

2020 Annual Report

Wentworth Falls Public School



3422

Introduction

The Annual Report for 2020 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.

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Message from the principal

2020 was certainly a year unlike any other for our school community. COVID had a tremendous impact on our school and limited our ability to do so many things that would normally have occurred, activities that in my first year at Wentworth Falls Public School (WFPS) I was eagerly looking forward to. Patience, cooperation, resilience and flexibility became the keywords that helped all of us navigate our way through the year.

I have very much enjoyed my first year at WFPS and want to thank everyone for the role they played in helping make the year as successful as it could be. I have enjoyed getting to know everybody and I have appreciated all of the support that has been offered.

As I mentioned in my end of year speech, at the heart of all successful schools are strong relationships. As we have successfully navigated our way through 2020, our relationships between students, staff, parents and community are something to be proud of. As we moved through classroom learning, remote learning, and a return to classroom learning (with restrictions) everyone has had to adapt quickly and work together. I congratulate our teachers on their professionalism to quickly acquire new skills and prepare activities that would suit remote learning. I congratulate our parents on how well they adapted to the challenges of learning from home but also working from home, often at the same time. I congratulate our students who all managed as best they could to adapt to the new learning environments they found themselves in and on their ability to maintain their relationships with friends and teachers during the remote learning months. They have all discovered a new level of resilience and independence through the experiences of this year which will be very helpful with any future challenges they face.

One of the positives I have taken from this unusual year has been the strong foundation that is evident throughout WFPS that future success will be built upon. Our school is a great school with happy, inquisitive students, dedicated, professional staff and a community of enthusiastic parents who will do all they can to support activities that improve outcome for our students.

I am proud of what we have all achieved in 2020 and am very excited for what 2021 holds for our school. Once again I thank everyone in our school community for their support and look forward to continuing this productive relationship.

Kinds regards,

Richard Giles (Principal)

Message from the school community

2020 proved a challenging year for the world and WFPS P&C was no exception. However, we rose to the challenge and continued in a modified format throughout the year.

From June our meetings were conducted on zoom and while many of our fundraising events were unable to go ahead, we continued our role of parent advocacy to the school and worked to support, thank, and encourage our wonderful teaching staff who persisted and triumphed in spite of a very difficult year.

A special mention needs to be made of the canteen team, under the leadership of Anne Boyle and Tina Mellor, who returned to serve lunches to the children as soon as COVID restrictions allowed and worked hard to meet the stringent requirements while still providing this valuable service to the WFPS community. This work became largely invisible to the wider community when parents were no longer on site but was greatly appreciated by tired parents after the challenges of the year, as evidenced in the increased number of orders received.

While canteen funds were our primary source of income in 2020 other smaller fund raisers were able to take place - notably the Father's Day Stall and the Picture Plate fundraiser, both of which were well received. A decision was taken by the P&C to refrain from running further fundraising events to relieve stress on a struggling community after bush fires, flooding and then a pandemic. Happily, in 2021 we have been able to resume more normal fundraising activity.

With great delight the P&C saw a long-discussed project come to fruition in 2020 when working in conjunction with the school and with the help of a grant from the Bendigo Bank the long concrete retaining wall at the back of the basketball courts was turned into a beautiful mural by Aboriginal artist Merindah Funnell with input from the students into the design. It was lovely to see a very utilitarian wall become a thing of beauty and a part of our school's story.

Despite our reduced income we were still able to contribute \$30,000 at the end of the year towards the school's "wish list" which will help to provide author visits, the interrelate program, and contribute to the new interactive panels in classrooms.

2020 only served to highlight the strength of the team among the parents and grandparents of WFPS. Despite the challenges we continued to work together for great outcomes for our school and our kids. Thanks to all those who contribute in big and small ways to make our school the vibrant learning community it is.

Julie Guyer (President)

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
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>Participation in the Wentworth Falls Community Hub continued in Term 1. This helped develop valuable connections between the school and community organisations. During this term the Hub gathered information from Kindergarten families regarding the orientation process they participated in during the previous year. Despite COVID-19, meetings continued each term online and the information gathered was used to help develop the Kindergarten Orientation program for Term 4. The school also visited our feeder pre-schools with the goal of forging ongoing relationships to work together and ensure a smooth transition to Kindergarten occurred for all students. This will become a regular program each year.</p> <p>The wellbeing program for 2020 was meant to be a combination of Smiling Minds and the Rock and Water. During Term 1 all staff undertook introductory training for the Rock and Water program which was then followed with 3 staff participating in the 3 day workshop. Plans were developed to roll the program out across the school however COVID-19 stopped this from happening. Once students returned to school teachers trialled parts of the program with their own class however whole school implementation will now occur in 2021.</p> <p>The school champions (staff) were trained in the Smiling Minds program and were also in the planning stages for rolling the program out across the school however this has also been put on hold until 2021. All staff did complete an introductory online professional learning for the program in Term 4.</p>	<p>Professional learning funds for staff training in Rock and Water and Smiling Minds</p>

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

Evaluation	Funds Expended (Resources)
<p>The school Peer Support program was initially halted due to COVID-19 however we adapted the program to comply with COVID-19 guidelines and the program ran in semester 2. This was a great program to run as students returned to school from home learning as it allowed them to re-establish their social connections that were affected.</p> <p>Our Peer Play program was developed with the aim of helping our younger students develop positive play strategies. The program trains Year 5 students who then work with the identified students in K-2 and has been very effective</p>	

Progress towards achieving improvement measures

in developing the skills necessary for positive play to occur in the playground. In 2020 this program was held during Term 3 and 4 in an effort to help those students participating reconnect after our period of remote learning due to COVID-19.

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

Evaluation	Funds Expended (Resources)
Many leadership opportunities and collaborative partnerships were altered throughout the year due to changing COVID-19 guidelines. Whole school assemblies for example were changed to stage assemblies once students returned which allowed for greater student leadership opportunities across the stages. Much of the year was spent focusing on caring for the wellbeing of students and families to help address the increase in anxiety that we witnessed. During Term 4, the school captains were able to represent the school at an altered Remembrance Day service and all students enjoyed being able to participate in activities such as peer support and peer play once guidelines relaxed.	

Next Steps

For the next management plan cycle we will:

- Utilise QTTS money to release staff in order to implement both wellbeing programs K-6 - Rock and Water and Smiling Minds.
- Continue strengthening our community relationships through the Wentworth Falls Community Hub.
- Develop a program for the use of our sensory room, including renovating the current sensory garden.

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)
Further work on learning progressions was placed on hold during 2020 as a result of COVID-19. We plan to incorporate the work in this space into our 2021-2024 school management plan. Both MiniLit and MacLit began in Term 1 however were stopped when remote learning began. Our Learning and Support Teachers developed a program for students that were involved in these which they could use at home. Once students returned to school the programs commenced again.	

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

Evaluation	Funds Expended (Resources)
Further work on learning progressions was placed on hold during 2020 as a result of COVID-19. We plan to incorporate the work in this space into our 2021-2024 school management plan.	

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

Evaluation	Funds Expended (Resources)
Further work on learning progressions was placed on hold during 2020 as a result of COVID-19. We plan to incorporate the work in this space into our 2021-2024 school management plan. Staged based writing assessments were used in both reporting cycles to ensure consistent teacher judgement. It was decided to take staff through CESE's "What Works Best" professional learning. Due to COVID-19 regulations this was completed in stage groups. Each week teachers identified an area to work on based on the chapter they were reading (eg, Feedback). At the end of 2020 all teachers completed a survey regarding which areas they feel they need professional learning on. This will form the basis for part of the professional learning program in 2021.	

Next Steps

Two of the strategic directions in the 2021-24 management cycle will be "Student Growth and Attainment" and "Effective Teaching and Powerful Learning". These directions will take the work that was not able to be completed in 2020 and build on it. For the next management plan cycle we will:

- Use QTSS and school funding to release an AP for part of the week in an instructional leader type role who will work with teachers on strengthening instruction.
- Use QTSS and school funding to release an AP who will develop literacy and numeracy support programs to shift students currently performing in the middle bands of NAPLAN.
- What Works Best professional learning will continue which will strengthen teacher instruction.
- Stage-based, five week planning cycles will continue with an emphasis on using data to inform teaching practice. This work will involve professional learning in, and the use of, learning progressions for all teachers.

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)
<p>During 2020 school staff continued receiving professional learning in the use of Sentral and Google Drive for record keeping and sharing of information. Both areas proved to be invaluable as a result of the changes COVID-19 brought to school operations.</p> <p>In Sentral, proforma documents were developed to record Learning Support Team meeting minutes and to store individual learning plans for those students receiving adjustments to their learning. Sentral continued to be used as the platform for writing student reports.</p> <p>Google drive became the central place to store all stage planning information across the school. This made it more effective for collaboration during planning days and for collecting stage based information. This in turn contributed to a higher level of consistency in planning across classes within a stage.</p> <p>During 2020, Skoolbag became our most used form of communication with the wider community due to COVID-19. Our traditional forms of communication were still used however we saw an increase in the number of families who installed this app to receive information updates.</p>	<p>Release days were used for our Sentral coordinator to work with our LaST when developing the learning support team proformas and to develop the student reporting proforma for the modified semester one report.</p>

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

Evaluation	Funds Expended (Resources)
<p>During COVID-19, communication with parents and our community was paramount. The school continued to use all communication channels to provide our community with information however Skoolbag and the school website were the main two. We saw an increase in the number of families who downloaded our Skoolbag app as they saw it was the fastest way of receiving up-to-date information.</p> <p>Time was given to develop our remote learning page on the school website where resources for families were posted and updated throughout the year. The school newsletter continued to be posted on the website and emailed to</p>	

Progress towards achieving improvement measures

parents which saw a reduction in the number of families requiring paper copies once students began returning to school.

Once again the school used the Tell Them From Me surveys to gauge student, parent and teacher feedback. Unfortunately only a small percentage of parents completed the survey so this will be an area the school targets during the next school management cycle.

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

Evaluation	Funds Expended (Resources)
<p>Google classroom, Google drive and Class Dojo became the three focus areas for this process during 2020 because of the rapid changes brought about by COVID-19. All teachers undertook many hours of elearning to upskill their knowledge around these platforms in order to develop resources that were used during remote learning. Whilst this was a steep, intense period of learning for many teachers, students and families, the community was very appreciative of the efforts used to maintain those social contacts during remote learning. Once the gradual return to school of students began, staff evaluated what worked well with technology and then continued to use this in their classroom teaching program.</p> <p>The school continued to utilise the T4L STEM kits in robotics and 3D printing. Teachers incorporated both kits into their teaching and learning programs. The school also participated in the 'Film By The Eucalypts' project again however it was run under COVID-19 regulations. The school bought more devices for our Chromebook program and iPad program to lower the device to student ratio thereby making it easier for teachers to utilise these devices within their classrooms. The school also updated all interactive boards with interactive panels which provided teachers with reliable technology to use during lessons.</p>	<p>Professional learning hours and use of casual staff during COVID to release teachers to undertake this learning.</p> <p>Purchase of interactive boards, Chromebooks and iPads.</p>

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

Evaluation	Funds Expended (Resources)
<p>The focus in 2020 for this process shifted to online teaching through remote learning due to COVID-19. Stage teams undertook professional learning in a short time frame to upskill their knowledge so that they could prepare resources and teach online while students were learning from home. The staff Google drive was extensively used as it was the easiest way for teachers to collaboratively develop and share resources. Sentral continued to be used for student reporting and an online booking app was used by parents to book interview times with teachers.</p>	

Next Steps

For the next management plan cycle we will:

- Continue to use more features of Sentral for student wellbeing and reporting purposes.
- Utilise online standardised assessment platforms for student assessment and reporting.
- Implement further STEM projects within the school to extend the ways students engage with their learning through technology.
- Develop an ICT hardware plan with the aim of improving student to device ratio.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$11 956.00) 	<p>All Aboriginal students at Wentworth Falls had individualised learning plans developed, incorporating SMART learning goals.</p> <p>The large Aboriginal mural was completed by Merindah Funnell. To complete the mural Merindah conducted workshops with all classes, gathering knowledge of local flora and fauna and teaching students about history and culture and the significance of the totems used in the mural. The completion of the mural realised a long term project of the school community and is now a valuable resource of the school community.</p> <p>Unfortunately COVID impacted on the school's planned NAIDOC Week activities.</p> <p>Planned professional learning on the Aboriginal Education policy was also impacted by COVID and was moved to 2021 for completion.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$119 597.00) 	<p>Students requiring adjustments and learning support are catered for within the classroom through differentiated programming and teaching and tracked by the school's Learning Support Team. This funding was used to employ extra Learning and Support Teacher time during the week to provide intensive support to students requiring learning adjustment. The extra time also allowed the school to implement MiniLit and MacLit across the school. Funding was also used to employ School Learning Support Officers to work with students who have identified learning needs, implementing literacy intervention programs.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$57 645.00) 	<p>The Quality Teaching, Successful Students (QTSS) initiatives provided additional staffing resource allocation to improve the quality of teaching in classrooms. K-2 classrooms benefitted from intensive literacy support with time spent collaboratively developing a writing program. In Stage 2, a 5 week intensive maths support program was implemented with identified students receiving additional support. All students requiring support in number identification and early arithmetical strategies participated in the program with all students showing improved outcomes. Funding was utilised in Stage 3 to provide ongoing professional learning and support for early career teachers to develop their capacity in ensuring student engagement through differentiation was achieved.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$50 003.00) 	<p>Funding was used to support the employment of School Learning Support Officers (SLSOs) who worked with students in classrooms to support student academic learning and social skills development in the playground. SLSOs supported Kindergarten students during the first weeks of the year transition into school</p>

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$50 003.00) 	<p>successfully in the classroom and playground.</p> <p>Our school chaplaincy program was supported through this funding throughout the year. Our chaplain worked very closely with the Learning Support Team in supporting identified students' quality of school life. Small group workshops concentrating on social skills and positive peer relationships. During COVID she maintained positive relationships with families with regular phone calls to ensure families were well supported during this time. This program forms a vital part of the school's wellbeing program and will continue in 2021.</p>
Support for beginning teachers		<p>The school did not have any beginning teacher funds to utilise in 2020</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	186	188	201	200
Girls	181	189	201	197

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.9	94	93.2	95.4
1	94.2	89.7	92.5	93.6
2	92	93.3	91	94.2
3	93.4	91.3	92.4	93.5
4	91.8	94.2	90.8	93.5
5	93.4	92.5	93.8	93.8
6	91.6	91	92.3	94.1
All Years	93.1	92.4	92.4	94
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
Assistant Principal(s)	3
Classroom Teacher(s)	15.05
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	877,406
Revenue	3,581,628
Appropriation	3,412,461
Sale of Goods and Services	32,572
Grants and contributions	135,404
Investment income	1,191
Expenses	-3,544,924
Employee related	-3,070,439
Operating expenses	-474,485
Surplus / deficit for the year	36,704
Closing Balance	914,110

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.

	2020 Approved SBA (\$)
Targeted Total	247,991
Equity Total	161,947
Equity - Aboriginal	11,956
Equity - Socio-economic	28,783
Equity - Language	1,610
Equity - Disability	119,597
Base Total	2,785,778
Base - Per Capita	96,683
Base - Location	0
Base - Other	2,689,095
Other Total	189,932
Grand Total	3,385,647

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 to access the school data.

2020 NAPLAN

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

2020 was a difficult year for students, teachers and parents in our school community. When the year began the community had just come through a summer period of intense worry and disruption due to ongoing bushfires in the area. Towards the end of Term 1 the COVID pandemic closed schools and moved our community into the remote learning phase which brought with it more anxiety and pressure.

Perspectives of Students

In Wentworth Falls Public School, 139 students in Years 4-6 completed the Tell Them From Me (TTFM) survey, which included nine measures of student engagement alongside the five drivers of student outcomes. The survey is designed to provide us with insight to guide our school planning and help us to identify school improvement initiatives. The summaries of the student survey results outline:

- 89% of students reported they had positive relationships at school, friends who they trust and who encouraged them to make positive choices.
- 82% of students believed they exhibited positive behaviour at school.
- 82% of students believe they try hard to succeed in their learning.
- 88% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 70% of students expect to go to university when they finish high school.

For development:

- Student engagement will be an area the school will investigate as 39% of students were confident of their skills however did not find classes challenging.
- Student sense of belonging with only 64% of students feeling they are accepted and valued by their peers and others at the school.

Perspectives of Teachers

The following information provides results based on data from 12 respondents who completed the TTFM *Focus on Learning* teacher survey in Term 4. The Focus on Learning survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. One is 'effective schools' research which has identified the most important correlates of student outcomes. The summaries of the teacher survey results outline:

Leadership 7.1 (7.1 NSW Govt Norm)

- Strength - School leaders have helped me create new learning opportunities for students (7.3), I work with school leaders to create a safe and orderly school environment (7.7), and School leaders have supported me during stressful times (7.7).
- For development - School leaders have helped me improve my teaching (6.5), school leaders have provided guidance for monitoring student progress (6.7), and school leaders have taken time to observe my teaching (6.7).

Collaboration 7.8 (7.8 NSW Govt Norm)

- Strength - I discuss learning problems of particular students with other teachers (8.5), I talk with other teachers about strategies that increase student engagement (8.3), and I discuss my assessment strategies with other teachers (8.1).
- For development - Other teachers have shared their learning goals for students with me (6.5), and Teachers have given me helpful feedback about my teaching (7.3).

Learning Culture 8.0 (8.0 NSW Govt Norm)

- Strength - I set high expectation for student learning (8.8), and I monitor the progress of individual students (8.5).
- For development - I talk with students about barriers to learning (6.8), and I give students written feedback on their work (7.5).

Data informs Practice 7.9 (7.9 NSW Govt Norm)

- Strength - My assessments help me understand where students are having difficulty (8.5), When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve (8.5), and I use results from formal assessment tasks to inform my lesson planning (8.5).
- For development - I provide examples of work that would receive an "A", a "B", or a "C"(or their equivalent) (7.1), and I use formal assessment tasks to help students set challenging goals (7.3).

Teaching Strategies 7.9 (7.9 NSW Govt Norm)

- Strength - I use two or more teaching strategies in most class periods (8.8), When I present a new concept I try to link it to previously mastered skills and knowledge (8.5), and Students receive feedback on their work that brings them closer to achieving their goals (8.3).
- For development - I can easily identify unproductive learning strategies (7.1), and I help students set challenging learning goals (7.5).

Technology 6.8 (NSW Govt Norm 6.7)

- Strength - I help students use computers or other interactive technology to undertake research (8.5), and Students have opportunities to use computers or other interactive technology to analyse, organise and present subject matter (8.1).
- For development - Students use computers or other interactive technology to track progress towards their goals (4.4), I work with students to identify a challenging learning goal relevant to the use of interactive technology (6.0), and I use computers or other interactive technology to give students immediate feedback on their learning (6.2).

Inclusive School 8.0 (8.2 NSW Govt Norm)

- Strength - I establish clear expectations for classroom behaviour (9.2), I make an effort to include students with special learning needs in class activities (8.8), and I strive to understand the learning needs of students with special learning needs (8.3).
- For development - I help low-performing students plan their assignments (5.8).

Parent Involvement 6.5 (6.8 NSW Govt Norm)

- Strength - I work with parents to help solve problems interfering with their child's progress (8.1), I use strategies to engage parents in their child's learning (7.5), and Parents are regularly informed about their child's progress (7.1).
- For development - I ask parents to review and comment on students' work (4.0), and I share students' learning goals with their parents (6.2).

Perspectives of Parents

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based on fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. This data was collected from 25 respondents in this school who completed the Parent Survey. In 2021 we aim to have at least 50% of parents complete the survey.

- Strength - Parents support learning from home 7.1 (6.3 NSW Govt Norm), School supports positive behaviour 7.2 (7.7 NSW Govt Norm), and half of the parents who responded agreed they would recommend our school to other parents.
- For development - the major areas flagged for development indicated by the parents who responded were: Teachers try to understand the learning needs of students with special needs (4.6) and create opportunities for students who are learning at a slower pace (4.2), Parents feeling welcome when they visit the school and having activities scheduled at times they can attend (5.1), and Behaviour issues being dealt with in a timely manner (4.2).

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.