

# 2020 Annual Report

## Wattle Flat Public School



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# Introduction

The Annual Report for 2020 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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## Message from the principal

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It is with pride that I present this report that celebrates the achievements of the students, staff and parent community at Wattle Flat Public School. In spite of 2020 presenting us with the unprecedented challenges of the COVID-19 pandemic and its impact on our lives in many ways, the school enjoyed a successful year across many areas. These outcomes are due to the collective and individual efforts of the staff, parents and local community working closely together to provide the highest quality learning opportunities for every student.

Our successes reflect the quality programs developed by teachers through their dedication and professionalism. Their capacity to make a difference to improve the outcomes of students is inspiring. The teaching staff are well supported by our friendly and professional School Administration Manager, School Learning Support Officer and General Assistant.

Thank you also to the tireless fundraising efforts of the P & C Association who continue to provide our students and the school with the "extras", and to our parents and community who continue to support and assist them.

I look forward to collaborating with the school community, including students, staff, families and community and ongoing partnerships with the Bathurst Small School Association, the Bathurst Aboriginal Education Consultative Group and the Lithgow Network of Schools to continue to impact positively on the education of our students.

## School vision

### "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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 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	Sustaining and Growing
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 analysis of the data has shown that most students improved in reading fluency and use of vocabulary. Reading comprehension will be the literacy focus for 2021.</p> <p>All teachers discuss student learning daily and they collaborate weekly on the quality teaching and learning programs. SMART goals in literacy and numeracy for each student were developed in response to assessments..</p> <p>Each week the teachers meet to discuss school improvement, plan their differentiated literacy and numeracy programs and analyse assessments.</p> <p>During the COVID-19 learning at home phase, the teachers collaborated closely in developing engaging online lessons and phoned each family every second day. Daily Zoom lessons and fortnightly programs showed ongoing professional growth and continuous improvement in online teaching and learning for all staff. Paper learning packs were available to all families as well, as we are very aware of the internet connectivity problems at Wattle Flat.</p> <p>A Data Wall, with literacy and numeracy data has been created.</p>	<p>Casual teacher for Two hours twice a week to support early intervention</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Literacy and numeracy (\$2806.00)</li><li>• Socio-economic background (\$3400.00)</li></ul>

##### 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>Refining approaches to student behaviour management, working to increase student intrinsic motivation.</p> <p>Continue to challenge thinking as educators to look for alternative and innovative systems to support wellbeing while providing a quality learning environment that scaffolds co-designed programs which are significant, equitable and promote excellence.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$0.00)</li></ul>

## Progress towards achieving improvement measures

Formally analyse the impact of the school's holistic approach on learning including excursions, sporting events and camps. The school will investigate and implement more structured team sport skills and life-skills for students.

Revisit the department's Wellbeing Framework and the alignments to the work being done across the school to support student wellbeing needs.

### 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>Professional learning in order to deeply embed formative assessment practices expertly and to triangulate data collected so that the use of assessment will inform future teaching practices, will continue into 2021</p> <p>Enhanced consistent teacher judgement by way of deconstruction of student work samples within and across schools is evident.</p> <p>Improved and more formalised systems for explicit teaching practices including timely and consistent feedback, application of high-quality learning intentions and success criteria and higher order questioning is evident.</p>	<p>Compliance training - Code of Conduct, Child Protection, Anaphylaxis, CPR, Emergency Care, First Aid</p> <p>Analysis of "What Works Best"</p> <p>Online DET literacy and numeracy modules completed by classroom teachers</p> <p>"HOME" program</p> <p>Aboriginal Pedagogy - 8 Ways</p> <p>Budget Support</p> <p>Seven Steps Writing</p> <p>Literacy and Visual Arts</p> <p>Clarity</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Professional learning (\$5794.00)</li> </ul>

## 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)
This year Student Leadership Camps and Conferences had been cancelled due to COVID-19 .restrictions. However school structures are in place to support the active citizenship and leadership capacity of students.	

##### Process 2: Educational Leadership

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

Evaluation	Funds Expended (Resources)
<p>External Validation and Situational Analysis have enabled all staff to engage in meetings and professional learning to develop their skills in data analysis and identifying quality evidence.</p> <p>Staff are more reflective and are regularly collecting, analysing and evaluating a range of qualitative and quantitative evidence to inform their teaching practices.</p> <p>All teaching staff have engaged in leading staff meetings, observations and mentoring sessions.</p> <p>Effective staff wellbeing has been a focus with strategies such as regular check-ins with colleagues, celebrations of successes and support when needed.</p>	<p>Casual teacher once a week to provide additional RFF time for External Validation and Situational Analysis</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Operational Funding (\$5000.00)</li></ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal Pathways Officer</p> <p>Teacher salary</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$6 352.00)</li> </ul>	<p>All students have PLPs with attainable, measureable goals in literacy and numeracy. PLPs were completed in consultation with parents, students and teachers and were monitored. The Aboriginal Pathways Officer was unable to attend.</p> <p>All students demonstrated improvement against their personal goals in literacy and numeracy.</p> <p>Additional support provided by teacher in literacy and numeracy.</p> <p>Data indicates that all students demonstrated improvement against their numeracy literacy goals, tracked against the learning progressions.</p>
<b>Socio-economic background</b>	<p>Teacher salary</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$39 279.00)</li> </ul>	<p>Funding used to employ additional teacher enabling explicit instruction to K - 2 cohort and to Years 3-6 cohort.. Individual students engaged in 1:1 and small group tailored programs for literacy and numeracy.</p> <p>Data indicates that all students demonstrated improvement in numeracy, writing and reading outcomes, tracked against the learning progressions.</p>
<b>Support for beginning teachers</b>	<p>Casual teacher 1 x day per week - mentoring and additional RFF</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$5 530.00)</li> </ul>	<p>Weekly mentoring sessions have built the capabilities and curriculum knowledge of beginning teachers.</p> <p>Beginning teachers collected and collated evidence to support their application for accreditation. Two beginning teachers met the criteria to Proficient Teachers Accreditation.</p> <p>More reflective practice is evident in their teaching.</p>



## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	13	12	12	15
Girls	12	14	10	12

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.6	88.4	90.9	92
1	90.2	90.4	62.1	89
2	96.9	93.4	86.1	87.2
3	87.3	94.2	83.4	89.3
4	93.4	96.8	78.7	87.9
5	94.1	94.5	97.7	91.6
6	91.1	94.7	93	91.7
All Years	92.1	93.3	86.2	89.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## Management of non-attendance

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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)	1.4
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Professional learning at Wattle Flat Public School has continued to support teachers to engage in a culture of collaboration and continual improvement to achieve high quality teaching practice. Teachers participated in regular collegial planning days, as well as Professional Learning Communities including the Lithgow Network of Schools and the Bathurst Small Schools Association. In 2020 professional learning focused on literacy, numeracy and technology to improve teacher practice and student learning outcomes. This included professional learning in effective reading practices, vocabulary, phonological awareness, quantifying number and writing. All staff were supported to achieve their

Performance and Development Plans goals reflecting both system and schoolplans and directions, as well as personally identified goals through mentoring, structured observation lessons, individual feedback, reflection on practice and targeted professional learning. All staff have working with children checks and completed mandatory training including Child protection update 2020,Code of Conduct, and CPR and Anaphylaxis.



## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	89,662
<b>Revenue</b>	661,309
Appropriation	651,306
Sale of Goods and Services	1,556
Grants and contributions	8,345
Investment income	101
<b>Expenses</b>	-664,808
Employee related	-604,506
Operating expenses	-60,302
<b>Surplus / deficit for the year</b>	-3,499
<b>Closing Balance</b>	86,163

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	66,596
<b>Equity Total</b>	61,823
Equity - Aboriginal	6,352
Equity - Socio-economic	39,279
Equity - Language	0
Equity - Disability	16,191
<b>Base Total</b>	482,746
Base - Per Capita	5,291
Base - Location	1,761
Base - Other	475,694
<b>Other Total</b>	17,412
<b>Grand Total</b>	628,578

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



# Parent/caregiver, student, teacher satisfaction

## Families

In 2020 most families were satisfied with the way in which students are valued and known at Wattle Flat Public School. Families felt well supported during the period of remote learning even though most found learning at home quite challenging. They were able to approach the teachers and/or principal in relation to their child's education and welfare and appreciated the daily contact via Zoom and/or telephone. Families are satisfied that the staff continually aim to improve teaching and learning by continually seeking ways to upskill their practices and knowledge.

## Students

In 2020 most students could identify at least one staff member they could connect and build a positive relationship with. Many recognised the importance of the social aspect of school as being integral to their well-being, particularly in respect to sport, camps and cultural activities. Overall, most students acknowledge that Wattle Flat Public School is a supportive and happy school.

## Staff

In 2020 all staff reported that it was a challenging year with external validation, the COVID-19 pandemic and its effect on their professional and personal lives, and the reforms within the Department of Education. They were challenged by the large amount of professional learning, managing themselves and others during the learning at home period and the situational analysis of the school. All staff felt that they were well supported, they respected that every staff member had their own challenges and supported each other and were well informed at all times.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.

