

# 2022 Annual Report

## Waniora Public School



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# Introduction

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

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

## School contact details

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## School vision

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

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

## School context

Waniora Public School (267 students) is located in an idyllic coastal setting in the northern suburbs of Wollongong. Our school is an active member of the Seacliff Community of Schools and is located within the Wollongong North Principal Network. We enjoy a strong and productive relationship with Bulli High School (located next door).

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

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

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

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

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

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

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

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

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Literacy & Numeracy
- Data

### Resources allocated to this strategic direction

**Professional learning:** \$6,528.00

**QTSS release:** \$68,722.76

**Literacy and numeracy:** \$14,926.95

**Low level adjustment for disability:** \$2,913.00

**Literacy and numeracy intervention:** \$22,984.00

**English language proficiency:** \$13,150.61

### Summary of progress

Waniora Public School continues to track positively towards improvement measures within literacy and numeracy. The school has successfully undertaken a review of spelling K-6 and implemented researched based pedagogy across all classes. Teachers were professionally developed and in the four elements of spelling and QTSS funding was used to release teachers and supported the Curriculum leader to provide demonstration lessons and observations. This approach was also used to successfully implement the Close Reading pedagogy in 3-6 classes to improve reading comprehension. The Curriculum leader worked collaboratively with teachers to identify quality texts, modeled lessons, observe lessons and generate quality feedback. Professional development in comprehension, developed skills and understanding in the theory of comprehension and explicit comprehension strategies. Formative assessment practices across the school were strengthened through the High Impact Professional Learning framework. Verbal feedback for students was implemented through a consistent and scaffolded approach by teachers K-6. Learning depositions were developed through student voice to support feedback strategies. The Number Talk pedagogy was implemented across the school to improve mathematical reasoning and communication. Teachers were developed in the approach and now implement this pedagogy daily as part of numeracy instruction. Whole School data tracking processes still need to formalised and consolidated in one central location. All teachers using are using PLAN data to drive teaching and learning and inform intervention in literacy and numeracy.

The extensive professional development of teachers with the support of the Curriculum Leader has led to the implementation of research based pedagogy across the school. Teachers have deepened their professional knowledge and consistent teacher judgment practices have been enhanced. Expertise in reading comprehension, formative assessment and mathematical reasoning has resulted in a change to teaching practice across the school.

During 2023, the school will continue to refine and develop the knowledge and expertise of current and new staff in Number Talks, Close Reading, Talk 4 Writing, formative assessment and spelling instruction. Data collection across teams will be supported by stage based data talks built on a "Spiral of Inquiry" approach in 5 week cycles. Whole school data talks will be initiated to examine school trends, monitor curriculum implementation and identify areas for targeted support. Implementation and on going development of formative assessment practices to support student learning goals and feedback for teachers and students will continued to be implemented and processes developed to build consistency across the school. The collection and storage of data will be centralised to enhance data informed decisions and longitudinal tracking.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement

<p>6.6% uplift in the proportion of students achieving in the top 2 bands of NAPLAN reading.</p>	<p>2022 NAPLAN data indicates 51.9% of students are in the top two skill bands for reading indicating the school did not achieve the system-negotiated target, however, progressed beyond the target baseline by 1.48%. Additionally, the school achieved above the lower bound target in 2021.</p>
<p>Expected growth data in NAPLAN Reading unavailable in 2022 due to the cancellation of the National Assessment Program in 2020. Internal assessment measures used to monitor student growth.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>7.2% uplift in the proportion of students achieving in the top 2 bands of NAPLAN numeracy.</p>	<p>2022 NAPLAN data indicates 41.89% of students are 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 4.27% . Additionally, the school achieved above the upper bound target in 2021.</p>
<p>Expected growth data in NAPLAN Numeracy unavailable in 2022 due to the cancellation of the National Assessment Program in 2020. Internal assessment measures used to monitor student growth.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>

## Strategic Direction 2: High Challenge

### Purpose

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

### Initiatives

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

- High Challenge
- Systems of Support

### Resources allocated to this strategic direction

**Professional learning:** \$9,000.00

**Literacy and numeracy:** \$3,500.00

### Summary of progress

Waniora Public School teachers undertook professional learning to support the implementation of the High Potential and Gifted Education (HPGE) policy through the Community of Practice initiative. The HPGE team attended three professional learning sessions with schools from the Wollongong North Network to unpack the policy and develop an action plan for its implementation. School staff participated in professional learning sessions that unpacked the four domains of high potential and gifted education and were provided with opportunities to observe practice within the Year 5 HPGE class hosted at Waniora Public School to become familiar with HPGE differentiation and rich task development.

Staff have been developed in identification practices of individuals in the intellectual domain and provide differentiated content for all students. The implementation of stage based data talks across the school has strengthened teachers assessment practices and created opportunity for deep professional dialogue to support adjustments to individualised learning plans and teaching programs.

In 2023, sustainable systems to facilitate data talks will be planned and timetabled, allowing the practice to become a consistent and essential part of collaborative practice across the school. Further work in the identification processes of high potential and gifted students will continue across the four domains. The action plan will be implemented starting with a focus on differentiated instruction in mathematics. Personalised learning will be tailored to help support students in reaching their SMART goals, staff will support targeted students and provide interventions to help them progress through the duration of the data action plan.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
TTFM Skills Challenge results (Expectations for academic success measures) to be above 2020 base line data (41%), 2021 data and tracking to 2025 Improvement measure.  Internal school tracking Expectations for academic success measures (K-3) to be at or above 50%.	47% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge.  Student voice has been identified as the measurement tool to gauge expectations for academic success K-2 in 2023.
All teaching programs across the school, in response to student achievement data, show clear evidence of differentiation and adjustments to support and challenge students.	All teaching programs across the school are responsive to student data and show clear evidence of differentiation of lesson content as well as personalisation.

**Purpose**

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

**Initiatives**

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

- Wellbeing & Attendance
- Authentic partnerships

**Resources allocated to this strategic direction**

**Professional learning:** \$2,500.00

**Summary of progress**

The school evaluated and revised our behaviour support approaches and programs to include explicit teaching of social skills. Teachers engaged in professional learning based on the Positive Behaviour for Learning program. All teachers were professionally developed to incorporate positive behaviour support approaches into their teaching programs and practice. School systems were reviewed and refined to enhance data entry and improve tracking systems. A relaunch of the Positive Behaviour for Learning model was undertaken and a series of lessons prepared for the following year. Consultation with the community was carried out about the changes and renewed emphasis at P&C meetings and through whole school communication channels.

A consistent and systematic approach to supporting student wellbeing has strengthened the schools capacity to identify potential areas of concern and deploy timely interventions to support positive behaviour and promote a positive sense of wellbeing. A whole school reward day was held to celebrate students achieving 5000 acknowledgements of positive behaviour across the school. Parents and the P&C were actively involved in the celebration, reinforcing the collective efficacy of the approach.

In 2023, the school will continue to refine and adjust the Positive Behaviour for Learning model to include a review of reward and merit systems across the school. A focus on improving attendance will be the focus in 2023 and the exploration of programs that create a greater sense of belonging among students will commence. Greater parental involvement and inclusion is planned through Parent Learning Hubs which will be presented using a range of platforms to maximise inclusion.

**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
Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) demonstrates an uplift to be above the 2021 achievement level.	83.1% of students reporting positive wellbeing outcomes has decreased by 4.24%% across the positive wellbeing measures.
Improvement in the percentage of students attending school greater than 90% of the time to be above the 2021 attendance rate.	The number of students attending greater than 90% of the time or more has decreased by 47.06%.
Increase Sense of Belonging from 2021 Semester 2 figure by a further 2% as measured by Tell Them from Me data (Years 4-6).	There was a decline in the number of students that felt a sense of belonging by in Years 4-6 by 11.53% compared to 2021 results.



Design and trial K-3 survey tool that establishes students' sense of belonging.

The design and implementation of a school based survey tool for students in K-3 was delayed and will proceed in 2023

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$85,433.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Waiora Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><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>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Students receiving Integration Funding Support have been assigned support from a School Learning Support Officer (SLSO) commensurate with their individual level of funding to enable access to the curriculum and support at the area of need. In many cases, targeted support has been provided to enable students to succeed in literacy and numeracy and to improve executive functioning within the classroom, resulting in greater task completion and achievement of outcomes. SLSO's also supported students with mobility issues, health care and toileting and were present at school excursions and sports days, resulting in students being able to participate along with their peers.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Linking the intervention and support provided by SLSOs with personalised planning and goal setting for students with the view to impacting positively on outcomes for funded students. The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.  Formally incorporating integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$24,163.10</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Waiora Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><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 equity loading include:</b></p> <ul style="list-style-type: none"> <li>• supplementation of extra-curricular activities</li> <li>• resourcing to increase equitability of resources and services</li> <li>• additional School Learning and Support Officers employed to provide individualised support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Targeted students from low-socio economic backgrounds receiving support from an SLSO throughout Semester 2. Students identified through the Learning and Support Team attending were supported in literacy, numeracy and socially through this period.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Subsidising the expense to parents of educational programs that are cost inhibitive but vital to curriculum delivery will continue. Additional School</p>

<p>Socio-economic background</p> <p>\$24,163.10</p>	<p>Learning and Support Officers will be employed to ensure that access to the curriculum is equitable. Socio-economic funding in 2023 will also be used to purchase resources for students to use in literacy and numeracy, specifically phonics decodables and specific maths resources.</p>
<p>Aboriginal background</p> <p>\$11,500.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Waniora Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><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 equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All First Nations students have Personalised Learning Pathways which have been monitored and evaluated to ensure students are achieving age-appropriate syllabus outcomes. Increased opportunities for students to develop understanding of and respect for First Nations histories, culture and language has been enhanced through Plans and supported by School learning and Support Officers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to support the implementation of Personalised Learning Pathways with assistance from School Learning and Support Officers and to focus on maintaining and developing new relationships with local community leaders and Departmental support staff to facilitate collaborative decision making.</p>
<p>English language proficiency</p> <p>\$13,150.61</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Waniora Public School.</p> <p><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>• Literacy &amp; Numeracy</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>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Differentiation and co-teaching with the Learning and Support Teacher and the Curriculum Leader, supported teachers to implement phonics instruction and close reading. Small groups of students were supported by withdrawal sessions and by learning adjustments to co-designed teaching programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued support from the Learning and Support Teacher in the provision of phonics based instruction for students K-3 and small group withdrawal groups for EAL/D students in close reading will be informed by stage based data talks and whole school tracking systems.</p>
<p>Low level adjustment for disability</p> <p>\$110,353.87</p>	<p>Low level adjustment for disability equity loading provides support for students at Waniora Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$110,353.87</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>• Literacy &amp; Numeracy</li> <li>• Other funded activities</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>engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The employment of a Learning and Support Teacher (1.0) to collaboratively work with teachers in prioritising literacy and numeracy intervention for students. Rigorous student data was collected and shared in Learning Support Team meetings. Executive and Stage meetings informed the allocation of targeted support for individuals and small groups of students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuing to use funding to create a full time LaST, working collaboratively with teachers to ensure improved outcomes for all students.</p>
<p>Professional learning</p> <p>\$23,028.00</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 Waiora 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>• Literacy &amp; Numeracy</li> <li>• Data</li> <li>• High Challenge</li> <li>• Wellbeing &amp; Attendance</li> <li>• Other funded activities</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>• Teacher professional learning in the Talk4Writing pedagogy</li> <li>• Number talk professional learning</li> <li>• Spelling program development and professional development</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers K-6 are all trained in the Talk 4 Writing pedagogy which is taught everyday across the school. The consistency in the teaching of writing has provided a platform from which students are able to build their writing skills on, year after year. The consistent language and scaffold has increased the focus on teaching the techniques of writing which has yielded the highest average scores in NAPLAN writing in 2022 compare to the previous decade.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To ensure new staff members are up-skilled on using Number Talks, Talk 4 Writing and the schools spelling program. The school through the APC&amp;I will provide professional learning and demonstration lessons in these areas and budget for ongoing professional learning in Talk 4 Writing. Support Unit staff will be assisted in implementing a consistent approach to number talks through collaboration with colleagues and through observations.</p>
<p>Literacy and numeracy</p> <p>\$18,426.95</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Waiora Public School from Kindergarten to Year 6.</p> <p><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>• Literacy &amp; Numeracy</li> </ul>

<p>Literacy and numeracy</p> <p>\$18,426.95</p>	<ul style="list-style-type: none"> <li>• High Challenge</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>• teacher release to engage staff in spelling professional learning</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The teaching of spelling was review and a pilot program tested. This proved to be successful and staff were up skilled in the teaching of spelling to include the four elements of spelling. A series of professional development sessions has built the collective knowledge of staff and provided consistency of lesson delivery and data collection. Number talks have been embedded in classes K-6. Mathematical reasoning and communication has significantly improved across the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> On going professional development in Number Talks and Spelling will continue in 2023. The Assistant Principal Curriculum and Instruction will work with stage teams to refine teacher practice and provide feedback. Data talks will be implemented twice a term to assist in identifying areas for support and track student growth.</p>
<p>QTSS release</p> <p>\$68,722.76</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Waniora 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>• Literacy &amp; 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> Teachers (K-6) being released from face to face teaching so that they can observe the practice of colleagues, team teach, collaboratively program, design and moderate assessment. QTSS time was allocated equitably as a whole resource. Additional school funds were added to the original allocation of \$68772.76 fund a teacher for two days a week and a second teacher, one day a week . The QTSS focus at Waniora Public School is flexible and differentiated to suit the needs of the individual and linked to PDPs, school strategic directions and improvement targets.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To create a systematic approach to the implementation of the new curriculum and accounting for the provision of an additional 5 hours of release from face to face per term for teachers a different approach to staffing QTSS will be used in 2023. Additional release time will be banked and used every 3 weeks providing a hour and a half for teachers to work collaboratively in stage teams and will supported by the Assistant Principal Curriculum and Instruction.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,984.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Waniora Public School who may be at risk of not meeting minimum standards.</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>• Literacy &amp; Numeracy</li> </ul>

<p>Literacy and numeracy intervention</p> <p>\$22,984.00</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Student feedback around close reading was positive in relation to the impact that it has on learning. Survey results reveal that 100% of staff who engaged in close reading professional learning feel confident to teach it. Furthermore, these staff members feel that it has had a high impact on their practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  implement strategies to enhance student engagement in close reading. This could be done through looking at Doug Lemov's highly effective teaching techniques. Lesson studies will be used to ensure high engagement levels and improve overall practice. Student feedback will continue to be used to find quality texts to be used in programming.</p>
<p>COVID ILSP</p> <p>\$62,580.00</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  The employment of specialist teachers (literacy and numeracy) to work collaboratively with class teachers in assessing student need through triangulating student data and the facilitation of small group tuition in 5 weekly cycles. Each cycle was characterised by pre and post assessment and explicit teaching at the point of need. All identified students recorded growth and continued to be supported and monitored once intensive support had been withdrawn.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To continue to facilitate small group intervention for students in mathematics. All intervention is data informed and monitored by the school's Learning Support Team. A percentage of the funding will be used to part-fund a literacy specialist position. This role will be across K-6 and will focus on reading and spelling improvement, particularly across Stage 2 and 3.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	181	161	161	151
Girls	167	155	148	134

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.3	97.4	93.6	88.0
1	94.1	93.0	94.0	87.0
2	93.2	96.1	90.2	88.7
3	93.0	92.7	93.7	82.8
4	92.8	94.1	90.7	88.7
5	93.8	94.2	91.7	85.9
6	93.8	93.5	89.5	84.3
All Years	93.4	94.3	91.8	86.5
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)	4
Classroom Teacher(s)	11.85
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	5.57

\*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 Actual (\$)
<b>Opening Balance</b>	129,643
<b>Revenue</b>	3,567,061
Appropriation	3,474,438
Sale of Goods and Services	1,142
Grants and contributions	89,663
Investment income	1,619
Other revenue	200
<b>Expenses</b>	-3,402,316
Employee related	-3,084,114
Operating expenses	-318,202
<b>Surplus / deficit for the year</b>	164,745
<b>Closing Balance</b>	294,389

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>	85,433
<b>Equity Total</b>	158,773
Equity - Aboriginal	11,105
Equity - Socio-economic	24,163
Equity - Language	13,151
Equity - Disability	110,354
<b>Base Total</b>	2,826,599
Base - Per Capita	81,990
Base - Location	0
Base - Other	2,744,610
<b>Other Total</b>	192,520
<b>Grand Total</b>	3,263,325

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

Parents/carers reported that they felt welcome when visiting the school and could easily speak with their child's teacher according to the Tell Them From Me Survey conducted in 2022. Parents highlighted the school is a place that supports positive behaviour and fosters a learning environment that encourages high expectations

Through survey responses, parents indicated safety at school and inclusion as an area they would like to see enhanced and further developed. Parents welcomed streamlined communication at the school and were particularly appreciative of streamlined consistent approaches to communication. While most parents highlighted their satisfaction with the way the school caters for student learning at school, survey respondents highlighted the need to develop great supports to assist learning at home.

Teachers surveyed reported valuing high levels of staff collaboration and morale. Many highlighted the support they received from colleagues as enhancing the learning culture and the involvement of parents.. There was an indication that many teachers surveyed were of the belief that their colleagues were dedicated to their students and wanted the best for them every day, regardless of the circumstances in which teaching was delivered. A number of teachers also pointed to data empowering them in their planning and lesson delivery.

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