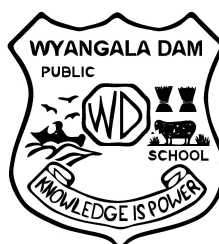


Wyangala Dam Public School

Annual Report



2017



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Introduction

The Annual Report for **2017** is provided to the community of **Wyangala Dam 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.

Sue Clark

Principal

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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

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.

In the domain of Learning, the school's on balance assessment was Delivering in the elements of Assessment, Reporting, and Student Performance Measures. In the elements of Learning CUlture, Wellbeing and Curriculum, the school self-assessed at Sustaining and Growing.

In the domain of Teaching, in the elements of Data Skills and Use, Professional Standards, and Learning and Development the school's on balance assessment was Delivering. In the elements of Effective Cladsroom Practice, the school self-assessed at Sustaining and Growing.

In the domain of Leading, the school's on balance assessment was Delivering in the elements of Management Practices and Processes. In the elements of Educational Leadership, School Planning, Implementation and Reporting, and School Resources, the school self-assessed at Sustaining and Growing.

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

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)	Funds Expended (Resources)	Progress achieved this year
Learning assessments indicate the knowledge and skills expected to be achieved by most students by the end of a stage.	\$4700	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)	Funds Expended (Resources)	Progress achieved this year
• 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 2017. 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 2017 averaged out at between 85% to 95% for all students.

Next Steps

Wyangala Dam Public School Learning Community will continue to ensure students are meeting expected Stage outcomes in Literacy and Numeracy. Staff will ensure the provision of detailed and comprehensive programs to meet individual student needs.

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 2017 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)	Funds Expended (Resources)	Progress achieved this year
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. After a change in Principal, this initiative was not consolidated.
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

To consolidate the partnership with the local community by building structures to ensure longevity of the learning community.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$10980 • Low level adjustment for disability (\$10 980.00)	Comparisons of Term 1 and Term 4 testing emphasised growth in Literacy / Numeracy
Quality Teaching, Successful Students (QTSS)	• Quality Teaching, Successful Students (QTSS) (\$406.00)	
Socio–economic background	\$9394 • Socio–economic background (\$9 394.00)	In school testing
Aboriginal background loading	\$1144 • Aboriginal background loading (\$1 144.00)	Students demonstrating greater knowledge of Aboriginal Culture and History

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	3	3	4	4
Girls	3	2	2	3

The enrolment at the school during 2017 was 7 students for Semester 1, comprising of 4 boys and 3 girls, and 6 students in Semester 2, comprising of 3 boys and 3 girls. It is anticipated to begin 2018 with 5 students.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.7			
1		89	86	78.5
2	95.7		95.7	90.3
3	94.6	90.1		98.4
4	97.2	94.5	94.6	100
5		96.2		96.8
6	92.4		91	91.4
All Years	94.9	93.2	91.6	93.4
State DoE				
Year	2014	2015	2016	2017
K	95.2			
1		93.8	93.9	93.8
2	94.9		94.1	94
3	95	94.1		94.1
4	94.9	94	93.9	93.9
5		94		93.8
6	94.2		93.4	93.3
All Years	94.9	94	93.8	93.8

Management of non-attendance

The relevant attendance data for 2017 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
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.13
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

During the 2017 school year there are no Aboriginal people are employed 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	0

Professional learning and teacher accreditation

During 2017 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 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	46,758
Global funds	62,023
Tied funds	22,083
School & community sources	1,211
Interest	361
Trust receipts	1,851
Canteen	0
Total Receipts	87,528
Payments	
Teaching & learning	
Key Learning Areas	43,929
Excursions	713
Extracurricular dissections	1,237
Library	1,966
Training & Development	2,705
Tied Funds Payments	21,791
Short Term Relief	5,981
Administration & Office	15,873
Canteen Payments	0
Utilities	5,368
Maintenance	13,328
Trust Payments	2,192
Capital Programs	0
Total Payments	115,082
Balance carried forward	19,204

	2017 Actual (\$)
Opening Balance	0
Revenue	25,533
Appropriation	20,565
Sale of Goods and Services	-20
Grants and Contributions	4,987
Gain and Loss	0
Other Revenue	0
Investment Income	2
Expenses	-26,581
Recurrent Expenses	-26,581
Employee Related	-16,904
Operating Expenses	-9,678
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-1,048
Balance Carried Forward	-1,048

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.

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.

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	255,189
Base Per Capita	917
Base Location	7,285
Other Base	246,987
Equity Total	21,518
Equity Aboriginal	1,144
Equity Socio economic	9,394
Equity Language	0
Equity Disability	10,980
Targeted Total	0
Other Total	12,280
Grand Total	288,988

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.

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. 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. Their responses are presented below.

Parent satisfaction and approval of the schools and students performance in 2017 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.

The students again participated in the Cowra Festival of International Understanding in March. They were awarded a Best Float featuring Belarus Theme for their Parade Float. Their shop window was awarded Small Schools Second Place by the judges.