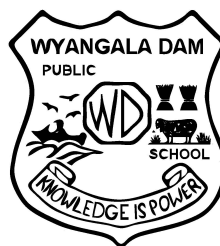


# Wyangala Dam Public School

## Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of Wyangala Dam 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.

Greg Pomeroy

Principal

### School contact details

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6345 0804

### Message from the Principal

Our school may be small in student numbers but we have had a mighty big year when you look at our achievements in 2016. All students have demonstrated excellent growth in Oral Reading, Comprehension and Spelling and they are regularly achieving above their Stage Level in Maths and other Curriculum areas.

The school has participated in many Wyangala and Cowra activities and events during the year including:

- Cowra Festival of Understanding
- Clean Up Australia
- Swimming and Athletic Carnival
- Bike Day and Hockey Gala Day
- NAPLAN Testing
- ANZAC Day Wreath Laying
- Cowra POW Wreath Laying
- Pie Drive – fundraiser
- Grandparents Day
- Fishing Days
- Aladdin the Musical

I would like to give a BIG BIG thankyou to our P&C who have worked tirelessly this year to keep our school running smoothly and effectively. They have worked many extra hours to try and ensure the future of this school.

I also thank my dedicated and hardworking staff. You are a wonderful group and I sincerely appreciate your efforts.

The Wyangala Dam Public School Learning Community has re-energised the whole community and we look forward to an enterprising 2017.

## School background

### School vision statement

At Wyangala Dam Public School all staff are dedicated to provide an exciting / excellent learning environment so that all pupils feel empowered to strive to attain their optimum level of knowledge and skills in all Key Learning Areas. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive environment.

### School context

Wyangala Dam Public School (WDPS) is a one-teacher school situated 40kms east of Cowra on the Lachlan River. Students live on small properties in the surrounding rural district or reside in the village of Wyangala Dam.

The aim of WDPS is to promote excellence in Small Schools' Education and to provide a quality-learning environment for every pupil so that each can reach his/her full potential in an enjoyable and fulfilling way.

The school is supported by a very keen and energetic Parents' and Citizens' Association (P&C) who raise funds and assist the school in many ways. The school is the focus for the local community and surrounding districts and is held in very high esteem by all.

The schools' facilities are made available to the community throughout the year. Many former students make use of the library and computers to further their studies.

Students learn about and develop a positive attitude to the environment through participation in environmental programs and the development of vegetable gardens and a plant nursery. The school was the recipient of a Stephanie Alexander Kitchen Garden Grant. This program has seen the development of new kitchen and dining areas as well as landscaped vegetable and fruit gardens. This program has had a significant impact on the curriculum with many Literacy and Numeracy activities linked to cross curriculum learning activities K – 6.

The school is also supported by various community groups throughout the year by way of donation and/or the use of their facilities.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For schools participating in external validation processes:

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated In the domain of Learning, Teaching and Leading the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework. In the element of Management Practices and Processes the evidence presented indicates the school is operating at the Sustaining and Growing stage.

Our self-assessment and the external validation 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:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Challenging engaging and inclusive curriculum

### Purpose

To improve student learning experiences that result in development of students' abilities to think creatively, critically and ethically and who are literate, numerate and also are socially, environmentally and culturally aware.

Teachers seek professional development opportunities to improve the delivery of engaging and essential learning opportunities for every student whilst considering their individual learning needs, capabilities and potential.

### Overall summary of progress

We have an ongoing process of developing lessons and activities that stimulate student thinking and extend their capabilities in all Key Learning Areas. Specialised teaching and learning in Science and Technology and Environmental Education have greatly enhanced student learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Learning assessments indicate the knowledge and skills expected to be achieved by most students by the end of a stage.	Student programs are individualized (Year 1 – 6) and where necessary presented by Specialist Staff to maximize student potential. A number of students are working above their age and stage level.	
Student progress reported to parents / carers formally and informally that articulate student growth measures against syllabus outcomes.	Formal and informal parent meetings in conjunction with Semester Reports allow parents to be fully aware of student progress.	
Parent response to semester reports reflect an awareness of student progress in alignment with stage outcomes.	All parents agree that the reporting procedures adequately relate student progress and that they identify areas of need.	

### Next Steps

The Wyangala Dam Public School Learning Community will continually assess and evaluate current planning and lesson development to ensure all teaching and learning is of the highest level for each individual student.

## Strategic Direction 2

### Literacy and Numeracy

#### Purpose

Students engage in essential Literacy and Numeracy learning that encourages excellence and are reflective of current educational best practices.

To improve student learning experiences that result in the development of students' abilities to think critically, creatively and ethically and who are literate, numerate, socially, environmentally and culturally aware.

#### Overall summary of progress

All students state the Mathematics at Wyangala Dam Public School is a fun and exciting learning process. Mathematical lessons incorporate individualised activities that involve analytical thinking. Staff are continually seeking Professional Learning opportunities to ensure best practice in delivering Literacy and Numeracy lessons.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• That individual student growth (Literacy & Numeracy) between Years 3–5 in NAPLAN equal or better than that of State and Similar Education groups (SEG).	Due to the small cohort of students actually completing NAPLAN testing in Years 3 and 5 individual growths cannot be reported. (see website)	
To achieve 60% student growth in school-based assessments at the completion of each year in Literacy and Numeracy.	Students achieved between 40% – 60% growth in Reading Fluency and accuracy in 2016. School based assessments demonstrate good progress in Numeracy by all students at their stage level.	
Students maintain a rate of 75% Homework completion each term.	Homework returns for 2016 averaged out at between 85% to 95% for all students.	

#### Next Steps

Strategic Direction 2 will continue to be monitored throughout 2017 to ensure progress is being achieved.

### Strategic Direction 3

#### Community Partnerships

#### Purpose

That the WDPSLC work as partners to support the school in achieving the best educational outcomes for each student.

That the WDPSLC highlight school activities, achievements and future directions within the community.

#### Overall summary of progress

During 2016 the Wyangala Dam Public School Learning Community further develops and expands all avenues of contact in the community. The school P&C continues to encourage new members offering assistance with the educational experiences of the students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The formation of the Wyangala Dam Public School Learning Community (WDPSLC).	Meetings in Term 4 2016 and Term 1 2017 have demonstrated the increased interest parents have in the educational process development of their children.	
Teachers seek parents, carers and community members to assist in literacy, numeracy and sporting programs / initiatives.	Parents regularly provide transport for children to attend extra-curricular and sporting activities. They have also assisted in some aspects of school based activities e.g. Stephanie Alexander Kitchen Garden and Environmental Education.	
The school accesses community facilities when undertaking curriculum and extra-curriculum activities.	The school utilized the Community facilities throughout the year, to enhance sport and environmental education. The students also had interactive activities with various community groups.	

#### Next Steps

The school will continue to seek avenues for further interaction with the local and wider community.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Low level adjustment for disability</b>	Comparisons of Term 1 and Term 4 testing emphasised growth in Literacy / Numeracy	\$11025.00 <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$11 025.00)</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>		\$0.00 <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$0.00)</li> </ul>
<b>Socio-economic background</b>	In school testing	\$2667.00 <ul style="list-style-type: none"> <li>• Socio-economic background (\$2 667.00)</li> </ul>
<b>Aboriginal background loading</b>	Students demonstrating greater knowledge of Aboriginal Culture and History	\$866.00 <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$866.00)</li> </ul>



## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	7	3	3	4
Girls	3	3	2	2

The enrolment at the school during 2016 was 6 for Semester 1 and 9 for Semester 2, comprising an even balance of boys and girls.. It is anticipated to begin 2017 with 7 students.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K		95.7		
1	92.1		89	86
2		95.7		95.7
3	86.5	94.6	90.1	
4	85.4	97.2	94.5	94.6
5	94.9		96.2	
6	92.1	92.4		91
All Years	90.3	94.9	93.2	91.6
State DoE				
Year	2013	2014	2015	2016
K		95.2		
1	94.5		93.8	93.9
2		94.9		94.1
3	94.8	95	94.1	
4	94.7	94.9	94	93.9
5	94.5		94	
6	94.1	94.2		93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

The relevant attendance data for 2016 showed that student attendance overall was very similar or better than Region and State averages. Attendance data for small schools can be greatly affected by family issues and common issues such as colds and flu. All absences are followed up by School Staff and parents are encouraged to report student absences promptly.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0

\*Full Time Equivalent

During the 2016 school year there are no Aboriginal positions at this school.

### 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

During 2016 all staff had the opportunity to attend Professional Learning activities to develop their skills and knowledge as 21st Century educators. All staff undertook the Department of Education's Mandatory Training. Teaching staff are very experienced educators and are always willing to share this knowledge as a learning and teaching team.



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

### Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>53 650.38</b>
Global funds	43 908.32
Tied funds	13 861.11
School & community sources	1 394.09
Interest	1 035.74
Trust receipts	2 413.09
Canteen	0.00
Total income	116 262.73
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	20 035.84
Excursions	2 082.32
Extracurricular dissections	1 619.95
Library	917.35
Training & development	0.00
Tied funds	22 324.60
Short term relief	3 903.99
Administration & office	6 231.78
School-operated canteen	0.00
Utilities	5 856.76
Maintenance	4 395.01
Trust accounts	2 137.19
Capital programs	0.00
Total expenditure	69 504.79
<b>Balance carried forward</b>	<b>46 757.94</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.

Because of the small number of students, a cohort of less than 10, who participated in the NAPLAN testing, data and graphs are not included in this report.

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Parent satisfaction and approval of the schools and students performance in 2016 have been consistently positive and acknowledges the hard work and dedication of all staff members.

Students enjoy the calm, relaxing atmosphere within the school and work diligently on all tasks.

All staff have consistently reported that working at Wyangala Dam Public School is an enjoyable and very worthwhile experience.

The School effectively communicates student achievements and school activities through a weekly newsletter, semester reports and both formal and informal discussions.

# Policy requirements

## Aboriginal education

Aboriginal perspectives are embedded into all aspects of the school's curriculum. Students participated in a variety of activities that highlighted Aboriginal culture and history.

## Multicultural and anti-racism education

As part of the Stephanie Alexander Kitchen Garden Program students had the opportunity to look at the food of many countries around the world. This involved looking at recipes and cooking a meal that reflected each chosen country's individual cuisine.

## Other school programs

### Arts

The students again participated in the Cowra Festival of International Understanding in March. They were awarded a Highly Commended Certificate of Achievement for Best Float featuring Children for their Parade Float which demonstrated Tonga (Host Country 2016) flora and fauna. Their shop window was awarded Small Schools First Place by the judges.