

Falls Creek Public School

Annual Report



Falls Creek Public School

Principal: Ms Nicole Humphreys



2018

2018



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Introduction

The Annual Report for **2018** is provided to the community of **Falls Creek 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 school 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.

Nicole Humphreys

Principal

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Message from the Principal

As principal of Falls Creek Public School I am proud of the achievements made by all students in all areas of school in 2018.

The staff of the school are dedicated and committed to providing a high quality education for our students. We have continued to have high expectations for all students and encouraged students to take responsibility for their learning. This ensures that our students are continuing to develop the necessary skills to be life long learners.

Staff have continued to undertake professional learning to improve their practice and ensure that they can provide innovative learning opportunities for students. This year we have focused on knowing and understanding the new Literacy and Numeracy Progressions to use these as tools for assessment of student learning and planning for teaching and learning activities. This will continue into 2019 as well.

Falls Creek Public School is a great small school and our students are provided with numerous academic, cultural and sporting opportunities across the year. Students have worked well together throughout the year in helping to care for the local school environment and take pride in their work maintaining the school gardens.

Nicole Humphreys

Principal

School background

School vision statement

Falls Creek Public School is committed to "Learning Together" to encourage our students as successful learners, confident and creative individuals and active and informed citizens.

Our vision is to provide an engaging space that is supportive towards the learning of all. Our underpinning values are safety, trust, achievement and respect (STARs). We strongly believe in connecting with our natural environment, families and community.

School context

Falls Creek Public School is a small school nestled within a bushland setting just south of Nowra. Our motto 'Learning Together' underpins our daily practice. The teachers strive to encourage students to achieve their very best in a safe, positive and caring environment. Parents are encouraged to visit the school and to be involved in school events and in learning activities in the classroom. Students are offered opportunities to excel in all areas of their development appropriate to their individual needs. The school community supports us in providing diverse experiences and in connecting with our surrounding natural environment.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

In the domain of learning the school is delivering against all elements. We have high expectations for all our students and have developed strong transition plans and practices to assist students as they move into our school and from our school to other settings. The school's Positive Behaviour for Learning (PBL) practices have been updated and explicitly taught to students and ensure that students individual wellbeing needs are being met in all ears of school. Our curriculum provision and teaching and learning programs ensure that required content is taught in a systematic way and programs are differentiated to meet the individual learning needs of students. Our assessment of student learning is used to plan future learning and we report regularly to parents, both verbally and via semester reports.

In the domain of teaching the school is delivering against all elements. Teachers regularly review what is happening in classrooms and refine their practice to meet student needs and ensure the required curriculum is taught. Data is collected and analysed to support student learning and teachers continue to develop their skills in data analysis to ensure they plan units of work that are engaging and meet the needs of the students. All teachers have attained the standard of Proficient against the Australian Professional Standards for Teachers and are working towards the maintenance of this level. Teachers work collaboratively to refine their practice through observation, feedback and discussion.

In the domain of Leading the school is either delivering or sustaining and growing across all elements. The Principal has high expectations of staff to ensure that student learning is at the forefront of everything we do. Staff know the school plan and their PDPs align with the directions of the plan to meet student need. Staff contribute to school planning and self assessment to ensure we are responsive to the needs of our students. The school's budget is used to ensure staff and resources are deployed to meet the needs of the students and technology is purchased and used to support creative and critical thinking.

Our self-assessment process will assist the school to refine our school 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/sef-evidence-guide>

Strategic Direction 1

Quality Learning for All

Purpose

To maximise teaching and learning we need to develop all people associated with the school as a community of learners so that teaching and learning is highly engaging and well supported by the community.

Children will be more engaged and involved in making decisions about their learning and teachers will be more confident to adjust teaching to suit student needs with close support from parents and other community members.

Overall summary of progress

The staff worked tirelessly to ensure all students were provided with quality learning experiences and opportunities. Literacy and numeracy, as always, were the main focus for the school and considerable time and resources were used to begin to understand and use the new literacy and numeracy progressions. Student achievement against the outgoing literacy and numeracy continuums showed that 80% were at the expected levels of achievement for their grade/stage.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students will achieve their expected grade level outcomes in literacy and numeracy.	Professional Learning – \$1,000 QTSS – \$4,500	This has been happening using the outgoing continuums and new progressions. More discussion about the progressions is required. How we use this data needs to be further developed and refined.
Improved consistency and practice in the use of assessment as a tool that supports learning across the school as evidenced by staff meetings, teaching and learning programs, assessment tasks and data.	QTSS – \$4,500 School Professional Learning Funds – \$1,000	Observations occurred – formal feedback was not done well. New staff commencing in 2019 (principal and fulltime classroom teacher) mean that this process will need to start again.

Next Steps

Due to the change over in almost half of the staff for 2019 these improvement measures and processes will need to be revisited and revised for the school plan.

Strategic Direction 2

School Wellbeing

Purpose

To refine and embed whole school wellbeing processes that value and support the wellbeing of all students so that they can connect, succeed and thrive.

Overall summary of progress

The school's PBL program was reinvigorated for 2018 as part of the school's wellbeing focus. The use of EBS to record data ensured that analysis could be easily carried out and behaviour trends to focus on were easier to identify.

Our transition programs are being overhauled and developed to ensure that wellbeing is a major part of the transition programs to ensure all students transition to new educational settings (pre-school to Kinder, Year 6 to 7) with confidence and appropriate support.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved scores in Positive Behaviour for Learning (PBL) whole school data set analysis.		The school's PBL coach attends regular meetings and updates staff as part of staff meetings. Analysis of behaviour data is used to identify trends and areas to focus on for both teacher professional learning and teaching and learning in the classrooms. SET data collected in Term 1 showed an improvement in the school's practices and student understanding of PBL.
Parent surveys at transition show improvement in student support for learning and wellbeing during transition points.		Students were supported in transition programs for both Kinder and Year 7. Students moving to Year 7 needing extra support were identified and this was communicated with their new high schools with extra support being provided here at school. Similar processes were followed for the new 2019 Kinder students to ensure a smooth transition to school.

Next Steps

The school needs to continue with what was put in place in 2018 for successful transition programs and for PBL. New staff in 2019 will need to be inducted into the school's PBL values and processes.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> Aboriginal background loading (\$10 411.00) 	<p>These funds were used to boost the allocation of the LST to 0.3. The LST provided extra targeted support for Aboriginal students in the classrooms. The LST worked with individual students on targeted interventions as part of the class teaching and learning program and also with small groups of students in conjunction with the class teacher.</p>
English language proficiency	<ul style="list-style-type: none"> English language proficiency (\$1 454.00) 	<p>The funds for the SLSO were pooled with allocated funds from Aboriginal background loading, Low level adjustment for disability and Socio-economic background to provide support for students in both classes over 4 days each week. The SLSO, with teacher guidance and direction, worked with individual students and small groups to support them with their learning in the classrooms.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> Low level adjustment for disability (\$20 823.00) Low level adjustment for disability (\$7 538.00) 	<p>LST allocation was used to support students in the classroom. The LST worked with individual students on targeted interventions as part of the class teaching and learning program and also with small groups of students in conjunction with the class teacher.</p> <p>The funds for the SLSO were pooled with allocated funds from Aboriginal background loading, English language proficiency and Socio-economic background to provide support for students in both classes over 4 days each week. The SLSO, with teacher guidance and direction, worked with individual students and small groups to support them with their learning in the classrooms. This also included supporting students with emotional needs who required extra support to regulate their behaviour.</p>
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$9 891.00) 	<p>These funds were used to further support teacher professional learning around the literacy and numeracy progressions. Teachers were also involved in collaboration and peer feedback on teaching practice as part of the annual Professional Development Plan (PDP).</p>
Socio-economic background	<ul style="list-style-type: none"> Socio-economic background (\$11 875.00) 	<p>The funds for the SLSO were pooled with allocated funds from Aboriginal background loading, English language proficiency and Low level adjustment for disability to provide support for students in both classes over 4 days each week. The SLSO, with teacher guidance and direction, worked with individual students and small groups to support them with their learning in the classrooms.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	31	30	25	18
Girls	21	19	23	19

Our student enrolments are slowly declining due to families moving out of the area. The high cost of buying land in the area precludes families with young children from moving into the area.

We had 2 composite classes in 2018 – infants (K–2) and primary (Yrs 3– 6).

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.7	95.6	93.2	91
1	96.4	90.3	93.7	89.3
2	90.5	90.7	91.8	88.2
3	97	90.6	96.8	84.8
4	93.9	94.4	95.5	89
5	95.1	94.4	96.1	89.6
6	94	94.3	91.5	93.2
All Years	94.4	93.2	93.9	89.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Parents are encouraged to contact the school by phone, email or note if their child is absent. Where a prolonged absence (more than 2 days) occurs, the school will contact the parent to ascertain the reasons for non-attendance.

Reminders about the importance of regular attendance are placed in the school's newsletter 'Talkabout' as is information about the types of leave that are justified. Conversations with parents occur to discuss student absence and reinforce the Department's policy about regular attendance.

Any students with poor attendance are supported by the school to ensure regular attendance through the development of negotiated plans to improve student attendance. If their attendance rates do not improve, then students are referred to the Home School Liaison Officer for support and intervention to improve student attendance.

Class sizes

Class	Total
HBLOCK1	20
IBLOCK1	24

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.35
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.1

*Full Time Equivalent

There are no staff that identify as Aboriginal at Falls Creek Public School in 2018.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

Professional learning for teaching staff has focused on understanding and using the Literacy and Numeracy

progressions. Selected staff have attended training offered by regional and departmental staff and have then shared this with other teachers through targeted professional learning. This will be continued into the future. The principal has been involved in professional learning about new and updated finance and HR systems and trained staff in various areas of these new systems.

All teachers are now accredited as proficient due to the changes introduced at the end of 2017. All staff are working to completing the required amount of registered professional learning for their maintenance of accreditation.

Our non teaching staff have participated in professional learning around new and updated finance and HR systems and ensured successful implementation across the school. Our School Administration Manager (SAM) has provided on the job professional learning for our School administration Officer (SAO) to further develop her skills and abilities.

All staff participated in mandatory CPR and anaphylaxis training during 2018.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	33,883
Revenue	581,309
Appropriation	565,407
Sale of Goods and Services	2,728
Grants and Contributions	12,428
Gain and Loss	0
Other Revenue	0
Investment Income	747
Expenses	-523,473
Recurrent Expenses	-523,473
Employee Related	-472,861
Operating Expenses	-50,613
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	57,836
Balance Carried Forward	91,720

The school's budget is carefully allocated to ensure that student learning is at the centre of that we do at Falls Creek Public School. Regular monitoring of the budget occurs to ensure that all monies are spent according to the school plan and budget.

Any surpluses will be rolled into the 2019 school budget to support student learning.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	462,488
Base Per Capita	9,282
Base Location	1,588
Other Base	451,619
Equity Total	74,446
Equity Aboriginal	11,149
Equity Socio economic	33,482
Equity Language	1,454
Equity Disability	28,361
Targeted Total	13,347
Other Total	10,239
Grand Total	560,520

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Literacy

Due to the small cohort of students at Falls Creek Public School, privacy protocols prevent disclosure of specific student data for Literacy. Parents have been advised of their children's results.

In 2018, students at Falls Creek completed NAPLAN Literacy assessments on paper.

Numeracy

Due to the small cohort of students at Falls Creek Public School, privacy protocols prevent disclosure of specific student data for Numeracy. Parents have been advised of their children's results.

In 2018, students at Falls Creek completed NAPLAN Numeracy assessments on paper.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Due to the small cohort of students at Falls Creek Public School, privacy protocols prevent disclosure of specific student data. Parents have been advised of their children's results. Staff carefully monitor student results and develop learning plans for targeted students in the areas of literacy and numeracy.

Parent/caregiver, student, teacher satisfaction

While no formal survey to gather parent/caregiver, student and teacher satisfaction was conducted the school has a strong understanding of how the community believes the school is performing.

Due to the nature of our small school the staff have developed strong relationships with parents and caregivers and the school regularly engages with parents about their children and how they are progressing at school. Parents are able to raise and discuss issues at P&C meetings as well as meeting privately with staff or the principal.

Students are regularly asked to provide feedback on their learning and school events. Year 6 students contribute to the planning of school events and activities and are often involved in running activities at school.

Staff are able to discuss school events and activities at staff meetings and in informal gatherings. Their opinions are highly respected and valued and they are used to plan future directions of the school.

Overall, the school community are satisfied with the school and how we are meeting the educational needs of students. Parents believe the small school setting helps their children to achieve their best and that the staff cater for their children's needs well.

Policy requirements

Aboriginal education

Falls Creek Public School recognises the Yuin Nation as the traditional custodians of the land on which our school resides. Our school acknowledges this at regular school assemblies, the annual presentation evening and special events.

Aboriginal history and traditional culture reflected in our everyday life are also discussed and taught where appropriate within our class units of work.

Aboriginal stories and history are incorporated into all key learning areas within each class.

Multicultural and anti-racism education

Falls Creek Public School implements a culturally inclusive curriculum. We celebrate the diversity of language, religion and cultural influences within our society. Tolerance and acceptance of differences found in individuals, within families and communities are a focus of units of work taught in our classrooms.

Anti-racism education is also reflected within the units of work taught and through the practice of respect and responsibility found in our school code of conduct.

Other school programs

The school has continued to implement a Sustainability and Gardening Program that was introduced in 2017 by Ms Susan Porteous. Students from K – 6 are involved in helping to maintain the native gardens within the school and care for native plants along the verge and nature strip outside the school. We have liaised with the local council and Landcare groups about the best plants to use within the school to stabilise banks and promote native fauna. Students are learning more about the native plants found in our local area and how they are harvested and used by Aboriginal people.

Students are also involved in planting and caring for various crops of vegetables throughout the year. Students are encouraged to sample the produce and share it with their families. This program links closely with our Health Eating programs that are part of the PD/Health/PE key learning area.