

2022 Annual Report

Wentworth Falls Public School



3422

Introduction

The Annual Report for 2022 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. 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	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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

Summary of progress

Personalised Learning

In 2022, the school prioritised building teacher capacity to expertly use student assessment data to reflect on teacher effectiveness and drive future instruction to meet the needs of all learners. This was achieved through a combination of High Impact Professional Learning (HIPL) and targeted mentoring focusing on building a consistent and shared understanding of high quality assessment practices and the development of data literacy skills. As a result, a combination of physical and electronic data walls are being used to track student progress within school target areas and the information gained from these is being used to drive teacher instruction. In 2023, the school will prioritise quality assessment practices in the area of mathematics focusing on evidence informed practices in line with curriculum reform. Assessment practices in English trialed in late 2022 will be critically evaluated and modified accordingly, ensuring they reflect best practice as highlighted by curriculum reform and are sustainable at Wentworth Falls PS. Teachers are beginning to demonstrate confidence using data to evaluate student understanding in both a formative and summative manner, the focus on building skills in this area will continue in 2023.

Data Driven Practices

Data Driven Practices were a priority in 2022. Focusing on building teacher capacity to collect appropriate and useful data, the school established two physical data walls to track student achievement in school identified focus areas. These walls were maintained on a 5 weekly basis and the planning day template was modified to ensure consistent approaches to data driven practices school wide. The leadership team focused on embedding systematic and clear data analysis practices and collaborative programming school wide. The student achievement data collected was used to identify students who were at risk of not meeting expected stage outcomes and incorporated into intervention programs to ensure that the additional support they received was both targeted and explicit. Data collected on the K-6 data wall was also used to modify programming for High Potential and Gifted students, ensuring teaching and learning programs were modified to suit their learning needs and ensure they were being extended. The school focus in 2022 has been transforming data into actionable insights, ensuring that data collected is both relevant and purposeful. HIPL was delivered by mentor teachers and Instructional Leaders to improve teacher capacity to collect, analyse and interpret student data and ensure that this data was being used to inform teaching and learning programs schoolwide. All students K-6 were assessed and plotted on the Additive Strategies Data Wall, and all students K-2 were plotted on the Phonic Knowledge Data Wall. This led to staff taking a collaborative responsibility to student academic progress beyond their own classrooms, identifying areas of need across the stage to make appropriate programming modifications as well as to direct teaching practice to improve student results. Looking forward to 2023, the school is putting a focus on delivering HIPL on how to effectively use PLAN3, to best monitor student progress across cohorts and the school. Due to the success of the Additive strategies focus in both Stage 2 and 3 with most students achieving at or above stage level, Stage 2 and 3 will change their data wall tracking focus in 2023 to monitor student progress in Multiplicative Strategies (MuS2-7) as an area of identified need from data analysis and evaluation from triangulated data source including NAPLAN 2022. K-2 will continue to track progress in the areas of Additive Strategies and Phonic Knowledge. In 2023, the school executive team will be participating in the Leading Evaluation, Evidence and Data (LEED) program. This program focuses on building the capacity of leadership teams to develop skills in evaluation, evidence and data, to support the targeted implementation of HIPL focusing on student growth and attainment.

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
The proportion of students achieving in the top two bands in NAPLAN numeracy increasing from 47.2% to at least 52.9% (lower bound system-negotiated target).	2022 NAPLAN data indicates 39.81% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target. Continued focus on this target has resulted in significant improvements in the quality of data driven teaching practices in mathematics and has been reflected in internal data sources.
The proportion of students achieving in the top two bands in NAPLAN reading increasing from 65.2% to at least 69.5% (lower bound system-negotiated target).	2022 NAPLAN data indicates 72.22% of students in the top two skill bands for reading indicating the school exceeded the system negotiated target.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system-negotiated target lower band target of 64.3%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system-negotiated target lower band target of 74.8%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
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 - from Delivering to Sustaining and Growing 	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Data Literacy. Careful self-assessment against the School Excellence Framework shows the theme of Data use in teaching to be sustaining and growing, while the element of Data use in planning has remained at delivering
School self-assessment of the element 'Assessment' indicates improvement in the themes of: <ul style="list-style-type: none"> • Student engagement - Sustaining and Growing • Whole school monitoring of student learning - 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, while the element of Student engagement has remained at delivering.

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

Summary of progress

Strengthening Instruction

Effective data informed practices were identified, promoted and modelled for teachers to employ across a variety of Key Learning Areas. Identified areas of need including, but not limited to, curriculum reform understanding, modifying teaching programs that ensure the most evidence based teaching methods were implemented to optimise learning progress for all students, and differentiated learning to meet the needs of all students were a strong focus throughout the year. In each of these areas High Impact Professional Learning (HIPL) was completed by the teaching staff, support and guidance was given to staff at planning days and through in-class modelled teaching and learning experiences. The K-2 team, in preparation for implementation of new English and Mathematics syllabuses in 2023, completed the online learning modules provided by both the NSW DoE and NESA. Professional learning from external Lead Specialists in Literacy as part of the Strategic School Support program, was undertaken by all staff, resulting in the initiation of a whole school reform of teaching and learning programs with an emphasis on explicit instruction in the area of vocabulary in order to support developing comprehension. Additional 1 on 1 support was provided to targeted teachers by the Lead Specialist Literacy. Analysis of teaching and learning programs reflect improvement in the explicit teaching of vocabulary in a range of Key Learning Areas, with evidence of staff utilising the Universal Resource Hub teaching programs, engagement with 1 to 1 support from the Assistant Principal IL implementing new evidence-based teaching practices. Looking forward into 2023, the school will continue to focus on implementing teaching practices that are evidence informed, student driven, explicit and visible. The Stage 1 team successfully implemented trial units from the new curriculum in all classes and made appropriate modifications to student academic progress reports to inform parents of syllabus changes. Planning for 2023 in Strategic Direction 2 includes implementation of the new syllabus documents in K-2, completion of curriculum reform HIPL for 3-6 staff, continued focus on differentiation and high expectations school wide, and participation in the Curiosity and Powerful Learning school improvement program with a focus on Visible Learning.

Collaborative Learning Community

In 2022, the school prioritised creating a positive school culture of challenge and high expectations, focusing on working collaboratively within the profession to build staff capacity. This was achieved through a combination of HIPL and targeted staff collaborative sessions focusing on building a consistent and shared understanding of high expectations culture at WFPS. The result of these sessions include the first complete implementation cycle of school wide scope and sequence documents in HSIE and Science, the development of a trial phonics scope and sequence reflecting best practice as outlined in the new NSW K-2 English and mathematics syllabus documents, and rigorous and authentic processes to evaluate teaching and learning programs. The school has demonstrated a strong commitment to the development of pre-service teachers by supporting supervised practical teaching experiences and professional experience internships. This partnership with universities is key to both the development of the high quality teachers and is an opportunity for professional growth for supervisory teachers. The school has also prioritised building the capacity of staff to deliver high quality, evidence-informed by engaging in the Blue Mountains Curriculum Reform Community (CRC). Throughout 2022 Wentworth Falls PS hosted regular CRC meetings, engaging collaboratively with our broader learning community focusing on the strategic implementation of new syllabus documents across Blue Mountains schools. In 2023, the school will continue to lead and host the CRC with a strong focus on authentic implementation of the new syllabus documents and enhancing the capacity of school leaders to drive effective curriculum change. Wentworth Falls PS will also work closely with the Upper Blue Mountains Learning Community (UBMLC) in 2023 to develop the capacity of all school staff by attending the combined UBMLC staff development day with strong focus on building collaborative school communities.

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 - Sustaining and Growing• Differentiation - Delivering	Self-assessment against the School Excellence Framework in the theme of Teaching and learning programs shows the school consistently performing at sustaining and growing, with sections of this theme beginning to demonstrate excellence, in the theme of teaching and learning programs. Careful and considered self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Differentiation.
School self-assessment of the element 'Data Skills and Use' indicates for the theme of: <ul style="list-style-type: none">• Data analysis - from Delivering to Sustaining and Growing	Self-assessment against the School Excellence Framework shows the school has developed to now be consistently performing sustaining and growing 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 - Delivering• Feedback - Delivering	Careful and considered self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Differentiation, whilst the theme of Feedback has remained at delivering.
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 sustaining and growing in the theme of Instructional leadership while the element of High expectations culture has remained at delivering.
All staff using PLAN2 / Learning Progressions to support 5-weekly targeted planning in one literacy or numeracy target element.	Document analysis of planning day agendas and teaching and learning programs indicate that all staff are using the NSW Literacy and Numeracy progressions to support the planning of systematic and targeted teaching in 5 weekly blocks. Careful analysis of PLAN2 data indicates that classroom teaching staff are sporadically using the online PLAN2 software within ALAN to track student achievement, with the physical data wall being used as a more consistent tracking tool. However, Intervention staff (LST and ILSP) are utilising the online software regularly to track student progress and develop student learning goals.

Strategic Direction 3: Wellbeing

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

QTSS release: \$35,224.00

Summary of progress

Ready To Learn

During 2022, the implementation for the Smiling Mind (SM) program continued to be a priority supported by demonstration lessons, team teaching and program building and adjustment. Smiling Mind topics were introduced through demonstration lessons in which a range of resources and activities were trialed including animations, picture books, indoor and outdoor activities. These lessons were designed to extend the scope and impact of the Smiling Mind curriculum making it more accessible to both teachers and students. This was also necessary to ensure the program was modified for use in ES1. The priority was to ensure that teachers were confident to undertake the teaching and learning independently, be assured of the positive impact of mindfulness and to streamline the use of the SM curriculum so that teachers could use the program with very little preparation. In a staff survey at the end of 2022, staff indicated that they feel mindfulness is important and 100% of responders indicated that it has a positive impact on student wellbeing. Only 58% of responders indicated that they were implementing the program in their classrooms, however, 100% indicated they would implement the program in 2023. Looking forward to 2023, all classroom teachers will have a copy of the Smiling Mind curriculum and access to the written program with links to the PDHPE syllabus and the general capabilities. Resources will be purchased and available in every learning space. Each fortnight, the upcoming topic will be introduced in the newsletter and at stage assemblies, ensuring the language and focus is universally utilised school wide. .

Our sensory rooms have continued to be utilised to proactively support and respond to students' sensory needs, and help to keep them engaged in learning. During 2022 we have continued to enhance our Solar and Lunar sensory rooms. The Solar room focuses on kinaesthetic and active movements whilst the Lunar room is a dark room used for calming the mind and relaxing the body. It contains a variety of soft lights, music and sensory seating. Individual or small groups of students can access the rooms based on their sensory needs. An outdoor sensory path has also been developed and is available for whole school use. This provides movement for the body, focus for the mind and can be used as "brain breaks". As a result of the successful utilisation of these space, targeted student behaviour in classroom has improved across all stages, with school staff noting that transition between learning spaces has become both more efficient and successful for those students at risk. There has also been notable improvement in self regulation skills for students at risk, with parents noting the transference of these skills to the home setting.

In 2023 we will be modifying the way students reflect on their emotional self awareness both before entering and after spending time in the sensory room. Data is currently recorded in the form of emotional face processing. In 2023 we will be moving to the Zones of Regulation as both our tool for students to reflection on their emotional self awareness and to collect data from the sensory room. This modification is a result of both student feedback and new research into current best practice.

Enhancing Learning

During Term 4 2022, targeted students in Stage 2 & 3 were involved in the Cool Kids Program. Cool Kids is a structured program that teaches children and their parents how to better manage a child's anxiety. The program is based on Cognitive Behavioural Therapy (CBT), involves the participation of children and parents, and focuses on teaching practical skills. Topics covered in the program include:

Learning about anxiety
Learning to think realistically
Parenting an anxious child
Facing fears using stepladders

and Learning coping skills such as relaxation or problem solving.

The Cool Kids Program was available to eight students ranging in ages from Year 3-6. Self report and anecdotal evidence suggests that this program enhanced students' emotional regulation skills and developed student self confidence when facing unknown or uncertain situations. Self referral to the school counselor has also decreased for some of these students as a result of the Cool Kids program. In 2023, these students will continue to be both monitored and supported with check in sessions to ensure that the skills learnt during the Cool Kids program are being utilised by students in their successful participation in school life and that transference to home life is maintained.

During 2022, student attendance continued to be a focus with the school closely following the guidelines and procedures set out by the DoE. Notes were regularly issued to families ensuring absences were explained. Staff were asked to ring families when students were absent from school for two days without an explanation and information appeared in the newsletter encouraging regular attendance and promoting the need to be on time everyday. In 2023, the school will move to using Sentral as the core system to record student attendance with parents receiving text messages regarding student absence. The attendance team will also be implementing a school wide initiative focusing on addressing lost student learning time as a result of partial absences.

Due to the success of both the Ready to Learn and Enhancing Learning initiatives in 2022, the school will continue to implement and improve on current programs to ensure continued focus on and support of student wellbeing. In 2023, the Breakfast Club program and Loose Parts Play will be launched.

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 proportion of the number of students attending more than 90% of the time from 71.5% to 75.5%.	The number of students attending greater than 90% of the time is 47.37%
Increased proportion of students reporting in Tell Them From Me survey data for sense of belonging, advocacy, expectations of success to be trending upwards towards the system-negotiated lower bound target of 77.5%	Tell Them From Me data shows 77.26% of students reporting positive wellbeing outcomes.
School self-assessment of the element 'Wellbeing' indicates improvement in the themes of: <ul style="list-style-type: none">• Caring for students - Sustaining and Growing• A planned approach to wellbeing - Sustaining and Growing• Individual learning needs - Sustaining and Growing• Behaviour - Delivering	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the themes of Caring for students, A planned approach to wellbeing and Behaviour. Careful and concise self-assessment against the School Excellence Framework reflects the school consistently performing at excelling in the theme of Individual learning needs.
School self-assessment of the element 'Learning Culture' indicates improvement in the theme of: <ul style="list-style-type: none">• High expectations - Delivering	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of High expectations.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$152,876.00</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 • staffing release for individual case conferences and development of Individual Learning Plans (ILPs) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: 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 (SLSOs) 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 will be: To review students' IEPs and adjust programs as needed for 2023 to continue supporting funded students across all areas of the school setting.</p>
<p>Socio-economic background</p> <p>\$26,251.09</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"> • employment of additional staff to support MiniLit program implementation. • 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 the following impact: 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 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>\$15,794.04</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>Aboriginal background</p> <p>\$15,794.04</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"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: 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 using Aboriginal pedagogies..</p> <p>After evaluation, the next steps to support our students 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>\$127,204.84</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"> • employment of LaST and interventionist teacher • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with 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 the following impact: Using a combination of LaST and SLSO support, a greater number of identified students accessed 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 will be: To continue employing additional LaST and SLSO support in order to provide students access to intervention programs for literacy and numeracy needs..</p>
<p>Professional learning</p> <p>\$23,931.00</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 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"> • Other funded activities <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 reading through explicit teaching of vocabulary.

<p>Professional learning</p> <p>\$23,931.00</p>	<ul style="list-style-type: none"> • Engaging with the Department and NESA resources and professional learning to prepare for the implementation of new curriculum K-2. • Engaging in high impact professional learning with the NSW Department of Education. Programs such as the Blue Mountains Network, Data Wall sessions. <p>The allocation of this funding has resulted in the following impact: All teaching staff participated in strategic school support professional learning focusing on building teacher capacity in the teaching of reading, specifically around the teaching of vocabulary to improve reading comprehension. Increased capacity of K-2 teachers through participation as a self-selected school in the trial of new curriculum. Participation in the online modules initiated reform of the teaching and learning programs in K-2 with the emphasis on explicit instruction. Through professional learning of the executive team, stage planning day agendas were modified to ensure consistency across K-6. This resulted in maintaining a focus school-wide on data driven decision making for learning sprints in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continued professional learning to target the needs of staff to be able to meet the needs of students. Stage 2 and 3 staff will continue targeted professional learning in literacy and numeracy in preparation for the implementation of the new curriculum in 2024. Our APCI will source targeted professional learning to strengthen areas identified by staff for literacy and numeracy. Numeracy will become the focus area for K-6 with our continued participation in the BM Data Walls program and the department's LEED program.</p>
<p>Literacy and numeracy</p> <p>\$10,107.00</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 Learning and Support intervention teacher • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: A teacher being employed to support literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: This funding will cease in 2023 due to the commencement of the Assistant Principal Curriculum and Instruction APCI.</p>
<p>QTSS release</p> <p>\$70,448.57</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"> • Ready to Learn • 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 <p>The allocation of this funding has resulted in the following impact: Assistant Principals were released 1.5 days per week so that they could provide targeted support and capacity building for staff to improve practice in literacy, numeracy and student wellbeing programs. Professional learning</p>

<p>QTSS release</p> <p>\$70,448.57</p>	<p>linked to the school's strategic improvement plan was delivered improving teacher capacity to use and analyse data.</p> <p>After evaluation, the next steps to support our students will be: The executive continuing to work closely with their stage teams to implement quality differentiated lessons in numeracy and literacy and improve classroom practice. This support will be strengthened with the introduction of the APCI position in 2023.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,267.00</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 LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Targeted support of identified students in literacy and numeracy through research based programs such as MiniLit. All students supported by our LaSTs made positive personal gains with their literacy and numeracy outcomes.</p> <p>After evaluation, the next steps to support our students will be: Continued targeted support of eligible students through small group intervention programs to improve student learning outcomes in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$70,400.00</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 both literacy and numeracy <p>The allocation of this funding has resulted in the following impact: The allocation of these funds has had considerable impact on meeting the individual learning needs of students school wide in the areas of literacy and numeracy. One hundred and fifty-five students received small group targeted instruction across thirty-nine groups. As a result, all students received a minimum of 10 weeks targeted instruction focusing on building fundamental skills in both literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: After critical evaluation of this activity, the executive and Learning Support Team will analyse current data sets and plan continued delivery of this program in 2023 focusing again on meeting individual learning needs of students school wide in both literacy and numeracy. The format of this program will be carefully evaluated and modifications made accordingly.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	201	200	185	187
Girls	201	197	185	189

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.2	95.4	94.1	87.8
1	92.5	93.6	91.5	87.2
2	91.0	94.2	92.4	87.6
3	92.4	93.5	93.2	88.2
4	90.8	93.5	89.3	87.2
5	93.8	93.8	92.4	85.7
6	92.3	94.1	89.3	86.3
All Years	92.4	94.0	91.8	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
Assistant Principal(s)	3
Classroom Teacher(s)	13.84
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*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	863,244
Revenue	3,709,567
Appropriation	3,532,667
Sale of Goods and Services	30,598
Grants and contributions	140,956
Investment income	5,346
Expenses	-3,662,037
Employee related	-3,251,736
Operating expenses	-410,301
Surplus / deficit for the year	47,529
Closing Balance	910,774

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	152,876
Equity Total	169,250
Equity - Aboriginal	15,794
Equity - Socio-economic	26,251
Equity - Language	0
Equity - Disability	127,205
Base Total	2,751,085
Base - Per Capita	93,491
Base - Location	0
Base - Other	2,657,594
Other Total	222,046
Grand Total	3,295,257

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 2022, our school sought feedback from staff, students and parents using the Tell Them From Me (TTFM) survey.

150 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:

- 87% of students have friends at school they can trust and who encourage them to make positive choices.
- 94% of Wentworth Falls Public School students had positive behaviour; the NSW Government norm was 83%.
- 85% of students had a high rate of participation in school sport.

The areas for greatest improvement:

- Students' sense of belonging (feeling accepted by their peers and others at school) and students feeling interested and motivated in their learning.

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 (13 responses) were:

- Parents feel welcome when they come to school.
- 31% of parents were involved in the school community.
- 57% of parents support learning at home with 63% encouraging their child to do well at school.
- 65% of parents believe their child is clear about the rules for school behaviour
- 84% of parents valued regular communication with their child's teacher with informal conversations highly valued.

The areas for greatest improvement:

- Improving the opportunities for parents and caregivers to volunteer and participate in the school community.
- Supporting parents ability to support their child's learning by conducting parent workshops throughout the year.

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 'Focus on Learning' Teacher Survey Report, sound results were returned in the eight drivers of student learning (leadership, parental involvement, inclusive school, technology, teaching strategies, data informed practice, learning culture and collaboration) with school results on par with the NSW Govt. norm.

In the 'Focus on Learning' Teacher Survey Report, in the four dimensions of classroom and school practices (challenging and visible goals, overcoming obstacles to learning, quality feedback and planned learning opportunities) the results were slightly higher than NSW Govt Norms.

During Term 4, the school surveyed families in K-2 (11 responses) regarding the new academic report format after trialing the new curriculum material.

- 82% agreed the 'assessment of achievement' grade scale was clear and easy to understand.
- 90% agreed the 'assessment of effort' grade scale was clear and easy to understand.
- 72% agreed that the written comment for English and mathematics was helpful.
- Only 45% found the "Supporting Your child at NSW Schools" document helpful.

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.