

2021 Annual Report

Waterfall Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

2021 was another unprecedented year in the history of Waterfall Public School. The team at Waterfall Public School, like teams in all public schools across NSW and the world, worked harder, longer and smarter than ever before. They supported students, families and members of the community as they dealt with the impacts of the COVID-19 pandemic. We operated on a number of platforms to ensure our school remained open every day and staff were committed to ensuring all students could access quality learning and connect with their peers and their teachers. Staff embraced the virtual practices of Google Classroom, Zoom, Microsoft Teams and by telephone. Staff supported every student and their families to ensure learning continued during the most uncertain times. Partnerships between home and school were strengthened and we enjoyed a wonderful rich relationship with our parents. I acknowledge the tremendous support of the parents and wider school community in supporting students learning from home and school throughout 2021.

All staff demonstrated great agility and commitment to operate on a dual platform, accommodate and comply with the NSW Health Department guidelines and always keep their moral purpose- being '*students at the centre of all they do*' - at the forefront.

Our continued focus on literacy and numeracy saw personalised learning a key success to student growth. Individualised student learning and personal goals, learning intentions, success criteria, student engagement, student directed learning, explicit feedback, differentiated targeted support and enrichment being key strategies.

Student wellbeing strengthens readiness for learning. High expectations, explicit teaching, student voice, clear, fair and consistent classroom and playground expectations, personalised differentiated learning, growth mindset strategies, collaboration, communication and critical reflection saw improvements in Positive Behaviour for Learning (PBL) and individual student growth.

Professional learning for all staff - leading, teaching, administrative and support was underpinned by instructional leadership and designed to support staff in deepening their knowledge and understanding of syllabus, evidence-based strategies, data collection and programming. This ensured targets were implemented and achieved in the two strategic directions:

- *Student Growth and Attainment*
- *Connecting, Caring, Collaborating*

Other outstanding achievements during 2021 included: implementation of a consistent whole school PBL system, the introduction of four school core values - *Equity and Excellence, Compassion and Collaboration*, installation of talking sticks reflecting the school motto and values, flexible learning environments, transformation and improvement of gardens and outdoor learning spaces, installation of a sensory garden and virtual parent information sessions.

I would like to acknowledge the dedication and commitment of each and every P&C member. 2021 saw another difficult year with many obstacles. COVID lockdown made it once again difficult to fundraise. However, our fabulous P&C never gave up and with the odds stacked against them they still found ways to raise funds to improve the learning of our

students. The outcome of their hard work and with the support of our wonderful parent community P&C generously provided the following:

- New projector - which has made a world of difference for our students.
- ePM readers - which supported student reading during learning from home and is still being used daily in the classroom.
- Soundwaves - a program assisting students with phonological awareness and spelling.
- Our talking sticks with our school motto and values - showcasing the collaboration between students, staff and parents and embracing the culture of the school.

From the minute I walked through the front gates I have felt welcomed by our parent community and I can honestly say that the trust, the collaboration, communication and partnership between all stakeholders has strengthened. I am certain that this will continue with our incoming P&C for 2022.

Finally, as the newly appointed Principal this year, I am exceptionally proud of the incredible commitment, energy, passion, dedication, professionalism and determination demonstrated by the staff, during what was yet another challenging year. I congratulate the students, staff and entire community for ensuring the health, safety and wellbeing of all was prioritised.

While change is always a little daunting, from the moment I arrived, the thing that really struck me more than anything else, was how friendly and polite Waterfall Public School students are. Not a day has gone by, when I haven't been met with a simple hello, a generous smile, a vigorous wave, a genuine 'thank you'. Students very generously and eagerly come and visit me in my office to share their work, they invite me to sit, to engage in games, or to have lunch with them, which is of course the very best thing in the world to do and keeps all other things in perspective!

Lilly Morabito

Principal

Message from the school community

A message from our P&C President

The P&C at this school has a strong voice **and that voice is heard**. The teachers actively engage with the P&C and support the efforts, events, and voice of the P&C. The staff are always happy to put their hand up to help with fundraising, event coordination & foster ideas given by the P&C. The School relationship with the P&C is amazing and is built on a mutual love of the school and dedication to supporting the kids to be the best version of themselves with opportunities and experiences that most kids in other schools would not be afforded.

Even though the school itself is small Waterfall PS actively engages and participates in activities and sporting events with other small & large schools. Each time I attend one of these events I am amazed at the social confidence of Waterfall PS students. They will make friends, join groups & form bonds with kids from other schools with ease and confidence, regardless of age or gender.

The support provided by the staff at Waterfall PS for the social, emotional and academic abilities is heart warming and beautiful. Each child at Waterfall PS is treated as the individual that they are. They are taught to their ability, not to their age or class group and no child is left out or misses out. Children who struggle with learning are given the encouragement needed as well as given the right educational support systems and programs to ensure that they are not disadvantaged or left behind. Children who advance beyond their classmates are never left to their own devices to fill in time, they are encouraged with extension work, advanced learning plans and encouraged to continue moving forward with support from teaching staff and programs to make sure they always reach their full potential.

As a parent and active member of the P&C, the staff at Waterfall PS are always encouraging parents and carers to be involved. We are consulted on upcoming school events, as well as any changes to process or procedure. Our opinions are encouraged and always listened to and it is not uncommon to have informal chats at pickup or drop off. The staff are always keeping parents in the loop with what is happening. I enjoy this about the school - no appointment necessary, they are always around to talk if you want to.

Individual Goals - this is one thing that I believe has made a truly positive change to the school and our kids. With a little guidance from their teacher, each child can set their own goals, for example targeted reading goals, maths, comprehension, sport, etc or maybe an emotional or wellbeing goal. Their goals are displayed in the room and each child is encouraged to reach their goals & when they all reach their goal, their achievement is celebrated! At Waterfall PS, celebrating the achievement is just as important as accomplishing the achievement!

A message from our P&C Vice President

At Waterfall Public School P&C meetings give the parents the opportunity to learn more about student learning and outcomes, and ask the school about what the children might need. As parents, we are encouraged to speak up, share ideas and have our perspectives heard. It's a great opportunity to build relationships with the school, community and parents. The school works hard to ensure that students feel safe in an inclusive environment that values their overall well-being. Waterfall Public School values all aspects of student abilities. The school also offers counselling services if a parent feels that their child may benefit from this support. We the community are informed about the running of the school, its goals and vision through parent information sessions where we learn how all students are known valued and cared for, how students learn and how their needs are met. The Principal and Staff are friendly and approachable. The school has an open line of communication and we are continuously informed about the direction of the school, events and the celebration of student learning and achievement is acknowledged through P&C meetings, via the Skool Loop app notices, school's Facebook page, website and newsletters. Waterfall Public School has processes in place that show how all students are fairly and respectfully treated.

My children are very privileged to attend such an amazing school. The school staff ensure that the educational support and well-being of each individual student and their individual learning needs are met and encouraged. The children are spoilt with the surrounding natural environment of the national park and have beautiful facilities and spaces to play, create and make fond childhood memories. The support makes this school, from the school educators and staff, the before and after school and vacation care services, the parent volunteers, local organisations and business support, and relationships with other schools and general Waterfall community. The school ensures that the children experience all aspects of school life such as canteen, sports carnivals, extra curricula activities and excursions.

Message from the students

At Waterfall Public School we focus on giving our students a voice, to be heard and listened to. We provide engaging and meaningful opportunities for students to be active learners. This resulting in developing strong character qualities that will enable our students to succeed, thrive and contribute positively throughout life.

Students where asked what they loved most about being at Waterfall Public School. Their responses were as follows:

* I love the privileges and freedom the teachers give to students because it gives the students an option of choice and feeling of trust.

* We get lots of opportunities and make great friends. We go on excursions, we have lots of sports equipment, new furniture in our classrooms and we are surrounded by bush! We also learn so much! It is the best school in the world!

School vision

Waterfall Public School is underpinned by a culture of high expectations developed within a quality learning environment. We value and drive the continuous improvement for the individual growth of each student. Staff work with the community to collaboratively foster respectful, resilient, lifelong learners.

School context

Waterfall Public School is a 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 extra curricular 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.

Working authentically in partnership with the community there is a focus on continual whole school improvement, collaborating to support the wellbeing of all students.

The school has an active and supportive P&C and wider community who are a dynamic advocacy group for the school, dating from 1901, and values its cultural and historical significance.

Through the process of developing a situational analysis, external and internal data was collated from students, staff and parents. This analysis of data identified areas for school improvement.

School performance data indicated that the school needed to improve in numeracy. Teaching and learning programs need to evidence consistent practices and reliable student assessment data is collated and continuous tracking of student progress and achievement is monitored. Staff want professional learning to focus on the continuous improvement of their teaching practice through upskilling in current evidence based differentiated strategies to effectively cater for all individual students in a multi-stage class.

Community feedback identified the need to further strengthen effective partnerships by delivering workshops to assist parents in strategies to support learning at home and school.

Attendance data needs to be regularly analysed and used to inform planning. Improving student wellbeing and a sense of belonging to ensure optimum conditions for student learning across the whole school was evident from the Tell Them From Me Survey.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning, resulting in sustained and measurable whole school improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidenced based practices in Numeracy
- Evidenced based practices in Reading

Resources allocated to this strategic direction

Socio-economic background: \$2,200.00

Literacy and numeracy: \$2,121.66

Low level adjustment for disability: \$22,423.00

Summary of progress

Numeracy

This year we had a focus on explicit and highly effective teaching strategies. As a teaching group we engaged in professional learning on data collection, teaching strategies, numeracy progressions and strategies to implement this learning into the teaching cycle.

We used internal assessment to identify all students on the progressions in whole number and additive strategies. This allowed for in depth conversations on student progress and developing strategies to support their learning. We also started the process of setting student learning goals. The impact on numeracy teaching was evident in both the teaching programs and observations of classroom teaching. We also saw growth of students against the progressions however, feel that we need to strengthen our individual student goal setting in 2022.

Feedback collected from parents suggested they felt uncomfortable supporting their children in numeracy due to changes in "How we teach maths". To improve confidence we ran hands on numeracy information sessions. Parents indicated that they were able to support their children to a greater extent as well as enjoying working with the teachers.

Due to the challenges of 2021 we had a refocus on the four operations to support learning from home. This allowed us to set self-guided lessons in numeracy. Through engagement data we were able to ensure students were engaged and offered individual support where necessary.

Next year in this initiative we will continue to improve our data collection and analysis through the use of Essential Assessment program. We will have a greater focus on numeracy particularly in individual goal setting, Additive strategies and Measurement and Geometry.

Professional learning will be underpinned by instructional leadership with all teachers understanding and explicitly teaching numeracy to students at all levels of achievement. All teachers will contribute to gathering and analysing data. Assessments will be developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

Literacy

During 2021 there was a strong focus on using data to inform teaching at Waterfall Public School. Initially this started with setting up systems which included reading benchmarking twice a term, using internal assessment to map students against progression and creating a data wall to ensure rich collaborative conversations amongst staff creating the best strategies to promote learning growth for each student. Our internal assessments and external (NAPLAN) data both showed student growth in our focus areas of writing (grammar) and reading (comprehension).

This year also saw the introduction of the programs Minilit and Macqlit. Minilit was so successful for our Year 1 students that we introduced a modified program to support Kindergarten students in term 4. COVID-19 and learning from home provided challenges in the consistency of Macqlit. These programs will continue in 2022.

We saw incredible growth in the students' ability to self-evaluate against their individual literacy learning goals. Both teachers noted how students were engaged in these discussions which flowed into improving their writing as seen in the student assessment folders over the year.

In 2022 we will still have a focus on comprehension with a narrow focus on developing students' understanding and responses to inferential questions. Through data analysis we have decided to move from grammar to creating texts. While Macqlit wasn't as successful as we hoped we will continue it and Minilit to ensure individual learning needs are being met.

Professional learning will be underpinned by instructional leadership with all teachers understanding and explicitly teaching literacy to students at all levels of achievement. All teachers will contribute to gathering and analysing data. Assessments will be developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>In Numeracy, we will implement teaching and learning programs across the school that collect and analyse data.</p> <p>* Top 2 bands - 33% Top 2 Bands in Numeracy.</p> <p>Use of data will inform best practice enabling teaching and learning programs to be explicitly differentiated for individual students.</p>	<p>We implemented a whole school approach to numeracy using syllabus documents and progressions. This was achieved through two week planning cycles that targeted high quality, differentiated learning through a collaborative process using pre and post assessments. Learning intentions and success criteria are communicated by teachers in order to set high expectations and meet learning goals.</p> <p>Waterfall Public School achieved its annual progress measures with 33.3% of students in the top 2 bands in numeracy.</p> <p>Numeracy progressions are used in the areas of whole number and additive strategies. These enabled teachers to identify where students are at in their learning and where to next. Teachers were able to set individual student learning goals and design rich assessment tasks. Resulting in data being used to inform best practice with teaching and learning programs targeted towards the achievement of individual student learning goals.</p>
<p>In Reading, we will implement teaching and learning programs across the school that collect and analyse data.</p> <p>* Top 2 bands - 50% Top 2 Bands in Reading.</p> <p>Use of data will inform best practice enabling teaching and learning programs to be explicitly differentiated for individual students.</p>	<p>We implemented a whole school approach to reading using syllabus documents and progressions. In order to meet student learning goals, teaching and learning programs targeted high quality, differentiated learning through a collaborative process using pre and post assessments. This ensured high expectations were communicated through learning intentions and success criteria. Benchmarks for guided reading were developed ensuring consistency with reading expectations throughout the school.</p> <p>Pre test impacted teaching and all students improved in posts assessments. Waterfall Public School achieved its annual progress measures with 50% of students in the top 2 bands in reading and writing.</p> <p>Students have individualised writing goals which are revised and re-set on a regular basis. Observations of student learning goals showed students were able to accurately explain how they were progressing against their goal- this took time with lots of explicit modelling and teaching. Progress against progressions drove teaching. Learning Intentions/Success Criteria are used in classrooms and were used during remote learning on Google Classroom with Teacher/Peer/Self feedback given.</p> <p>COVID Intensive Learning Support small group tuition focused on phonological awareness, reading and comprehension. Students engaged in</p>

In Reading, we will implement teaching and learning programs across the school that collect and analyse data.

* Top 2 bands - 50% Top 2 Bands in Reading.

Use of data will inform best practice enabling teaching and learning programs to be explicitly differentiated for individual students.

small group learning of 2-5 students, each session was 45 minutes in duration and occurred at least 3 times per week.

Strategic Direction 2: Connecting, Caring, Collaborating

Purpose

In order to support the wellbeing of individual students so that they can connect, succeed, thrive and learn, we will work with our community using best practice to embed a culture of high expectations, resulting in a dynamic partnership with community ensuring all stakeholders are known, valued and cared for.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Connecting, Caring & Collaborating

Resources allocated to this strategic direction

Socio-economic background: \$8,700.00

Aboriginal background: \$500.00

Summary of progress

During 2021 there was a strong focus on student voice, well being check ins and improving students 'Sense of Belonging'. 2020 TTFM data indicated that only 85% of students felt a sense of belonging, although still high we felt it necessary to move towards 100%. Through the explicit teaching of values and mindfulness lessons, regular student wellbeing check ins, setting high expectations, individual goals, implementing consistency across the school in PBL and listening to students. These strategies had a positive impact on all students. When asked what the biggest change had been student responded with "You and the teachers really listen to us and value what we say". TTFM data showed a 15% upward lift with 100% of students feeling a strong sense of belonging by the end of the 2021 school year.

Student and parent surveys indicated that there was a need for consistency and fairness to our Positive Behaviour for Learning (PBL) approach. In consultation with students and the community adjustments were made and refined. An introduction of a whole school matrix outlining behaviour expectations was designed. A merit award system was also refined and voted on by all stakeholders. The matrix and merit award system were implemented to provide a clear, fair and consistent approach to student wellbeing. Students engaged in value lessons to unpack behaviour expectations. A Parent information session was held to explain the updated PBL system.

This year saw the introduction of four core values - Equity and Excellence, Compassion and Collaboration - which were voted on and agreed upon by students, staff and the community. The core values provide the foundation to foster our school's story, its mission, standards and desired outcomes.

Communication with parents was strengthened through fortnightly newsletters, parent feedback surveys at the end of each term, unpacking of policy and procedures at P&C meetings, providing parent workshops in literacy, numeracy and wellbeing and uploading student achievements and school events to Facebook. At 'Meet the teacher interviews' we had 15% attendance with 90% attendance at Parent/ Teacher interviews. Resulting in a 75% increase and partnerships between school and home strengthened.

Feedback from parents:

Strengths

- Personalised education
- Welcoming community feeling
- School is great with all the new learning goals and goal setting for the kids
- Children come home happy and are keen for the next day
- Fairness throughout students is consistent
- Communication with parents - online and in person is awesome - FB is amazing
- Reading and writing emphasis - we can see the improvement daily

Improvements

- Making school capacity bigger - more students
- What can we do to help our kids at home

P&C generously contributed much needed resources to assist with student learning and outcomes.

Next Steps:

All staff to regularly analyse and monitor student attendance data - Engaging with attendance data reports through a planned approach will enable us to:

- identify changing patterns of student attendance and absence
- initiate early intervention or more targeted support, informed by data
- track and measure the impact of attendance strategies.

We will continue to work in partnership with students, parents and carers to understand barriers to attendance and create shared strategies and plans to improve student attendance.

In 2022 we will still have a focus on wellbeing and attendance, with every student being known, valued and cared for. Refinement of PBL system will continue with an emphasis on intrinsic learning. Data in PBL will be collected to show areas of growth and improvement. Tokens and Merit awards will be used when students are 'caught being good'. Principal Post cards will be sent home to celebrate achievement and learning.

Parent feedback will continue as we move to an online system to collect and analyse feedback to inform where to next. Parent information sessions will continue to upskill and improve knowledge and understanding of how to 'help' children at home. 2022 will see the introduction of Tri-interviews with the development of a home learning goal. Parents engagement will continue to improve with parents being presented with clear information on what and how well their children are learning and receive regular information about how to support their children's progress.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
By 2021 Waterfall PS will have achieved 90% positive wellbeing.	TTFM data showed a 15% upward lift with 100% of students feeling a strong sense of belonging by the end of the 2021 school year.
The school will have achieved their lower band attendance target of 70% of students having an attendance of 90% or above.	We established clear and consistent school attendance procedures by aligning school procedures with the attendance policy. We communicated these procedures and policy with parents through newsletters, parent workshop, Learning and Support meetings and P&C meetings. Waterfall Public School achieved its lower band attendance of 70% of students having an attendance of 90% or above by the end of the 2021 school year.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$44,482.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Waterfall Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * one to one SLSO and Teacher assistance aided in providing explicit scaffolded instruction. * Students achieving individualised PLP and ILP, targeted learning goals. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to continue this program into 2022 due to its success * to continue to provide explicit scaffolded instructions * to use technology to assist with writing * to provide a social skills program * to provide extra transition to high school sessions
<p>Socio-economic background</p> <p>\$12,054.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Waterfall Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidenced based practices in Reading • Connecting, Caring & Collaborating • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Minilit and Macqlit to support identified students with additional needs • professional development of staff through Minilit and Macqlit to support student learning • providing students with economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * students being able to access the curriculum to achieve their personal best. * one to one support given during teaching and learning experiences * scaffolded instructions * adjustments made to teaching and learning programs * students able to identify their personal wellbeing goals <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continue with Minilit and Macqlit and wellbeing check ins in 2022 due to the success of this program * implement a social skills program

<p>Socio-economic background</p> <p>\$12,054.00</p>	<ul style="list-style-type: none"> * provide further professional learning for staff * provide explicit one to one support
<p>Aboriginal background</p> <p>\$5,758.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Waterfall Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connecting, Caring & Collaborating • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * deeper understanding of Aboriginal and Torres Strait Islander Histories and Culture * growth in confidence of our Aboriginal and Torres Strait Islander students as they engage in conversations and discussions * achievement of student PLP goals * celebration of learning <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * further collaboration with AECG and Aboriginal Education Officers * further PL for staff understanding and unpacking Turning Policy into Action to authentically embedding Aboriginal Education into teaching and learning programs * connecting to country by providing more experiences for our students * Acknowledgement of Country workshop inclusive of all students to write our own Acknowledgement of Country specific to our school. * developing PLP's in partnership with parents and a member from the AECG.
<p>Low level adjustment for disability</p> <p>\$27,144.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Waterfall Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidenced based practices in Reading • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Minilit and Macqlit to increase learning outcomes

<p>Low level adjustment for disability</p> <p>\$27,144.00</p>	<ul style="list-style-type: none"> • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * improved learning outcomes in reading fluency and understanding. * achievement of ILP and PLP targeted goals * 1:1 teacher and SLSO scaffolded support * small group tuition <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * 1:1 scaffolded instructions with differentiated adjustments made in teaching and learning programs * focus on reading comprehension * setting individualised learning goals * SLSO support to continue
<p>Location</p> <p>\$400.00</p>	<p>The location funding allocation is provided to Waterfall Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * inclusiveness of all students to access all areas of the curriculum <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to continue to provide additional support to students
<p>Literacy and numeracy</p> <p>\$2,121.66</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Waterfall Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidenced based practices in Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * supporting student reading through increasing the quality of literature * Levelled readers supporting the needs of individual students and improving reading outcomes. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continue with increasing the quality of literature resources to support teaching and learning programs
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$3,924.00</p>	<p>improve teacher quality and enhance professional practice at Waterfall Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * improving teacher quality and teaching and learning programs in line with the elements of 'What Works Best' * enhancing professional practice achieving student learning outcomes <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to continue to provide teacher release for planning of differentiated teaching and learning programs * to provide teacher release to analysis student data and upload into PLAN2
<p>COVID ILSP</p> <p>\$13,800.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data in reading and writing to identify students for small group tuition groups and monitor progress of student groups. • providing targeted, explicit instruction for student groups in literacy - phonemic awareness and phonological knowledge • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators • employing staff to provide online tuition to student groups in literacy - writing <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * improved results in Year 1 students. * 100% of year 1 students were able to transfer their learning of phonemes and graphemes into their writing. *improved student reading levels with some students jumping 5 to 6 levels during the program <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continue with small group targeted tuition due to the success of the program.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	11	8	9	11
Girls	8	10	13	8

Student attendance profile

School				
Year	2018	2019	2020	2021
K	97.3	93.3	93.6	97.1
1	89.8	97.4	97.6	93.9
2	97.4	87.3	97.3	92.2
3	92.7	97.3	87	92.2
4	93.1	93.1	86.7	85.3
5	84.7	92.2	87.4	95.7
6	92.7	95.3	96.6	71.6
All Years	92.7	93.2	91.4	88.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	0.16
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	74,980
Revenue	550,750
Appropriation	528,185
Sale of Goods and Services	6,814
Grants and contributions	14,929
Investment income	21
Other revenue	800
Expenses	-551,194
Employee related	-472,486
Operating expenses	-78,708
Surplus / deficit for the year	-445
Closing Balance	74,535

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.

	2021 SBAR Adjustments (\$)
Targeted Total	44,465
Equity Total	44,368
Equity - Aboriginal	5,258
Equity - Socio-economic	11,965
Equity - Language	0
Equity - Disability	27,144
Base Total	338,670
Base - Per Capita	5,423
Base - Location	400
Base - Other	332,847
Other Total	44,177
Grand Total	471,680

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.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Parents and carers have regular opportunities to provide feedback through a variety of ways including formal interviews and informal meetings. Tell Them From Me is a suite of surveys for measuring student engagement and wellbeing. The surveys can be used to capture student, parent and teacher voices, providing reliable evidence for schools to use in identifying strengths and areas for improvement. Teachers and students from Year 4, Year 5 and Year 6 participated in this survey with the following results:

- * 100% identified they they had a sense of belonging at school
- * 100% highlighted that they understood that teachers advocated from them at school
- * 100% had expectations for success

Communication with parents was strengthened through fortnightly newsletters, parent feedback surveys at the end of each term, unpacking of policy and procedures at P&C meetings, providing parent workshops in literacy, numeracy and wellbeing and uploading student achievements and school events to Facebook. At 'Meet the teacher interviews' we had 15% attendance with 90% attendance at Parent/ Teacher interviews, resulting in a 75% increase and partnerships between school and home strengthened.

Feedback from parents:

Strengths

- Personalised education
- Welcoming community feeling
- School is great with all the new learning goals and goal setting for the kids
- Children come home happy and are keen for the next day
- Fairness throughout students is consistent
- Communication with parents - online and in person is awesome - FB is amazing
- Reading and writing emphasis - we can see the improvement daily

Improvements

- Making school capacity bigger - more students
- What can we do to help our kids at home

Due to the COVID-19 pandemic an alternate communication platform was used and maintained throughout the year. This platform was Google Classroom.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.