

# 2022 Annual Report

## Waverley Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Waverley Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## Message from the principal

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2022 was another wonderful year for Waverley Public School, particularly as a sense of normality returned to school life as the year progressed.

Over the 2021/2022 school holidays, the project to convert Block B into two classrooms as part of the Metro Renewal Program was finalised. The school commenced 2022 with two Year 4 classes moving into the newly refurbished classrooms. The P&C funded flexible furniture and interactive white boards to ensure the classrooms were equipped with the resources to support engagement in learning.

The school began Term 1, 2022 with COVID-smart measures still in place. Twice-weekly rapid antigen testing was requested, the wearing of masks in doors was recommended and students were organised into cohorts. We still had staggered drop off and pick up arrangements and our Meet the Teacher evening was conducted via Zoom. Importantly, while managing the logistical aspects of a pandemic, engaging learning was happening for both students and staff throughout the year.

The teaching staff commenced the year by commencing a professional learning partnership with members of the 4C Transformative Learning team. The professional learning provided staff with knowledge, skills and experiences to develop students' capabilities as learners in the cognitive, interpersonal and intrapersonal domains, while also enabling student voice, agency and engagement through communication, collaboration, critical reflection and creativity (the 4Cs).

Throughout the year, a focus was placed on building staff capacity to engage with the new K-2 English and mathematics syllabuses. Waverley Public School was one of approximately 200 schools across the state selected as an Accelerated Adopter school. This was based on system-wide data and evidence, in consultation with Directors, Educational Leadership. In 2022, Stage 1 staff implemented the new K-2 English and mathematics syllabuses with their Year 1 cohort whilst providing feedback, co-designing models of support and sharing their experience and expertise with the Department of Education. This initiative helped to inform the support and resources available to all schools for the mandatory rollout of the K-2 English and mathematics syllabuses in 2023. The Early Stage 1 staff also engaged with the new syllabus documents, creating scope and sequence documents in readiness for implementation in 2023.

After emerging from the COVID-19 global pandemic during the year, the school endeavoured to engage with all members of the school community and return the school environment to a resemblance of the regular, pre-COVID-19 operations. A particular focus was placed on connections and engagement. It was joyful to welcome parents and carers back on site to drop off and pick up children, to attend P&C meetings, attend events and, as the year progressed, assist in the classroom.

The P&C Welcome BBQ on 11 March was the first whole-school event during my principalship and it was a wonderful celebration of the school community. It was the first time many family members had been on site and had seen the back playground. It was also the first time many parents and carers had mingled with other families from the school. Plenty of volunteers took the opportunity to assist in ensuring that the evening was a welcoming, vibrant and successful event.



The school continued to enjoy a strong and effective partnership with the Waverley Public School Parents and Citizens' association. The P&C has continued to support the school's priorities and have provided a consistent voice for the school community. I would like to extend my sincere thanks to the P&C executive team who worked closely with the school staff to coordinate both community-focused and fundraising events.

The teaching and administrative staff at Waverley Public School are a remarkable team of professionals. I would like to acknowledge the incredible contributions they have made to the education and lives of students, the support provided to families within the community, and their incredible care shown towards all members of the school. I thank all of our staff for their dedication, integrity and compassion. These values are evident each and every day.

The school community will move into 2023 with a strong sense of hope and excitement about the year ahead and the momentum we wish to create together that will subsequently support the learning and wellbeing of our students.

Jillian Mudford

Principal

### Message from the school community

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What a difference one year can make. After finally welcoming parents back on to the school grounds in early 2022, the school finished in force with multiple events including two parent fundraisers.

This year, we've been able to host some bumper events:

- Welcome BBQ
- Mother's Day Lunch
- Parent Social hosted by Year 1 parents
- Parent Social hosted by Kindergarten parents
- Fluoro Disco
- Colour Run
- Father's Day Breakfast

We've also provided ongoing services to the school and wider community including:

- Canteen
- Second-hand uniform store
- Entertainment book
- Christmas trees and puddings and
- 2023 Kindergarten bag tags gifts

The canteen committee ran a competition for students to rename the canteen. The winning entry was The Treetop Tuckshop, in recognition of the canteen's placement amongst the beautiful trees in the playground. The Treetop Tuckshop will start in 2023.

Thank you to all the people involved in all of the activities listed above. While some people are able to contribute more than others, every little bit helps the community and especially our kids. It was wonderful to have the community feel back at Waverley Public School.

In particular we should recognise the following people:

#### **Executive Team**

Secretary - Jen R (Leo)

Treasurer - Nick S (Ralph)

Vice President Primary - Catherine R (Tate)

Vice President Infants - Vicky R (Emily and Will)

#### **Canteen**

Jodi G (Penny) and Kim D (Patrick)

#### **Communications**

Jen R (Leo)

## **Colour Run**

Bridie S (Hannah)

## **Second Hand Uniform Shop**

Chris R (Charlie)

## **Parent Social Events**

Jodi G (Penny) and Hannah F (Camilla & Tilly)

## **Mother's Day Lunch and Father's Day Breakfast**

Catherine R (Tate)

## **Fluoro Disco**

Kirra F (Jack & Lily) and Jo T (Ted & Bonnie)

## **Veggie Gardens & School Grounds**

Paul W (Alex)

## **Entertainment Book**

Cherene C (Caylee)

## **Christmas Trees**

Emily E (Bella and Will)

The fundraising from these activities and events means the P&C has been able to commit to funding air conditioning for classrooms, upgrading the outdoor speaker systems, classroom furniture for new classrooms including Smartboards, sporting uniforms and other appreciation gifts to recognise the hard work of the teachers during another difficult year.

P&C meetings have been constructive and informative and everyone's thoughts and contributions have been welcome. I look forward to seeing the participation levels within the parent groups grow in 2023 as we are able to participate more in school life.

Finally, we should recognise the school staff. Their engagement and participation over the last period of challenging circumstances required a delicate balancing act and we appreciate their efforts.

Kirra Finikiotis

2022 P&C President

## **Message from the students**

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It's hard to believe we're already finishing up Term 1, 2023 and my time at Waverley Public School is receding into the past as high school becomes the new normal.

The seven years that I spent at Waverley Public School were truly incredible. It's the longest I've done any one thing in my whole life! The last 12 months at the school in 2022 were particularly special as I had the privilege of being school captain. I learnt so many new things like how to handle more responsibilities, how to lead, and how to be a good buddy to kids in the younger years.

The year started with a big splash at the swimming carnival! Boy was it a success. Students in Years 2-6 had the chance to dive in the pool and make their sports houses proud. Students with the best race times had the chance to go to Zone, but this was cancelled because of lightning. Bummer. But if COVID-19 has taught us anything, it's how to deal with disappointment because of cancelled events and how to be resilient anyway!

Term 1 finished up with what is always a highlight: school camp. Years 5 and 6 were off to Bathurst where we panned for gold, made damper and rode the zig-zag railroad in the Blue Mountains. I can still hear Miss Drinkwater's screams as we

travelled through the caves down the steep steep mountain. It was a three day long adventure where we stayed in a cabin suite with our friends. Overall it was a fantastic adventure.

Then Term 2 was off to a roaring start! I remember it clearly: black and orange stripes, a big cheesy cartoon grin, it was time for the fun run! The cartoon tiger (the fun run mascot) encouraged us to donate money to help raise funds for the school and then splashed us with fun colours as we ran laps around the school like maniacs. Shout out to Miss Gibson, who ran more laps than any of us, I think.

The holidays felt like a snap of the fingers and then it was time to get our backpacks and uniforms out for another excellent term of learning. In Term 3, the school hosted one of my favourite events, book week! For book week we focused on appreciating reading and learning and used our creativity and imaginations to dress up and parade around the basketball court. I dressed up as the red crayon from the 'Where did the crayons go'? Ms Mudford's character, Max from 'Where the Wild Things Are', was epic! It was truly just great fun.

I was truly astonished at how quickly the year was going by. Soon enough Term 4 knocked on the door and we answered. Term 4 was filled with celebrations. The Year 5 and 6 mini fete was a true highlight for me as it was a great opportunity to be creative, have fun and raise money. My personal fete stall was with my 5 friends. We did a 'guess the song' challenge where winners got a lolly and losers got sprayed with water pistols. Luckily it was a hot day! Between the mini fete and Ice Cream Friday that we ran throughout the year, Year 6 raised over \$6,000.

Then it was time to say goodbye. We had the Year 6 presentation day and assembly where Mr Fleming made a slideshow that made all the parents cry. It was so emotional! Then it was our farewell with an ice cream truck and water slides that all the Year 6 teachers even went down!

What I have loved most about Waverley Public School is the great sense of community. Our school motto is 'Because we care'. And we really do. There is always a helping hand or caring friend just around the corner. I will miss this great school, but as I move into the future, I'm so grateful it is part of my past.

Charlotte

2022 School Captain



## School vision

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

## School context

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

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

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

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





## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**QTSS release:** \$68,378.00

**Literacy and numeracy:** \$12,570.74

**Integration funding support:** \$66,533.00

**Aboriginal background:** \$1,063.58

**English language proficiency:** \$52,746.94

**Low level adjustment for disability:** \$80,386.39

**Literacy and numeracy intervention:** \$48,266.82

### Summary of progress

#### Curriculum Reform

In 2022, a focus was placed on building staff capacity to engage with the new K-2 English and mathematics syllabuses. As an Accelerated Adopter school, Stage 1 staff implemented the new curriculum with their Year 1 cohort whilst providing feedback, co-designing models of support and sharing their experience and expertise with the Department of Education. The professional learning associated with the Accelerated Adopter school develop staff capacity to critically reflect on the provided units of work and determine which elements would meet the needs of their students and which areas needed to be adjusted. The Early Stage 1 teaching staff also engaged with the new syllabus documents, creating scope and sequence documents and programs in readiness for implementation in 2023. All staff participated in professional learning in Term 4 to build knowledge and awareness regarding the curriculum reform.

By engaging in professional learning and collaborative planning sessions, K-2 staff increased their curriculum knowledge and developed their capacity across K-6 to plan and implement programs using the new syllabuses.

In 2023, staff across K-6 will continue to engage in collaborative planning sessions to design teaching and learning programs based on the new syllabuses, with K-2 staff building on knowledge gained and 3-6 staff commencing their journey in curriculum familiarisation. The Assistant Principal, Curriculum and Instruction will work collaboratively with staff to further develop curriculum knowledge.

#### Mathematics

Throughout 2022, Assistant Principals led professional dialogue and worked shoulder-to-shoulder with team members to develop differentiated and engaging mathematics activities to supplement the existing approach to teaching mathematics, using the Stepping Stones program. At the end of 2022, a review of the Stepping Stones mathematics program was conducted to determine the future directions of the program.

NAPLAN data indicates consistency in numeracy remains a focus area. Staff survey results indicated inconsistent use of the Stepping Stones program across the school and mixed responses regarding whether to continue using the program. Teachers indicated a willingness to further develop their capacity in creating engaging and differentiated mathematics programs.

Despite mixed responses regarding continued use of the Stepping Stones program, it was determined that the school will continue to use the online platform as a resource. The textbook will not be used in 2023. Given the curriculum changes the school had already embraced and will need to embrace in 2023, it was determined that the familiarity of the resource will provide staff with confidence and a base to build from as they enhance their capacity for differentiation in numeracy. Next year will see the school further develop staff capacity to select and implement differentiated numeracy activities that meet student needs through exploration of the Department of Education's universal resource hub. The Assistant

Principal, Curriculum and Instruction will work with staff to ensure high quality teaching practices are enhanced.

## Writing

In Term 3, six teachers attended Seven Steps to Writing Success professional learning to develop their confidence and capacity to teach engaging writing lessons, designed to develop students' capabilities and passion for writing. Following the professional learning, the Stage 2 and Stage 3 teachers worked collaboratively to create teaching and learning programs that explicitly taught and provided opportunities for students to practise the seven authorial skills of the program.

Teacher observations have identified an increased willingness from students to engage in the writing process and to share their texts. Internal school data has shown an increase in students' abilities to connect with the audience and produce innovative ideas.

During the 2023 Term 1 school development days, teachers will share their experiences teaching the program and staff will have the opportunity to explore the purchased Seven Steps to Writing Success books and resources as well as the online resource hub. Following this, a survey will be provided to staff to indicate interest in attending the introductory Workshop 1. Following this professional learning, staff can express interest in attending the workshop for the lower primary years and/or attend the follow up Workshop 2: Putting it all together for staff experienced in teaching the program. Staff who have participated in the professional learning will engage in a tracking process to collect data before and after implementing the program.

## Personalised Learning

In 2022, an aspiring leader embraced the opportunity to undertake the role of learning support coordinator. Throughout the year, a focus was placed on streamlining school-based processes and collection of data to ensure meetings were productive and dedicated towards supporting student needs. Assistant Principals worked with team members to develop capacity to create goals that were specific, measurable, attainable, relevant and time-bound (SMART).

Staff feedback indicated an appreciation of the revised structure of learning support meetings and valued the focus on strategies to support students. All personalised learning and support plans (PLSPs) were regularly updated and responsive to student learning needs and progress, ensuring eligible students receive personalised learning and support within their own classrooms.

In 2023, a continued focus will be placed on further streamlining school-based processes and collection of data. The learning support coordinator and learning and support team will be supported to develop their understanding of the processes for applying for funding. School-based processes will continue to be streamlined to ensure integration funding decision-making is embedded into the learning and support meeting agendas. This will ensure funding use is regularly adjusted throughout the year and in response to student personalised learning and support plan (PLSP) reviews.

## 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
Uplift of 9.06% of students achieving in the top 2 bands in NAPLAN Reading	2022 NAPLAN data indicates 69.46% of students in the top two skill bands for reading indicating the school exceeded the upper system negotiated target.
Uplift of 10.01% of students achieving in the top 2 bands in NAPLAN Numeracy	2022 NAPLAN data indicates 50.58% of students in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 6.39%. In addition, the school achieved above the upper bound target in 2021.
Greater than 74.3% of students achieving expected growth in NAPLAN Reading	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Greater than 63.9% of students achieving expected growth in NAPLAN Numeracy	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

## Strategic Direction 2: Student and Staff Wellbeing

### Purpose

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

### Initiatives

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

- 2.1 A planned approach to wellbeing
- 2.2 Student voice

### Resources allocated to this strategic direction

**Socio-economic background:** \$4,975.95

### Summary of progress

In 2022, the school focused on promoting positive wellbeing by continuing to implement The Resilience Project, introduce reflection forms to encourage students to consider their behaviours and the impact on themselves and others, and review the attendance processes and roll marking procedures across the school.

The school promoted student voice by implementing 4C strategies within the classroom to promote agency and enable all voices. Student voice was also facilitated through the student leaders. The school captains and vice captains maintained ownership of the fortnightly assembly script, adding their own individuality and flair to the proceedings. The members of the Student Representative Council (SRC) engaged in a process of planning and implementing student-led school tours for 2023 Kindergarten students and their families. The purpose of the initiative was for the SRC members to identify points of interest and celebratory information to be shared, and for prospective families to hear from the students about their schooling experience at Waverley Public School.

### Impact

Staff indicated that the whole school focus on developing students' dispositions in the cognitive, intrapersonal and interpersonal domains provided a framework for developing wellbeing as well as engagement in learning (Strategic Direction 3). Staff survey data indicated that the implementation of The Resilience Project was not consistent across the whole school and that the program was not meeting students' needs. Tell Them From Me student survey data indicated an increase in the percentage of students indicating positive wellbeing outcomes in 2022 compared with 2021.

The introduction of behaviour reflection forms promoted positive, reflective and restorative conversations between students, the Assistant Principals and parents/carers. Students were supported to reflect on the impacted of their choices and identify dispositions that they could utilise in the future to make positive choices.

A review of the school's attendance processes and roll marking procedures increased staff awareness of the requirements.

### Where to next?

In 2023, the school will continue to embed the language of the learning dispositions across the school and explicitly teach and provide opportunities to develop these capabilities. The focus on the cognitive as well as social-emotional (interpersonal and intrapersonal) domains is anticipated to be of benefit to students' wellbeing (Strategic Direction 2) and engagement in learning (Strategic Direction 3). Based on feedback, the school will not implement The Resilience Project from 2023.

In 2023, the school will engage in professional learning regarding the Inclusive, Engaging and Respectful Schools package. The school will refine processes to ensure the whole-school behaviour management approach is strategic, integrated and in line with the relevant Department of Education documents.

Further refinement of the school's attendance processes will take place in 2023.

The school will also continue to embed 4C processes in teaching and learning programs as a means of enabling student voice and active engagement in learning.



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
Uplift of 4% of students with positive wellbeing	86.08% of students indicate a positive sense of wellbeing, which was an increase of 6.01% across the positive wellbeing measures from 2021 (80.07%) and an increase from the baseline data of 78.2%.
Uplift of 4.42% of students attending school 90% of the time	The number of students attending greater than 90% of the time or more has decreased by 11.35%, however this figure was significantly affected by the public health orders due to COVID-19.



## Strategic Direction 3: Engagement in Learning

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**Professional learning:** \$26,024.27

### Summary of progress

On the second School Development Day for Term 1, teaching staff engaged in professional learning with members of the 4C Transformative Learning team. The introductory session was designed to provide teachers with an insight into the professional learning model so that they could decide whether to opt in to the learning or focus on other areas. All class teachers elected to continue learning with the 4C Transformative Learning team.

The professional learning aimed to equip teachers with knowledge, skills and processes to support students to engage in a complex and changing world. The professional learning explored the cognitive, interpersonal and intrapersonal domains of the learning disposition wheel through processes that enabled collaboration, communication, critical reflection and creativity (the 4Cs). Throughout the year, the professional learning took the form of inquiry-based workshops during which staff engaged in 4C processes that could be replicated in or adapted for the classroom. Stage teams identified their cohort's strengths and yet-to-be-strengths and developed inquiry questions to provide opportunities to build students' capabilities in the identified area.

Teachers engaged in Collaborative Classroom Visits and Deep Noticing and Action (CCV+DNA) processes to share 4C pedagogy and noticings about the learners, as well as collaboratively develop actions to further build students' capabilities.

In Semester 1, the executive team, also identified as the Strategic Leadership Learning (SLL) team, attended a two-day 4C Network Days event in the Sutherland Shire to build knowledge, share practice and learn from the experiences of other schools. In Term 3, six aspiring leaders at Waverley Public School successfully submitted expressions of interest to be part of the school's Strategic Leaders of Learning (SLOL) team and to assist in leading the Transformative Schools journey. In Term 4, all members of the SLL and SLOL teams attended a two-day 4C Network Days event in Wollongong which enabled the team to see the possibilities for how the approach can underpin all aspects of schooling.

### Impact

Internal school data identified an increase in students' ability and willingness to reflect on their capabilities as learners and identify strengths and yet-to-be strengths according to the learning disposition wheel. Implementation of 4C processes enabled all voices within the classroom and supported students to develop their capabilities as active listeners who could collaborate and build on the ideas of others.

The professional learning model ensured staff members' voices were enabled as they developed a deep understanding of how to authentically collaborate. Staff feedback indicated that increased collaboration, collective efficacy and active involvement in staff professional learning were benefits of engaging in the 4C Transformative Schools professional learning. Staff also expressed gratitude for their contributions being enabled and valued during professional learning sessions.

### Where to next?

Following the 4C Network Days in Semester 2, the executive team and aspiring leaders demonstrated a commitment towards ensuring the learning dispositions are embedded in our practice and that language is being used consistently across the school. To facilitate this, a weekly learning disposition focus will be introduced during which opportunities are provided for students to build their capabilities in the specified area. A weekly learning disposition assembly will be

introduced to recognise students' achievements in demonstrating or building the specific disposition. Articles explaining the weekly disposition will also be shared via the school newsletter to ensure the broader school community is aware of the language and capabilities being developed in the learners.

Teachers also demonstrated a commitment towards embedding 4C processes in teaching and learning programs to facilitate active engagement in learning. This will be led by the SLL and SLOL teams during stage meetings and collaborative planning sessions.

In 2023, the SLOL team will attend workshops with the 4C Transformative Learning team to collaboratively design professional learning that the aspiring leaders will facilitate for the staff. The teaching staff will continue to participate in CCV+DNA processes facilitated by the 4C Transformative Learning team to support the stage team in building the identified yet-to-be strengths within their cohort.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Student interest and motivation will reach or exceed 67% (compared with a baseline of 57% in 2020) by 2022, as measured through TTFM surveys.	Student interest and motivation was 72% in Semester 1 and 66% in Semester 2, as measured through TTFM surveys. While this was an increase from the baseline data of 57% in 2020, further improvement will continue to be a focus.
Student effort will reach or exceed 82% (compared with a baseline of 77% in 2020) by 2021, as measured through TTFM surveys.	Student effort was 91% in Semester 1 and 88% in Semester 2 as measured through TTFM surveys. This is an increase from the baseline data of 77% in 2020. The Semester 1 data was above the NSW Government norm while the Semester 2 data was equal to the NSW Government norm.
85% of staff will collaborate on the implementation of a whole school consistent and evidence-based approach to programming by 2024.	Data from the 2022 Tell Them From Me teacher survey and observations of teacher programs show that there is an increasingly consistent, whole-school and evidenced-based approach to programming. Survey data indicated strengths in the area of 'planned learning opportunities' with staff responses scoring 7.9, above the NSW Government norm.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$66,533.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Waverley Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 1.2 Personalised learning</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrating progress towards their personalised learning goals. All personalised learning and support plans (PLSPs) were regularly updated and responsive to student learning needs and progress, ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to build the capacity of the learning and support coordinator and learning and support team in terms of processes for applying for funding. School-based processes will continue to be streamlined to ensure integration funding decision-making is embedded into the learning and support meeting agendas. This will ensure funding use is regularly adjusted throughout the year and in response to student personalised learning and support plan (PLSP) reviews.</p>
<p>Socio-economic background</p> <p>\$4,975.95</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Waverley Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 2.1 A planned approach to wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> equitable access to resources and educational materials, uniforms and curriculum opportunities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to streamline school-based processes for monitoring student attendance data.</p>
<p>Aboriginal background</p> <p>\$1,063.58</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Waverley 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><b>Funds have been targeted to provide additional support to students</b></p>



<p>Aboriginal background</p> <p>\$1,063.58</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 1.2 Personalised learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the successful implementation of students' Personalised Learning Pathways (PLP), including progress made towards individualised goals. Yarning Circles was also introduced which provided an opportunity for an Aboriginal teacher to work with Aboriginal students to share culture and connections. The project involved the students working with an Aboriginal artist to create an artwork to represent the school and the land on which learning takes place. Following consultation with the local Aboriginal Education Consultative Group (AECG), the Dharawal language program through the Gujaga Foundation was introduced for students in Kindergarten.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue facilitating the implementation of Personalised Learning Pathways and to extend the Dharawal language program to include Kindergarten and Stage 1 students.</p>
<p>English language proficiency</p> <p>\$52,746.94</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Waverley Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 1.2 Personalised learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> internal school data showing that students have made progress against the EAL/D learning progressions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to facilitate 0.4 EAL/D staffing allocation.</p>
<p>Low level adjustment for disability</p> <p>\$80,386.39</p>	<p>Low level adjustment for disability equity loading provides support for students at Waverley Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 1.2 Personalised learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• targeted students are provided with an evidence-based intervention (MiniLit) to increase learning outcomes</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul>

<p>Low level adjustment for disability</p> <p>\$80,386.39</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> MiniLit data shows student growth in the area of phonics. Personalised learning and support plans (PLSP) show students meeting their individualised learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue funding the LaST position to enhance literacy and numeracy outcomes for students requiring additional support. The Assistant Principal, Curriculum and Instruction will conduct a review of the whole-school literacy and numeracy data and build the data literacy of the learning and support teachers to ensure student needs are being met.</p>
<p>Professional learning</p> <p>\$26,024.27</p>	<p>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 Waverley Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 3.2 Staff engagement in learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging academic partners (4C Transformative Learning) to work with teaching staff to build capacity in understanding and teaching the learning dispositions as well as the areas of creativity, communication, collaboration and critical reflection</li> <li>• course fees for curriculum or pedagogy</li> <li>• teacher relief to cover the cost of teachers attending professional learning regarding curriculum or pedagogy during school hours</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Internal school data identified an increase in students' ability and willingness to reflect on their capabilities as learners and identify strengths and yet-to-be strengths according to the learning disposition wheel. Implementation of 4C processes enabled all voices within the classroom and supported students to develop their capabilities as active listeners who could collaborate and build on the ideas of others. The professional learning model ensured staff members' voices were enabled as they developed a deep understanding of how to authentically collaborate. Staff feedback indicated that increased collaboration, collective efficacy and active involvement in staff professional learning were benefits of engaging in the 4C Transformative Schools professional learning. Staff also expressed gratitude for their contributions being enabled and valued during professional learning sessions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Following the 4C Network Days in Semester 2, the executive team and aspiring leaders demonstrated a commitment towards ensuring the learning dispositions are embedded in our practice and that language is being used consistently across the school. To facilitate this, a weekly learning disposition focus will be introduced during which opportunities are provided for students to build their capabilities in the specified area. A weekly learning disposition assembly will be introduced to recognise students' achievements in demonstrating or building the specific disposition. Articles explaining the weekly disposition will also be shared via the school newsletter to ensure the broader school community is aware of the language and capabilities being developed in the learners.</p> <p>Teachers also demonstrated a commitment towards embedding 4C processes in teaching and learning programs to facilitate active engagement in learning. This will be led by the SLL and SLOL teams during stage meetings and collaborative planning sessions.</p> <p>In 2023, the SLOL team will attend workshops with the 4C Transformative Learning team to collaboratively design professional learning that the aspiring leaders will facilitate for the staff. The teaching staff will continue to</p>

Professional learning \$26,024.27	participate in CCV+DNA processes facilitated by the 4C Transformative Learning team to support the stage team in building the identified yet-to-be strengths within their cohort.
Literacy and numeracy \$12,570.74	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Waverley Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 1.1 Quality teaching of literacy and numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• teacher release to engage staff in collaborative planning and programming</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased professional dialogue and collaborative planning based on data to meet student needs in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to provide opportunities for collaborative planning and programming that supports teachers in selecting differentiated activities that meet individual student needs. Further exploration of the Department of Education's universal resource hub will be an area of focus in 2023.</p>
QTSS release \$68,378.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Waverley Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 1.1 Quality teaching of literacy and numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teaching and learning programs showed an alignment to the refined scope and sequence documents as well as documentation of adjustments to cater for individual learning needs. Teachers engaged in professional dialogue and collaborative planning to design and implement mathematics programs to meet the needs of students. Teachers have begun to develop their knowledge and understanding of the K-2 English and mathematics syllabuses.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to facilitate collaborative planning, including shoulder-to-shoulder support from the Assistant Principals and the newly appointed Assistant Principal, Curriculum and Instruction, commencing in 2023. The focus will be on building staff capacity to engage with the new curriculum and collaboratively design and implement engaging, differentiated and meaningful teaching and learning programs.</p>
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 Waverley Public School who may be at risk of not meeting minimum standards.

<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 1.2 Personalised learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> MiniLit data shows student growth in the area of phonics. Personalised Learning and Support Plans show students meeting their individualised learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue funding the LaST position to enhance literacy and numeracy outcomes for students requiring additional support. The Assistant Principal, Curriculum and Instruction will conduct a review of the whole-school literacy and numeracy data and build the data literacy of the learning and support teachers to ensure student needs are being met.</p>
<p>COVID ILSP</p> <p>\$13,767.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> students were supported in small groups to work towards individual goals in literacy and/or numeracy, with internal school data showing improved student learning outcomes and increases in confidence.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue supporting student learning outcomes using small group intervention. The Assistant Principal, Curriculum and Instruction will conduct a review of the whole-school literacy and numeracy data to ensure student needs are being met.</p>





## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	172	158	172	161
Girls	158	178	179	188

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.2	96.2	94.6	93.4
1	95.3	95.5	94.8	92.3
2	95.7	96.8	94.7	91.8
3	95.5	95.7	95.5	90.4
4	93.9	94.4	94.5	93.5
5	95.7	92.6	94.7	90.0
6	93.9	95.4	92.1	91.4
All Years	95.4	95.5	94.6	92.1
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

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.83
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	2.82

\*Full Time Equivalent

## 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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	751,472
<b>Revenue</b>	3,644,700
Appropriation	3,403,880
Sale of Goods and Services	1,550
Grants and contributions	228,140
Investment income	10,630
Other revenue	500
<b>Expenses</b>	-3,599,105
Employee related	-3,127,133
Operating expenses	-471,972
<b>Surplus / deficit for the year</b>	45,595
<b>Closing Balance</b>	797,066

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	66,533
<b>Equity Total</b>	139,173
Equity - Aboriginal	1,064
Equity - Socio-economic	4,976
Equity - Language	52,747
Equity - Disability	80,386
<b>Base Total</b>	2,745,020
Base - Per Capita	88,691
Base - Location	0
Base - Other	2,656,330
<b>Other Total</b>	341,807
<b>Grand Total</b>	3,292,533

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents and carers, students and teachers regarding the school. Throughout 2022, feedback and the opinions of all members of the school community were sought through P&C meetings, surveys and written feedback. The responses are presented below.

The Tell Them From Me (TTFM) student survey was implemented in March-April (Semester 1) and November (Semester 2) 2022 for students in Year 4-6, and provided feedback regarding nine measures of student engagement alongside the five drivers of student outcomes.

Waverley Public School has completed the TTFM surveys since 2016. The school has seen a steady increase in students identifying as having positive wellbeing since 2020, with the 2022 data 6.01% above the prior period comparison.

Notable results from the 2022 student surveys are as follows: -

- The percentage of students with positive relationships (overall and in each of the surveyed grades, Year 4-6) was above the NSW Government norm in both Semester 1 and Semester 2. This measure identifies students who have friends at school they can trust and who encourage them to make positive choices.
- Semester 1 and Semester 2 survey results indicated the percentage of students with positive behaviour at school was above the NSW Government norm.
- The percentage of students participating in extra-curricular activities was greater than the NSW Government norms in both Semester 1 and Semester 2 surveys. Student participation levels overall as well as for both boys and girls were above NSW Government norms for each category.
- The surveys identified the percentage of students who are victims of bullying as significantly lower than the NSW Government norm in both Semester 1 and Semester 2.
- The percentage of students demonstrating high levels of effort regarding their learning was above the NSW Government norm in Semester 1 and commensurate with the NSW Government norm in Semester 2.
- The percentage of students identifying that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback was above the NSW Government norm in Semester 1 and Semester 2.
- The percentage of students who indicated they have positive teacher-student relations and someone who advocates for them was above the NSW Government norm in Semester 1 and commensurate in Semester 2.

The Tell Them From Me 'Focus on Learning' teacher survey was conducted in October-November 2022. The survey is a self-evaluation tool for teachers and schools based on eight of the most important drivers of student learning and the four dimensions of classroom and school practices. In 2022, 9 teachers completed the survey which was a significant decrease in participation rate from previous years (18 respondents in 2021 and 16 in 2020).

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

Parents and carers were invited to complete the Tell Them From Me 'Partners in Learning' parent survey in October-November 2022. In 2022, 85 respondents completed the survey which was a decrease in participation rate from previous years (93 respondents in 2021 and 126 in 2020). 65% of the respondents in 2022 have a child in K-2. Key results are detailed below: -

- Results in six of the seven domains were slightly below the NSW Government norms (0.2-0.8 points), indicating areas for development. The six domains were 'the school supports positive behaviour', 'safety at school', 'parents are informed', 'parents are welcome', 'the school supports learning' and 'inclusive school'.
- The area of 'parents support learning at home' was above the NSW Government norm, with indicators highlighting that parents/carers engage in conversations about learning and school and encourage their children to do well.
- One area for development, as identified in the parent survey, was 'parents feel welcome'. This sentiment was mirrored in the open ended question of 'What do you like about the school or what would make it even better?' and in discussions at P&C meetings. In response and in line with DoE COVID-smart measures, the school welcomed parents and carers into the classrooms to assist in Term 4.

Students and parents/carers were also asked to identify three words to describe the school. The responses are summarised below.

## How do students describe Waverley Public School?



## How do parents and carers describe Waverley Public School?



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.