

Falls Creek Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

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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

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 school plan and annual report.

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/school-excellence>

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.

Improvement Measures

80% of students will achieve their expected grade level outcomes in literacy and numeracy.

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.

Progress towards achieving improvement measures

Process 1: Data to inform practice

Deliver effective professional development to ensure teachers routinely use evidence of learning, including a range of formative assessment to inform their teaching, adapt their practice and meet the learning needs of students, specifically in the areas of literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>Literacy program – A review of current whole school literacy programs was conducted and after consultation it was agreed that the THRASS (Teaching Handwriting, Reading and Spelling Strategies) would replace the L3 (Learning Literacy) program. This decision was supported with collated data that indicated gaps in the L3 program. All teaching staff attended THRASS training in Sydney and had release from face to face teaching for planning days. The implementation of THRASS has been well received by both staff and students, with early data revealing an improvement in spelling results and in student confidence to attempt spelling of unfamiliar words. A parent workshop is planned for 2020 to in-service parents and carers in how the program works and strategies they can support their child at home.</p> <p>Learning Intentions/Success Criteria – Baseline data on teacher planning, use of syllabus documentation and student goal setting was collected throughout the year and analysed during staff meetings and team planning days. It was used to collaboratively forward plan and to set learning goals and success criteria for students. At the beginning of each lesson, teachers discussed learning intentions with students and provide opportunities for students to discuss where they needed to go next. Teachers differentiate content to what students needed to know to be able to achieve the learning intentions. Teachers investigated syllabus requirements to link to student achievement to then plan for students' next steps. This will lead to co-designing with students their next steps in learning. Students were able to articulate the learning intentions and success criteria for each learning task. Students are beginning to set individual learning targets and describe their future directions in learning. Students are using learning intentions and success criteria to monitor their progress and achievement. To support the introduction of learning intentions and success criteria the school invested in an online platform of integrated units covering Science, History, Geography, CAPA, PDHPE that includes pre-formulated learning intentions that can be modified based on context.</p> <p>Reporting format – After community and school consultation a new reporting format was adopted and was well received by the community. Through ongoing feedback collation this will again be refined in 2020.</p>	<p>Casual Relief – QTSS</p> <p>Professional Learning</p> <p>THRASS professional development</p> <p>THRASS learning resources</p> <p>MAPPEN – Subscription to integrated units of work</p> <p>Funding Sources:</p> <ul style="list-style-type: none">* Quality Teaching, Successful Students (QTSS) (\$1500.00)* Socio-economic background (\$3000.00)* Flexible funding for resources

Progress towards achieving improvement measures

Process 2: Improvement of teaching and learning through collaborative practice

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in the school to improve classroom instruction and whole school practice.

Evaluation	Funds Expended (Resources)
<p>Teacher collaboration was a priority in 2019. The school timetable was modified to include collaborative planning time during release from face to face. All teachers had termly planning and assessment days where curriculum was differentiated based on data. All teachers attended professional learning in THRASS and The Learning Pit to ensure consistency across the planning of engaging learning sequences.</p> <p>Spirals of Inquiry was explored as a way of looking closely and collaboratively at relevant data, teaching practices and student results. Spirals of Inquiry will be adopted as a process in 2020.</p> <p>The school timetable was also modified to provide opportunities for multiple teaching staff to be in a classroom to support the class, to observe colleague pedagogies and to support student learning at the point of need. Learning support was provided through targeted practice and tiered intervention.</p>	<p>Spirals of Inquiry – \$1200.00 (Professional Learning)</p>

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.

Improvement Measures

Improved scores in Positive Behaviour for Learning (PBL) whole school data set analysis.

Parent surveys at transition show improvement in student support for learning and wellbeing during transition points.

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning

Embed Positive Behaviour for Learning (PBL) to ensure our students connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
<p>During 2019 Falls Creek PS passed the first level of assessment focusing on playground behaviours. We will work towards achieving certification at the second level focusing on classroom behaviours in 2020. PBL lessons were taught to all students by a specialist teacher during the PDHPE time slot in the learning timetable. Our assembly rewards are linked to the PBL program so students are rewarded for safe, respectful behaviours and a games afternoon was held each term to celebrate student's achievements.</p> <p>Events throughout the year including National Family Reading Month and Simultaneous Story Time, the Film by the Bay festival, Book Week, Education Week, NAIDOC Week, Grandparents Day and various sporting carnivals provided opportunities for community to engage with the school both on and outside of school grounds. This allowed FCPS to showcase student learning and for our students to connect, success and thrive.</p>	<p>RAM – Equity</p> <p>P&C fundraising</p> <p>Socio-economic background funding</p>

Process 2: Transition and continuity of learning

The school collects and analyses information to inform and support students' successful transitions.

Evaluation	Funds Expended (Resources)
<p>Throughout the year the Shoalhaven Mobile Preschool included in school activities including our Easter hat parade, Book Week, school performances and classroom visits. Current consultation includes the possibility of increasing the number of days the mobile preschool is on site to add to pre-schoolers interaction with students and the school. The pre-schoolers' familiarity with our school will increase the likelihood of a smooth transition for those attending FCPS in the coming years.</p> <p>The staff at Falls Creek Public School worked closely with the staff at Shoalhaven High school to develop a small schools transition program for our Year 6 students. This included SHS staff meeting our students at FCPS, and FCPS staff taking year 6 students to the SHS site for regular visits where we met with staff, toured the school and observed classes. Students involved in this transition program reported a reduced degree of anxiety around their transition to high school. Year 6 students also went to the high school campuses they will be attending in 2020 for day visits arranged by the local high schools. During these day visits they participated in a typical school day including following a timetable, learning where buildings and classrooms are and participating in lessons.</p>	

Progress towards achieving improvement measures

Students also had the opportunity to participate in multiple interschool sporting activities and all students attended multiple excursion. This allowed them to form connections with students in other schools which will support them later as they move into transition periods. Stage 3 attended a combined schools overnight excursion to Sydney, taking in The Rocks, Sydney Harbour, The Botanical Gardens, The Opera House and Taronga Zoo. After the trip the students reported a strong sense of connection between themselves and with their teachers as well as an improved bond with students from the other school. This bond supported them as they approached their high school transition.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8,927	Funds were used to increase the allocation of the learning support teacher. Targeted support through this position was provided to students via small group withdrawal and in class support.
English language proficiency	\$1,268	Funds were combined with socio-economic background funding and used for an SLSO position to give support to students in both classes. The SLSO work in class to provide targeted support, differentiated activities and intervention to students with teacher direction.
Low level adjustment for disability	\$28,882	These funds were used to increase the LST position. The LST teacher provided support to new students transitioning into the school, students requiring additional support in the classroom and on the playground, particularly those students who required additional emotional support or who were learning to regulate their behaviour.
Quality Teaching, Successful Students (QTSS)	\$7,400	Funds were used to support teacher professional learning on learning intentions and success criteria. Teachers were also involved in collaboration and peer feedback on planning and assessment.
Socio-economic background	\$28,788	Funds were used to support teacher professional learning. Funds were combined with socio-economic background funding and used for an SLSO position to give support to students in both classes. The SLSO work in class to provide targeted support, differentiated activities and intervention to students with teacher direction. Subsidies were also used for school uniforms, text books, excursions, bus hire and student well-being.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	30	25	18	14
Girls	19	23	19	18

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.6	93.2	91	92.3
1	90.3	93.7	89.3	91.9
2	90.7	91.8	88.2	91.2
3	90.6	96.8	84.8	93
4	94.4	95.5	89	86.3
5	94.4	96.1	89.6	95.8
6	94.3	91.5	93.2	81.6
All Years	93.2	93.9	89.6	89.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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
Classroom Teacher(s)	1.32
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	91,720
Revenue	640,786
Appropriation	623,638
Sale of Goods and Services	3,397
Grants and contributions	13,190
Investment income	561
Expenses	-639,053
Employee related	-573,355
Operating expenses	-65,698
Surplus / deficit for the year	1,733

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.

	2019 Approved SBA (\$)
Targeted Total	47,277
Equity Total	67,865
Equity - Aboriginal	8,927
Equity - Socio-economic	28,788
Equity - Language	1,268
Equity - Disability	28,882
Base Total	474,145
Base - Per Capita	8,682
Base - Location	1,429
Base - Other	464,035
Other Total	22,927
Grand Total	612,214

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

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Through surveys conducted and through formal and informal conversations, students were asked if they feel accepted and valued by their peers and by others at our school. Most students indicated a high sense of belonging. Students indicated that the teachers are responsive to their needs and encourage independence. The data indicated that students felt they had positive teacher–student relationships. Parents indicated they felt welcome at the school and could speak to their child's teacher when they had questions or concerns about their child's learning progression and behaviour. Parents felt that students in the school were clear on school expectations and that students felt safe at school. Staff indicated feeling that data informed practice and that there was collaborative culture at the school.

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.