

2021 Annual Report

Wentworth Falls Public School



3422

Introduction

The Annual Report for 2021 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 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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School vision

Resilient learners who are inspired, inquisitive and innovative.

School context

Established in 1887, Wentworth Falls Public School has a proud history of serving the community. Situated on Dharug and Gundungurra land, Wentworth Falls PS acknowledges the traditional custodians, the Dharug and Gundungurra people, at all school events. Sitting alongside a national park, we respect the environment and its role in our wellbeing.

The school has fifteen classes, including an Opportunity Class (OC), and we are committed to providing inclusive, safe 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.

Through our situational analysis, we have identified three identified areas of focus for this Strategic Improvement Plan - *Student Achievement and Growth*, *Effective Teaching and Powerful Learning*, and *Wellbeing*. Improvement in literacy and numeracy results, student growth, data informed effective teaching practices and student wellbeing will be our focus over the next 4 years. To support school improvement and drive educational change, it is essential to build a culture of trust and collaboration within our school. Using effective strategies that are drawn from reliable and relevant research, we are working towards developing and embedding systematic changes that ensure research based, best-practice is being utilised school wide to ensure the learning and wellbeing needs of all students are being met.

In order to further build the capabilities of teachers and school leaders to deliver teaching and learning experiences and facilitate school wide initiatives that are systematic, data driven and explicit across all Key Learning Areas, we have drawn inspiration from a variety of research bases. Using the research of Lyn Sharratt (2018), John Hollingsworth & Silvia Ybarra (2017), John Hattie (2015) and the findings of the CESE: What Works Best (2020) publication, school leaders will work collaboratively with teaching staff to build teacher capacity and confidence, directly resulting in improved learning and wellbeing outcomes.

Through the programs identified in our initiatives we will have a continued emphasis on ensuring every student achieving their expected growth every year through targeted, tailored interventions. Participation in effective professional learning, reflective practices and collaborative planning will support continued teacher development and directly lead to improved learning outcomes for all students. To support excellence in practice, teachers work closely with school leaders to develop a shared understanding of what effective teaching and learning looks like in the classroom (Hattie, 2015 & CECE, 2020). Effective classroom practice will be strengthened through a collaborative whole school approach where data analysis will inform quality teaching and learning programs, using the most effective evidence-based teaching methods. The explicit focus on wellbeing within the school supports the development of teaching and learning environments that enable students to be healthy, happy, engaged and successful. Wellbeing in our school is driven by the themes of Connect, Succeed and Thrive (NSW DET). Driven by the Wellbeing Framework for Schools (2015 and the Wellbeing for School Excellence- Evaluation Support Tool (2020), school leaders have examined current relevant and reliable research that focuses on the importance of explicit, systematic programs to support student wellbeing. Both the Rock and Water (Gadaku Institute) and Smiling Minds programs will be at the heart of wellbeing strategic direction. Wellbeing and learning are inextricably linked and research shows that effective, evidence-based wellbeing initiatives and strategies enhance student learning (NSW DET).

Wentworth Falls PS is a member of the Upper Blue Mountains Learning Community. We collaborate with other local schools to ensure we provide highly effective educational programs in literacy and numeracy as well as extracurricular activities. These include debating, the innovative use of technologies and sporting opportunities.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy, and to build strong foundations for academic success, Wentworth Falls PS will plan, develop and refine research and evidence based data driven teaching practices that are responsive to the learning needs of individual students.

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.

- Personalised learning
- Data driven practices

Resources allocated to this strategic direction

COVID ILSP: \$88,008.16

Summary of progress

Personalised Learning

In early Term 1, the executive worked to establish the Covid Intensive Learning Support Program (ILSP) role K-6 to create and deliver targeted five-week intensive learning programs in reading and numeracy. The Assistant Principal (AP) ILSP completed role specific Professional Learning (PL) to include access to ideas, alternative and flexible models of delivery, and evaluating resources that ensure teaching strategies matched best practice as outlined in current research bases. The ILSP role was also extended to include collaboration with stage based APs and class teachers in order to develop and implement IEPs for identified students K-6 using short term literacy and numeracy interventions. This role was temporarily paused during the extended period of home learning.

Targeted staff, linked to Professional Development Plan (PDP) goals, participated in PL to understand policy documentation and identify learning for High Potential Students and elements of Gifted Education (HPGE). These staff members surveyed school staff in order to draft and implement the school High Potential and Gifted Education (HPGE) Policy. The completion of this task was postponed until 2022 due to the extended period of home learning and subsequent challenges of returning to face-to-face learning.

Data Driven Practices

In Term 2, we began the Primary Curriculum Self-Assessment Survey trial. The initial data collection was completed and our current assessment practices audited, the rest of the process was unable to be completed remotely and has been postponed until 2022. However, early analysis of our processes highlighted a need for school wide authentic data sources. Executive staff researched a variety of data sources and external providers of K-6 assessments and identified ACER Progressive Achievement Tests (PAT) to be the most appropriate for our school setting. Executive staff completed self directed PL to develop an understanding of how assessment data collected via PAT can be utilised to identify starting points for learning, target teaching and monitor student growth. Unfortunately, further PL to develop teacher expertise in identifying learning needs and goals for every student utilising PAT data was postponed to 2022.

Beginning in Term 1, the executive team elected to be part of the Blue Mountains Data Wall Project. They attended PL sessions with executives from other Blue Mountains schools to discuss Lynn Sharratt's research in her book 'Clarity', and considered the implication for this in our schools. The executive team participated in school specific workshops including 'Data Walls & IPMs' and 'The Mechanics of a Data Wall', and viewing examples of Data Walls currently being utilised in local schools. In response to this PL, the Early Stage 1 and Stage 1 APs introduced 5-weekly data tracking for students K-2 against the NSW Numeracy Learning Progressions sub-element Additive Strategies, and displaying this on a data wall. All staff K-2 found this to be a valuable process. Beginning in Term 2, staff began to interact with the NSW Numeracy Progressions at a stage level using elements to drive short 5 weekly learning sprints. This grew in Term 3 with the completion of both Department of Education and school developed PL to further enhance teacher capacity to utilise PLAN2 software and the NSW Literacy and Numeracy Progressions. From here the WFPS Data Wall focusing on the sub-element of Additive Strategies was developed. See Strategic Direction 2 for further information and progress measure analysis.

During early 2021, the AP ILSP worked closely with the Learning Support Team (LST) to review current intervention programs in literacy and numeracy. Using assessment data, observations, program documentation and self-report data some modifications were made to the intervention programs. These programs will be reviewed again in early 2022 to

measure effectiveness.

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
Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system-negotiated target baseline of 47.2%.	Data indicates 45.38% of students are in the top two skill bands for numeracy which is an increase of 6.28% against baseline data, indicating progress towards the lower bound target.
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system-negotiated target baseline of 65.2%.	NAPLAN scores indicate a minimal increase in the percentage of students in the top two skill bands for reading (2.64%), indicating that progress is yet to be made toward the lower bound target.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system-negotiated target baseline of 60%.	Percentage of students achieving expected growth in numeracy increased by 0.5% leading to progress yet to be seen toward the lower bound system-negotiated target.
Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system-negotiated target baseline of 74.8%.	The percentage of students achieving expected growth in reading increased by 15.14% indicating progress toward the lower bound target.
School self-assessment of the element 'Data Skills and Use' indicates improvement in the themes of: <ul style="list-style-type: none"> • Data literacy - from Delivering to Sustaining and Growing • Data use in teaching - from Delivering to Sustaining and Growing • Data use in planning - Delivering 	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the theme of Data Literacy, and Delivering in the themes of Data Use in Teaching and Data Use in Planning within the element of Data Skills and Use.
School self-assessment of the element 'Assessment' indicates improvement in the themes of: <ul style="list-style-type: none"> • Student engagement - from Delivering to Sustaining and Growing • Whole school monitoring of student learning - from Delivering to Sustaining and Growing 	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the themes of Student Engagement and Whole school monitoring of student learning within the element of Assessment.

Strategic Direction 2: Effective Teaching and Powerful Learning

Purpose

To maximise teacher impact through a whole school approach that has a dedicated focus on effective research and evidence based teaching pedagogy being implemented in every learning space, ensuring learning is optimised for all students.

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.

- Strengthening Instruction
- Collaborative Learning Community

Resources allocated to this strategic direction

QTSS release: \$0.00

Professional learning: \$500.00

Summary of progress

Strengthening Instruction

In Terms 1 and 2, 6 teachers worked closely with the AP focussing on developing strong pedagogical practices, including data driven instruction and enhancing student engagement. Each teacher chose the area of focus and the model of support, and received between 1 and 2 hours of assistance per week.

The Targeting Early Numeracy (TENs) and Targeted Numeracy Time (TNT) programs, focussing on students in years 1 - 4, were reviewed with considerable changes made. The collection and analysis of student achievement data was strengthened with this data being utilised to differentiate learning activities to meet the immediate learning needs of every student. The implementation of these programs was supported by the AP in class in terms 1 and 2, and remotely in terms 3 and 4.

All staff participated in targeted Professional Learning (PL), focussing on teachers employing research based effective teaching strategies, using data to drive instruction, and enhancing student engagement. Completed PL included the NSW DoE developed Additive Strategies, and the school developed PLAN2@WFPS. The enablers to progress in this key initiative throughout the year include the enthusiastic engagement of a key group of teaching staff who were keen to participate in all PL and support programs. These staff supported the AP to achieve a positive shift in pedagogical practices including the use of data to drive instruction and the modification of key programs being delivered. The use of carefully analysed and triangulated data also proved central to the positive progress made in this initiative. This data was key to staff buy in. The extended lockdown in Term 3 and 4 modified the focus of this key initiative. Although we continued to work towards the purpose of this key initiative during this time our timeframe and activities had to be modified accordingly. For example, decodable readers that were purchased as a result of targeted PL earlier in the year were not able to be utilised as students were not on-site, however staff worked flexibility to give targeted intervention students online access to decodable text where appropriate. The inclusion of decodable texts in daily guided reading groups and explicit whole class instruction will be a focus in 2022.

Collaborative Learning Community

In late 2020, staff modified the History, Geography and Science K-6 scope and sequence documents. These were trialled in 2021, with minor modifications made. In Term 4, these scope and sequence documents were finalised. The PDHPE K-6 scope and sequence was developed in Term 2 and trialled for the remainder of the year. Due to the nature of PDHPE lessons and the challenges of the extended period of remote learning this document will continue to be trialled and modified in 2022. During Staff Development Day Term 2, all staff participated in targeted professional learning focusing on making relevant connections between content strands that both support and enhance learning. As a result of this professional learning session, staff identified conceptual planning as a school focus and developed scope and sequence documents that allowed for this style of planning. This style of programming and scope and sequence was trialled for the remainder of 2021 but was heavily impacted by the extended period of home learning and as a result the scope and sequence documents will remain in the trial stage throughout 2022.

In order to ensure that student performance data is utilised and 5 weekly planning sessions have been embedded in school planning with these sessions continuing throughout the school year despite the extended lockdown period. These sessions include planning for targeted learning using student achievement data, completing targeted PL, and updating

the data wall. Looking forward to 2022, 5 weekly planning sessions will continue to be a fixture in school planning with continued professional learning and whole school pedagogical processes as the focus.

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
School self-assessment of the element 'Curriculum' indicates for the theme of: <ul style="list-style-type: none"> • Teaching and learning programs - Delivering to Sustaining and Growing • Differentiation - Delivering to Sustaining and Growing 	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Curriculum in the theme of Teaching and learning programs while the theme of Differentiation has remained at Delivering.
School self-assessment of the element 'Data Skills and Use' indicates for the theme of: <ul style="list-style-type: none"> • Data analysis - Delivering 	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Data Skills and Use in the theme of Data analysis.
School self-assessment of the element 'Effective Classroom Practice' indicates for the themes of: <ul style="list-style-type: none"> • Explicit teaching - from Delivering to Sustaining and Growing • Feedback - Delivering 	Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Effective Classroom Practice in the themes of Explicit Instruction and Feedback.
School self-assessment of the element 'Educational Leadership' indicates for the theme of: <ul style="list-style-type: none"> • Instructional leadership - Delivering • High expectations culture - Delivering 	Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Educational Leadership in the themes of Instructional Leadership and High Expectations Culture.
50% of students to have specified learning tracked through PLAN2 / NSW Literacy and Numeracy Progression in one Literacy and one Numeracy target element with data updated every 5 weeks.	End of year PLAN2 data and observations of the WFPS Data Wall indicates 100% of students have specified learning tracked through PLAN2 software and on the data wall in the sub-element of Additive Strategies in the NSW Numeracy Learning Progressions. Due to a delay in implementing initiatives in terms 2 and 3, as a result of the extended period of home learning, student data has not been tracked in a sub-element for the NSW Literacy Learning Progressions.

Purpose

To maximise learning outcomes across all Key Learning Areas (KLAs): students will engage in a range of experiences that develop character by promoting mindfulness (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership; and teachers will create teaching and learning environments that enable students to be healthy, happy, engaged and successful.

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.

- Ready to Learn
- Enhancing Learning

Resources allocated to this strategic direction

Summary of progress

Enhancing Learning

We connected with Penrith Lakes Environmental Education Centre (PLEEC) to implement the Kitchen Garden program at WFPS. In this program students are engaged in one-hour cooking and gardening lessons each week focussing on achieving educational, wellbeing and sustainability outcomes. A total of 9 classes participated in the program throughout the year. Due to the extended period of home learning, 5 classes received online lessons to complete. This modification allowed students to still have the opportunity to engage in high quality learning experiences whilst off-site. This program will continue in 2022.

The Learning Support Team created a sensory room, enhancing the wellbeing of students and supporting them to calm and focus themselves in order to be better prepared for learning and interacting with others. This room was utilised effectively in Semester 1, with the self-report data reflecting positively on the outcomes for students. The Sensory Room was utilised to support students with the transition back to face-to-face learning after the extended period of home learning. The Learning Support Team also created a sensory trail within a key high traffic area of the school. This trail is a way to support students to build sensory pathways, connect with their bodies, and calm before entering their classrooms or the sensory rooms.

A plan was developed with Connect Child and Family Services for a playgroup to run on-site to support the transition to school for students entering Kindergarten in 2022. This plan was modified in Term 2 to meet the Covid-19 requirements and became an online playgroup in Term 3. Key school staff took turns to host the playgroup in order to develop relationships with the 2022 kindergarten students.

All school staff participated in PL in Term 2 with the Home School Liaison Officer (HSLO) reviewing the NSW DoE School Attendance Policy and revising school based attendance practices. In response to this PL, information was included in the fortnightly school newsletter informing parents of the importance of consistent school attendance. In 2022, the school executive team will be developing a one page flowchart that highlights the procedures for supporting positive school attendance.

There were many key activities that were directly impacted by the Covid-19 pandemic and the resulting restrictions placed upon schools. The establishment of a daily Breakfast Club, the implementation of the Fathering Project and the initiation of the Therapuppies program were all postponed with the plan of them being reinstated when restrictions ease in 2022.

Ready to Learn

Early in Term 1, staff were provided with the opportunity to opt in to the Smiling Minds mentor program for the year. The uptake was high with over 90% of classes opting in. Prior to the initial lesson, students and staff completed a survey asking about prior knowledge about and experience with mindfulness practices. The staff survey contained additional questions about what outcomes staff expected for both themselves and their students. Throughout the year 90% of classes worked with the AP with a combination of mentoring, team teaching and observation lessons. The LST also provided support for students with trauma backgrounds and additional diagnosis, by running a series of pre-lessons to support students with the in class implementation of mindful practices. Post support, all classes embedded mindfulness as a continued practice in their classrooms. The AP continued to support classes and teachers during the extended

period of home learning through a combination of Zoom lessons and tasks assigned in Google Classroom.

Information regarding the importance of mindful practices in the classroom at the home were shared regularly through both the school newsletter and Skoolbag. Looking forward into 2022, all new staff members will be offered in class support to embed Smiling Minds in their classrooms and further mindfulness PL will be offered to existing staff members.

The Rock and Water program was planned to be launched in Term 3. Unfortunately due to ongoing Covid-19 restrictions and the move to home learning this was postponed to 2022..

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
Increase the proportion of the number of students attending more than 90% of the time to be above the system-negotiated target baseline of 75.5%.	The number of students attending greater than 90% of the time or more has decreased by a minimal amount of 1.73%, indicating progress yet to be seen towards this progress measure.
Increase the proportion of students reporting in Tell Them From Me survey data for <i>sense of belonging, advocacy, expectations of success</i> to be above the system-negotiated target baseline of 77.5%.	81.74% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating achievement othis school-based progress measure.
School self-assessment of the element 'Wellbeing' indicates improvement in the themes of: <ul style="list-style-type: none"> • Caring for students - from Delivering to Sustaining and Growing • A planned approach to wellbeing - from Delivering to Sustaining and Growing • Individual learning needs - from Delivering to Sustaining and Growing • Behaviour - from Delivering to Sustaining and Growing 	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in all themes within the element of Wellbeing.
School self-assessment of the element 'Learning Culture' indicates improvement in the theme of: <ul style="list-style-type: none"> • High expectations - from Delivering to Sustaining and Growing 	Self-assessment against the School Excellence Framework shows the theme of High Expectations within the element of Learning Culture remains at Delivering.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$198,638.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wentworth Falls 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 <p>The allocation of this funding has resulted in: All students identified with targeted funding support have received personalised support from their classroom teacher and the school's learning support team. School Learning Support Officers (SLSO) were employed to assist funded students in their literacy and numeracy learning as well as their social and wellbeing needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: To review student IEPs and adjust programs as needed for 2022 to continue supporting funded students across the school setting.</p>
<p>Socio-economic background</p> <p>\$29,776.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wentworth Falls 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"> • 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 a range of programs, including the school chaplaincy program, to support identified students with additional needs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Access to intervention programs for students who have additional learning needs. Participation in the school chaplaincy program provided identified students with targeted support for wellbeing needs. The provision of student assistance funding to enable access to school resources for students in need.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing participation in the school chaplaincy program. We will continue to prioritise funding for classroom support to improve learning outcomes for identified students as well as to provide funding assistance for those students in need.</p>
<p>Aboriginal background</p> <p>\$17,239.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wentworth Falls 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</p>

<p>Aboriginal background</p> <p>\$17,239.00</p>	<p>including:</p> <ul style="list-style-type: none"> • 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 • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: While COVID restricted the school's ability to fully implement a face-to-face support program, all Aboriginal students continued to have updated Personalised Learning Plans and support in literacy and/or numeracy. All teachers have access to professional learning and resources which support the teaching of all students about Aboriginal history and culture.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to use targeted funding to support the literacy and numeracy needs of our Aboriginal students and to provide additional teacher support and professional learning to support Aboriginal student engagement.</p>
<p>Low level adjustment for disability</p> <p>\$121,511.02</p>	<p>Low level adjustment for disability equity loading provides support for students at Wentworth Falls 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher • targeted students are provided with an evidence-based intervention including MiniLit and MacqLit as well as school created interventions in numeracy, to increase learning outcomes <p>The allocation of this funding has resulted in: Identified students accessing intervention programs and in-class support to assist with their learning needs in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue with the existing intervention programs, and increase the range of evidence-based numeracy intervention programs.</p>
<p>Literacy and numeracy</p> <p>\$10,106.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wentworth Falls 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional teacher time to support literacy and numeracy programs.. • staff training and support in literacy and numeracy

<p>Literacy and numeracy</p> <p>\$10,106.74</p>	<p>The allocation of this funding has resulted in: A teacher being employed to support literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support teacher capacity in literacy and numeracy through targeted support.</p>
<p>QTSS release</p> <p>\$74,334.23</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wentworth Falls 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"> • Strengthening Instruction • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • 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: Targeted support and capacity building for staff to improve practice. Staff had opportunities to collaborate with others to improve capacity. Time was used to improve lesson delivery in literacy and numeracy and allow teacher reflection on practice. Professional learning linked to the strategic improvement plan was delivered improving teacher capacity to use and analyse data.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support staff to improve practice, leading to improved student learning outcomes.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Wentworth Falls Public School who may be at risk of not meeting minimum standards.</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"> • Employment of additional staff to support targeted students <p>The allocation of this funding has resulted in: Targeted support of identified students in literacy and numeracy through research based programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued targeted support of eligible students to improve student learning outcomes in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$176,020.16</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</p>

COVID ILSP

\$176,020.16

including:

- Personalised learning
- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition
- releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups
- providing targeted, explicit instruction for student groups in reading and/or numeracy

The allocation of this funding has resulted in:

The provision of intensive catch-up small group tuition for students whose learning was the most affected by the learning from home phase.

After evaluation, the next steps to support our students with this funding will be:

COVID ILSP will continue to support students with identified literacy and numeracy needs through small group tuition. Teachers will continue to monitor and track student growth to ensure students needing this level of support are included in this program.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	188	201	200	185
Girls	189	201	197	185

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94	93.2	95.4	94.1
1	89.7	92.5	93.6	91.5
2	93.3	91	94.2	92.4
3	91.3	92.4	93.5	93.2
4	94.2	90.8	93.5	89.3
5	92.5	93.8	93.8	92.4
6	91	92.3	94.1	89.3
All Years	92.4	92.4	94	91.8
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
Assistant Principal(s)	3
Classroom Teacher(s)	12.85
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 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	914,110
Revenue	3,419,300
Appropriation	3,338,102
Sale of Goods and Services	31,071
Grants and contributions	49,486
Investment income	541
Other revenue	100
Expenses	-3,432,045
Employee related	-3,121,288
Operating expenses	-310,757
Surplus / deficit for the year	-12,746
Closing Balance	901,364

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	198,638
Equity Total	168,527
Equity - Aboriginal	17,240
Equity - Socio-economic	29,776
Equity - Language	0
Equity - Disability	121,511
Base Total	2,577,167
Base - Per Capita	97,867
Base - Location	0
Base - Other	2,479,300
Other Total	209,664
Grand Total	3,153,996

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

In 2021, our school sought feedback from staff, students and parents using the Tell Them From Me (TTFM) survey.

133 Students from Year 4, 5 and 6 participated in the student survey. Some of the interesting results for Wentworth Falls Public School compared to the state norms were:

- * 92% of Wentworth Falls Public School students had positive behaviour; the NSW Government norm was 83%.

- * 85% of our students at Wentworth Falls Public School said they have friends at school they can trust and who encourage them to make positive choices, which is similar to the previous year.

- * Students value social relationships with peers, positive relationships with teachers, mental and physical health and wellbeing, and academic learning.

Survey results from staff indicated that areas of strength are learning culture, teaching strategies, technology, inclusive school practices and parent involvement. The main area for focus was the need to help establish challenging and visible learning goals to support our learners.

In the parents survey, families were asked to complete a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Some of the interesting results for Wentworth Falls Public School were:

- * 71% of parents were involved in the school community.

- * 84% of parents valued regular communication with their child's teacher with informal conversations highly valued.

Parents felt supported during home learning and highly valued the resources supplied by teachers during this time.

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.