Year 6, including two Opportunity Classes. Students come from diverse language backgrounds with approximately 96% 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, ICT coordinator, Teacher Librarian, School Counselor, 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. Bring Your Own Designated device runs in Years 4-6. 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. 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	2022 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.

Learners who are highly engaged, resourceful, reflective and resilient citizens.

To provide an authentic learning environment that enables all students to be actively engaged in meaningful, challenging and future - focused learning experiences, in order to achieve and thrive as learners, leaders and responsible, productive and resilient citizens.

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.

Resources allocated to this strategic direction

Literacy and numeracy: $72,903.27
English language proficiency: $700,000.00
Literacy and numeracy intervention: $48,266.82
Integration funding support: $54,255.00
Aboriginal background: $1,424.92

Summary of progress

Effective classroom practice

The evidence showed that the continued focus on data at whole school, stage and class level has embedded evidence based practice into the collective pedagogy of staff. Ongoing professional learning, stage planning days , with executive staff working with teams, allowed for staff to engage in developing quality practice to embed into class teaching and learning programs. Implementation of the program Essential Assessment has allowed for detailed formative assessment processes to be an integral part of classroom programs. The impact of the Covid Intensive Learning Program has shown significant improvement in NAPLAN data of students involved and additional evaluation indicated an improved level of confidence in Mathematics. In addition, professional development in the EAL/D Learning Progressions has allowed for greater collaboration and understanding of EAL/D programs. Student achievement and progress in the EAL/D Learning Progressions has been incorporated in the Semester 2 Reports for ES1 and Stage 1 students.

To move towards achieving our progress measure we need to continue with ongoing professional learning around evidence based practices and differentiation.. Ongoing professional learning in Literacy and Numeracy will be a priority in 2023. Data analysis will occur twice a term with Senior Executive and Stage Assistant Principals. Assistant Principals Curriculum and Instruction in Literacy and Numeracy will support class teachers with the implementation of quality programs. Effective support of Beginning and new teachers will be a major part of their programs.

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

The evidence shows that stage planning sessions each term enable teachers to have professional conversations across program evaluation, analysis of data sources and engage in professional learning in quality classroom practice. The focus on the High Impact Professional Learning Model has resulted in increased participation in external professional learning attendance. High Performance and Gifted Education (HPGE) enrichment programs implemented by HPGE Instructional Leader have targeted an area of need.

To move towards achieving our progress measure, 2023 will focus on differentiation for all learners. Essential Assessment will be extended to English as well as Mathematics with staff training provided for effective implementation. Full implementation of the High Performance and Gifted Education Policy will also be a priority. A quality professional

learning model will address the needs of a staff with a range of experience and needs. Data analysis will occur twice a term with Senior Executive and Assistant Principals.

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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
Top Two Bands - Reading Improvement in the percentage of students achieving in the top two bands to beat or above the school's lower bound system negotiated target in **reading** of 77.5%	• 76.45% of students achieved in the top two bands in NAPLAN **reading** indicating progress toward the lower-bound target. In 2021, the school reached the lower bound target, however, this year's results have been impacted by learning from home in 2021.
Top Two Bands - Numeracy Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system negotiated target in **numeracy** of 80.3%.	• 67.81% of students achieved in the top two bands in NAPLAN **numeracy** indicating progress yet to be seen toward the lower-bound target.
Expected Growth - Reading 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%.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Expected Growth - Numeracy 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 73.3%.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.

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.

Innovative, collaborative and future focused teachers and leaders demonstrate a high standard of professional educational practice and develop a shared understanding and utilisation of open, flexible and contemporary learning spaces.

To create a culture where all staff meet the teaching professional standards through ongoing professional learning recognising that quality teachers are crucial for achieving an overall improvement in student learning outcomes. As future focused educators we model reflective practice and seek to build our leadership capacity for the benefit of all. Contemporary classrooms require a shift in pedagogy, with a focus on differentiation for excellence in order to meet the changing needs of our 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.

- Evidence based change to whole school practices
- Collaborative partnerships

Resources allocated to this strategic direction

Professional learning: $68,214.35
QTSS release: $206,053.35
Socio-economic background: $8,957.87

Summary of progress

Evidence based change to whole school practices

The evidence showed that the focus on wellbeing at whole school, stage and class level has introduced evidence based practice into the collective pedagogy of staff and community. Ongoing, targeted professional learning including emotion coaching with Got It Team (all teaching staff, Before & After School Care staff and parent/community), anxiety awareness training through Small Steps (all teaching staff + parent/community) and the 5 Ways of wellbeing (Beyond Blue) has embedded high quality wellbeing initiatives to be addressed across K-6. Specific lessons on the 5 Ways of Wellbeing were developed using emotion coaching and Beyond Blue pedagogy and collaboratively taught across Stage 3 with the dual purpose of addressing student wellbeing whilst building skills & knowledge across teaching staff. Lessons were shared with all Stage 3 families at the end of each week to enhance community understanding and a commitment to a shared partnership in education. In Term 4, the Got It Team (Department of Health) with AP Wellbeing, ran a 10 week intensive support program for 7 students from K-2 with their parent, where specific identified needs surrounding emotional dysregulation were addressed. The school Positive Behaviour and Engaged Learning flow chart was modified to address these new initiatives, with suggested positive coaching questions added to support staff/student discussions. All teaching staff engaged in professional development in the Departments Inclusive, Engaging & Restrictive Practices Framework, completing the 'Inclusive Education for Students with Disability Pl and the Restrictive Practices in NSW Public Schools Pl. Staff also completed White Ribbon-Breaking The Silence Pl.

The impact of these initiatives has been that all students and staff across the school have learnt to identify and name emotions, feelings and resulting behaviour, resulting in improved emotional intelligence across the school.

To move towards achieving our progress measures in 2023 continued professional development in emotion coaching has been organised to support new staff at the school. To continue success the 5 Ways of Wellbeing lessons will be collaboratively taught to all Year 4 and Year 5 classes in Semester One, 2023. Lessons have been made available to all 2023 Year 6 staff to be used as needed.

Collaborative partnerships

The AP Wellbeing ran a series of community workshops throughout 2022 to build on collaborative partnerships.

Community workshops included emotion coaching sessions x 2 (T1); anxiety awareness (T2); cyber safety and developing family tech agreements (T3); K-2 curriculum based sessions on Literacy/numeracy/HPGE (T2); 3-6 curriculum based Literacy/Numeracy/HPGE sessions(T3). All workshops were also shared via classroom digital platforms, with additional webinars offered via zoom to ensure working parents had access to information too.

Collaborative teacher partnerships in wellbeing were enhanced through modelled reciprocal reading lessons across Stage 2 (Term 2), cyber awareness, safety and usage lessons Stage 2 (Term 4) and wellbeing lessons stage 3 (Term 3). Modelling of wellbeing training by AP Wellbeing was explicitly shared through stage based programs and wellbeing team. The impact was evident in both teacher and student engagement, participation and questioning throughout all programs.

Whole school participated in Spirit Week in Term 3 resulting in high student engagement fostering school spirit and a stronger sense of belonging.   Parent sessions were well attended and surveys show that this was valuable for our parents.. Parents would like to see this initiative continue in 2024.

The role of AP Wellbeing, was greatly valued by staff and parents in regards to community connection. The role will continue into 2023 for three days per week..

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
WELLBEING The school is moving towards the school identified target of Excelling as measured by the School Excellence Framework in the following themes : • A planned approach to wellbeing - (in the element of Wellbeing). • Individual learning needs - (in the element of Wellbeing). • Behaviour - (in the element of Wellbeing). • Classroom management - (in the element of Effective Classroom Practice). • Community satisfaction - (in the element of Management Practices and Processes).	Self-assessment against the School Excellence Framework shows the school currently performing at: • excelling in the theme of A Planned Approach to Wellbeing in the element of Wellbeing. • excelling in the theme of Individual learning needs in the element of Wellbeing. • excelling in the theme of Behaviour in the element of Wellbeing. • excelling in the theme of Classroom management in the element of Effective Classroom Practice . • excelling in the theme of Community satisfaction in the element of Management Practices and Processes.
Attendance • 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%.	• The number of students attending greater than 90% of the time or more has decreased by 22.97%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.
Wellbeing • TTFM Wellbeing data (Sense of Belonging, expectations, advocacy) improves to be at or above the lower bound system negotiated target of 89.4%.	• Tell Them From Me data indicates 86.15% 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.

Empowered, engaged and mutually respectful multicultural community.

By leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices we will further develop the value of active partnerships within our multicultural community. This will be based on mutual respect and understanding with strong student, staff and parental engagement across all facets of school life.

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

Low level adjustment for disability: $146,026.16

Summary of progress

Authentic Collaborative Practice

The evidence showed that co teaching is still an area of focus as there are many factors that effect 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. The establishment of the 'Collaborative Teacher Network' has proved valuable for teachers across Waitara and the wider teaching community to share their understanding and expertise of co teaching practices. Schools have reached out to us , to view the co teaching processes and practices in place. Providing time for teachers to visit other classes to observe co teaching practices across the school has been a positive initiative - anecdotal feedback from staff who participated said that they enjoyed the opportunity to watch other teachers in action, helping them to feel reassured that what they were doing in their HUB was working and also developing confidence to implement co teaching with a new HUB if they were to change grades/HUBS. Internal school data showed that 85% of staff believed their collaborative practices improved with co teaching, 83% felt their teaching pedagogy has also improved, and 78.3% believed co teaching was having a positive impact on student learning and engagement.

Careful consideration of teacher placement is needed for future class planning in 2023. Co Teaching looks different across HUBS as teachers have different strengths and ideas about how often/when to co teach. More professional learning in this area is needed and more opportunities provided for HUB teachers to observe other teachers across the school - not always at the same year level.

Student Engagement

In Term 1, we identified teachers with expertise in the area of project based learning who participated in a 3 day PBL workshop. The team were released to discuss and plan the concept for project based learning at Waitara PS. We called this the Waitara PBL Model. 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 lock down 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. the parent community was very supportive and valued the Exhibition of Learning as an authentic platform to share their learning.

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. We will continue with a Term 3 Exhibition of learning, allowing students an opportunity to share their projects with parents and the community.

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
The school is moving towards the school identified target of Excelling in the element of Effective Classroom Practice as measured by the School Excellence Framework.	• Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Effective Classroom Practice .
The school is moving towards the school identified target of Excelling in the element of Learning and Development as measured by the School Excellence Framework.	• Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Learning and Development.

Funding sources	Impact achieved this year
Integration funding support $54,255.00	Integration funding support (IFS) allocations support eligible students at Waitara Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective classroom practice **Overview of activities partially or fully funded with this targeted funding include:** • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • intensive learning and behaviour support for funded students • additional staffing to assist students with additional learning needs **The allocation of this funding has resulted in the following impact:** 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. **After evaluation, the next steps to support our students will be:** ongoing monitoring and tracking of student PLSPs in collaboration with parent/caregivers to ensure the funding continues to specifically address each student's learning needs.
Socio-economic background $8,957.87	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence based change to whole school practices **Overview of activities partially or fully funded with this equity loading include:** • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** resourcing of materials to support students in having equitable access to the curriculum. **After evaluation, the next steps to support our students will be:** to maintain resourcing of identified students who need additional financial assistance and support.
Aboriginal background $1,424.92	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Waitara 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. **Funds have been targeted to provide additional support to students**

Aboriginal background $1,424.92	**enabling initiatives in the school's strategic improvement plan including:** • Effective classroom practice **Overview of activities partially or fully funded with this equity loading include:** • employment of specialist additional staff (SLSO) to support Aboriginal students **The allocation of this funding has resulted in the following impact:** The identified First Nations students left to attend another school. **After evaluation, the next steps to support our students will be:** to continue to build upon relationships already evident in the school community and incorporate rich and authentic cultural experiences within whole school.
English language proficiency $700,000.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Waitara Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective classroom practice **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support • establish a core practice for supporting students learning English as an Additional Language or Dialect • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms **The allocation of this funding has resulted in the following impact:** EALD students showing improved outcomes EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. increased teacher capacity to identify the learning needs of EALD students. more detailed reporting to parents. **After evaluation, the next steps to support our students will be:** professional learning on teaching English as an additional language dialect. teachers will use student data, including student English language proficiency using the EALD learning progression, and analysed writing samples to assist in supporting EALD students.
Low level adjustment for disability $146,026.16	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Authentic Collaborative Practice **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students

Low level adjustment for disability $146,026.16	and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of LaST teacher **The allocation of this funding has resulted in the following impact:** The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. **After evaluation, the next steps to support our students will be:** to further expand the impact of the learning support team, the school will continue to provide additional support for identified students.
Professional learning $68,214.35	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Waitara Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence based change to whole school practices **Overview of activities partially or fully funded with this initiative funding include:** • All staff trained in the Got It Emotion Coaching Program • teachers attended the Art of Leadership program • teachers attended the mini COGE training. All staff completed K-2 syllabus training. **The allocation of this funding has resulted in the following impact:** increased capacity of all teachers to embed effective practices in the explicit teaching of literacy and numeracy for all students, including high potential students, resulting in improved internal and external student results. **After evaluation, the next steps to support our students will be:** targeted professional learning focused on the school's strategic directions.
Literacy and numeracy $72,903.27	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective classroom practice **Overview of activities partially or fully funded with this initiative funding include:** • online program subscriptions to support literacy and numeracy • 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 • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students **The allocation of this funding has resulted in the following impact:** improvement in teacher capacity to differentiate their teaching programs to meet individual student needs leading to improved student results.

Literacy and numeracy $72,903.27	**After evaluation, the next steps to support our students will be:** to employ Assistant Principal Curriculum and Instruction to support classroom teachers to deliver explicit teaching strategies across the curriculum.
QTSS release $206,053.35	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Waitara Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence based change to whole school practices **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum **The allocation of this funding has resulted in the following impact:** improved staff confidence and teaching practice in identifying and catering for the needs of high potential students in the classroom. teachers use formative assessment. teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. **After evaluation, the next steps to support our students will be:** to employ Assistant Principal Curriculum and Instruction to support classroom teachers to deliver explicit teaching strategies across the curriculum.
Literacy and numeracy intervention $48,266.82	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective classroom practice **Overview of activities partially or fully funded with this initiative funding include:** • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice **The allocation of this funding has resulted in the following impact:** differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of assessment, student work samples, teacher observation and PLAN2 and NAPLAN data. **After evaluation, the next steps to support our students will be:** to continue to have differentiated literacy and numeracy interventions across the school and to ensure that identified students are receiving targeted support through the employment of an Assistant Principal Curriculum and Instruction.

| COVID ILSP

$21,527.00 | 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 2022.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Other funded activities

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 numeracy
 • providing intensive small group tuition for identified students .
 • development of resources and planning of small group tuition
 • leading/providing professional learning for COVID educators
 • releasing staff to participate in professional learning

The allocation of this funding has resulted in the following impact:
the majority of the students in the program achieving significant progress towards their personal learning goals and improved NAPLAN results.

After evaluation, the next steps to support our students will be:
to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Provide additional in-class support for identified students to continue to meet their personal learning goals. Student progress will continue to be monitored through the Learning Support Team, with suitable adjustments made to ensure student success and growth in the classroom. |

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	456	512	525	536
Girls	522	558	530	495

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	94.5	85.5	94.8	89.6
1	95.0	90.8	95.5	90.1
2	93.7	90.3	95.4	90.4
3	94.4	91.2	96.5	89.9
4	95.1	89.7	96.4	90.1
5	95.9	91.6	95.8	91.2
6	94.2	89.3	95.2	85.9
All Years	94.7	89.7	95.7	89.6
State DoE				
Year	**2019**	**2020**	**2021**	**2022**
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:
- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	38.26
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.6
Teacher ESL	6
School Counsellor	1
School Administration and Support Staff	6.07

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	1,613,072
Revenue	9,685,055
Appropriation	8,941,791
Sale of Goods and Services	30,089
Grants and contributions	688,194
Investment income	21,881
Other revenue	3,100
Expenses	-9,420,927
Employee related	-8,312,621
Operating expenses	-1,108,306
Surplus / deficit for the year	264,128
Closing Balance	1,877,200

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	54,255
Equity Total	856,409
Equity - Aboriginal	1,425
Equity - Socio-economic	8,958
Equity - Language	700,000
Equity - Disability	146,026
Base Total	7,065,300
Base - Per Capita	266,577
Base - Location	0
Base - Other	6,798,723
Other Total	643,952
Grand Total	8,619,916

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

Throughout the year, Parents/caregivers, student, and teacher satisfaction is sought through the Tell Them From me Surveys and through surveys pertaining to specific initiatives throughout the year. Below are some of the responses from these surveys.

Parents

From the Tell Them From Me Parent Survey:*using mean score*

Parents indicated : I feel welcome when I visit the school. 7.8 , I can easily speak with my child's teachers. 7.6, I am well informed about school activities. 7.7, Teachers listen to concerns I have. 7.4, I can easily speak with the school principal. 6.1., Written information from the school is in clear, plain language. 8.0, Parent activities are scheduled at times when I can attend. 6.3, The school's administrative staff are helpful when I have a question or problem. 8.1.

Our exhibition of Learning Survey showed positive responses:

75% parents rated the event 5/5. They rated the learning from the students as 4.62/5 with 68% of parents giving it a 5/5. 78% of parents are now aware of the 9D's of Solution Fluency. they believed that Project based learning strengthened the students critical thinking skills, problem solving skills and developed a sense of curiosity. 82% of people were aware that Project Based Learning is part of Strategic direction number 3 of our school improvement plan.

Teachers

Through a survey on Project Based Learning implementation 90% of staff indicated they were very confident with the Waitara Project Based Learning process., the average rating for student collaboration was 4.48/5.

In our Tell Them From me surveys: using mean score

8.4 of Teachers agree collaboration is high at our school.. 8.7 believe our learning culture is high. 8..3 of school staff emphasise academic skills and hold high expectations for all students to succeed. 9.1 talk with other teachers about strategies that increase student engagement. 8.6 staff agree that Data informs practice at Waitara. 8.8 teachers belief teaching strategies are clear and students receive feedback. 8.9 believe Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.

In our survey on wellbeing lessons, in stage three, implemented by the AP wellbeing:

100% of teachers found the lessons were engaging and relevant for our students

85.7% said the students ware now more aware of recognizing and understanding their emotions and how it affects their behavior.

100% feel their students are now more aware of their personal values, choices and words impact on their relationships to others.

In a Survey on the new role of the AP wellbeing:

100% Teachers indicated that it was a valuable, and necessary addition to our school.

Students

Our Project Based Learning Survey showed positive responses:

Most students were extremely satisfied with the Project based Learning experience. They indicated they most liked: Creating the product, working in groups, presenting ideas, researching the ideas and the exhibition itself. the students enthusiastically offered ideas for improvement in 2023.

In our Tell Them From me surveys: using mean score

9.3 of students participate in school clubs or sports. 8.2 of our students have positive relationships. 8.2 of our students have friends at school they can trust and who encourage them to make positive choices. 9.0 of students believe that schooling is useful in their everyday life and will have a strong bearing on their future. 9.5 of students that do not get in trouble at school for disruptive or inappropriate behaviour. 7.9 of students are interested and motivated in their learning. 8.5 of students try hard to succeed in their learning.

In regards to the 5 Ways of Wellbeing survey lessons, stage three students indicated the following:

35.8% said they would use the calm down strategies to stop them flipping the lid, 35.8% said they would use meditation or deep breathing in a stressful situation, 19% said they would use exercise to calm down, 9.5% said they would talk to a trusted adult.

92.7% said the lessons on gratitude increased their positive thinking and their mood. 70.8% said that understanding their own values helped them to strengthen connection to others

88.8% said that learning about resilience helped them to deal with everyday problems.

86.1% said that the Wellbeing lessons prepared them to understand and manage their emotions.

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.