

2022 Annual Report

Waterfall Public School



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Introduction

The Annual Report for 2022 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

2022 was a year of many celebrations. We celebrated the continuous effort and outstanding achievement of every student and acknowledged their growth as learners. At Waterfall Public School learning is about acquiring knowledge through individualised differentiated programs, collaboration, cooperation, critical reflection and creativity.

2022 has been an exciting but challenging year. At Waterfall Public School we value learning opportunities and experiences, respect for self and others, parents as partners, diverse and exciting programs and most importantly, we value each and every individual student.

After two years of learning from home this year has seen students learning back at school in the classroom. The 2022 school year started with meet the teacher, parent workshops, the introduction of tri conferences where student, parents and teachers worked collaboratively during interviews to formulate student personal goals. These were well received by our parent community and a success. We were involved in incursions, excursions, small schools swimming, cross country and athletics carnivals, Zone carnivals and for the first time Waterfall Public School was part of the Engadine Zone PSSA through our strengthened partnership with our community of schools. Students learning environments are built on trust, creativity and engagement supported through the use of spheros and beebots.

Our attendance data greatly improved and reflects how much our students loved coming to school. Student voice has been important as students are able to articulate their learning goals and know where they need to go next. The school has new fences, bigger playgrounds, new flexible furniture, interactive screens with differentiated learning opportunities to meet the individual needs of the whole child.

Waterfall Public School students and programs are led by our amazing hardworking, caring, extremely professional and dedicated team of teachers. Teachers at Waterfall Public School value each individual student, they know them well, set high expectations and go above and beyond their call of duty to provide the best learning opportunities to compliment the partnership of learning.

I would like to thank our dedicated P&C our president Sascha Beaumont, Vice Presidents Stacey Hampton and Ressie Davis, our treasurer Jenny Benn and our committed P&C team. The P&C have been nothing but supportive and open to new ideas. This year so many fundraisers and our biggest fundraiser - the Christmas Markets and Movie Night - and what a successful event this was to see 400+ people walk through the gates it was incredible. The school was vibrant and there was laughter, and much fun had by all. Your enthusiasm and hard work have been truly appreciated and valued. I thank you for your tireless work in supporting the school and raising funds that directly support learning programs with invaluable resources. The Waterfall Community have been extremely supportive this year. We continually receive lots of positive comments and feedback and are grateful for your support. Our core values are clearly visible as you walk into our school and are a reminder that we are working and walking together to provide the best opportunities for our students.

It is indeed a privilege and honour to lead Waterfall Public School -I look forward to continuing the partnership of learning with parents, staff and students all working together to create an inclusive, engaging and supportive learning community in which all stakeholders continue to thrive, connect and succeed.

Lilly Morabito

Principal

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	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	Sustaining and Growing
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

English language proficiency: \$2,400.00

Low level adjustment for disability: \$27,137.20

QTSS release: \$3,792.00

Literacy and numeracy: \$8,652.00

Integration funding support: \$63,062.00

Professional learning: \$3,000.00

Socio-economic background: \$7,000.00

Summary of progress

Evidenced based practices in Numeracy

Activities

In 2022, teaching staff conducted an evaluation of baseline data from external and internal assessments and the numeracy teaching cycle. As a result of the investigation, teaching staff completed professional learning on Additive strategies to develop student's numeracy skills. Essential Assessment was implemented and an assessment schedule was created, PLAN2 was utilised to track student progress against the numeracy progressions. Learning Intentions and Success Criteria were regularly evaluated and classroom walkthroughs were conducted weekly by the principal to ensure evidence based numeracy strategies were being implemented. Waterfall PS commenced the Collaborative Support for Unique Settings (CSUS) project, which focused on building staff capacity in analysing numeracy data, specifically in the area of Quantifying numbers. Additionally, staff unpacked and familiarised themselves with the new K-2 Numeracy syllabus.

Impact

As a result of activities undertaken in 2022, 66% of Kindergarten students are at their expected benchmark level in Additive Strategies in line with the national numeracy progressions. Teachers implemented daily number talks with a narrow focus and tracked student progress on PLAN2. The use of pre, mid and post assessments linked to the Mathematics syllabus provided targeted learning goals for each student, tracked student progress throughout teaching and learning and measured individual student growth. Evidence shows that teachers were able to link the whole class learning intention to each student's PLP and articulate where they were in their learning journey. Weekly classroom walkthroughs led to self-reflection and improved practices in numeracy. As a result of the CSUS project, all students achieved growth in whole number and place value. All teachers were prepared to implement the new K-2 Syllabus in Term 1 2023.

2023

In 2023, Waterfall PS will have a focus on data analysis and small group explicit teaching. The APCI and relieving principal will lead weekly data talks to analyse student improvement and identify where to next. Collaborative discussions and professional investigations into curriculum reform and current evidence based practices will drive school improvement. The APCI will conduct quality demonstration lessons to ensure consistency of teaching and differentiation. All teaching staff will engage in numeracy focused PL throughout the year. The relieving principal will withdraw primary students to explicitly teach targeted mathematics lessons. PLAN2 Version 3 will be utilised to identify target areas.. The relieving principal and APCI will continue working through the CSUS cycles and commence an investigation into data evaluation as guided by the Leading Evaluation, Evidence and Data (LEED) project coordinators. The implementation of

the K-2 Syllabus will be reflected on and the New 3-6 Syllabus will be unpacked.

Evidence based practices in Reading

Activities

In 2022, differentiated writing programs embedded Learning Intentions and Success Criteria were collaboratively designed based on student data analysis. Essential Assessment was implemented and data was uploaded into PLAN2 to identify student goals and provide targeted teaching opportunities. All students were benchmarked in Reading and the Super 6 Comprehension skills were explicitly taught. The Minilit and Macqlit program was implemented for identified students with support being provided by a specialist teacher. Additionally, Year 1 students completed the DoE Phonics screening to further identify target areas. Reading data was unpacked from SCOUT and a Data Wall was created and reflected on weekly to drive discussion and analyse teaching practices. Staff unpacked and engaged in professional learning based on the new K-2 English Syllabus..

Impact

As a result of activities undertaken in 2022, 100% of Stage 1 students were reading at expected benchmark by Term 4, which was a growth of 43% from Term 1. 2022 Year 4 Reading Check in assessment data shows that students were 0.5% above the state average. Additionally Year 6 Reading Check in assessment data indicated that students were 12.4% above the state average. The use of PLAN2 to track student learning growth drove the creation of teaching and learning programs that were student focused. Evidence shows that teachers were able to link the whole class learning intention to each student's PLP and every student was able to articulate where they were in their learning journey. The implementation of a professional learning schedule resulted in all teachers being prepared to implement the new K-2 Syllabus in Term 1 2023.

2023

In 2023 a specialist reading teacher will continue to implement intensive reading programs for targeted infants students. The relieving principal and APCI / Classroom teacher will conduct stage based explicit spelling lessons to improve student understanding of synthetic phonics to further develop reading skills. PLAN2 Version 3 will be utilised to track student growth and identify target areas. The relieving principal and APCI will commence an investigation into data evaluation as guided by the LEED project coordinators. The implementation of the K-2 Syllabus will be reflected on and the new 3-6 Syllabus will be unpacked.

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 - 40% 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>In 2022, PLAN2 and Essential Assessment data guided the explicit and differentiated teaching and learning programs implemented at Waterfall PS. Due to low number of students the NAPLAN data is unavailable to report on.</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</p>	<p>The analysis of Plan2 and benchmarking data guided the reading teaching and learning program. A specialist reading teaching implemented intensive reading programs. Due to low number of students the NAPLAN data is unavailable to report on.</p>

enabling teaching and learning programs to be explicitly differentiated for individual students.

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

Aboriginal background: \$8,172.10

Location: \$400.00

Summary of progress

Activities

The activities undertaken in 2022 focused on strengthening community engagement through the building of partnerships with the P&C. Waterfall PS hosted several events such as; Mothers Day afternoon tea, Fathers Day breakfast and the 120 year Anniversary Celebration. Parents were connected to their student learning through the introduction of, 'What a School Day Looks Like', Tri conferences and parent information sessions focused on school reporting and feedback sessions. Staff Professional Development Programs (PDPs) focused on the development and achievement of the school goals, such as an increased awareness of Positive Behaviour for Learning (PBL) and the development of stronger student / teacher relationships. Students were encouraged to create personal goals and strive towards becoming self-directed learners. Regular wellbeing check ins were conducted for both staff and students and attendance was closely monitored in order to support student achievement. Additionally, there was a focus on Aboriginal Education with collaboration by all stakeholders on the development of Personal Learning Plans (PLPs), and an excursion with Uncle Shayne to the Royal National Park Education Centre. A whole school Acknowledgement of Country was created and the 'Turning Policy into Action' document was unpacked to ensure the inclusion of authentic teaching and learning experiences. Partnerships were built with other small schools and preschools in the local area.

Impact

As a result of the activities implemented in 2022, community relationships have been strengthened and a close working relationship has been established between the school and the P&C. Students are able to clearly communicate the school PBL values of being safe, respectful learners and minimal negative behaviour incidents were recorded. A focus on wellbeing and student teacher relationships has resulted in a 5% increase in student's sense of belonging, well above state and similar school groups average. 100% of students agreed that the school has an expectation for success as evidenced in the 2022 Tell Them From Me results. The focus on Aboriginal Education has enhanced teacher understanding and led to the inclusion of Waterfall PS in a Walking Together, Working Together initiative within the principal network.

2023

In 2023, Waterfall PS will continue to focus on building staff knowledge in the area of Aboriginal Education and strengthen home, school and community relationships for all students. Parent and community partnerships will be further developed through the perpetuation of established 2022 initiatives and by being responsive to parent feedback. Weekly assemblies will provide a method of communicating the weekly PBL focus. Student goals and attendance will continue to be monitored to support student achievement. High Potential and Gifted Education will be a focus with the identification of students within the four domains and the establishment of targeted individual learning opportunities and programs to support student achievement. Partnerships with local schools will be strengthened to provide Waterfall PS students with opportunities to be involved in a variety of sporting and performing arts events and excursions.

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 2022 Waterfall PS will have achieved 95% positive wellbeing.	TTFM data showed a 5% upward lift with 80% of students feeling a strong sense of belonging by the end of the 2022 school year.
The school will have achieved their lower band attendance target of 70% of students having an attendance of 90% or above.	The school attendance rate of students having an attendance record of 90% or above in 2022 was 62.5%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$63,062.00</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"> • Evidenced based practices in Numeracy <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 the following impact: One to one SLSO and Teacher assistance aided in providing explicit scaffolded instruction, resulting in each student achieving their individualised learning goals.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide explicit scaffolded instructions and embed the use of technology in writing lessons</p>
<p>Socio-economic background</p> <p>\$7,000.00</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 Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [program] to support student learning • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: One to one support for students during teaching and learning experiences and students being able to access the curriculum to achieve their personal best through the use of scaffolding and adjustments.</p> <p>After evaluation, the next steps to support our students will be: The provision of further professional learning for staff and explicit one to one support and targeted small group learning opportunities for students</p>
<p>Aboriginal background</p> <p>\$8,172.10</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 <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$8,172.10</p>	<p>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 the following impact: Staff and students have developed a deeper understanding of Aboriginal and Torres Strait Islander Histories and Culture and our Aboriginal and Torres Strait Islander students have grown in confidence through engagement in conversations and discussions.</p> <p>After evaluation, the next steps to support our students will be: To continue to collaborate with the AECG and engage in connecting to country experiences. Further enhance staff understanding of the Turning Policy into Action to authentically embed Aboriginal Education into teaching and learning programs</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning 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"> • Evidenced based practices in Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • establish a core practice for supporting students learning English as an Additional Language or Dialect • small group intensive support. <p>The allocation of this funding has resulted in the following impact: Benchmarking of all students and the implementation of reading intervention programs. Tracking and analysis of student growth in PLAN2.</p> <p>After evaluation, the next steps to support our students will be: Reading intervention programs will continue to be implemented and data will be monitored to identify student growth.</p>
<p>Low level adjustment for disability</p> <p>\$27,137.20</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 Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • 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>The allocation of this funding has resulted in the following impact: Improved learning outcomes in reading fluency and understanding.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Low level adjustment for disability</p> <p>\$27,137.20</p>	<p>Teaching and learning programs with one to one instructions, differentiated learning experiences and individualised learning goals and a continued whole school focus on reading comprehension.</p>
<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"> • Connecting, Caring & Collaborating <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: Students developed a connection and awareness of the importance of our surrounding environment and they collaboratively created meaningful artworks</p> <p>After evaluation, the next steps to support our students will be: Students will continue to connect with and learn from Uncle Shayne and develop their understanding in the area Aboriginal education. They will engage in Royal National Park Education Centre incursions and learning experiences and Woronora River Network Aboriginal Education opportunities.</p>
<p>Literacy and numeracy</p> <p>\$8,652.00</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 Numeracy <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 • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in the following impact: Essential Assessment assisted in tracking student performance data and the identification of personal student learning goals. Staff participated in Additive Strategies PL to further develop their knowledge and student engagement in numeracy was increased. Participation in the CSUS project and the implementation of the 5 weekly reflect and reset cycles promoted the teaching of targeted focus areas and the collaborative analysis of data which was tracked in PLAN2. As a result of the engagement of the specialist reading teacher, all stage 1 students are reading at an expected benchmark.</p> <p>After evaluation, the next steps to support our students will be: The use of Essential Assessment will continue in 2023 alongside regular reflect and reset cycles which will focus on identified areas of need from PLAN2 tracking and data analysis. Staff will collaboratively engage in the LEED project to further develop improvement in the evaluation of whole school data. A specialist reading teacher will continue to implement intensive reading programs.</p>
<p>QTSS release</p> <p>\$3,792.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to 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</p>

<p>QTSS release</p> <p>\$3,792.00</p>	<p>including:</p> <ul style="list-style-type: none"> Evidenced based practices in Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> 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 the following impact: Assessment and PL schedules were created in alignment with strategic direction 1 goals to improve student outcomes in numeracy and PLAN2 tracking was implemented to identify student growth and identify target areas.</p> <p>After evaluation, the next steps to support our students will be: An assessment schedule for 2023 has been created and the analysis of CSUS and PLAN2 tracking data will continue to guide teacher professional development in order to support student growth in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$13,216.00</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 2022.</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 providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: A specialist reading teacher was employed to provide targeted intervention programs for identified students. Minilit and Macqlit programs were introduced and implemented resulting in significant learning gains for our students involved in this program with 100% of Stage 1 students reading at expected benchmark which was a growth of 43% from Term 1 2022.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of small group literacy tuition using data sources to monitor progress and target specific student need.</p>
<p>Professional learning</p> <p>\$3,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> Evidenced based practices in Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: The development in teacher capacity to differentiate their teaching programs to meet individual student needs and improved student literacy and numeracy results as evidenced in PLAN2 tracking data.</p> <p>After evaluation, the next steps to support our students will be:</p>

Professional learning \$3,000.00	To continue to track student growth by utilising PLAN2 and analyse results to identify further targeted professional learning needs.
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	8	9	11	9
Girls	10	13	8	7

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.3	93.6	97.1	83.8
1	97.4	97.6	93.9	95.0
2	87.3	97.3	92.2	89.6
3	97.3	87.0	92.2	55.4
4	93.1	86.7	85.3	92.4
5	92.2	87.4	95.7	81.7
6	95.3	96.6	71.6	96.9
All Years	93.2	91.4	88.4	87.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	74,535
Revenue	595,319
Appropriation	532,900
Sale of Goods and Services	6,755
Grants and contributions	18,472
Investment income	296
Other revenue	36,896
Expenses	-588,740
Employee related	-444,718
Operating expenses	-144,022
Surplus / deficit for the year	6,579
Closing Balance	81,114

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.

	2022 SBAR Adjustments (\$)
Targeted Total	31,191
Equity Total	44,725
Equity - Aboriginal	8,172
Equity - Socio-economic	7,016
Equity - Language	2,400
Equity - Disability	27,138
Base Total	345,179
Base - Per Capita	4,801
Base - Location	400
Base - Other	339,978
Other Total	39,871
Grand Total	460,967

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:

- * 80% identified they they had a sense of belonging at school
- * 80% 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 and learning goals
- Parents feel welcome and encouraged to share their children's learning journeys
- Children are keen to come to school each day
- Students are developing a love of learning
- Parent and community comments include:"The best little school in Sydney by far." and in reference to the classroom teacher, "It is so obvious how much she loves her WPS kids.

Improvements

- Providing opportunities for students to connect with peers from surrounding schools through participating in shared experiences such as sporting events and excursions.

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.