

Wentworth Falls Public School

2019 Annual Report



3422

Introduction

The Annual Report for 2019 is provided to the community of Wentworth Falls 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

Wentworth Falls Public School
Falls Rd
Wentworth Falls, 2782
www.wentwthfal-p.schools.nsw.edu.au
wentwthfal-p.school@det.nsw.edu.au
4757 1604

Message from the school community

2019 was another successful year for the P&C at Wentworth Falls Public School under the dynamic leadership of David Roberts as President. We were able to contribute over \$50,000 to the school helping to enrich the learning opportunities and school experience of our children.

Our fundraising activities in 2019 included: Artfest, canteen, clothing pool, school cafe, garden sales, Mothers and Father's Day stalls, a disco, bulb orders, cake stalls and BBQ's. And we are thankful to all the wonderful members of our school community who gave their time, energy, and resources to make these things possible.

The ways we supported the school through these funds can be divided into four main categories:

1. Physical Resources – in 2019 this included 60 Chromebooks and 21 iPad, sensory escape tents, a library circulation desk and more.
2. Enriching experiences for the students – in 2019 this included funding author visits and co-funding the Inter-relate program and year 6 farewell.
3. Support for Staff and encouragement of teacher morale – in 2019 this included the end of year P&C dinner and catering some of the teacher's professional learning evenings.
4. Improvement of P&C organised aspects of the school – in 2019 this included canteen signage, a new fridge and garden maintenance.

A massive effort by the school community led by David Roberts was our application for the "My Community Project" grant to redevelop the field. We were unsuccessful in receiving a grant but placed 4th in the Blue Mountains area which for a school of just over 400 was a great testament to the community feeling and appreciation for our school. Happily, the school's tireless General Assistant, Dale Ryan has been able to improve the field significantly and a grant achieved in early 2020 from the State Government has seen the installation of a tank to help maintain the new grass.

Despite the challenges the school faced in 2019 the P&C worked productively and cohesively with good humour to help bring about the best outcomes for our school. Special thanks must go to our 2019 President David Roberts and Vice-President Vera Wong who after many years hard work for the benefit of our school community finished up their executive role in early 2020. We appreciate all the time and effort that they have put in as executive members to help make Wentworth Falls Public School the wonderful place that it is.

Any P&C is only as strong as its members and Wentworth Falls is an example of this. 2019 was a great success for the P&C due to the countless hours contributed by parents, grand-parents, and caregivers. Thanks to all those whose passion to see their children enjoy a rich and vibrant education at our wonderful school has led them to contribute in this way.

School background

School vision statement

Wentworth Falls Public School community values strong, resilient relationships built on a common understanding of wellbeing. We are committed to equipping students with the skills to be creative and imaginative thinkers, with tools for 21st century learning and exploring our global world. Our staff leads with inspiring teaching and learning, catering for the needs of the whole child.

School context

Established in 1887, Wentworth Falls Public School has a proud history of serving the community. Sitting alongside a national park, we respect the environment and its role in our wellbeing. The school has fifteen classes, including an opportunity class and we are committed to providing inclusive, safe and quality teaching and learning. The school delivers rewarding learning experiences that reflect our global world. With a strong focus on the literacy and numeracy skills, we strive to improve student outcomes with differentiated teaching and learning. High value is placed on Creative Arts through a variety of activities and events, for both school and community based projects. We are strongly supported by our parents and community, who are involved in many aspects of school life. We are a proud member of the Upper Blue Mountains Learning Community.

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>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Respectful, responsible and engaged school citizens

Purpose

To ensure a student centred learning environment that develops and inspires all students to be creative, motivated and responsible life long learners and citizens.

Improvement Measures

Increase the proportion of students demonstrating positive community relationships and active engagement in learning, comparative to 2017 data.

Shared leadership through active student involvement and family partnerships.

Build collaboration across the student body to promote citizenship values.

Progress towards achieving improvement measures

Process 1: To implement a whole school integrated approach to student well-being in which students can connect and succeed at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>The review of the Student Welfare Policy involved all stakeholders and resulted in some positive changes to our practices which were well-received by the school community. Students demonstrated their clear understanding of our school rules and expectations.</p> <p>The clarity around riding to school and the use of personal mobile devices has provided a clear framework to ensure students are safe at school and while travelling to and from school.</p>	

Process 2: Create and foster student relationships across the school to promote school harmony and inclusivity.

Evaluation	Funds Expended (Resources)
<p>All the programs and processes outlined above were well-received by both students and parents. Students from different grade groups interacted in a positive manner during our picnic lunches. Many families took the opportunity to join us for the picnic lunch at the end of Term 3 and 4. These were very successful in promoting positive relationships between students and our wider school community.</p>	

Process 3: Build student leadership opportunities, to nurture collaborative partnerships across the school.

Evaluation	Funds Expended (Resources)
<p>Students at Wentworth Falls are eager to undertake leadership roles. Their dedication to these roles demonstrates a high level of responsibility and respect. There were many positive comments from community members following the ANZAC and Remembrance Day services. Students were congratulated on their mature participation and their respect for the importance of these commemorations. Grateful thanks as always were received from the residence of our local nursing home. The younger students benefit greatly from the play program run by our PeerPlay leaders. It provided the opportunity to develop positive friendships and develop social skills.</p>	

Strategic Direction 2

Quality teaching and successful students

Purpose

To create an exciting and engaging student lead learning environment, that nurtures and stimulates students.

To increase student achievement with relevant and current educational practice to meet the dynamic and diverse needs of the school community.

Improvement Measures

Increase the percentage of students demonstrating expected growth in literacy and numeracy as measured on the literacy and numeracy progressions.

At least 80% of students demonstrating expected growth in the National Assessment Program in Literacy and Numeracy.

Reporting to parents twice yearly format revised to accurately reflect student progress and be in a readable format for parents and carers.

Progress towards achieving improvement measures

Process 1: To develop and implement the literacy progressions in professional learning sessions and teaching practices.

Evaluation	Funds Expended (Resources)
Due to school-wide difficulties, limited progress was made in this area. Staff began the process of looking at specific aspects of the progressions and identifying tasks that could be used to assess student achievement in these areas. Further professional development and collaborative planning will be necessary in 2020.	

Process 2: To develop and implement the numeracy progressions in professional learning sessions and teaching practices.

Evaluation	Funds Expended (Resources)
Due to school-wide difficulties, limited progress was made in this area. Staff began the process of looking at specific aspects of the progressions and identifying tasks that could be used to assess student achievement in these areas. Further professional development and collaborative planning will be necessary in 2020.	

Process 3: Draw on research to implement effective, consistent syllabus lead writing teaching and learning.

Evaluation	Funds Expended (Resources)
There was positive engagement and participation in the professional learning around the teaching of writing. Staff expressed their willingness to plan and implement strategies in the classroom to improve the learning outcomes of students.	

Strategic Direction 3

Effective use of technology to inform and communicate

Purpose

To increase the variety and use of technology to promote collaborative teacher planning and reporting, encourage family partnerships, school connection and student engagement.

Improvement Measures

Create a learning environment to develop and instil skills for 21st century learners and use current communication tools to seek feedback and communicate to the community.

Increase student use of technology across the school in classrooms and extra curricular activities to connect and engage student learning.

Increase the effectiveness of communication methods to survey, inform and converse with parents and community members.

Increase the teacher use of online record keeping, promoting the use and sharing of meaningful data.

Progress towards achieving improvement measures

Process 1: Implement a whole school standard for record keeping and sharing of information.

Evaluation	Funds Expended (Resources)
Staff, while still learning how to work it, have embraced Sentral and are eager to increase their use of this program into other areas. They found this system made the writing of semester reports more streamlined and less problematic. Recording incidents involving students made the dissemination of information and the tracking of issues much easier. The information was also much easier to access. Google Drive has proven to be a very valuable resource that many teacher are now using on a regular basis. Students are also becoming very confident and competent users of these Apps	

Process 2: Implement online communication and feedback methods with parents and community members.

Evaluation	Funds Expended (Resources)
This range of online services for communication has been embraced by many parents. Up-to-date information is readily available and easy to access. Many families took the opportunity to express their concerns through the Tell Them From Me survey.	

Process 3: Maintain ease of use and extend ways students connect with their learning through technology.

Evaluation	Funds Expended (Resources)
Technology is used widely across the school. From Kindergarten to Year 2 students use iPads to present information and explain their understanding. From Year 3 to Year 6 laptops and Chromebooks are used extensively. Students use them to investigate and present information. Work is published and stored in Google Drive. Students are becoming competent and ethical users of technology to promote achievement, share their learning and demonstrate their understanding.	

Process 4: Increase teacher online planning, assessment and reporting to increase student achievement.

--	--

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Teachers regularly use these online tools to assist with planning, assessment and reporting. Feedback indicates that these tools have become an integral part of how teachers record and share information.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background loading – \$6 602	Personlised Learning Pathways were completed for all students. Teacher assessments indicate that students are showing growth and achievement of outcomes. Funds were spent to help subsidise excursions and NAIDOC Week activities. At the conclusion of this year's activities we have decided to use them again in 2020.
Low level adjustment for disability	Equity funding – \$106 948	Our Learning Support Team (LST), who have the responsibility of analysing individual students' needs and allocating additional support, meet weekly to monitor referrals and evaluate programs. A bank of resources were purchased for use with small groups and in classrooms to support programs. Social skills groups continued to be effective throughout the year. Specific learning programs that were created for students were regularly reviewed and modified throughout the year.
Quality Teaching, Successful Students (QTSS)	QTSS Funding – \$68 085	Teachers were released across stage groups which allowed team teaching sessions, classroom visits, program discussions to be timetabled throughout the year. Quality Teaching Rounds (QTR) were also supported throughout the year to allow the rounds to operate. These proved to be very popular for staff participating and described as an invaluable source of professional development. The next step of our QTSS plan was to begin utilising learning progressions, focusing on writing, across classrooms however due to key staff changes this has been carried over into 2020.
Socio-economic background	\$22 110	Students requiring individual support with learning programs received support via the school's learning support team in the form of resources and school learning support officer (SLSO) assistance. Funds were used to ensure students from low socio-economic backgrounds were able to engage in excursions, camps and performances. The school chaplain ensured families were supported, especially in regards to wellbeing needs and reported back to the learning support team if something was needed for a particular student or family.
Support for beginning teachers	\$30 248	Three teachers were supported at school as part of this program in 2019. Mentor time was timetabled with teachers completing a set program designed to embed quality teaching and learning in their day to day practice. Departmental policies were included in the program so that the teachers were aware of their roles and responsibilities as teachers within the school. The time set aside for each teacher was also used for team teaching sessions and to meet with their supervisor for feedback sessions.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	197	186	188	201
Girls	176	181	189	201

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.3	94.9	94	93.2
1	91.6	94.2	89.7	92.5
2	93.1	92	93.3	91
3	90.6	93.4	91.3	92.4
4	91.8	91.8	94.2	90.8
5	92.1	93.4	92.5	93.8
6	93.7	91.6	91	92.3
All Years	92.5	93.1	92.4	92.4
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
Assistant Principal(s)	3
Classroom Teacher(s)	15.01
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	3.12

*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	728,670
Revenue	3,626,082
Appropriation	3,394,369
Sale of Goods and Services	30,636
Grants and contributions	197,663
Investment income	3,414
Expenses	-3,477,346
Employee related	-3,123,964
Operating expenses	-353,382
Surplus / deficit for the year	148,736

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	143,498
Equity Total	135,662
Equity - Aboriginal	6,602
Equity - Socio-economic	22,111
Equity - Language	0
Equity - Disability	106,948
Base Total	2,714,301
Base - Per Capita	88,459
Base - Location	0
Base - Other	2,625,842
Other Total	202,042
Grand Total	3,195,503

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 website.

Parent/caregiver, student, teacher satisfaction

In 2019 Wentworth Falls Public School opted to do the Tell Them From Me surveys across the school community. The surveys rank responses to a variety of questions on a scale from 0–10.

Students

Students in Years 4–6 completed the Tell Them From Me survey answering questions regarding school outcomes and school climate.

- The percentage of students participating in extra-curricula activities was similar to the state average. Interestingly, the percentage of girls participating in activities such as art, drama and music was a lot higher than boys.
- Students indicated they had positive relationships at school such as friends and people they can trust. They also indicated that they believed school was useful in their lives and would have a strong bearing on their future.
- the majority of students believe they behave positively at school and try hard to succeed in their learning.
- An area of improvement indicated was around improving students' sense of belonging at school. This can also be tied into improving the general level of student engagement (interest and motivation to learn).
- Another area of improvement indicated was around students' perception about homework and its value.

Staff

Teachers completed the Tell Them From Me survey and used anecdotal data, answering questions around the theme of 'Focus on Learning'. Survey responses indicated the following points of interest:

- Collaboration with other staff, sharing teaching resources and planning together was considered a strength.
- Assessment data is used across the school to understand where students are and where they are having difficulty. This is then used to inform planning for teaching and learning.
- Teachers believe they have clear expectations set within their classrooms around behaviour that they work with parents to help solve problems that may be interfering with student progress.
- An area of improvement identified was around providing written, constructive feedback to students regarding their work and improving the engagement of students in class activities.
- Another area of improvement identified was around using technology within classrooms, specifically with setting student learning goals and tracking students' progress towards their goals.

Parents

Parents were surveyed using the 'Partners in Learning' survey via the *Tell Them From Me* portal with 73 parents completing the survey. Survey responses indicated the following points of interest:

- Most parents felt welcomed when they visit the school and that the school's administrative staff are very helpful if they have a question.
- Parents indicated that someone at home encouraged their child to do well at school and praised children for doing well at school.
- Most responses indicated that children knew the rules for school behaviour and that their child felt safe going to and from school.
- An area for improvement was around the school reporting process to parents and the need for more indication of the social and emotional development of children.
- Another area for improvement identified was around what the school currently did student welfare and wellbeing and reviewing these practices.

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.