

# Wattle Flat Public School

## Annual Report



2016



3402

## Introduction

The Annual Report for **2016** is provided to the community of **Wattle Flat 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 school 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.

Kerry Halley

Principal

### School contact details

Wattle Flat Public School

Mudgee-Bathurst Rd

Wattle Flat, 2795

[www.wattleflat-p.schools.nsw.edu.au](http://www.wattleflat-p.schools.nsw.edu.au)

[wattleflat-p.School@det.nsw.edu.au](mailto:wattleflat-p.School@det.nsw.edu.au)

6337 7088

## School background

### School vision statement

#### **“Live, Learn and Be Proud”**

To provide an inclusive, caring, differentiated and successful learning environment which promotes life-long learning and prepares students to be independent, effective and happy members of society.

### School context

Wattle Flat Public School is located 38 kilometres north of Bathurst, New South Wales. It is a small, rural school that directly caters for the educational needs of its students from Kindergarten to Year 6 and enjoys a reputation for solid achievement in literacy, numeracy and performing arts. Current enrolments total 28 students, with two full time teachers and one part-time teacher, a part-time School Administration Manager and two part-time School Learning Support Officers (SLSO). The teaching staff is committed to continuously improving the capacity to deliver a broad and high quality curriculum to all students in an enjoyable, supportive and stimulating learning environment. The school community is committed to students' welfare in supporting improved student outcomes. This commitment, combined with the strong support from the parents and wider community, and our ability to join with other small schools in the area enables the school to successfully work towards achieving its milestones.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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 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.

As part of the school planning, self-assessment and reporting cycle of School Excellence, all schools self-assess using the elements of the School Excellence Framework (SEF) across the domains of learning, teaching and leading. Schools critically reflect on their school improvement efforts to inform their decision making process for future directions.

This School Excellence Framework Self-assessment Survey (SEF S-aS) has been designed to support schools to capture the "point-in-time" judgement that has been informed by their ongoing self-assessment processes using the School Excellence Framework.

The statements of excellence in the School Excellence Framework are central to guiding a school's reflection on each element. The on-balance judgement determined by the school is a reflection of the school's progress on these statements.

**LEARNING:** All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings. School programs address the needs of identified student groups. Attendance rates are regularly monitored and action is taken promptly to address issues with individual students. There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code. The school encourages students to recognise and respect cultural identity and diversity. School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Students care for self, and contribute to the wellbeing of others and the wider community. Curriculum provision meets community needs and expectations and provides equitable academic opportunities. The school has an effective plan for student transitions in place. School plans elaborate on what all students are expected to know, understand and do. The school provides a range of extra-curricular offerings for student development. Teachers differentiate curriculum delivery to meet the needs of individual students. Curriculum provision is enhanced by learning alliances with other schools and organisations. Teachers involve students and parents in planning to support students as they progress through the stages of education. The school analyses internal and external assessment data to monitor, track and report on student and school performance. Individual student reports include descriptions of the student's strengths and areas of growth. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. Parents are updated on the progress of their children. Students use assessment and reporting processes to reflect on their learning. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. Students are showing expected growth on internal school performance measures.

**TEACHING:** Teachers regularly review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning planned for students in class. All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provide explicit, specific and timely formative feedback to students on how to improve. Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning. Teachers analyse and use student assessment data to understand the learning needs of students. The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. Data analysis informs the school's learning goals and monitors progress towards them. School analysis of student performance data is provided to the community on a regular basis. The school leadership team regularly uses data to inform key decisions. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. Staff meetings are used to review the curriculum and to revise teaching and learning programs. Staff regularly evaluate teaching and learning programs including the assessment of student outcomes.

Teachers work together to improve teaching and learning for all student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. The school identifies expertise within its staff and draws on this to further develop its professional community. Teachers participate in professional learning targeted to school priorities and their professional needs. The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development. The school has processes in place for teachers' performance and development. Beginning and early-career teachers are provided with targeted support in areas of identified need. Analysis of the teaching team identifies strengths and gaps, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets. Teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance. Teachers draw on and implement evidence-based research to improve their performance and development. Teachers understand and implement professional standards and curriculum requirements. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. The school has a culture of supporting teachers to pursue higher-level accreditation. Teachers are committed to their ongoing development as members of the teaching profession. Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas. Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Teachers work beyond their classrooms to contribute to broader school programs.

**LEADING:** Parents and community members have the opportunity to engage in a wide range of school-related activities. The school community is positive about educational provision. The school is committed to the development of leadership skills in staff and students. Links exist with communities of schools, other educational providers and other organisations to support the school's programs. The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice. The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students. The school community is committed to the school's strategic directions and practices to achieve educational priorities. Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The three-year school plan has annual iterations focused on achieving identified improvements. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. The school plan aligns to local and system priorities and ensures responsiveness to emerging needs. An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. The school acknowledges and celebrates a wide diversity of student, staff and community achievements. There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Monitoring, evaluation and review processes are embedded and undertaken routinely. Staffing ensures that full curriculum implementation and delivery requirements are met. Systematic annual staff performance and development reviews are conducted. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. School and other facilities are used creatively to meet a broad range of student learning interests and needs. Workforce planning supports curriculum provision and the recruitment of high quality staff. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Excelling Succession planning, leadership development and workforce planning are designed to drive whole-school improvement. The school leadership team communicates clearly about school priorities and practices. Administrative practices effectively support school operations and the teaching and learning activity of the school. Accountability practices are tied to school development and include open reporting to the community. There are opportunities for students and the community to provide constructive feedback on school practices and procedures.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

## Strategic Direction 1

STRATEGIC DIRECTION 1 Successful, Engaged Learners. Students will be successful learners and active global citizens

### Purpose

To provide a learning environment that is positive and engaging where high expectations lead to students becoming global learners that can work independently and in teams to make sense of their world.

To nurture and develop the whole child's social, academic and physical wellbeing to ensure they become resourceful, productive, ethical lifelong learners that embrace life's challenges.

### Overall summary of progress

In 2016 one staff member engaged in professional learning in Language, Literacy and Learning (L3) and Targeting Early Numeracy (TEN). Their teaching practice continues to be refined with the support of an Instructional Leader, L3 trainer and TEN trainer. Explicit learning programs that target students' individual learning needs are being delivered. Practices are shared with other staff through staff meetings and lesson observations.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Personalised learning plans for each student developed by the students with the support of teachers, parents and carers.	All students have demonstrated growth in all learning areas as evidenced by work samples, standardised assessments, school based assessments, NAPLAN, anecdotal records	L3 training. \$2500 School professional learning funds
Improved school literacy and numeracy performance, evidenced from PLAN, demonstrated growth in NAPLAN and school based data.		

### Next Steps

Language, Literacy and Learning (L3) and Targeting Early Numeracy (TEN) will continue to be implemented in all classrooms, with one additional staff member engaging in professional learning under the Early Action for Success initiative.



## Strategic Direction 2

STRATEGIC DIRECTION 2 Teaching, Learning and Leadership. Developing staff capacity.

### Purpose

To ensure teachers demonstrate deep curriculum knowledge and innovation through a shared and systematic approach, across the school and the wider school community, fostering professional dialogue, collaborative planning, and systematic exchange of resources, programs and ideas.

To ensure the development of leadership capability and succession planning using the Australian Principal Standards and Australian standards for teaching.

### Overall summary of progress

Students engaged in a variety of quality learning opportunities and were well supported on an individual basis. Employment of an extra teacher has ensured students have regular support targeting their individual learning needs. Literacy, Language and Learning (L3) has been successfully implemented in the K–2 class and the pedagogical practices are being shared with all staff. Creative and Performing arts and sport continue to be a focus, providing the students with a range of experiences outside the classroom, and engaging the students in performance, exhibitions and healthy competition.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student learning goals embedded in PLPs and IEPs  Strategies in place to promote succession planning, distributed leadership and organizational best practices.  Teachers nationally accredited by BOSTES at all levels.	Presentation night well attended by parents, families and community. All students recognised for their achievements publicly. Student growth demonstrated through standardised testing, internal school testing and anecdotal records. Students use technology on a regular basis but access to internet is problematic.  One temporary teacher gained accreditation at Proficient level in 2016.  Staff engaged in professional learning focusing on the Schools Excellence Framework, gathering evidence and using data.	Annual prizes funded by School \$800.00

### Next Steps

Literacy, Language, and Learning (L3) and Targeting Early Numeracy (TEN) will continue to be implemented in all classrooms with one additional staff member engaging in professional learning under the Early Action for Success initiative. Creative and performing arts, and sport will continue.. Student data captured regularly on PLAN and data walls. Data used to guide learning. Systematic collection of evidence. Continue to refine processes to support beginning teachers through accreditation. Teachers encouraged to engage in professional learning focusing on leadership

### Strategic Direction 3

STRATEGIC DIRECTION 3 Productive Partnerships. Inclusive, informed and engaged School Community.

#### Purpose

To nurture a school community that operates in a collaborative and sustainable manner that embeds a system of values and a culture of success.

To empower the school community to engage and contribute positively to the school and support student learning and ensure that our shared values of inclusivity, celebration of diversity and high expectations continue to expand through the delivery of effective student welfare and well-being programs

#### Overall summary of progress

The school has used Facebook as a platform to celebrate our success. Parents, families and the community engage with our page on a regular basis and respond positively to the articles and photographs being posted. All students have fully engaged in music lessons, tennis lessons, gymnastics program, and swimming lessons this year. Parents have engaged more in parent-teacher interviews, provide a better understanding of student needs to staff and parents. Community and school newsletters have been up-dated and are well received by our extended school community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased student engagement through active productive and supportive. Involvement of families and community members  Authentic responsive and honest communication between schools and families on a regular basis	All students have participated in all extra curricula activities. Australian Sports Commission funding provided gymnastics lessons at Aspire Gymnastics, Bathurst. P&C fully funded swimming lessons for all students. Students performed at The Bathurst Small Schools Creative and Performing Arts Festival and at Presentation Night. Their art works were exhibited at The Bathurst Small Schools Creative and Performing Arts Festival and at the Sofala District Show 70% of students were awarded a prize. Four students attended our Beginning School Program and enrolled in Kindergarten for 2017. The School Management Plan was reviewed by staff. Most milestones have been achieved.	Australian Sports Commission \$3600.00 P&C funds, Mitchell Conservatorium of Music lessons \$3000.00, Swimming lessons \$4500.00

#### Next Steps

School information book to be revised and up-dated. Parent-teacher interviews scheduled for terms 1 and 3 in 2017. Parent skills survey to be conducted and interest groups introduced.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Aboriginal students received 1:1 support where needed. RAM Aboriginal background, Ram Low level adjustment for disability and RAM Socio–economic background funding was combined to engage a teacher to support Aboriginal students	RAM Aboriginal background \$3561.00  • Aboriginal background loading (\$3 561.00)
<b>Low level adjustment for disability</b>	Individual learning programs were implemented for students in Year 1, Year 2 and Year 4. Ram Low level adjustment for disability, RAM Aboriginal background, and RAM Socio–economic background funding was combined to engage a teacher to implement individual programs.	RAM Low level adjustment for disability  \$11830.00
<b>Socio–economic background</b>	RAM Socio–economic background funding, RAM Aboriginal background and Ram Low level adjustment for disability was combined to engage a teacher to support all students in literacy.	RAM Socio–economic background \$11887.00  • Socio–economic background (\$11 887.00)

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	10	11	11	17
Girls	10	11	10	11

Student enrolments have increased this year, with seven new families enrolling students at Wattle Flat Public School in 2016.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94	93.9	87.5	94.7
1	90.3	94.4	92.9	93.6
2	92.1	87.3	93.8	94.5
3	96.6	95.1	93.6	94.6
4	93.3	97.6	96.7	95.7
5	88.8	95.7	90.7	95
6	95.5	85.9	94.8	90
All Years	93.4	93.7	92.8	94.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Student attendance remains high. Most absences recorded are due to chronic conditions such as asthma and epilepsy, and illness. Letters are sent home to parents who fail to explain absences. Parents are invited to an interview with the Principal if absences cause concern. Attendance plans are developed as needed to support students and parents.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.1

\*Full Time Equivalent

No staff member has identified as Aboriginal or Torres Strait Islander in 2016.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

### Professional learning and teacher accreditation

Teachers were involved in professional learning focusing on Literacy, Numeracy and Positive Behaviour for Learning. Literacy and numeracy professional learning included Literacy, Language and Learning (L3), Targeting Early Numeracy (TEN) and understanding the learning continuums. Staff also undertook professional learning on building resilience in students, the School Excellence Framework and mandatory training. One temporary teacher completed Proficient Teacher Accreditation.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30 November, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>37 350.23</b>
Global funds	60 270.43
Tied funds	94 165.96
School & community sources	19 188.36
Interest	982.10
Trust receipts	14 423.95
Canteen	0.00
Total income	226 381.03
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	15 270.49
Excursions	10 083.32
Extracurricular dissections	6 434.76
Library	1 666.69
Training & development	280.00
Tied funds	92 566.91
Short term relief	1 861.68
Administration & office	25 775.80
School-operated canteen	0.00
Utilities	7 502.28
Maintenance	7 745.14
Trust accounts	12 427.95
Capital programs	0.00
Total expenditure	181 615.02
<b>Balance carried forward</b>	<b>44 766.01</b>

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

## 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.

In 2016 Wattle Flat Public School had four Year 3 students and three Year 5 students sit the NAPLAN tests. NAPLAN results should not be reported in a manner which enables the results of individual students to be identified. Accordingly, percentage in band, three year school average, and average progress information should not be reported if the cohort is less than 10 students. The parents concerned have received a copy of their child's results and discussed them with the teaching staff.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

### Parent/caregiver, student, teacher satisfaction

Most parents and students expressed high satisfaction with the school facilities and the staff. "Going beyond expectations", "individualised learning" and "nurturing nature of staff" were seen as strengths. All students received the support required for them to succeed, including individual support programs. These were seen as having a "positive impact on the children" and were well received by all stakeholders. The increase in students numbers, which increased staff and provided greater opportunity for social interaction amongst students, was valued by students, staff and parents.

## Policy requirements

### Aboriginal education

Aboriginal perspectives were included across all KLAs as well as having a continued focus on the local area and its significance to the Aboriginal people. Aboriginal students were supported to ensure individual success.

### Multicultural and anti-racism education

Multicultural perspectives are embedded in all teaching and learning programs across all stages. Students completed studies on different countries with particular focus on South East Asia. Community harmony activities included Bathurst Small Schools Creative and Practical Arts Festival, Grandparents Day, Mini Olympics and ANZAC Day commemoration.