2009 Annual School Report
Waterfall

NSW Public Schools – Leading the way
Our school at a glance

Students

Our student enrolment throughout most of 2009 was 36. This was an increase in enrolment from the previous year of 4 students, due mainly to a record intake of 7 kindergarten students. Daily student attendance was 96.6%, well above the regional average of 94.5% and the state average of 92.1%.

Staff

In 2009 we retained our eight staff members at Waterfall. These included a teaching principal, a full-time classroom teacher, two part-time teachers, a part-time librarian, a part-time administration manager and two part-time student learning officers. All teaching staff met the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

In 2009
- Year 5 students undertook leadership training.
- NAPLAN results, particularly in Year 3, were outstanding.
- Students performed creditably in University of N.S.W competitions.
- Waterfall students had access to a variety of extra-curricular programs in 2009 e.g. band, dance.

Student achievement in 2009

In 2009, five Year 3 and four Year 5 students sat the National Assessment Program Literacy and Numeracy (NAPLAN). One student in year 3 was exempted from testing. The small size of the cohorts makes it extremely difficult to draw accurate conclusions on their performance as year groups compared to state averages. The average of a small group can be affected by the results of one or two high performing or low performing students.

Literacy- NAPLAN Year 3
- The average score of our Year 3 students in overall Literacy was considerably above state average.
- School results in Reading, Writing and Grammar and Punctuation were much stronger than in Spelling.

Numeracy- NAPLAN Year 3
- The average score of our Year 3 students in overall Numeracy was well above state average.
- School results showed little difference between Number, Patterns & Algebra and Measurement, Data, Space & Geometry.

Numeracy- NAPLAN Year 5
- The average score of our Year 5 students in overall Numeracy was slightly below state average.
- School results showed Number, Patterns & Algebra to be weaker than in Measurement, Data, Space & Geometry.

Principal's message

2009 was once again a very busy, but rewarding year for Waterfall Public School.

A particular highlight was the formation of the Community of Schools on the Park (C.O.S.O.T.P.) with other local primary and secondary schools. Our junior dance group performed at the official C.O.S.O.T.P. launch and the 3/4/5/6 class participated in the environmental challenge at Engadine West Public School.

The Primary Schools for the 21st Century Program resulted in our school being re-painted and walkway awnings repaired or replaced. We are now looking forward to the erection of our new library under the BER program in early 2010.

Student achievement throughout the year was high with some excellent results in the academic, cultural and sporting fields.

Thanks must go to the Waterfall Community, particularly the P&C and G’Day Club, for their fundraising efforts over the past year. This financial support enabled us to provide so many extras for our students including band instruments, reading materials, a new television, subsidised excursions, band fees etc.

High attendance and enthusiastic support for the students at our many school functions throughout the year was most appreciated by students and staff alike.

Thanks also to the talented and enthusiastic staff
at Waterfall, who worked tirelessly for the benefit of our students in 2009.

At the end of the year we farewelled seven students. Indi, Mitchell, Chris and Jordan moved on to further their education at Heathcote High School while Nara, Skye and Quinn transferred to Adelaide. We know that their education at Waterfall will stand them in good stead and we wish them every success and happiness in their future education.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Liz Chick

P&C message

Throughout 2009 the Waterfall P&C has remained a very supportive and dedicated group, due to a wide variety of great helpers, such as the dedicated principal, teachers, staff, families and extended families and local community bodies.

It has been another busy and successful year, with many projects completed.

The P&C subsidised the hire of Helensburgh Pool for the school's swimming carnival and also paid for the dance costumes for the SSSMF. We purchased instruments for the school band as well as subsidising band fees, allowing more children to join in. Other purchases included reading materials, art equipment and a new television.

Throughout the year we held many excellent fundraising events. There were guessing competitions, a chocolate drive, hot food days, end of term barbecues, Mothers' and Fathers' Day stalls and the family disco, to name just a few. We also tried a new form of fundraising, holding two stalls at Heathcote Hotel's fete days, which proved to be very successful.

I would like to thank all of the P&C members, school staff, parents and Waterfall community. It was a very successful, happy and rewarding year. Thanks again for all of your contributions, time and hard work.

Mick Dries

Student representatives' message

2009 was a wonderful year for us. We achieved many great things such as completing the S.L.I.P.S. course and running the Monday assemblies.

Some of our tasks this year included chairing special celebrations like Anzac Day and the Easter Hat Parade, being buddies to the new kindergarten children and recycling paper and fruit scraps. We also helped out with fundraisers like the U.N.I.C.E.F. Day for Change.

Towards the end of the year we completed the Transition to High School program with Ms Osborne.

We pass over our role to the year 5 students, Isobelle, Brearne, Ethan and Chelsea and wish them every success as Student Leaders in 2010. We are looking forward to high school but we will miss our teachers and fellow students at Waterfall.

Nara, Indiana, Christopher, Mitchell & Jordan

Year 6 students with Mr Knapp at their farewell

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Student Enrolment</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>19</td>
<td>19</td>
<td>14</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>19</td>
<td>15</td>
<td>15</td>
<td>21</td>
</tr>
</tbody>
</table>
Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/4/5/6</td>
<td>3</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>6</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>K/1/2</td>
<td>K</td>
<td>7</td>
<td>18</td>
</tr>
</tbody>
</table>

Structure of classes

Students were taught in two multi-age classes, comprising a K/1/2 class and a 3/4/5/6 class.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Part-time teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>.696</td>
</tr>
<tr>
<td>General Assistant</td>
<td>.200</td>
</tr>
<tr>
<td>Total</td>
<td>3.232</td>
</tr>
</tbody>
</table>

No members of the workforce at Waterfall are indigenous.

Management of non-attendance

Student attendance is generally very high at Waterfall. Caregivers of students who are absent from school for an extended period of time without prior notice receive an SMS in the first instance followed up by a letter from the school, then possible referral to the Home-School Liaison Officer (HSLO).
Teacher qualifications

All teaching staff met the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2009

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>58 506.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>42 739.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>31 486.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>12 099.00</td>
</tr>
<tr>
<td>Interest</td>
<td>2 068.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3 744.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>92 138.00</strong></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>6 899.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>374.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>7 071.00</td>
</tr>
<tr>
<td>Library</td>
<td>417.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>41 981.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>3 830.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>17 882.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>5 487.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>2 323.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>3 906.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>90 174.00</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>60 469.00</strong></td>
</tr>
</tbody>
</table>

Please note that funds for teacher professional learning are no longer included in Training and Development (T.P.L.) but are part of Tied Funds. Please see evaluation of T.P.L. further on in this report.

A full copy of the school's 2009 financial statement is tabled at the annual general meeting of the Waterfall P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Waterfall Public School provides a range of quality teaching and learning experiences for its students.

In 2009, Indianna was chosen to participate in the COSOTP Enrichment program for gifted and talented Year 6 students. She attended Heathcote High School every Wednesday during terms 2 and 3.

Achievements

Arts

In 2009, Waterfall School offered students a variety of opportunities in the Creative and Performing Arts (C.A.P.A.)

Kaitlyn successfully nominated for the Create program, which catered for talented students in C.A.P.A. She attended a series of workshops, culminating in a performance of ‘Accidental Hero’ at Sutherland Entertainment Centre.

Music

- All students were members of either the junior or senior choirs. Both choirs performed very creditably at several school functions throughout 2009. The highlight of the year was our performance as part of the massed choirs at the Sutherland Shire Schools’ Music Festival.

- The Waterfall Band had a successful year under the leadership of our band tutor, Mr Manera. The students received weekly band lessons, the cost of which was subsidised by our wonderful P&C. As well, our volunteer tutor Mrs Garvie continued to work with the training band on a weekly basis. The purchase of extra instruments means that the school now owns all its own instruments, which students hire for the year at minimal cost. Our band, comprising students from Year 1 to Year 6, presented an enthusiastic performance at a number of school functions during 2009. We were also very proud when two students, Liam and Chelsea were selected to perform with the combined band at the COSOTP Launch.

Dance and Drama

- The junior dance group, comprised of all students in the K/1/2 class, worked with enthusiasm and dedication throughout the year to improve their dance skills under the tutelage of Mrs Garwood and Mrs Chick. The group presented a very successful dance item, “Aquarius” at the Sutherland Shire Schools’ Music Festival as well as performing at school functions such as Grandfriends’
Day. The group was also selected to perform at the COSOTP launch.

**Junior dance group performing Aquarius**

- Both classes presented some wonderful scripted drama performances at special assemblies throughout the year.

**Visual Art**

- Kaitlyn won the SSSMF art competition and her work featured on the cover of the festival program.
- Our talented K-6 students exhibited artworks at the Sutherland Shire Schools' Music Festival.
- K/1/2 participated in the Linking Generations Art Competition. Morgan won the Year 2 section and Jorja was highly commended in the kindergarten section.
- 3/4/5/6’s composite artwork, “In Our Playground” was selected for hanging in the Not Just a Brush Art Exhibition at Hazelhurst Gallery.

**Sport**

All students regularly participated in fitness activities, fundamental movement skills and games skills. Other sporting programs and achievements in 2009 included:

- K-6 students competed in our school swimming carnival, participating in both stroke and novelty events.
- K-6 students were involved in Jump Rope for Heart skipping program, promoting fitness and healthy lifestyle choices.
- K-6 students competed in our school cross-country carnival, demonstrating strength and endurance to complete a challenging course.
- Five students, Nara, Christopher, Liam Terry, Georgia and Skye qualified for Engadine Zone Cross- Country Carnival.
- K-6 students participated in the Footsteps Dance Program in Term 2.
- Waterfall P.S. again hosted the Small Schools Athletics Carnival, and 3/4/5/6 students competed in a range of individual and team events, achieving creditable results. Nara was 1st 11yr girls 800m and the 11yrs shot put, Christopher 3rd Senior Boys’ 800m and Isobelle 2nd in the Junior shot put. Our senior captain ball team attained 2nd place.
- A coaching clinic was presented by Sydney Football Club, promoting the ideals of fun, fitness and friendship that can be achieved through sport, as well as the skills of soccer.
- K-6 students participated in the Special Swimming Scheme, improving swimming and water safety skills. 56% of our students can now swim a distance greater than 20m.

**National Competitions**

Our primary students participated in the University of NSW academic competitions in 2009. Once again we achieved some excellent results.

- Eleven students participated in the English competition. Jordan and Georgia gained Distinctions while Indi, Liam, Lily and Kaitlyn received Credits.
• Thirteen students participated in the Mathematics competition. Jordan, Liam and Georgia received Credits.

• Fourteen students participated in the Spelling Competition. Jordan received a Credit.

Successful entrants in the English competition

Academic
In the National Assessment Program Literacy and Numeracy (NAPLAN) results across Years 3, 5, 7 and 9 in 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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

In 2009, five Year 3 and four Year 5 students sat NAPLAN

The small size of the cohorts makes it extremely difficult to draw accurate conclusions on their performance as year groups, compared to state or national averages. The average score of such small groups can be affected by the results of one or two high performing or low performing students. Privacy legislation and protocol limits specific reporting on NAPLAN results.

Literacy – NAPLAN Year 3
The average score of our Year 3 students in 2009 in overall Literacy was substantially above like school and national averages.

In overall Literacy, 100% of students sitting the test were placed in the top two bands (5 and 6).

Numeracy – NAPLAN Year 3
The average score of our Year 3 students in 2009 in overall Numeracy was above like school and national averages.

In overall Numeracy, 80% of students sitting the test were placed in the top two bands (5 and 6).

School results in all aspects of Literacy including Reading, Writing, Spelling and Grammar & Punctuation were equally strong.

Literacy – NAPLAN Year 5
The average score of our Year 5 students in 2009 in overall Literacy was unable to be compared to like school and national averages as the cohort consisted of only 4 students.

In overall Literacy, 100% of students were placed in the top three bands (6, 7 and 8).

School results in Reading, Spelling and Grammar & Punctuation were stronger than for Writing.

Numeracy – NAPLAN Year 5
The average score of our Year 5 students in 2009 in overall Numeracy is unable to be compared to like school and national averages as the cohort consisted of only 4 students.

In overall Numeracy, 50% of students were placed in the top three bands (6, 7 and 8).

School results in Measurement, Data, Space & Geometry were slightly stronger than those for Number and Patterns & Algebra.

Progress in literacy
In Reading, school results showed good growth and placed our school in the middle of growth data for schools in our School Education Group.

In Writing, school results showed below average growth and placed our school at the lower end of growth data for schools in our School Education Group.

Progress in numeracy
School results showed excellent growth and placed our school at the top end of growth data for schools in our School Education Group

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.
The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009**

This information is not reportable as the Year 3 student cohort consists of less than ten students.

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009**

This information is not reportable as the Year 5 student cohort consists of less than ten students.

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**Significant programs and initiatives**

**Aboriginal education**

Student leaders made an Acknowledgement of Country at all school assemblies and special functions.

When the National Anthem was sung, students sang a third verse in Dharawal, the dialect of our local indigenous people.

Aboriginal perspectives were incorporated into C.O.G.S units. In K/1/2 students explored the Dreamtime in the unit ‘Our Stories’. In 3/4/5/6 students discussed how the local environment has changed over time in the units ‘Local Environments’ and ‘Living Land’.

Waterfall also celebrated N.A.I.D.O.C. Week with a multi day where students wore red, yellow and black clothing and made aboriginal flags.

**Multicultural education**

Waterfall celebrated Universal Children’s Day on 28 October.

Students dressed in international costume.

The day incorporated an African theme. Students played traditional African games and participated in outdoor lessons. They also cooked a simple damper. Students were made more aware of how African life and schooling differs from our own and the importance of education in raising living standards.

We also took the opportunity to participate in U.N.I.C.E.F. Day for Change. Students brought coin donations to contribute to our golden mile, raising over $140 to support education in Mozambique.

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Students dressed in international costume to celebrate Universal Children’s Day

**Respect and responsibility**

At Waterfall, we pride ourselves on instilling a sense of civic responsibility in our students and developing a tolerance of, and respect for, others.

We celebrated Harmony Day on March 20 by creating a colourful wall mural depicting a row of figurines joining hands with the caption, “Everyone belongs.”

In 2009 we raised over $1200 for charity. As a small ‘bush’ school we identified with the tragedy of the Victorian bushfires and a golden mile of coins raised $320 for the appeal. We again participated in ‘Jump Rope for Heart’, raising $695 for the National Heart Foundation. $144 was also contributed to the UNICEF appeal to assist the education of children in Mozambique. At Christmas instead of giving gifts to each other, we collected two huge hampers of food and toys for Anglicare’s, ‘Toys and Tucker’ appeal.

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Proudly presenting our hampers to Anglicare at Christmas
Other programs

Student Leadership
Our Year 5 students; Breanne, Isobelle, Chelsea and Ethan participated in leadership training in 2009. They attended Student Leadership in Primary Schools Program (S.L.I.P.S.) organised by C.O.S.O.T.P. which was held at Heathcote High School. Throughout the day, students attended workshops with an environmental focus, designed to develop leadership skills.

Students further developed their skills back at school in Term 4 by organising and leading weekly assemblies. They also managed the school waste management programs including paper recycling and food waste reduction.

Progress on 2009 targets
The following information outlines the school’s progress on meeting the identified targets for 2009.

Target 1
Improvement of student literacy results, focusing on writing and grammar
Our achievements include:
- All kindergarten students were assessed soon after school entry using the Best Start Assessment. Subsequently individual reports were sent home and interviews were held. Teacher discussed student results with parents/caregivers and suggested ways of assisting students to improve literacy outcomes at home. The class program focused on areas identified as particular strengths/ weaknesses of students. e.g. sound names for letters
- Staff participated in Teacher Professional Learning (T.P.L.) courses which targeted previously identified areas of student need including Positive Partnerships (Autism Spectrum), Best Start (Beginning students), Assisting Students with Language Difficulties and Small Schools’ Writing Project.
- It was difficult to measure value added growth in the literacy component of NAPLAN for Year 5 students as matched results were only available for two students. However school results and work samples demonstrate good improvement.
- Quality teaching programs in both classes reflected explicit teaching of writing and grammar.
- Extra literacy resources to aid explicit teaching of text types were purchased e.g. Red Box, Yellow Box.

Target 2
Improvement of student numeracy results, specifically in the Patterns and Algebra strand
Our achievements include:
- All kindergarten students were assessed soon after school entry using the Best Start Assessment. Subsequently individual reports were sent home and interviews were held. Teacher discussed student results with parents/caregivers and suggested ways of assisting students to improve numeracy outcomes at home. The class program focused on areas identified as particular strengths/ weaknesses of students. e.g. rote counting and recognition of numbers to 10
- Staff participated in Teacher Professional Learning, through Sydney Region Project, Patterns and Algebra.
- It was difficult to measure value added growth in the numeracy component of NAPLAN for Year 5 students as matched results were only available for two students. However school results and work samples demonstrate good improvement.
- Quality teaching practices embedded in class programs e.g. Count Me In Too.
- Extra numeracy resources purchased e.g. Smart Kiddies on-line membership.

Target 3
Development of a School Environmental Management plan
Our achievements include:
- Staff participated in T.P.L. course Environmental Planning Through the Curriculum.
- School Environmental Management Plan was revised.
- Following advice from consultants gardens were made more bushfire safe.
- Students were made more aware of the importance of conserving water and energy through initiatives such a Drip Detectives and Bright Sparks.
- 3/4/5/6 students participated in an environmental challenge organised by C.O.S.O.T.P.
- Water and Energy Usage was reduced with subsequent annual bill reductions of $60 for water and sewerage and $400 for electricity.
- More parent/caregivers provided students with low waste lunchboxes.
Key evaluations

It is a requirement that all NSW public schools conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Learning and Information and Computer technology.

Educational and management practice

Learning

Background

At Waterfall Public School a high emphasis is placed on quality teaching and learning programs. Staff members are continually updating their skills through a well-balanced T.P.L. program which targets areas of student need. It was thus decided to survey student, parent/caregiver and staff opinions regarding learning. A total of fourteen responses, representing 61% of families, was received. All staff and 3-6 students completed the survey.

Findings and conclusions

Students

- 90% students agreed that their classroom was an interesting place to learn and that there was a good balance between group and individual tasks.
- 50% students are unaware that teachers regular meet with colleagues to discuss new teaching practices and upgrade their teaching skills.

Parents/Caregivers

- 100% of parents agreed that the school has high expectations of its students and that students at Waterfall demonstrate pride in their learning.
- 10% parents are unaware that teachers regularly undertake T.P.L. in order to upgrade their teaching skills.

Staff

- 100% staff felt that they provided learning opportunities within a stimulating and secure environment.
- 100% staff members use a range of appropriate resources to assist students with their learning.

Future directions

As a school we need to continually upgrade our resources and facilities to ensure an optimum learning environment for our students. We also need to publicise more widely professional training undertaken by teachers.

Curriculum

Information and Computer Technology (I.C.T.)

Background

As I.C.T. will be a major focus of spending in 2010 it was decided to survey student/parent/caregiver and staff regarding computer education. A total of fourteen responses, representing 61% of families, was received. All staff and 3-6 students completed the survey.

Findings and conclusions

Students

- 100% students had computer and internet access at home.
- 100% students enjoyed working on computers at school.
- Students mainly used computers for word processing, research and games.

Parents/Caregivers

- 100% Parent/Caregivers recognised the importance of I.C.T. education.
- Suggestions for inclusion in computer education program included touch typing and training in utilising research and social networking sites.

Staff

- 100% staff regularly access computer technology, both in a professional and private capacity.
- 100% staff would benefit from training in utilising the connected classroom effectively and using and preparing resources for the interactive whiteboards.

Future directions

In 2010 we will be receiving connected classroom facilities in the K/1/2 classroom. At school expense we will also install an interactive whiteboard in the 3/4/5/6 classroom.

The focus of T.P.L. will be connected classroom and interactive whiteboard training.

We will also utilise the services of parents with I.C.T expertise by inviting them to work with small group of students within the classroom.
Other evaluations

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.
A total of fourteen responses were received representing 61% of families.
100% of families reported a high level of satisfaction with Waterfall School.

Professional learning
In 2009, Teacher Professional Learning Funds were used to facilitate the professional development of staff.
All staff benefited from these funds with a total of $3017 being spent, drawn from tied funds ($2567) and additional school funding ($360).
In addition, staff attended courses requiring no funding or funded from outside sources.
The average expenditure per staff member was $431.
Funds covered the cost of course fees and the provision of casual relief.
Courses attended by staff in 2009 included:
- Small Schools Project- Writing
- Sydney Region Project- Patterns and Algebra
- Environmental Education
- Positive Partnerships
- Assisting Students with Language Difficulties
- Sports and Games Workshop
- Support Teacher Learning Assistance Conference
- School Leadership Conference
- Choir workshops
As well, all staff attended a staff development day at the beginning of Term 3 organised by C.O.S.O.T.P. The theme was Student Engagement and Retention, focusing on generational characteristics, expectations and learning styles. The program included an address from keynote speaker, Michael McQueen and practical workshop sessions.

School development 2009 – 2011

Targets for 2010
We will continue to work on long-term targets previously flagged for 2009-2011 with an additional special target in I.C.T. for 2010.

Target 1
Improvement of student literacy results, focusing on writing and grammar
Strategies to achieve this target include:
- Analysis Best Start Data Term 1 2010 to inform individual student needs in Literacy.
- Analysis SMART Data Term 4 2009 to identify specific student needs.
- Using interactive whiteboards for explicit teaching of spelling, grammar and text types in order to improve student engagement.
- Providing/purchasing extra resources e.g. high interest/low level reading materials.
Our success will be measured by:
- Class literacy assessments indicate growth for every student.
- Year 5 students meet or exceed expected value-added growth in literacy component of NAPLAN, particularly writing.
- Classroom practice demonstrates quality teaching elements are embedded in programs and delivery.

Target 2
Improvement of student numeracy results, specifically in the Number and Patterns and Algebra strand
Strategies to achieve this target include:
- Analysis SMART Data Term 4 2009 to identify student needs.
- Analysis Best Start Data Term 1 2010 to inform individual student needs in Numeracy.
- Continued implementation of CMIT and Counting On.
- Providing/purchasing extra resources e.g. Rainforest Maths Small School licence.
Our success will be measured by:
- Class numeracy assessments indicate growth for every student.
- Year 5 students meet or exceed expected value-added growth in the numeracy component of NAPLAN, particularly Patterns and Algebra.
- Classroom practice demonstrates quality teaching elements are embedded in programs and delivery.
Target 3
Development of a School Environmental Management plan
Strategies to achieve this target include:
- Continued monitoring of water and energy usage e.g. drip detectives and bright sparks, audit of quarterly bills.
- Student participation in Waste Watcher workshops.
- Waste reduction Initiatives: no waste lunches, use of recyclable materials at special functions e.g. crockery mugs for Grandfriends' Day, separating recyclable/ compostible materials.
- Gardening: re-vegetating native gardens and vegetable garden.

Our success will be measured by:
- Reduction in school waste.
- Quarterly statements display reduced usage of water and electricity.
- 100% students bring low waste lunchbox.
- School landscape beautified and vegetables grown for community use.

Target 4
Enhanced Quality Learning environment with updated computer technology
Strategies to achieve this target include:
- Development of a K-6 computer skills scope and sequence.
- Teacher Professional Learning Program will focus on training all staff to utilise interactive whiteboards and construct resources.
- Installation of connected classroom facilities in K/1/2 classroom.

Our success will be measured by:
- Updated I.C.T facilities including interactive whiteboards in both classrooms.
- Increased student engagement.
- 100% students are at appropriate level on scope and sequence.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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