

Wattle Flat Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Wattle Flat 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.

School contact details

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School background

School vision statement

"Live, Learn and Be Proud"

Commitment to nurture, 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 and 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

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

Teachers' programs demonstrate implementation of evidence based teaching practices that reflect individual learning.

All students demonstrating a year's growth for a year's learning in literacy and numeracy, measured against internal and external assessments

Progress towards achieving improvement measures

Process 1: Curriculum and learning

Deliver quality student centred and self-regulated learning experiences which enables students to understand how they learn and to achieve a year's growth in a year worth of learning.

Evaluation	Funds Expended (Resources)
<p>An increased enthusiasm for writing is observed throughout the school, both from staff and students. All students are demonstrating improvement in writing. Teachers' knowledge of Seven Steps to Writing continues to grow and develop.</p> <p>The impact of this approach was increased individual engagement and writing processes for each student.</p> <p>The future directions will be to transfer this approach across different genres and build consistency with teaching practice k-6.</p>	<p>Staff meeting</p> <p>Small Schools Grant</p>

Process 2: Student Wellbeing

Implement an integrated approach to student wellbeing in which students can connect, succeed and thrive throughout their schooling.

Evaluation	Funds Expended (Resources)
<p>In 2019, a K-6 OT program was implemented which resulted in students demonstrating improved self regulating behaviour.</p> <p>Our future direction will be to further research approaches to wellbeing and intrinsic reflective learning.</p>	<ul style="list-style-type: none">• Post Survey completed for students, staff and parents• Meetings

Process 3: Professional Learning

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Evaluation	Funds Expended (Resources)
<p>As a whole school we implemented Professional Learning that was linked to our strategic directions specifically on individualised learning and literacy</p>	<p>Grant from CSU \$1000</p>

Progress towards achieving improvement measures

practices. The impact of this professional learning was evident on students structured approached to writing, increased staff consistent understanding of best practice and improved self awareness.

The future direction will be to target professional learning on formative and summative assessment to inform teaching.

PL on Learning and Support



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.

Improvement Measures

Increased the number of students participating in leadership opportunities kindergarten to year six.

Quality PDP's reflect the standards and areas for development and continual improvements as well as supporting aspiring leaders.

Progress towards achieving improvement measures

Process 1: Student Leadership

- School structures are in place to support the active citizenship and leadership capacity of students.

Evaluation	Funds Expended (Resources)
Processes for student leadership were strengthened across the school and their active roles as leaders in the wider school community. The future direction in 2020 will be to enhance leadership opportunities to enable social skills as citizens to be developed with connections.	Staff meeting

Process 2: Educational Leadership

- School structures are in place to support the continual growth and leadership capacity of all staff.

Evaluation	Funds Expended (Resources)
All staff engaged in a culture of effective and evidence based teaching to ensure all staff and students demonstrate ongoing growth. This enabled shared leadership and strengthened processes across the school to consolidate collaborative work practices.	Funding Sources: <ul style="list-style-type: none">(\$0.00)



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8470	This was used to maintain additional staffing to provide individualised support across the school.
Socio-economic background	\$42562	This was used to employ additional staffing across the school to assist students and maintaining consistency with our targeted school approaches to improvement.
Support for beginning teachers	\$6813	This was used to enable coaching, mentoring and professional learning for early career staff. It equipped them with additional skills in focus areas of development.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	17	13	12	12
Girls	11	12	14	10

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.7	94.6	88.4	90.9
1	93.6	90.2	90.4	62.1
2	94.5	96.9	93.4	86.1
3	94.6	87.3	94.2	83.4
4	95.7	93.4	96.8	78.7
5	95	94.1	94.5	97.7
6	90	91.1	94.7	93
All Years	94.3	92.1	93.3	86.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.39
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	65,482
Revenue	627,308
Appropriation	602,864
Sale of Goods and Services	2,568
Grants and contributions	21,670
Investment income	205
Expenses	-603,127
Employee related	-544,821
Operating expenses	-58,306
Surplus / deficit for the year	24,181

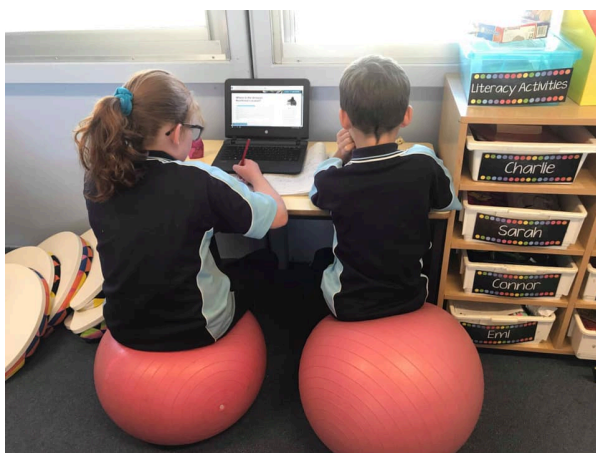
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	46,308
Equity Total	65,624
Equity - Aboriginal	8,470
Equity - Socio-economic	42,562
Equity - Language	0
Equity - Disability	14,593
Base Total	467,096
Base - Per Capita	6,101
Base - Location	1,956
Base - Other	459,040
Other Total	16,215
Grand Total	595,244

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.



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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.



Parent/caregiver, student, teacher satisfaction

Family Satisfaction

In 2019 most families were satisfied with the way in which students are valued and nurtured at Wattle Flat Public School. Families feel welcomed and are able to approach the teachers and/or principal in relation to their child's education and welfare. Families are satisfied that the staff continually aims to improve the quality of learning and teaching through ongoing training and development. Families are very dissatisfied with the technology capabilities of the school due to poor internet connectivity.

Student Satisfaction

Students are generally happy to attend school and like most of the lessons delivered. Many like the shift to using *Seven Steps of Writing* as a scaffold for their learning and feel that their writing is getting better. They enjoy working in the 2 classrooms.. All students enjoy attending camps, excursion and sporting events with the Bathurst Small Schools Alliance. The students like engaging in extra curricula activities such as the Bathurst Eisteddfod, gymnastics and swim school. They acknowledged the support given to the school by the families and wider community. Students are very dissatisfied with the technology capabilities of the school due to poor internet connectivity.

Staff Satisfaction

All staff are satisfied with the operational methods at Wattle Flat Public School. They are pleased with the leadership opportunities afforded to all staff, feel that their strengths are recognised and are well supported to continually upskill and increase their knowledge.. All staff feel valued and work diligently to ensure individualised learning programs meet the educational needs of the students. All staff are very dissatisfied with the technology capabilities of the school due to poor internet connectivity.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

