

Wattle Flat Public School

Annual Report



2017



3402

Introduction

The Annual Report for 2017 is provided to the community of Wattle Flat 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

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, 28% Aboriginal, 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.

Learning Culture: Sustaining and Growing

There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk. Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Wellbeing: Sustaining and Growing.

Every student can identify a staff member to whom they can confidently turn for advice and assistance at school. The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. The needs of all students are explicitly addressed in teaching and learning programs. Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

Curriculum: Sustaining and Growing

The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students. Teaching and learning programs describe what all students are expected to know, understand and do. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Assessment: Delivering

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning. Students know when and why assessment is undertaken. There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored.

Reporting: Delivering

The school analyses internal and external assessment data to monitor and report on student and school performance. Individual student reports meet Department of Education requirements and include personalised descriptions of the student's strengths and growth. Schools provide parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress.

Student Performance Measures: Delivering.

The school's value-add trend is positive. At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy. The school identifies growth targets for individual students, using internal progress and achievement data. The school uses internal as well as external assessments (such as NAPLAN and HSC) to assess student progress and achievement against syllabus outcomes.

Effective Classroom Practice: Sustaining and Growing.

Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class. Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve. A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

Data Skills and Use: Delivering

Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.. The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data. Teachers review student assessment data and compare results from external assessments, with internal measures to build consistent and comparable judgement of student learning. Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.

Professional Standards: Sustaining and Growing

Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. Teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.

Learning and Development: Sustaining and Growing.

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. The school's structure and organisation ensure that direct support is available to new staff members from experienced teachers, and beginning teachers are mentored. Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.

Educational Leadership: Sustaining and Growing.

The Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance. Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.

School Planning, Implementation and Reporting: Delivering.

The leadership team engages in a process of planning, implementation, monitoring and self-assessment, and leads the collaborative development of evidence-based school plans. The school plan aligns to student and system priorities and ensures responsiveness to emerging needs. Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school. In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities.

School Resources: Delivering.

The school's staffing is organised and managed to ensure an effective learning environment. The leadership team allocates staff resources to support the achievement of the school's strategic priorities. Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. Working towards delivering. The school plans for community use of school facilities. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

Management Practices and Processes: Delivering.

Administrative practices and systems effectively support school operations and teaching. All school staff are supported to develop skills for the successful operation of administrative systems and a positive customer service ethic is evident. The leadership team analyses responses to school community satisfaction measures.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Staff continue to engage in professional learning in Language, Literacy and Learning (L3) as part of the Early Action for Success initiative. Staff have engaged in professional learning and pedagogical discussions on student achievement and analysing data to constantly adapt and refine teaching practices and learning programs which provide explicit learning opportunities tailored to individual needs.

Progress towards achieving improvement measures

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

Next Steps

Literacy continues to be the focus at Wattle Flat in 2018. Staff will engage in Seven Steps for Writing Success to adopt best practices and current pedagogy.

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

Staff engaged in a diverse range of professional learning in 2017. Focus was given to the successful transition and implementation of the LMBR system. Staff were mentored by the Instructional Leader on an ongoing basis to refine and improve literacy and numeracy programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	15 days PL for SAM 5 days PL for Principal	Principal and SAM trained for LMBR system Staff more reflective when evaluating learning programs

Next Steps

Continue professional learning around LMBR systems such as SAP finance, eFPT and Budgeting.

Support for pre-2004 teachers to transition to Proficient Teacher status and maintenance

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

Students have participated in a fully funded gymnastics program, performed in the Bathurst Eisteddfod and for assemblies and celebrations, competed in the Small Talk debating competing via VC and participated in a diverse range of incursions and excursions. A highlight was an excursion to Taronga Zoo for the overnight Zoo Snooze program, travelling on a variety of public transport.

All functions such as Anzac Day service, assemblies Annual Presentation night, P&C meetings and Grandparents' Day was well supported by families and community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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	Australian Sports Commission \$3,600.00 P&C donations \$5,500.00 0.1 FTE specialist CAPA	Students fully engaged in debating, music lessons and sporting activities such as gymnastics and swimming lessons. Student art works exhibited the Sofala District Show and in the school hall as part of a permanent exhibition. Community engagement in assemblies, presentations and social events such as Grandparents' Day remain high.

Next Steps

Students continue to engage in debating, music lessons and sporting activities.

Focus on a strong CAPA program leading to exhibiting student art works and performing in the Bathurst Small Schools' Creative arts Festival and Bathurst Eisteddfod.

Staff collaborate with Bathurst Small Schools' Alliance for professional learning, sports carnivals, Stage camps and virtual learning experiences

Provide opportunities for community engagement such as parenting courses, celebrations, assemblies and social activities

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Equity funding for Aboriginal background was combined with Socio-economic background and Low Level Adjustment for Disability to provide additional teaching time	Aboriginal students received 1:1 support as needed as part of their Personalised Learning Plans. All Aboriginal students demonstrating growth in all KLAs
Low level adjustment for disability	Equity funding for Low Level Adjustment for Disability was combined with Aboriginal background and Socio-economic background to provide additional teaching time. \$12,121	Individual learning programs were implemented for students in Year 1, Year 2 and Year 4. All students receiving individual support as needed. All students demonstrating growth in literacy.
Quality Teaching, Successful Students (QTSS)	Base School allocation of FTE 0.023 equates to 1 hour. This staffing allocation is combined with all Equity Funding to provide additional teaching time.	This enable Principal to undertake classroom observations. Feedback was then given to teachers and SLSOs.
Socio-economic background	Equity funding for Socio-economic background was combined with Aboriginal background and Low Level Adjustment for Disability to provide additional teaching time. \$37,305	All students received individual or small group support in literacy

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	11	11	17	13
Girls	11	10	11	12

Student enrolments continued to grow this year, with 30 students enrolled by year's end.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.9	87.5	94.7	94.6
1	94.4	92.9	93.6	90.2
2	87.3	93.8	94.5	96.9
3	95.1	93.6	94.6	87.3
4	97.6	96.7	95.7	93.4
5	95.7	90.7	95	94.1
6	85.9	94.8	90	91.1
All Years	93.7	92.8	94.3	92.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

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
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.38
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

*Full Time Equivalent

There are currently no staff identifying as Aboriginal or Torres Strait Islander.

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	0

Professional learning and teacher accreditation

In 2017 staff engaged in professional learning in: Language, Literacy and Learning (L3). L3 is an evidence based literacy program that promotes explicit teaching of reading and writing, of all students; Early Action For Success Network Days; Road Safety; Bridges Out of Poverty; LMBR; SAP Finance; Scout Reports; Data analysis; Smiling Minds and Teachers and SASS Professional Development Plans

Staff development day, staff meetings and networks days provided additional professional learning in mandatory training, leadership skills, differentiating the curriculum and administration tasks.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	44,766
Global funds	65,835
Tied funds	90,571
School & community sources	4,931
Interest	667
Trust receipts	15,011
Canteen	0
Total Receipts	177,014
Payments	
Teaching & learning	
Key Learning Areas	12,597
Excursions	862
Extracurricular dissections	9,102
Library	1,388
Training & Development	1,697
Tied Funds Payments	66,482
Short Term Relief	1,153
Administration & Office	14,437
Canteen Payments	0
Utilities	3,719
Maintenance	2,363
Trust Payments	12,467
Capital Programs	0
Total Payments	126,267
Balance carried forward	95,514

	2017 Actual (\$)
Opening Balance	0
Revenue	104,834
Appropriation	97,224
Sale of Goods and Services	1,097
Grants and Contributions	6,479
Gain and Loss	0
Other Revenue	0
Investment Income	34
Expenses	-58,354
Recurrent Expenses	-58,354
Employee Related	-31,723
Operating Expenses	-26,631
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	46,480
Balance Carried Forward	46,480

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Base Total	417,617
Base Per Capita	4,279
Base Location	1,953
Other Base	411,385
Equity Total	52,391
Equity Aboriginal	2,965
Equity Socio economic	37,305
Equity Language	0
Equity Disability	12,121
Targeted Total	50,000
Other Total	2,343
Grand Total	522,351

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 2017 Wattle Flat Public School had one Year 3 student and two 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. Go to <http://www.myschool.edu.au> to access the school data.

Wattle Flat Public School is committed to increasing literacy and numeracy results for students in accordance with the Premier's priorities and therefore engage additional staff to enhance literacy and numeracy programs which are tailored to student individual needs.

Parent/caregiver, student, teacher satisfaction

Survey results from regular conversations with parents and from P&C meetings indicated the community holds the school in high regard and are happy with the programs and practices at our school, and the high expectations. The parents stated that they feel welcome and that the school supports positive values and behaviour. Parents also felt that their children were valued by the staff, were well supported and nurtured. Most parents were appreciative of the diverse learning experiences provided. Parents were generally happy with communication from the school and were particularly interested in our Facebook page.

Students reported that they loved coming to school and perceived the staff to be caring and supportive. They felt valued by the staff and had a high sense of belonging. They like the diverse range of learning activities and the way the teachers help them.

Staff reported that they were well supported and valued. They felt that the leadership style of the school provided all staff members with a voice and the opportunity to develop self. Staff feel that the level of collaboration is high and that they work well as a team to continually improve outcomes for all students.

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.

Staff recognise a need to improve knowledge of learning styles and will engage in **8 Ways** Professional Learning in 2018.

Multicultural and anti-racism education

Multiculturalism is positively promoted at Wattle Flat PS through acknowledging the diversity of all community members, multicultural perspectives being embedded in all teaching and learning programs across all stages and through music, dance and stories.. Community harmony activities included Grandparents Day, NAIDOC celebrations and ANZAC Day commemorations.