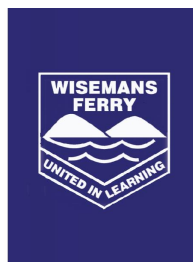


Wisemans Ferry Public School

Annual Report



2017



3470

Introduction

The Annual Report for **2017** is provided to the community of **Wisemans Ferry 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.

Jo'elle Frampton

Principal

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School background

School vision statement

At Wisemans Ferry Public School, we recognise that each child is an individual, that all are creative and need to succeed. We nurture each other in an inclusive, encouraging environment, where staff and students care for and support each other. We endeavour to engage students, parents and the community in shared learning experiences, working in partnership to support students in becoming successful, confident, creative, informed and engaged learners with a respect for themselves and others.

Our vision is that children leave school with a high quality education, a set of moral values (honesty, integrity and good judgement), an enquiring and discriminating mind with a desire for knowledge, strong self-esteem and high personal expectation, and tolerance and respect for others.

School context

Wisemans Ferry Public School is a small, semi-rural school, located on the banks of the Hawkesbury River. The school was established in 1865 and has attractive grounds with beautiful garden areas.

The school serves students from the rural communities of Wisemans Ferry, Webbs Creek, Gunderman and Laughtondale. The school motto is "United in Learning".

While our school has a strong focus on literacy and numeracy, our school prides itself on educating the 'whole' child.

The happy, family atmosphere at Wisemans Ferry Public School touches all aspects of school life. All children develop strong networks through the grades. This enhances social skills in a positive, nurturing environment.

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.

Learning

This year, our efforts primarily focused on curriculum, learning and reporting. All staff have engaged in professional learning to create individual learning plans for each student in the school. Teachers have continued to maintain positive creative learning environments within our school and community. All teachers engaged in 3-way interviews with students and their parents so we can all contribute to our children's education.

Teaching

In the domain of teaching, our focus has been on Professional Standards. All staff have been using professional development time to understand the Professional Standards for Teachers to enable them to contribute formally to their profession at a proficient level in 2018. Staff continue to engage in their personal Performance and Development Plans to be up to date with current pedagogy.

Leading

In the domain of leading, our priorities have focused on management practices and processes. Administrative practices effectively support school operations and are monitored regularly. The systems, structures and processes work effectively and are in line with legislative requirements and obligations.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the

delivery of education to our students.

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

Quality Learning

Purpose

To ensure all learners have access to powerful and relevant learning experiences, and positive relationships that prepare them to be upstanding citizens within the wider community.

Overall summary of progress

Wisemans Ferry Public School achieved a number of milestones within this strategic direction. All staff consult with parents and students, one on one, about learning, student areas of strengths and challenges as well as 3-way interviews, twice a year. Students are learning to be proactive when identifying personal learning goals. Quality learning practices and environments happen in all classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Teaching and learning programs address needs of identified students, and show evidence of differentiated learning.	\$1200.00 (RAM funding – Location)	<ul style="list-style-type: none">*In 2018, teachers within the MMWaC community will meet twice a year to engage in consistent teacher judgement stage based meetings.*Teachers have gained a deeper understanding of the Literacy Continuum and where to plot their students.
<ul style="list-style-type: none">Naplan results demonstrate positive growth for all students in literacy and numeracy.	\$1000.00 (Ram funding – Socio-economic)	<ul style="list-style-type: none">* Naplan results continue to demonstrate positive growth for most students across most subject areas. In 2017, Naplan data was collected on 3 students and 5 students in 2016.

Next Steps

- * Continued professional learning for teachers to further improve on good teaching practice.
- * Purchase of more quality rich texts to support literacy.

Strategic Direction 2

Inspirational Teaching

Purpose

To enhance a high standard of education through quality teaching programs that engage, inspire and encourage all students and staff to excel and learn to their full potential in order to succeed in work and life as 21st century learners.

Overall summary of progress

Wisemans Ferry Public School achieved a number of milestones within this strategic direction. Teachers practice reflects current research. All staff are engaged in regular reflection and the use of formal and informal feedback to develop deeper insights into the effectiveness of their own teaching practices, including their performance and development plan. All staff input data into PLAN each semester or sooner for planning and tracking purposes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All staff have a professional learning plan to guide their teaching across all KLAs.	\$3800.00 (Professional Learning funds)	* Staff are using their performance and development plan to further improve teaching practices.
All staff utilise from PLAN and continuum to inform teaching practice.	\$1000.00 (RAM Funding – Location)	* Teachers use and incorporate data in planning and understanding learning needs of students.

Next Steps

- * Allow time for teachers to engage in professional learning to further enhance good teaching and learning practices.
- * Teachers to undergo L3 training.

Strategic Direction 3

Effective Partnerships

Purpose

To excel in a culture of high expectations and community engagement that underpins ongoing school improvement and the professional effectiveness of all school members.

Overall summary of progress

* Wisemans Ferry Public School achieved a number of milestones in this strategic direction. Wisemans Ferry Public School was successfully involved in a number of MMWaC (Macdonald Valley, Maroota, Wisemans Ferry and Cattai Public Schools) cross school activities including MMWaC Connecting to Country, MMWaC Academic Challenge Day and MMWac Community CAPA Concert.

Students engaged in a number of sustainability projects around the school that integrated into classroom lesson about how to grow vegetables and reducing rubbish around the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All staff and students participate in initiatives developed to engage and support student learning.	\$3500.00 NSW Environment Trust	* Eight garden beds continue to support and engage student learning in a number of areas such as healthy eating, sustainability, Science and English.
<ul style="list-style-type: none">Partnerships are developed with community organisations to enhance and support school initiatives.		* MMWaC schools meet each term to build strong community connections, celebrating learning. MMWaC increased to include Vineyard PS for a number of events.

Next Steps

Engaging with the local Environmental Education Centres (EECs) for SDD and NAIDOC celebrations to further enhance our Connecting to Country Celebrations.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4000.00 <ul style="list-style-type: none"> • Aboriginal background loading (\$3 000.00) 	Staff supported students with individual education plans.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	24	26	18	15
Girls	22	29	30	21

Student attendance profile

School				
Year	2014	2015	2016	2017
K	98.6	97.4	96.7	91.3
1	96.7	92	93.2	93.3
2	94.9	94.1	94.4	91.3
3	95.5	90.2	95.7	96.8
4	97	96.6	92.7	96
5	93.9	89.3	95.1	90.5
6	95.9	91.5	92.8	92.8
All Years	95.7	92.7	93.9	92.8
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

- Roll marking is recorded daily and accurately by teachers on a paper roll then entered into ebS4 Ontrack at the end of the week by the SAM.
- Students arriving late present to the school office where they will be given a late slip. Students must not leave early unless collected by a parent/caregiver or their approved nominated persons. If a child brings a note requesting to leave early, the Principal must be informed. If a student consistently arrives late or leaves early, the relevant roll supervisor is alerted by the class teacher.
- The principal monitors rolls at 5 weekly intervals and brings any concerns to the attention of the Learning Support Team and the HSLO.

- Verbal notifications of absence, if this information is relayed to the teacher, must be in writing. If no note is produced teachers are to complete a Verbal Notification of Absence Note located in each roll and the office.
- If no satisfactory explanation is received for an absence within 5 days teachers, contact the parent. If no satisfactory explanation is forthcoming the teacher should alert the principal.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.29
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

*Full Time Equivalent

At Wisemans Ferry Public School, the Aboriginal composition of the workforce is nil.

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	33

Professional learning and teacher accreditation

Professional learning is an integral part of each staff member's professional development. All teachers at Wisemans Ferry Public School are committed to enhancing their teaching skills and attending quality learning experiences which strengthen their teaching.

All staff participated in a number of professional development opportunities including:

- staff development sessions focusing on compliance training such as CPR training, Code of Conduct, Child Protection, anaphylaxis training and WHS.

- Visible Learning Foundation Day
- Enterprise Financial Planning Tool
- Art of Leadership
- School Excellence Framework
- The Literacy Continuum and interpreting PLAN data

There are no beginning teachers at Wisemans Ferry Public School.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2017 Actual (\$)
Opening Balance	57,617
Revenue	556,473
Appropriation	508,854
Sale of Goods and Services	3,024
Grants and Contributions	43,873
Gain and Loss	0
Other Revenue	0
Investment Income	721
Expenses	-528,214
Recurrent Expenses	-528,214
Employee Related	-454,159
Operating Expenses	-74,055
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	28,259
Balance Carried Forward	85,876

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	430,036
Base Per Capita	7,336
Base Location	8,796
Other Base	413,904
Equity Total	45,598
Equity Aboriginal	4,743
Equity Socio economic	14,416
Equity Language	0
Equity Disability	26,439
Targeted Total	30,683
Other Total	3,670
Grand Total	509,986

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.

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.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Below is a series of statements about how the students, parents and community felt in relation to communication with the school.

Of the 12 parents that responded, over 90% feel welcome when they visit the school, feel that teachers genuinely listen to their concerns and can speak easily with the school principal. 88% of parents believe teachers show an interest in their child's learning and believe the teacher encourages their children to do his/her best.

100% of teachers believe they welcome families when they visit the school and the best interest of the students is their priority. 100% of teachers believe they encourage their students to do their best and show a genuine interest in each and every child.

99% of students enjoy coming to school. 100% of students believes their teachers cares about them and feel they are encouraged to do their best.

Policy requirements

Aboriginal education

Our school continues to provide programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. The Acknowledgement of Country is also read at

assemblies and important events. History and Geography units were implemented in Years K–6 with an Aboriginal perspective studying the beliefs, traditions, customs and culture of Aboriginals and Torres Strait Islanders. Awareness of Aboriginal artworks and music within the local and surrounding areas was developed during creative and practical art lessons. Students participated in MMWaC Connecting to Country (Macdonald Valley, Maroota, Wisemans Ferry and Cattai Public Schools) celebrations where they experienced modern and traditional dances, Dreamtime stories, jewelry making and creating Aboriginal artworks in collaboration with the other students from our neighbouring MMWaC schools.

Multicultural and anti-racism education

The school has maintained a focus on multicultural education in all areas of the curriculum by providing programs, which develop the knowledge, skills and attitudes required for a culturally diverse society. This year, all students, K–6 participated in Spanish LOTE lessons, provided by a community member.

The role of the Anti-Racism Contact Officer (ARCO) at Wisemans Ferry Public School is to be the contact between the students, staff, parents and community members who have raised concerns. The ARCO role involves promoting the values of respect for all races and cultures with the well-being of all stakeholders paramount.