

2023 Annual Report

Waitara Public School



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Introduction

The Annual Report for 2023 is provided to the community of Waitara Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

Dear Waitara Public School Community,

I am happy to present the Annual Report for 2023.

In this report, you will find detailed accounts of our initiatives and successes, including our commitment to project-based learning, which has enriched the educational experiences of our students and fostered a deeper engagement with their learning.

I am delighted to share that our students have demonstrated outstanding results in both NAPLAN and Check-in assessments, a testament to their hard work and dedication, as well as the exceptional teaching practices employed by our staff.

One of the highlights of the year was our Harmony Day celebration, where our school came together to celebrate diversity and promote a sense of belonging among our students and families. It was truly heartwarming to see our community embrace and celebrate our cultural differences.

I would like to express my deepest gratitude to our dedicated P&C volunteers, whose unwavering support and commitment have contributed immensely to the success of our school. Your efforts have not gone unnoticed, and we are incredibly fortunate to have such a supportive and engaged parent community.

I want to extend my heartfelt appreciation to our dedicated staff, whose passion, hard work, and tireless dedication have been instrumental in shaping the positive outcomes we have achieved this year. None of this would have been possible without your unwavering commitment to our students' success.

As we reflect on the past year and look ahead to the future, let us continue to work together to build upon our achievements and create an even brighter future for all our students.

Thank you for your continued support and partnership.

Warm regards,

Dany Fitzgerald

School vision

At Waitara Public School, our core ethos revolves around ensuring that every student is truly known, valued, and cared for. We pride ourselves on fostering an innovative, vibrant, and engaged school community that thrives on collaboration and inclusivity. Our commitment is unwavering when it comes to delivering rich, inclusive learning experiences within a nurturing environment.

Our overarching goal is to empower our students to become resilient, successful, and creative independent thinkers who consistently challenge themselves and inspire others. We firmly believe in instilling in them a genuine passion for lifelong learning, rooted in principles of equity and excellence in education.

Waitara Public School is more than just an educational institution-it is a vibrant hub of learning and growth where students are empowered to dream big, achieve their goals, and make a lasting impact on the world. Together, we are shaping the leaders and innovators of tomorrow, guided by our shared commitment to excellence, inclusivity, and lifelong learning.

School context

Waitara Public School is a vibrant educational institution nestled within the Hornsby School Education Area. Boasting recently upgraded core facilities, the school serves as a beacon of academic excellence for approximately 1031 students spanning from Kindergarten to Year 6. Notably, the school accommodates two Opportunity Classes, catering to students with high abilities.

Diversity thrives within the school's community, with a rich tapestry of languages and cultures. Remarkably, around 96% of students hail from non-English language backgrounds, representing over 52 distinct cultures. Among these, prominent groups include Chinese, Indian, Korean, and Sri Lankan communities.

The dedicated team at Waitara Public School comprises approximately 80 school-based personnel. This dynamic group encompasses executive staff, classroom and specialist teachers, EAL/D educators, an ICT coordinator, Teacher Librarian, School Counselor, School Learning Support Officers, administrative staff, and a general assistant. This diverse team collaborates to provide a nurturing environment conducive to academic growth and holistic development.

Academically, Waitara Public School sets a high bar, with students consistently excelling in NAPLAN assessments. A significant proportion of students achieve in the top two bands across all assessment areas, reflecting the efficacy of the school's teaching methodologies and support structures.

Central to the school's success is its passionate and committed staff. A blend of youthful enthusiasm and seasoned expertise characterizes the teaching cohort, fostering a culture of collaboration and continuous learning. Emphasising professional development, the school prioritises enhancing ICT competency, curriculum differentiation, assessment practices, and Social Emotional Learning (SEL) initiatives among its staff.

Waitara Public School's technological infrastructure is robust, ensuring equitable access to wireless connectivity and a variety of devices for all students. Moreover, the implementation of Bring Your Own Designated device program in Years 4-6 reflects the school's commitment to embracing innovative educational practices.

In essence, Waitara Public School stands as a beacon of educational excellence, where diversity is celebrated, academic achievement is nurtured, and a culture of collaboration and continuous improvement thrives. Through its unwavering dedication to student success and staff development, the school remains poised to shape future generations of leaders and lifelong learners.

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	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student outcomes, evidence-based pedagogies are implemented in literacy and numeracy programs, where data is used to identify student progress and inform future learning and teaching directions.

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

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning AP Curriculum & Instruction

Summary of progress

Effective classroom practice….

Quality evidence- based classroom practice has been a continued focus in 2023 through whole school professional learning addressing differentiation, formative assessment, learning intentions, success criteria, feedback and individual learning goals as evidenced in teaching programs. A particular emphasis has been on supporting the needs of all students through high EAL/D support in each stage, ongoing tracking of students requiring additional support and the HPGE identification process and support. Analysis of Check-in and NAPLAN data confirms these findings. Supporting Early Career Teachers has been a particular area of emphasis this year through the five -weekly mentor program and timetabled opportunities to work with the APC&I's in planning, lesson observation, co-teaching and reflection sessions. The evidence has shown high satisfaction with new curriculum implementation processes this year. Curriculum teacher release days, collaboration with APC&Is including meetings, demonstration lessons and co-teaching, stage meetings and planning and external professional learning related to the syllabus were rated in the effective and highly effective ranges in staff surveys in Term 4. K-2 teachers reported increased confidence levels in understanding and implementation of the new English and Mathematics syllabuses. 3-6 teachers indicated that they needed time to process and understand the demands of the new syllabus. The role of the APC&I has developed throughout the year with a strong focus on supporting teachers by engaging in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms through evidence-informed teaching strategies.

To move towards further development of our progress measures in 2024 the focus will be on strengthening effective assessment strategies aligned to new syllabus implementation. There will be a strong emphasis on building teacher knowledge of formative assessment strategies to continue to allow for effective differentiation in all class teaching programs meeting the needs of all students. To continue the process of implementation of the English and Mathematics syllabuses in 2024 teachers have identified a need to further explore and adapt resources and planning and collaboration time, in particular the units of work, along with a need for targeted, differentiated lessons to engage with the syllabus. 3-6 teachers identified the need for time for collegial planning and reflection regarding the implementation.

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

Analysis of data at whole school, stage and class level is embedded in evidence- based practice across the school and an integral part of stage initiatives and programs. NAPLAN results were strong in all areas. Students classified as Needing Support or Developing were identified and tracked as EAL/D or Learning Support. Year 1 Phonics assessment has proved beneficial to track student progress. During 2023, stage- based discussions each term focussed on gathering evidence of student learning through discussion guided by the Quality Teaching Cycle with an emphasis on how do we measure the impact of our teaching. Supporting all teachers to develop this understanding of student assessment and data concepts enabled them to collaboratively use this to inform planning, identify interventions and modify teaching

practice. In Stages 1, 2 and 3 action learning projects 'Faces on the Data' took place in Term 3. These reflected the learning needs of students following analysis of a variety of data sources in each stage. Investigation of qualitative and quantitative data indicated positive results.

In 2024 we will continue to ensure high Impact strategies using student assessment data is regularly used to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. Through collaborative conversations we will gather evidence that all teachers have a sound understanding of student assessment and data concepts and that they can analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice. There will be a continued focus on providing opportunities for teachers to have professional conversations across program evaluation, analysis of data sources and engage in professional learning in quality evidence-based classroom practice. Continuing to use the questions: How are you using data to inform your practice? What was the impact of your current practice? How do you know (what evidence do you have)? will drive conversation at stage planning. Professional learning in Essential Assessment will enable teachers to use the program to its full extent.

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>Reading Growth</p> <ul style="list-style-type: none"> An increase in Check-in Assessment mean scaled score for reading in Year 3 (4.07%) and 5 (2.1%) for 2023 compared with Year 3 and 5 in 2022. 	<p>There has been an increase in Check in Assessment mean scaled score for Reading in both Year 3 and Year 5 from 2022 to 2023.</p>
<p>Numeracy Growth</p> <ul style="list-style-type: none"> An increase in Check-in Assessment mean scaled score for numeracy in Year 3 (5.9%) and a decrease 5 (0.4%) for 2023 compared with Year 3 and 5 in 2022. 	<p>There has been an increase in Check in Assessment mean scaled score for numeracy in Year 3 and in Year 5 a consistent score from 2022 to 2023.</p>

Strategic Direction 2: Student Engagement

Purpose

To cultivate student engagement, we prioritise individual and collective wellbeing by fostering a nurturing and positive environment. We implement evidence-based strategies aimed at developing cognitive, social, emotional, physical, and spiritual wellbeing.

Our approach involves innovative and collaborative teaching practices. Our teachers and leaders uphold high standards of professional practice and embrace open, flexible, and contemporary learning spaces to enhance student engagement.

We are committed to ensuring that all staff members meet the teaching professional standards through ongoing professional learning. Recognising the pivotal role of quality teachers in driving student learning outcomes, we prioritise continuous improvement and reflective practice. By building leadership capacity among our educators, we aim to create a culture of excellence that benefits all students.

In contemporary classrooms, we emphasise a shift in pedagogy towards differentiation for excellence, tailored to meet the evolving needs of our students. By placing a heightened focus on student engagement through project-based exploration, we strive to create dynamic and enriching learning experiences that inspire lifelong learning and academic success. We strive to create dynamic and enriching learning experiences that inspire lifelong learning and academic 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.

- Evidence based change to whole school practices
- Collaborative partnerships

Resources allocated to this strategic direction

Professional learning

Summary of progress

Evidence based change through whole school practices

Throughout 2023 the Bridge Builders program, provided by Empowering Life Skills, was implemented across the school. Executive, teaching & support staff received training in all aspects of the program - classroom lessons, online supporting resources for families and the overview of the Bridge Builders Peer mediators program. Teaching teams were provided with a stage based program to teach explicitly in classrooms. Stage scope and sequences were developed for fortnightly lesson implementation. All families were provided access details to their child's class lessons. The Assistant Principal Wellbeing facilitated a parent information session. Wellbeing reports and information regarding this new initiative was regularly shared via the school newsletter.

A program expert provided a two-day Bridge Builder Mediator training workshop for 27 of our Year 6 Student Leaders + 2 Year 5 student leaders. This training was supported by two executive staff members who went on to supervise and mentor these leaders. Students visited Kindergarten classrooms to speak about their role in the playground and share a poster with the names/photos of Bridge Builder Mediators. Support folders (training reminders, student script and engagement prompts), timetables and mediator vests were purchased and established. Regular student check ins were held to monitor mediator feedback and address any arising issues with the implementation of the program. Data from feedback forms was analysed, shared with student leaders and problems addressed. Student feedback indicated 3 key areas of concern in the K-2 playground - peers leaving others out of games, disagreements and playing unfairly. This mirrors issues arising in the 3-6 playground.

This new program has led to more consistent language being used across the school when dealing with minor conflicts in the playground (both staff & student BB Leaders) and increased confidence from students in grades K-5 in addressing minor conflict on their own or with the assistance of a mediator. The selection of 2024 mediators was opened to all Year 6 students and targeted Year 5 students. Interested students completed an EOI and attended information sessions before deciding to participate in mediator training. The decision to open this role to all Year 6 students was to alleviate the issues of students' over commitment & time restraints in Stage 3. The program has been expanded to include Year 5 students in the role of Bridge Buddies to support Kindergarten students in the playground. The interested students were trained by program developer with the support of an Executive staff member. This has resulted in stronger student voice & increased participation.

Moving into 2024, teachers will explicitly address the identified playground issues within class lessons. An additional staff member has engaged in the Bridge Builder Mediator training to expand teacher knowledge, skills and expertise across the school. Additional professional learning sessions will continue to build staff confidence and consistency in supporting students (formally and informally) in emotional regulation and conflict resolution - aligned with the school PBEL discipline model but also differentiated and tailored to each cohort.

Throughout 2024 the effectiveness of these programs will be monitored.

Collaborative partnerships

Collaborative partnerships are built with students, staff, families and other organisations to support and develop students and the school community. There is a school wide collective responsibility for students' wellbeing and success.

Attendance: Efficient whole school systems and processes to monitor attendance are implemented. In their respective roles, all staff know their responsibility towards student attendance. Efficient communication channels ensure that absences are monitored and followed up on. Via the newsletter and Parent Portal, community is informed of the expectation and importance of regular attendance, and the significant positive impact this has on student achievement. Consistent high attendance rates are acknowledged. Extended leave is not encouraged, however, continues to have the greatest negative impact on whole school attendance data. The attendance rate has remained above 90% over 18 months with a rate of 91.9% attendance rate in Semester 2 2023. WPS needs to continue to build community awareness of the impact an extended leave pattern has on student learning engagement and potential academic outcomes.

Student Wellbeing and Success: Within a diverse multicultural and often transient school community, with many families newly arriving to Australia, the need to address anxiety and strengthen resilience amongst students was identified, as well as making it a priority to focus on providing opportunities for families to connect with local services.

Successful initiatives evidenced throughout 2023 included:

Bridge Builder Program: Staff were offered opt in support sessions to explore the program. Feedback resulted in staff collaboration with program developer/owner to look at other ways to engage and promote lessons and quality implementation of content.

Empowering Life Skills (Bridge Builders) Parent Session: With the aim to increase awareness & understanding of this program, develop a common language & increase consistent expectations, this event was attended by approximately 30 parents. Low attendance meant that the impact has been limited at this early stage of implementation.

In 2024 two additional Stage 3 staff will support the daily implementation of the mediator program- ensuring daily access for student mediators to support as needed. The Bridge Builder program will be included in teacher induction sessions to ensure new staff to the school are able to explore this program, ask questions and familiarise with the additional teaching resources available.

Community Expo Oct 2023: 12 community groups participated in an on-site community expo to raise awareness of local community organisations and provide assistance to families in need. Lifeline, Mission Australia, NSW Police, Way Ahead Mental Health Services, Hornsby Ku-Ring-Gai Women's Shelter, KYDS Youth Support Services, Girl Guides, Australian Adult Migration English Services (TAFE), Centrelink, Variety Disability Services, Surf Lifesaving NSW & DMI Psychology Services shared resources and information through a market stall event. There was strong positive feedback from organisations and attendees regarding the range of services available and the information provided. To increase school community engagement, the timing and promotion of this event will be reviewed for 2024.

Positive Parenting Program (PPP): Assistant Principal Wellbeing became a trained facilitator and delivered the PPP program at Waitara PS (1. Positive Parenting 2. Raising confident & competent children 3. Raising resilient children). In Term 4 small group sessions were held for interested parents.

Anxiety Presentation (Way Ahead Mental Health Services): Community program on different types of anxiety, services and support available & what parents can do to support their children at home. In 2024, a more targeted approach will be taken to invite parents whose children are identified within the school as showing anxiety and low resilience.

School initiatives to enhance collaborative partnerships, including community events, have resulted in stronger connections between school and families, consistent language and expectations, increased awareness of programs offered to students across the school. In 2024 these initiatives will be refined, strengthened and extended with the inclusion of parent voice at the consultation and development phase. The school will continue to focus on strengthening the sense of belonging within the school community.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>WELLBEING</p> <p>The school is moving towards the school identified target of Excelling as measured by the School Excellence Framework in the following themes :</p> <ul style="list-style-type: none"> • A planned approach to wellbeing - (in the element of Wellbeing). • Individual learning needs - (in the element of Wellbeing). • Behaviour - (in the element of Wellbeing). • Classroom management - (in the element of Effective Classroom Practice). • Community satisfaction - (in the element of Management Practices and Processes). 	<p>Self-assessment against the School Excellence framework shows the element of Wellbeing to be sustaining and growing.</p> <p>School behaviour practices align with changes to NSW Department of Education Policies. A systematic, well-planned whole school approach to effectively support and manage student behaviour includes updated Positive Behaviour Engaged Learners (PBEL) flow chart, student reflection templates (K-2/3-6) modified to reflect emotion coaching training completed across the school in 2022, and Sentral Wellbeing platform to store student data.</p> <p>Staff training on PBEL systems both at whole school TPL and in new teacher induction program ensures consistent use of language, strategies and expectations across the school.</p> <p>Stage One Wellbeing Lessons Term One -Focus on emotional regulation and to build on staff knowledge, skills and strategies for working with students experiencing overwhelming emotions at school. Five lessons were created and co-taught based on the Calm Kids Program (Got It Training 2022) across Grades 1 & 2. Lesson 1 Big Feelings, Lesson 2 Becoming a feelings detective, Lesson 3 Identifying & understanding worry, Lesson 4 Being confident in who you are and Lesson 5 How to be a great friend. All 12 classroom teachers reported increased social/emotional awareness & reported students utilising the strategies taught across the term in both the playground and the classroom. Lesson overviews were shared in school newsletter & class Seesaw accounts to ensure parents were included in this process.</p>
<ul style="list-style-type: none"> • 85% or above of students in Years 4-6 have positive relationships at school. • Increase in percentage of parent interaction and feedback through social media and communication platforms • TTFM parent survey data - increase parental responses 	<p>TTFM data indicates that 86% of students report positive relationships at school. This has increased by 4%.</p> <p>97.9% of the parent community interact and provide feedback through social media and communication platforms.</p> <p>In 2023, 50.6% of parents completed the TTFM parent survey which is a slight decrease from 2022 parent participation.</p>
<p>Attendance</p> <ul style="list-style-type: none"> • Increase the percentage of students attending school more than 90% of the time to be at or above the lower bound system-negotiated target of 91.2%. 	<p>The number of students attending greater than 90% of the time or more has increased by 1.4% , however, this figure is significantly affected by the high number of extended leave absences due to returning overseas to visit family. The 2023 Semester 1 attendance rate was 93% and this decreased slightly in Semester 2 to an attendance rate of 91.9%.</p>
<p>Wellbeing</p> <ul style="list-style-type: none"> • TTFM Wellbeing data (Sense of Belonging, expectations, advocacy) improves to be at or above the lower bound system negotiated target of 89.4%. 	<p>84.3% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating progress yet to be seen towards the lower bound system negotiated target of 89.4%.</p>

Strategic Direction 3: Modern Learning Active Community Partnerships

Purpose

Authentic teaching and learning practices, embracing change and risk taking, are delivered in collaborative environments that equip students with skills and competencies for now and in the future.

Empowered, engaged and mutually respectful multicultural community.

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

Initiatives

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

- Authentic Collaborative Practice
- Student Engagement

Resources allocated to this strategic direction

Beginning teacher support Professional learning

Summary of progress

Authentic Collaborative Practice

An overview of 2023.

The evidence showed that co teaching has still been an area of focus across the 2023 school year as there are many factors that effect a classroom HUB environment. In this time frame, teachers across the school (RFF included) were provided with an RFF timetable that allowed for HUB teachers to plan and reflect together. Early career teachers were provided time to visit other classes to observe co-teaching practices across the school to observe teachers of their choice across K-6. Identified teachers with an expertise in the area of collaborative practice provided dedicated professional learning on the co-teaching models, innovative learning spaces and the learning modes to both early career teachers and new teachers to the school. Barriers: due to the emphasis placed on the 'Engage' and 'Enact' phases of the new curriculum by teachers in grades K-6, the uptake of opportunities for observing collaborative practice (excluding early career teachers) was not as extensive as in previous years. This aspect continues to be an area where our school can strive for improvement. Additionally, extensive planning in the area of creating collaborative hubs in 2024 has been put into practice with teacher voice taken into consideration and collaboration between the executive to identify the 'best fit' for the 2024 school year.

Impact:

Initiatives: Anecdotal feedback from teachers said that they enjoyed the opportunity to watch other teachers in action, helping them to feel reassured that what they were doing in their HUB was working and also developing confidence to implement co-teaching with a new HUB if they were to change grades/HUBS. Alongside this, the continued planned-for hub RFF and termly planning days have been successful in allowing teachers to effectively collaborate across teams and hubs.

High Impact Professional Learning (HIPL): Feedback from teachers indicated a deeper understanding of co-teaching models, learning modes and methods of collaborative practice. Data collected at the completion of the HIPL asked teachers to identify what areas they could take into their everyday teaching and learning with 83% identifying either co-teaching models or the learning modes to be implemented into their practice moving forward.

Where to next: In 2024 in this initiative we will continue to carefully consider teacher placement for future class planning. We will again revisit the learning modes with an emphasis on how these skills can be explicitly taught to students across K-6. Our school has acquired access to the Professional Learning suite from SLEC so we will work alongside the team to plan and implement PL in the areas of collaborative practice and innovative learning environments to refresh all staff across our school. We will endeavour to offer time for teachers to observe each other outside of their stage or year level to further build their tool kit. Hub teams will continue to be provided with dedicated time to create hub agreements ensuring a consistent understanding is obtained before the commencement of 2025. Finally, the school is working

towards building a culture of feedback and teachers will be supported to provide and receive effective feedback via the PDP process as well as informally in a hub setting.

Student Engagement

An overview of 2023.

From feedback collected following the completion of project based learning (PBL) in 2022, it was evident that teachers were ready for more autonomy over what area or areas they wanted to focus on for PBL in 2023. On the first stage planning day with the 2023 team, stages discussed and planned for when they would teach Science, History and Geography across the year with the knowledge that the Exhibition of Learning would be in Term 3. We identified teachers with relevant expertise in this area and they provided professional learning differentiated to the knowledge of staff across the school. We facilitated a feedback sessions among staff that provided stages with usable feedback from each team to further enhance their planned projects. Students participated in a very successful Exhibition of learning that was again highly valued and supported by our parent community. Barriers included time, as Term 3 was inclusive of many additional events as well as teachers unable to source relevant 'experts' to support student learning. We also identified a lack of representation from across the staff on the PBL committee which will be better considered in 2024. Positive changes continued to include a genuine interest and commitment across the school by all teachers to engage in project based learning as they observed high engagement by students through clear student voice and choice. This was evidenced through teacher evaluations of the project.

Impact:

Initiatives: Following the completion of the showcase, 83% of teachers who provided feedback stated their confidence in the process of PBL had improved. and many were able to access relevant 'experts' to support the students on the way. From a community perspective, 79% of families rated the experience 5 out of 5, explained they had a better understanding of the PBL process and 73% displayed a deeper understanding of the 9Ds process. Anecdotal feedback from parents also showed the level of engagement as most parents spoke about their child's new interests and depth of knowledge they had built on their chosen topics. Anecdotal feedback from students also demonstrated high levels of engagement and appreciation for the autonomy they were able to have with their projects. Finally, student choice was evident throughout projects with hubs taking different paths according to student interest.

Where to next: To move towards achieving our progress measure, next year we will have school wide representation on the modern learning committee that drives the PBL process within the school. We have condensed the additional activities students will partake in across Term 3 and will move the Exhibition to Week 10. The committee will endeavour to support teachers in sourcing appropriate 'experts' ahead of time as well to support the need for additional time. The school will continue to give stages the autonomy over what content they are working through during PBL. We will continue to review our assessment tasks and pursue ways to assess and track student voice.

Technology

An overview of 2023

Technology committee is highly active across the school; the purchase and implementation of resources has been carefully considered and preceded with quality professional learning and supporting teaching programs/plans. Resources purchased include 2 x 3D printers, a green screen and 18 DASH robots. Curriculum development has resulted in a digital technologies scope and sequence and stage based teaching programs addressing syllabus outcomes. Experts provided teachers (3-6) with explicit sessions to explore and learn how to use/teach Lego Robotics. Teaching programs were developed to support this. Student and parent focus groups were involved in the refinement of Student Usage Agreements. These have been contextualised for each stage and are supported with explicit teaching slides. and parent acknowledgement of these agreements.

Impact:

Initiatives: Digital devices support learning in all classrooms K-6; the access ratio is appropriate to age and need. Professional learning is ongoing for staff and ensures consistency in the use of technology for administrative purposes as well as quality teaching to provide flexible and innovative student learning opportunities.

Where to next: There will be ongoing refinement of the current approach to leading technology within the school. 2024 will see the following areas prioritised: increasing parent knowledge and support of the use of technology in school to

support student learning; increasing parent awareness of how to proactively keep their children safe online; ongoing differentiated professional learning to build teachers' capacity and confidence to teach technology; the teaching programs designed to address the digital technology syllabus outcomes, will be implemented and reported on in Semester 1.

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>Effective Classroom Practice</p> <p>The school is moving towards the school identified target of Excelling in the element of Effective Classroom Practice as measured by the School Excellence Framework.</p>	<ul style="list-style-type: none"> • Classroom programs planned for collaboratively using combined hub RFF in stage teams. • Goal setting evident within classrooms with teacher supporting individual interests and goals during PBL additional to classroom goal setting • Enhanced use of Essential Assessment supporting students with identifying and meeting chosen academic goals.
<p>Learning and Development</p> <p>The school is moving towards the school identified target of Excelling in the element of Learning and Development as measured by the School Excellence Framework.</p>	<ul style="list-style-type: none"> • Classroom observations for early career teachers • Differentiated TPL sessions (when applicable) to suit the varied needs of the staff

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,333.48</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students • Funds used for School Learning Support officers <p>The allocation of this funding has resulted in the following impact: Additional SLSO's employed to support the implementation of in class individual student personal learning plans.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, recommendations the school will continue to provide additional support for identified students.</p>
<p>New Arrivals Program</p> <p>\$176,761.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Waitara Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling. <p>The allocation of this funding has resulted in the following impact: K-2 students at the Beginning and Emerging phase received increased specialist EAL/D teacher support.</p> <p>After evaluation, the next steps to support our students will be: More effective differentiation strategies for EAL/D learners in K-2 classrooms</p>
<p>Integration funding support</p> <p>\$90,605.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Waitara Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>implementation of targeted programs to differentiate teaching and learning programs release for classroom teachers to liaise with carers and stakeholders to</p>

<p>Integration funding support</p> <p>\$90,605.00</p>	<p>develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</p> <p>intensive learning and behaviour support for funded students</p> <p>additional staffing to assist students with additional learning needs</p> <p>The allocation of this funding has resulted in the following impact: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p> <p>After evaluation, the next steps to support our students will be: Ongoing monitoring and tracking of student PLSPs in collaboration with parent/caregivers to ensure the funding continues to specifically address each student's learning needs.</p>
<p>Socio-economic background</p> <p>\$10,603.71</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Waitara Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support. School Learning Support Officers <p>The allocation of this funding has resulted in the following impact: Additional SLSO employed to support the implementation of in class individual student personal learning plans.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will continue to provide additional support for identified students.</p>
<p>English language proficiency</p> <p>\$720,996.16</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Waitara Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phases • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: EALD students showing improved outcomes EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. increased teacher capacity to identify the learning needs of EALD students. more detailed reporting to parents</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>English language proficiency</p> <p>\$720,996.16</p>	<p>Professional learning on teaching English as an additional language dialect. teachers will use student data, including student English language proficiency using the EALD learning progression, and analysed writing samples to assist in supporting EALD students.</p>
<p>Low level adjustment for disability</p> <p>\$146,026.16</p>	<p>Low level adjustment for disability equity loading provides support for students at Waitara Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: Additional SLSO employed to support the implementation of in class individual student personal learning plan.s</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will continue to provide additional support for identified students.</p>
<p>Professional learning</p> <p>\$69,033.73</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 Waitara Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice • School Wide Data Collection and Analysis practices that inform teaching and learning programs and whole school planning. • Evidence based change to whole school practices • Collaborative partnerships • Authentic Collaborative Practice • Student Engagement • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • course costs for staff undertaking recognised courses - Principal Leadership conferences- The Middle Leadership Imperative Program. - Gwiyaala Aboriginal Art Workshop - Staff Development -CPR/Anaphylaxis training online and face to face all staff -Literacy workshops -High Performance Gifted Education Professional Learning <ul style="list-style-type: none"> • Teacher relief for staff engaging in professional learning. • PETAA Professional Learning Subscription • other methods of learning designed to improve student outcomes. • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of literacy and numeracy for all students, including high potential students, resulting in improved internal and external student results.</p>

Professional learning \$69,033.73	After evaluation, the next steps to support our students will be: Targeted professional learning focused on the school's strategic directions.
Beginning teacher support \$78,365.00	Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Waitara Public School during their induction period. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Authentic Collaborative Practice • Other funded activities Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. • ongoing feedback and support that is embedded in the collaborative practices of the school • teacher mentors access specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback • mentoring structures and collaborative practices within the school or across a cluster of schools The allocation of this funding has resulted in the following impact: Ongoing support and mentoring of teachers in their first 2 years of teaching. This involves collaborative planning and classroom observation opportunities. After evaluation, the next steps to support our students will be: Professional discussion and evaluation of class programs, assessment and reporting procedures.
QTSS release \$204,895.01	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Waitara Public School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Other funded activities Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional staffing to support staff collaboration in the implementation of high-quality curriculum The allocation of this funding has resulted in the following impact: Curriculum teacher release days, collaboration with APC&Is including meetings, demonstration lessons and co-teaching, stage meetings and planning and external professional learning related to the syllabus were rated in the effective and highly effective ranges in staff surveys in Term 4. After evaluation, the next steps to support our students will be: To move towards further development of our progress measures in 2024 the focus will be on strengthening effective assessment strategies aligned to new syllabus implementation. There will be a strong emphasis on building teacher knowledge of formative assessment strategies to continue to allow for effective differentiation in all class teaching programs meeting the needs of all students

<p>COVID ILSP</p> <p>\$15,743.08</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of assessment, student work samples, teacher observation and PLAN2 and NAPLAN data.</p> <p>After evaluation, the next steps to support our students will be: To continue to have differentiated numeracy interventions across the school and to ensure that identified students are receiving targeted support through the employment of an additional teacher.</p>
<p>Per capita</p> <p>\$268,328.13</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Waitara Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional funds needed for SLSO's • additional teacher release • Employing additional School Administration Officers including casuals. <p>The allocation of this funding has resulted in the following impact: Additional SLSO employed to support the implementation of in class individual student personal learning plan.s</p> <p>After evaluation, the next steps to support our students will be: Provide additional in-class support for identified students to continue to meet their personal learning goals. Student progress will continue to be monitored through the Learning Support Team, with suitable adjustments made to ensure student success and growth in the classroom.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	512	525	536	532
Girls	558	530	495	500

Student attendance profile

School				
Year	2020	2021	2022	2023
K	85.5	94.8	89.6	93.1
1	90.8	95.5	90.1	91.9
2	90.3	95.4	90.4	94.2
3	91.2	96.5	89.9	93.2
4	89.7	96.4	90.1	92.8
5	91.6	95.8	91.2	94.1
6	89.3	95.2	85.9	92.6
All Years	89.7	95.7	89.6	93.2
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	7.4
Classroom Teacher(s)	37.05
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.6
Teacher EAL/D	6
School Counsellor	1
School Administration and Support Staff	6.07

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,877,200.49
Revenue	10,495,797.10
Appropriation	9,566,680.92
Sale of Goods and Services	33,410.69
Grants and contributions	820,736.09
Investment income	71,269.40
Other revenue	3,700.00
Expenses	-10,147,616.23
Employee related	-8,788,878.24
Operating expenses	-1,358,737.99
Surplus / deficit for the year	348,180.87
Closing Balance	2,225,381.36

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2023 SBAR Adjustments (\$)
Targeted Total	65,887
Equity Total	877,626
Equity - Aboriginal	0
Equity - Socio-economic	10,604
Equity - Language	720,996
Equity - Disability	146,026
Base Total	7,038,616
Base - Per Capita	268,328
Base - Location	0
Base - Other	6,770,288
Other Total	797,093
Grand Total	8,779,223

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

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

Parent

Parents From the Tell Them From Me Parent Survey:

I feel welcome when I visit the school. 8.0

Teachers listen to concerns I have. 7.3

I can easily speak with the school principal. 6.5

Written information from the school is in clear, plain language. 7.6

I am well informed about school activities. 7.8.

If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 7.5.

My child is encouraged to do his or her best work. 7.5

My child is clear about the rules for school behaviour. 8.3.

My child feels safe at school. 8.1

My child feels safe going to and from school. 7.9

The school helps prevent bullying. 7.0

School staff take an active role in making sure all students are included in school activities. 7.2

Our exhibition of Learning Survey showed positive responses: 79% parents rated the event 5/5. They rated the learning from the students as 4.69/5 with 75% of parents giving it a 5/5. 73% of parents are now aware of the 9D's of Solution Fluency. They believed that Project based learning strengthened the students critical thinking skills, problem solving skills and developed a sense of curiosity. 53% of people were aware that Project Based Learning is part of Strategic direction number 3 of our school improvement plan.

Students

Students Our Project Based Learning Survey showed positive responses: Most students were extremely satisfied with the Project based Learning experience. They indicated they most liked: Creating the product, working in groups, presenting ideas, researching the ideas and the exhibition itself. the students enthusiastically offered ideas for improvement in 2024.

In our Tell Them From me surveys:

86% of our students have friends at school they can trust and who encourage them to make positive choices.

85% of students value schooling is outcomes.

93% of students have positive behaviour at school. 95% of students that do not get in trouble at school for disruptive or inappropriate behaviour.

74% of students are interested and motivated in their learning.

80% of students try hard to succeed in their learning.

63% of students strongly agree that they will go to university when they finish school.

Staff

In our Tell Them From me surveys:

74% agree and strongly agree staff morale is high

94% agree and strongly agree that school leaders are leading improvement and change.

88% agree or strongly agree that we communicate our strategic direction

89% of staff agree or strongly agree they feel a sense of belonging.

86% agree or strongly agree that they have job support

79% of the teachers in the school are proficient with 21% conditional.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.