

# 2020 Annual Report

## Waterfall Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Waterfall 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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## Message from the principal

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As the Principal of Waterfall Public School, I am honoured to present the Waterfall Public School Annual School Report for 2020.

This year has been a difficult and challenging year as we lived through a pandemic. COVID- 19 placed many restrictions and saw many school events cancelled.

During remote learning periods students were provided with work set and staff undertook letter box drops and door to door check ins on students to ensure an equal access to education for all was provided.

A highlight for many of our students and community members was seeing our dedicated staff participate in an Easter Hat parade by driving to each individual students house and celebrating this festive occasion with our students and families.

The student body also wonderfully performed an inaugural whole school musical, Peter Pan.

The dedicated Waterfall PS staff collaborated with our local high School, to ensure all students were presented with meaningful opportunities to participate in inclusive White Ribbon day activities. Students actively engaged in differentiated learning activities with High School mentors to deepen their understanding of the meaning of White Ribbon Day and demonstrating the importance for respect of self and others.

Differentiated learning was further enhanced this year with individual goal setting , as part of the School Plan's first Strategic Direction, where teachers and students collaborated to set individual Numeracy and Literacy targets each term.

I acknowledge the small hardworking team of teachers and administrative and learning support staff for their dedication and commitment to ensuring our students receive optimum opportunities to connect, succeed and thrive through their own learning pathways.

I also sincerely thank the hardworking, supportive parent community, who underpin so many programs with funding and support. Their tireless enthusiasm and generous commitment to our students is highly commended.

Written by Lilly Morabito on behalf of Penelope Passmore

Relieving Principal

Principal



## School vision

Waterfall Public School is underpinned by a culture of high expectations, and scaffolds and nurtures its students to become respectful, resilient, lifelong learners.

## School context

Waterfall Public School is a very small school in the most southern suburb of Sydney, fringed by the Royal National Park.

The multi-stage classes are driven by differentiated learning to support success for all students.

The school has a commitment to connecting, engaging and enabling the students to contribute and ethically advocate within their community, and beyond. The school fosters student voice and student ownership of learning.

Students have the opportunity to participate in quality band, dance, choir and sports programs and all senior students are enabled as school leaders and mentors for younger students. Waterfall Public School has a dedicated focus on Sustainability and Environmental Education fostering an appreciation of its unique, picturesque setting in the Royal National Park.

The school has a very active, supportive P&C and wider community who participate regularly in school functions and activities.

The community is a dynamic advocacy group for the school, dating from 1901, and values its cultural, historical and continuing centrality, in the bushland village.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

Learning is based on quality teaching / learning practices that ensure learners equitably access, contribute and achieve.

### Purpose

Explicit learning pathways will support all learners to achieve a years growth in Numeracy and Literacy, for each year of teaching/learning, based on the Learning Progressions, with Numeracy and Literacy outcomes explicitly embedded across curriculum areas, including a focus on Formative Assessment practices and STEMs.

### Improvement Measures

Explicit planning, teaching and assessment cycles show increasing learning progress for all students and aspirational expectations for all learners.

Lesson observation, student data from Tell Them from Me surveys and student feedback from Formative Assessment practices show increasing higher levels of engagement and authentic individualised student directed learning.

School academic reports, plotting of students on Learning Progressions and student learning logs will increasingly reflect explicit differentiated learning to achieve growth in Numeracy and Literacy.

Professional Standards For Teachers

Professional development plans, including lesson observations and student data, will reflect increased staff professional learning, skills and knowledge to support differentiated explicit teaching in Numeracy and Literacy, to support a years growth for all learners.

### Progress towards achieving improvement measures

#### Process 1: Literacy Strategy

Draw on best practice research to develop and implement high quality professional learning programs in differentiated literacy teaching and assessment practices.

Evaluation	Funds Expended (Resources)
<p>Have all students reached individual reading goals? Why?</p> <p>All students K-6 reached individual learning goals.</p> <p>Data analysed from in school assessments reflected all students (Year 1-6) had produced growth of between 2 and 4 bench marked levels.</p> <p>Are there any common areas to be further developed? Eg Comprehension strategies.</p> <p>Assessment of comprehension strategies in students responses to text, showed students were able to apply strategies from the Super Six (Focus On Reading program) more appropriately to meet the needs of specific comprehension tasks. However, students 3-6 require a greater focus on inference when unpacking and responding to text. K-2 will be focusing on connections text to text, text to self and text to world.</p>	<p>Staff relief to bench mark and assess students.</p>

#### Process 2: Numeracy Strategy

Draw on best practice research to develop and implement high quality professional learning programs in differentiated Numeracy teaching and assessment practices.

Evaluation	Funds Expended (Resources)
<p>Have all students reached individual numeracy goals? Why?</p>	<p>Staff relief to assess students.</p>

## Progress towards achieving improvement measures

Final in-school assessments of Years 1-6 students, demonstrated most students attained individual numeracy goals.

Are there any common areas to be developed e.g. place value?

Knowledge of mathematical number tables is an area that will require continued support, as this impacts very significant number of students in capacity to problem solve, utilising efficient known grouping strategies. Place Value strategies (Stage 3 students) for numbers beyond tens of millions and in decimal numbers, require the application of further explicit teaching and learning strategies to support internalisation and application of advanced place value concepts.

There will be a continued whole school numeracy focus in Strategic Direction 1 Growth and Attainment in the 2021-2024 Strategic Improvement Plan.

### Process 3: Formative Assessment Practices.

Participation in professional learning, SG2 District project and school based professional learning plan, to support understanding, skills and strategies to implement and embed Formative Assessment.

Evaluation	Funds Expended (Resources)
<p>How effectively are staff and students using feedback and goal setting techniques?</p> <p>Planning for the introduction and implementation of Questioning Strategy throughout Semester 1, 2020.</p> <p>Feedback from Students, staff and parents reflected that students felt they had greater ownership, confidence and understanding of their Numeracy and Literacy learning. There was significant evidence of an increased capacity of students to articulate, using explicit meta language to describe their individual learning focuses and to more critically reflect on their learning.</p> <p>Students and Parents require further understanding of learning intentions and success criteria and the importance of these in individual students reaching their learning goals.</p>	<p>Staff relief to assess students.</p>

## Strategic Direction 2

Exceptional learning community relationships which are strategic, authentic, inclusive and collaborative.

### Purpose

The school will be identified as having a culture of authentic community connectedness, ensuring the school demonstrates partnerships of academic, social and cultural significance which enhance the opportunity for the school learning community to participate, contribute and lead learning beyond the school gate.

### Improvement Measures

An audit of the current opportunities for the school learning cohort to participate and collaborate in broader academic, social and cultural networks will be improved by the strategic development of community learning alliances to support and enhance learning opportunities for staff and students.

Increased community engagement and collaboration in school programs and activities will support improved community/school relationships and re-define the school's role in its community.

The profile of the school as an educational setting will be improved by a refocus of school ethos and positive, strategic promotion, leading to increased local enrolments and improved reputation as a quality local schooling destination.

### Progress towards achieving improvement measures

**Process 1:** School Community Engagement Project-to develop sophisticated consultative strategies with the school learning cohort, to support greater engagement and collaboration with the community and to develop an authentic connectedness to the wider community.

Evaluation	Funds Expended (Resources)
<p>Refinement and planning of programs, practices and positive partnerships with all stakeholders will continue in the 2021-2024 Strategic Improvement Plan.</p> <p>On analysis, the implementation of a school Facebook page, refreshed school website achieved greatest response from the local community...</p> <p>A significant number of Facebook postings achieved over 2,000 positive interactions and "share"s and data from weekly website visits indicated greater engagement in school newsletters and galleries.</p>	Staff and P&C executive.

**Process 2:** Academic Network project-to source and develop strategic academic networks to support and enhance learning programs for students, staff and community, and to develop opportunities for staff to lead learning beyond the school.

Evaluation	Funds Expended (Resources)
Unfortunately due to COVID restrictions we were unable to collaborate face to face with our network of schools to enhance learning programs for students, staff and community beyond the school.	School Staff

**Process 3:** Rebranding of School Project- to develop an aspirational ethos that supports contemporary pedagogy, and represents and positively exploits, the unique qualities of the school and its context, with a focus on increasing the local enrolment profile.

Evaluation	Funds Expended (Resources)
<p>All external events were curtailed due to COVID limiting the school's ability to run transitions to school eg open days and Kindergarten transition days.</p> <p>Greater engagement with local pre-schools is an ongoing commitment.</p>	School Staff And P&C

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	\$26,491	<p>Students were provided with structured personalised learning resources, Support Learning Officers were funded to assist in Numeracy and Literacy support programs .</p> <p>The L.A.S.T teacher was funded to develop explicit Individual Learning Plans to support identified students with appropriate learning pathways.</p>
<b>Socio-economic background</b>	\$6,689	<p>Identified students were funded to ensure equity of access to all school programs. to ensure equitable participation and success.. Students were supported with funding for school excursions, band fees, school uniform supplies and personal classroom resources.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	18	11	8	9
Girls	18	8	10	13

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	86.9	97.3	93.3	93.6
1	97.4	89.8	97.4	97.6
2	93.6	97.4	87.3	97.3
3	89.9	92.7	97.3	87
4	90.6	93.1	93.1	86.7
5	94.6	84.7	92.2	87.4
6	97	92.7	95.3	96.6
All Years	93.4	92.7	93.2	91.4
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. 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.

## 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)	0.49
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1

\*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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	9,022
<b>Revenue</b>	549,908
Appropriation	503,053
Sale of Goods and Services	1,620
Grants and contributions	44,660
Investment income	38
Other revenue	537
<b>Expenses</b>	-483,949
Employee related	-395,279
Operating expenses	-88,670
<b>Surplus / deficit for the year</b>	65,958
<b>Closing Balance</b>	74,980

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

## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	43,382
<b>Equity Total</b>	39,487
Equity - Aboriginal	2,090
Equity - Socio-economic	10,800
Equity - Language	0
Equity - Disability	26,597
<b>Base Total</b>	372,154
Base - Per Capita	4,329
Base - Location	418
Base - Other	367,406
<b>Other Total</b>	43,483
<b>Grand Total</b>	498,506

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

The school conducted a survey of staff, student and parents during December 2020. The school sought feedback on opportunities for students to engage in quality learning activities beyond the small school setting, during 2020.

Parents responded to the survey. Most parents felt that students received opportunities to engage in quality learning activities beyond the small school.

Students and staff felt that students received opportunities to engage in quality learning opportunities.

Most parents felt the collaborations with Heathcote High School were most valuable to students learning.

All stake holders agreed that COVID restrictions made major excursions challenging to implement, however, were satisfied with the quality and diversity of opportunities for students to engage in rich meaningful learning activities during a most difficult year.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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All teachers are responsible for 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

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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.