2008 Annual School Report
Waterfall Public School

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

Students

Our student enrolment throughout most of 2008 was 32. This was an increase in school population from the previous year, of three students. Daily student attendance was 96.3%, which was above both regional and state averages.

Staff

In 2008, 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 teacher librarian, a part-time administration manager and two part-time teachers’ aides.

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

Significant programs and initiatives

- All Year 5 students undertook Leadership training in 2008
- Students continued to perform creditably in University of N.S.W competitions and NAPLAN testing program in 2008
- Waterfall students had access to a variety of extra-curricular programs in 2008

Student achievement in 2008

In 2008, four Year 3 and five Year 5 students sat the National Assessment Program Literacy and Numeracy (NAPLAN). 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 Spelling were much stronger than in Grammar and Punctuation.

Numeracy – NAPLAN Year 3

The average score of our Year 3 students in overall Numeracy was slightly above state average.

School results showed little difference between Number, Patterns & Algebra and Measurement, Data, Space & Geometry.

Messages

Principal's message

2008 was a very busy year for Waterfall with much achieved in regard to the upgrading of facilities: replacement of our water pipes and electricity pole, our new C.O.L.A was erected as well as a garden shed, the main playground was re-surfaced, the kitchen re-furbished and the staffroom carpeted.

Students participated in a wide range of academic, sporting, creative and cultural experiences with the school sponsoring students to attend programs such as CREATE and High School Enrichment Programs.

We took the opportunity to combine with other schools to offer special opportunities to our students and staff. Students combined with Miranda North School to participate in Restorative Practice Training and with Taren Pt and Cronulla for an Olympics sports day. We also hosted the Small Schools sports day at Sylvania. Staff participated in Restorative Justice Training with Miranda Nth and in a Writing Project with Taren Pt and Cronulla.

Once again the success of our small school in 2008 is due in no small part to the contribution of our dedicated staff and the support of our wonderful P&C, parents and local community.

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
The Waterfall P&C remains a very supportive and dedicated group.

We are truly fortunate to have a broad spectrum of great helpers such as the dedicated principal, teachers, staff, families, extended families and local community bodies.

This year was another busy and successful year, with many projects finally finished. The new COLA and resurfacing of the asphalt playground was the main project completed. As well, the school also gained a whole new refurbished kitchen with a new stove and hot water urn. The school also installed a much needed shed on a concreted slab for storage.

We subsidised the Helensburgh pool for the school swimming carnival, the bus transport for K/1/2 to attend the SSSMF rehearsal and the dance costumes.

Throughout the year we ran many excellent fundraising events such as raffles, chocolate drives, hot food days, end of term barbecues, Mothers’ and Fathers’ Day stalls to name just a few.

I would like to thank all of the great P&C members, school staff, parents and community members for their contribution to a very successful, happy and rewarding year.

Mick Dries
P&C President

Student representatives’ message

At Waterfall all year 6 students have the opportunity to become school leaders. To become leaders we had to go to S.L.I.P.S. Once we had completed this leadership course we had to put what we had learnt into action at school. One of our weekly roles was to run the Monday assembly. Some of our other special roles were running the Easter Hat Parade, Education week concert, Grandfriends Day, Anzac Day and Presentation Day. Another duty given to us was the day-to-day running of the environmental program which was a complete success. We emptied the worm bucket and recycled the paper. At our final assembly we installed the school leaders for 2009. We hope that they will enjoy this privilege. GOOD LUCK!

Adam Fraser, Lance McRae and Daniel Ting
School Leaders

Student 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>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td>2005</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>2006</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>2007</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>2008</td>
<td>16</td>
<td>15</td>
</tr>
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</table>
Student attendance profile

Student Attendance

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>93.9</td>
<td>94.2</td>
<td>95.2</td>
<td>96.3</td>
</tr>
<tr>
<td>Region</td>
<td>94.8</td>
<td>95.0</td>
<td>95.0</td>
<td>95.2</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>6</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>3</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>K/1/2</td>
<td>K</td>
<td>6</td>
<td>16</td>
</tr>
</tbody>
</table>

Structure of classes

Students were taught in two multi-age classes comprising one K/1/2 class and one 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

The school had 2.336 teaching positions allocated in 2008.

This included 1 teaching principal, a classroom teacher, a part-time teacher and a part-time teacher-librarian.

The school also hired a teacher, using global and school funds, to provide principal relief on a casual basis. An extra hour was also purchased through school funds to extend library time from two to three hours per week.

The teaching staff was supported by a part-time senior administration manager, two part-time teachers’ aides and a part-time general assistant.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching 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>R/F/F teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Total</td>
<td>2.336</td>
</tr>
</tbody>
</table>

Staff retention

Staff personnel remained the same as for 2007.

Staff attendance

All staff members have access to leave entitlements such as sick leave. The average daily attendance rate for staff in 2008 is not reportable as there are fewer than 3.4 staff members.

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>
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</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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>112,669.00</td>
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<tr>
<td>Global funds</td>
<td>36,955.00</td>
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<tr>
<td>Tied funds</td>
<td>26,126.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>10,856.00</td>
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<tr>
<td>Interest</td>
<td>5,087.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1,605.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>193,298.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>7,873.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>2,450.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>7,180.00</td>
</tr>
<tr>
<td>Library</td>
<td>1,076.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>200.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>85,934.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1,533.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>18,872.00</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>5,997.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>1,994.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1,681.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>134,790.00</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>58,508.00</td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

Achievements

Arts

In 2008, Waterfall School continued to offer students a wide range of creative and performing arts opportunities.

Indianna Knight and Chelsea McQuilty successfully nominated for the Create program, which catered for talented students in the Creative Arts. They attended a series of workshops which culminated in a performance of ‘The Quest’ 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 2008. The highlight of the year was our performance as part of the massed choirs at the Sutherland Shire Schools’ Music Festival, where several students including Lucy Prestoe, Kaitlyn McBean and Nara Dewick, were selected to sing solo parts.

- The Waterfall Band had a successful year under the leadership of our new band tutor, Mr Manera. The students learnt a great deal about reading music and were also fascinated by a variety of instruments which Mr Manera introduced to them each week. In 2008 we were also very fortunate to gain the services of Mrs Garvie, as a volunteer tutor. Our performing band, comprising students from year 3 to year 6, performed at a number of school functions. We also had a small training band drawn from Year 2 students. All band members were inspired by a visit from North Sydney Girls’ High School, whose jazz ensemble and concert band presented an outstanding performance.

Dance and Drama

- The junior dance group, comprised of students from Kinder to Year 4, worked with enthusiasm and dedication throughout the year to improve their dance skills under the tutelage of Mrs Garwood and class teachers. The group presented a very successful dance item, “Tchaikovsky’s Children” at the Sutherland Shire Schools’ Music Festival as well as performing at school functions such as Grandfriends’ Day.

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

School performance 2008

Waterfall Public School has a proud record of providing quality teaching and learning experiences for its students. We were delighted this year when Adam Fraser was chosen to participate in the Enrichment program run by Heathcote High school for gifted and talented Year 6 students.
Visual Art

- Our talented students exhibited artworks at the Sutherland Shire Schools' Music Festival.
- K/1/2 participated in the Linking Generations Art Competition. Chloe Wiltshire was a finalist in the Year 2 section and Quinn Dewick was a finalist in Year 1.
- A major highlight of the year was our success in the Sutherland Shire Schools' Music Festival Art Competition. Christopher Glenn won the competition and his work was published on the front cover of the festival program. Skye Dewick was also a finalist.

Sport

All students regularly participated in fitness activities, including fundamental movement skills and games skills. Other sporting programs and achievements in 2008 included:

- A K-6 swimming carnival. Students participated in both stroke and novelty events.
- Involvement in Jump Rope for Heart skipping program promoting fitness and healthy lifestyle choices.
- A K-6 cross-country carnival. Three students, Lance MacRae-Harrison, Nara Dewick and Liam Terry represented the school at the Engadine Zone Cross-Country Carnival.
- K-6 participation in the Fitkidz gymnastics and fitness program, where children had access to expert tuition and could experience a wider range of equipment. Students showed improvement in flexibility, strength, coordination and locomotor skills.
- Waterfall P.S. again hosted the Small Schools Athletics Carnival, and children competed in a range of individual and team events. At the Engadine Zone Athletics Carnival, our school was represented by Christopher Glenn in the 800m, and Nara Dewick in the 800m and 200m events.
- A coaching clinic presented by the Cronulla Shark's Australian Rugby League Foundation representative, promoted the ideals of fun, fitness and friendship that can be achieved through sport, as well as the skills of Rugby League.

The goldfish 2 group takes the plunge

- The Special Swimming Scheme in which children improved water safety skills, and received stroke correction. 56% of our students can now swim a distance greater than 20m.
- All students K-6 improved their level of fitness through participation in the Premier's Sporting Challenge (P.S.C.). K/1/2 was awarded a gold award and 3/4/5/6 a bronze award. Over-all the school received a silver award.
- Waterfall combined with Taren Pt. and Cronulla schools for a special Olympics Sports day to celebrate our P.S.C. achievement

National Competitions

- Our Primary students again participated in the University of New South Wales academic competitions in 2006.
- Eleven students participated in the Mathematics Competition. Mitchell Smith, Jordan Wiltshire and Liam Terry achieved Credit awards.
- Eleven students participated in the English Competition. Indianna Knight and Liam Terry achieved Credit awards.
- 12 students participated in the Spelling Competition. Adam Fraser achieved a Distinction, and Jordan Wiltshire was awarded a Credit.
Academic
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 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 2008, four Year 3 and five Year 5 students sat the National Assessment Program Literacy and Numeracy (NAPLAN).

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. Privacy legislation and protocol limits specific reporting on NAPLAN results.

Literacy – NAPLAN Year 3
The average score of our Year 3 students in overall Literacy was considerably above state and regional average.

In overall Literacy, 50% of students achieved Band 6 and 50% of students achieved Band 5.

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

Numeracy – NAPLAN Year 3
The average score of our Year 3 students in overall Numeracy was slightly above state average.

School results showed little difference between Number, Patterns & Algebra and Measurement, Data, Space & Geometry.

In overall Numeracy, no student achieved below Band 5.

Weaknesses in subtraction and symmetry were highlighted, while aspects of Data and Position were highlighted as strengths.

Literacy – NAPLAN Year 5
The average score of our Year 5 students in overall Literacy was slightly above state average.

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

In overall Literacy, no students achieved below Band 5.

Numeracy – NAPLAN Year 5
The average score of our Year 5 students in overall Numeracy, was slightly above state average.

School results showed little difference between Number, Patterns & Algebra and Measurement, Data, Space & Geometry.

In overall Numeracy, no student achieved below Band 5.

Weaknesses in Fractions and Decimals were highlighted, while various aspects of Measurement were highlighted as strengths.

Progress in literacy
In Writing, school results showed excellent growth and placed our school at the top end of growth data for schools in our School Education Group.

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

Progress in numeracy
School results showed growth slightly below State average growth.

School growth data placed our school in the middle 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 2008
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 2008

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

Significant programs and initiatives

Aboriginal education

All school assemblies and special functions incorporated Acknowledgement of Country. Students were also taught to sing a third verse of the National Anthem in Dharawal, the dialect of our local indigenous people. Aboriginal perspectives were incorporated into C.O.G.S units such as ‘Understanding Ourselves’ and ‘Being Australian’. Waterfall celebrated N.A.I.D.O.C. Week. We wore red, yellow and black wristbands, purchased from Koori Kids. K/1/2 participated in a colouring competition and 3/4/5/6 in a poetry competition.

Multicultural education

Waterfall had a very successful function to celebrate Universal Children’s Day on 28 October. All students came to school dressed in international costume. They also brought food from their country of choice to share. There was a wonderful array of costumes and a delicious international smorgasbord. As well, we participated in U.N.I.C.E.F. Day for Change. Students brought coin donations. Over $100 was raised to support girls’ education in Papua New Guinea and students were made more aware of the importance of education in raising living standards.

Other programs

Student Leadership

All Year 5 students: Nara Dewick, Indianna Knight, Christopher Glenn, Mitchell Smith and Jordan Wiltshire, participated in leadership training programs in 2008.

They attended the Student Leadership in Primary Schools Program (S.L.I.P.S.) as well as participating in the Premier’s Sporting Challenge (P.S.C.) Leadership Training pilot program.

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

Progress on 2008 targets

The following information outlines the school’s progress on meeting the identified targets for 2008.

Target 1
To continue implementing revised K-6 reporting format

Our achievements include:

- Revision of reporting format e.g. matching artwork to the new school brochure.
- Development of grade achievement statements and modifiers.
- Parents of new students were briefed on our reporting format as part of the Kinder transition process.

Target 2
To improve student numeracy outcomes, focusing on space and geometry

Our achievements include:

- All Staff members have an improved knowledge of the teaching of space and geometry through participation in the Sydney
Region Project and class programs have been re-written to reflect revised teaching and learning activities.

- Analysis of NAPLAN results indicated that students had a satisfactory knowledge of space and geometry concepts. In Year 5, 80% of students scored the correct answer for 9 out of 13 S&G questions. Attention needs to be re-focussed on symmetry and 3D models. In Year 3, 75% of students answered 4 out of 6 S&G questions correctly. Using informal units to measure areas divided into grids needs to be revised.

**Target 3**

**To improve student literacy outcomes specifically in Writing**

Our achievements include:

- Staff members have an improved knowledge of the teaching of Writing, specifically grammar and sentence structure through participation in a Sydney Region Writing Project with other small schools.

- Analysis of NAPLAN results indicated that Year 5 students achieved one of the highest growths in scores, as compared to their Year 3 results, in our educational district. 40% of Year 5 students were placed in Bands 7 and 8 (out of a maximum of 8 Bands) for Writing. In Year 3 100% of students were placed in Band 5 and 6 (out of a maximum of 6 bands) for Writing.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008, our school carried out evaluations of School Planning and Environmental Education.

**Educational and management practice**

**School Planning**

**Background**

At Waterfall we recognise the importance of strategic planning in ensuring that our school continues to grow and improve.

It was thus decided to survey student, parent/caregiver and staff opinions regarding school planning. A total of twelve responses were received, representing 57% of families. All staff and 3-6 students completed the survey.

**Findings and conclusions**

**Students**

- The majority of students were unsure about our school’s planning practices.

- 100% of students enjoyed seeing their names and/or photographs published in the annual school report.

**Parents/Caregivers**

- 90% of parents/caregivers agreed that the school’s planning processes are responsive to emerging student needs and that the annual school report identifies the reasons for school targets.

- 10% of parents felt that the school did not adequately communicate what it was buying and why.

**Staff**

- 100% of staff members agreed that the annual school report identifies the reasons for school targets and that school targets are chosen to improve student learning outcomes.

**Future directions**

In 2009 it is proposed that we ensure that:

- All school planning documents are developed with the support of students and parents/caregivers as well as staff.
Proposed school purchases continue to be regularly discussed at P&C meetings and new equipment and resources displayed.

Curriculum
Environmental Education

Background
Waterfall has a strong background in environmental education. As the last S.E.M.P was written in 2004 it was felt that it required updating. It was thus decided to seek feedback regarding our current environmental practices and suggestions for future directions.

A total of twelve responses were received, representing 57% of families. All staff and 3-6 students completed the survey.

Findings and conclusions

Students
- 100% students agreed that it is important to care for our environment.
- 100% students agreed that although Year 6 school leaders should take a leadership role in managing environmental programs it was up to each individual student to be responsible e.g. putting rubbish in the bin.

Parents/Caregivers
- 90% of parents are aware of the school’s current sustainability practices.
- 80% of parents agreed that Environmental Education is reflected strongly in the school curriculum.
- 8 respondents offered to work on S.E.M.P. with staff and students in 2009.

Staff
- 100% of staff members support the school’s current sustainability practices.
- 100% of staff members agreed that it was time to update the school’s present environmental practices.

Future directions
In 2009 it is proposed to:
- Form a committee consisting of students, parents/ caregivers and staff to revise our SEMP and ensure that our sustainability practices are in line with current approved practices.
- Revitalise the native gardens and vegetable patch.
- Monitor our water and electricity consumption.

Other evaluations

Parent, student, and teacher satisfaction
In 2008, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

A total of twelve responses were received representing 57% of families.

92% of families reported a high level of satisfaction with Waterfall School. 8% of families reported a medium level of satisfaction. Correspondents praised the family feel of the school and commented on their children’s happiness at school.

Professional learning
In 2008, Teacher Professional Learning Funds were used to facilitate the professional development of staff.

All staff benefited from these funds with a total of $2402 being spent, drawn from tied funds. In addition, staff attended courses requiring no funding or funded from outside sources.
The average expenditure per staff member was $300. Funds covered the cost of course fees and the provision of casual relief.

Courses attended by staff in 2008 included:
- Restorative Practice
- Regional Project- Space & Geometry
- Small Schools Project- Writing
- Support Teacher Learning Assistance Conference
- School Leadership Conference
- C.P.R training
- Anti-Discrimination training
- Choir workshops

School development 2009 – 2011

Targets for 2009

Target 1

Improvement of student literacy results, focussing on writing and grammar

Strategies to achieve this target include:
- Participation in the Best Start Assessment Program designed to identify the literacy knowledge and skills of each kindergarten student on school entry and inform teaching.
- Professional Learning Program, targeting previously identified specific student needs eg beginning students, language difficulties, autism.
- Continued Participation in Self-Selection Project on Teaching Writing and Grammar with Small Schools Network (Cronulla PS and Taren Pt PS) – after school combined staff meetings and combined SDD Term 2.
- Purchase of additional levelled reading/writing resources eg Red Reading Box

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 Patterns and Algebra strand

Strategies to achieve this target include:
- Analysis SMART Data Term 4 2008 to identify student needs- Patterns and Algebra
- Analysis Best Start Data to inform individual student needs in Numeracy
- Participation in Professional Learning opportunities that develop numeracy expertise, particularly in the teaching of Patterns and Algebra i.e. Sydney Region Project: Effective Teaching of Patterns and Algebra
- Staff Meetings on Quality Teaching Framework
- Continued implementation of CMIT and Counting On
- Providing/purchasing resources eg Talking About Patterns and Algebra CD
- Bookmarking Learning Tools
- Joining Smartkiddies on-line program
- Student participation in UNSW Mathematics Competition
- Teacher/Parent meetings- Staff address P&C re teaching of Patterns and Algebra

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.
• Parents report a greater understanding and ability to assist their children with mathematics tasks at home.

Target 3
Development of a School Environmental Management plan

Strategies to achieve this target include:
• Participation in Teacher Professional Learning Program- Environmental Planning Through the Curriculum
• Monitoring Water usage: Drip detectives, audit quarterly bills
• Monitoring Energy Usage: Bright Sparks, audit quarterly bills
• Waste Reduction Initiatives: no waste lunches, use of recyclable materials at special functions eg crockery mugs for Grandparents Day, separating recyclable/ compostible materials
• Gardening: re-vegetating native gardens and growing vegetables for community use

Our success will be measured by:
• Development of an updated S.E.M.P
• Quarterly statements display reduced usage of water and electricity
• 100% students bring low waste lunchbox to school

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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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: