

# Wattle Flat Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** 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

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## School background

### School vision statement

#### **"Live, Learn and Be Proud"**

Commitment to nature, guide, inspire and challenge all.

### 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 25 students of which 24% identify as Aboriginal. Staff are committed to continuously improving the capacity to deliver a broad and high quality curriculum, including Chinese lessons, choir and a research based PE program, to all students in an enjoyable, supportive and stimulating learning environment. The school community is committed to students' wellbeing in supporting improved student outcomes

As of 2017 Wattle Flat Public School has become an Early Action for Success School (EaFS) with a commitment to improve students' literacy and numeracy performance in the early years of schools. This is supported by an Instructional Leader under the small school strategy.

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 as part of the Bathurst Small Schools Learning Alliance, 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.

#### **Learning Culture: Sustaining and Growing**

There is demonstrated commitment within the Wattle Flat Public School community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. The school actively plans for student transitions (e.g. into Kindergarten; Y6 to Y7; Y10 to Y11). The school clearly communicates its transition activities to the school community. Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

#### **Wellbeing: Sustaining and Growing**

Wattle Flat Public School is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. The school plans for and monitors a whole school approach to student wellbeing and engagement. There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

#### **Curriculum: Sustaining and Growing**

Wattle Flat Public School offers a curriculum that meets requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that

measure them. 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**

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**

Wattle Flat Public 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**

Wattle Flat Public School's value-add is not significantly lower than the value added by the average school. Due to a small cohort, NAPLAN as a student performance measure is not applicable to the school's context. Students are aware of – and most are showing – expected growth on internal school progress and achievement data. School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

### **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. A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

### **Data Skills and Use: Sustaining and Growing**

Wattle Flat Public School promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content. 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. Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension. There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.

### **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. All 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.

### **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. Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead. 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**

Professional learning at Wattle Flat Public 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: Sustaining and Growing**

The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures. 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: Sustaining and Growing**

The leadership team allocates non-educational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school. Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. Technology is accessible to staff and students. 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: Sustaining and Growing**

The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need. 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.

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 Teaching and Learning

#### Purpose

An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

#### Overall summary of progress

At the beginning of 2018 all staff engaged in the two day, professional learning "Seven Steps to Writing Success". Staff then spent terms 2 and 3 developing their knowledge and understanding of the program, and implementing the program in their classes. Staff teamed with Rockley Public School in term 4 to develop and implement a unit of work around persuasive writing.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved levels of students wellbeing and engagement. as demonstrated by fewer incidents in class and playground, regular attendance and student participation, measured against teacher observation and internal assessment		Students demonstrating improved resilience as observed by staff School scope and sequence reflecting identified needs to shift focus to student centred learning
Teachers' programs demonstrate implementation of evidence based teaching practices that reflect individual learning.		Student growth analysed as evidenced through work sample, teacher observations, standardised testing, and school based assessments
All students demonstrating a year's growth for a year's learning in literacy and numeracy, measured against internal and external assessments	2 x days casual teachers • Quality Teaching, Successful Students (QTSS) (\$800.00)	In term 3 staff attended professional learning session at Shell Cove Public School to build knowledge and greater understanding of how visible learning promotes student independence in learning.

#### Next Steps

In 2019, collaboration with staff from the Bathurst Small Schools Learning Alliance , around Seven Steps To Writing Success, will continue as a means to plan quality units of work, engage staff in pedagogical dialogue and to identify common students expectations across the network. The National Learning Progressions will be used to track and monitor student achievement.



## Strategic Direction 2

### Instructional Leadership

#### Purpose

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

#### Overall summary of progress

2018 saw the commencement of the staff's journey to develop a model of shared leadership which will lead to building capacity, greater engagement and development of skills in all staff.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased the number of students participating in leadership opportunities kindergarten to year six.		Processes for student leadership have already been embedded through programs such as leadership conferences and camps.
Quality PDP's reflect the standards and areas for development and continual improvements as well as supporting aspiring leaders.	Principal's Credential PL Casual teacher X 2 to relieve class teachers • School Support Allocation (\$850.00)	Process dependant practices clearly articulated. All staff members involved in shared leadership practices

#### Next Steps

In 2019 Wattle Flat staff will be involved in Quality Teaching Rounds, enabling them to collaboratively refine their teaching in ways they experience as professionally rewarding and valuable for ongoing improvement. Work will continue to develop clearly articulated, process dependant practices.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal Background Equity Funding combined with other funding to provide additional teacher time</p> <ul style="list-style-type: none"> <li>• Aboriginal background loading</li> <li>• (\$ 10 742.00)</li> <li>• Aboriginal background loading (\$10 742.00)</li> </ul>	<p>There was a clear focus on every teacher applying effective strategies such as harnessing clear learning intentions that all students understand., delivering curriculum in line with Aboriginal Education policy and 8 Ways of Learning.</p>
<b>Socio–economic background</b>	<p>Socio–economic background funding combined with other equity funding to provide additional teacher time.</p> <ul style="list-style-type: none"> <li>• (\$ 20 841 .00)</li> <li>• (\$0.00)</li> </ul>	<p>All students demonstrating growth in Literacy and Numeracy  There will be expected state average growth in literacy and numeracy for all students as measured by NAPLAN.  An expanded group of stakeholders building relationships that contribute towards achievement of a shared visio</p>
<b>Support for beginning teachers</b>	<p>Beginning Teachers support was allocated in Semester 2</p> <ul style="list-style-type: none"> <li>• (\$13 789.00 total – \$6913.00 in 2018 due to late allocation of funds)</li> </ul>	<p>ECT working towards accreditation at the Proficient Level. This year one ECT has been mentored by an experienced Reading Interventionist teacher</p>



## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	11	17	13	12
Girls	10	11	12	14

Student enrolments have increased since 2015 and have remained at or above 26 since 2016.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	87.5	94.7	94.6	88.4
1	92.9	93.6	90.2	90.4
2	93.8	94.5	96.9	93.4
3	93.6	94.6	87.3	94.2
4	96.7	95.7	93.4	96.8
5	90.7	95	94.1	94.5
6	94.8	90	91.1	94.7
All Years	92.8	94.3	92.1	93.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### 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(s)	1
Classroom Teacher(s)	0.86
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

\*Full Time Equivalent

Currently one staff member identifies as Aboriginal or Torres Strait Islander. A specialist dance teacher and a SLSO to support the Visual Arts program have been employed this year.

### 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 2018 staff engaged in professional learning in: Budgeting, SAP Finance & Enterprise Financial Planning Workshops, Seven Steps to Writing, Language, Literacy and Learning (L3), Early Action for Success Network Days, Data Analysis, Learning Progressions, Positive Partnerships, Aboriginal Education, Beginning Teachers' Conference, Trauma Management, Preparing and Responding to Bushfires, Supervising Teachers of the Future and iPlay. Staff development days, staff meetings and network days provided additional professional learning in mandatory training, leadership skills, enhancing engagement and wellbeing, and administration tasks.

One Beginning Teacher was mentored by an experienced Reading Interventionist Teacher, to build knowledge and skills around teaching children to reading, reading assessment and analysing reading data. The Beginning Teacher is working towards her accreditation. The Principal attended Primary Principals' Council State Conference and local meetings, Principal's Network Days with Director Educational Leadership and the Principal's forum held by the Secretary, Department of Education.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	46,480
<b>Revenue</b>	532,252
Appropriation	518,539
Sale of Goods and Services	810
Grants and Contributions	12,799
Gain and Loss	0
Other Revenue	0
Investment Income	104
<b>Expenses</b>	-513,250
Recurrent Expenses	-513,250
Employee Related	-473,878
Operating Expenses	-39,373
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	19,001
<b>Balance Carried Forward</b>	65,482

The School Principal works closely with teaching staff and the Senior Administration Manager to develop and monitor an accurate school budget through EFPT.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	366,045
Base Per Capita	4,834
Base Location	1,836
Other Base	359,374
<b>Equity Total</b>	54,942
Equity Aboriginal	10,742
Equity Socio economic	31,252
Equity Language	0
Equity Disability	12,949
<b>Targeted Total</b>	45,184
<b>Other Total</b>	4,588
<b>Grand Total</b>	470,759

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 2018 Wattle Flat Public School had two Year 3 students and five Year 5 students sit the NAPLAN tests. NAPLAN results should not be reported in a manner that 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 ten students. The parents concerned have received a copy of their child's results and discussed them with the teaching staff.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

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 results are available for less than 10 students.

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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: Improving education results and to State Priorities: to provide Better services to Improve Aboriginal education outcomes for students in the top two NAPLAN bands.



## Parent/caregiver, student, teacher satisfaction

Survey results from regular conversations with parents and from P&C meetings indicated the community continues to hold the school in high regard. Parents 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 is successful in building a sense of belonging and community. Parents also felt that their children were valued and embraced for their uniqueness,, were well supported and nurtured. Most parents were appreciative of the diverse learning experiences and individualised learning programs provided. They feel that all students' needs are well catered for. Parents were generally happy with communication from the school and were engaged with 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, are able to be themselves and had a high sense of belonging. They like the diverse range of learning activities and the way the teachers help them. Most students consider their school to be their "happy place".

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. Personalised Learning Plans were developed jointly by teachers, parents and Aboriginal Community Liaison Officer. Two Aboriginal students participated in the NAIDOC Public Speaking competition.

Staff recognise a need to improve knowledge of learning styles and have engaged in professional dialogue around **8 Ways**.

### 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 Bathurst Small Schools Creative Arts Festival, National Day of Action Against Bullying, Fund Raising for the Drought Relief, NAIDOC celebrations, ANZAC Day commemoration, participation in the Sofala and District Agricultural Show, attending performances, camps and excursions, and Wattle Flat Public School's Annual Presentation Night.

