

2021 Annual Report

Wattle Flat Public School



3402

Introduction

The Annual Report for 2021 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 Strategic Improvement 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

Wattle Flat Public School

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6337 7088



School vision

To foster a culture of educational excellence through high expectations, staff collaboration, innovative professional practice and meaningful community engagement, supported by a commitment to innovation, creativity, differentiation, and wellbeing.

School context

Wattle Flat Public School, with a current enrolment of 24 students, is a rural and remote school located in the Lithgow Network of Schools, 38 kilometres from our nearest regional centre. School numbers have remained steady over the past five years, with student numbers ranging from 24 to 31. We anticipate that this trend will continue in the future. Our Aboriginal student population is 25% of our current enrolment and 12.5% are students with complex needs.. Our FOEI is 148, identifying us as a low socio-economic rural school demographic.

The previous school plans, focused on an integrated approach to quality teaching, curriculum planning and delivery, and a school culture strongly focused on learning and supporting the wellbeing of all, were successful in attaining most planned improvement measures.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Targeted professional learning and the implementation of high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning. There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing.

We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school, emphasising instructional leadership as the driver for continuous improvement in professional standards.



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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 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: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success.

We will further develop and refine analysis and use of data to ensure evidenced based, explicit teaching practices consistently challenge students and are responsive to their learning needs..

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Skills and Use
- Explicit Teaching

Resources allocated to this strategic direction

Socio-economic background: \$43,864.00

Low level adjustment for disability: \$16,465.00

Aboriginal background: \$6,630.56

Location: \$2,046.00

Literacy and numeracy: \$2,806.00

School support allocation (principal support): \$13,605.00

QTSS release: \$5,045.31

Professional learning: \$3,531.51

Summary of progress

- Question - what do we want to know?
- Data - what data will we collect to answer the question?
- Analysis - what facts can we extract to provide insight and meaning?
- Implication - what will we do next in light of the analysis?

Data Skills and Use

- In pursuing excellence in empowering our staff to increase capacity we engaged in the Clarity Learning Suite and work of Lyn Sharratt. We are in the initial stages of this work and will continue this journey to strengthen and deepen our school practices in learning, teaching and leading. Our 2021 focus has been on using student data to identify and reflect on student achievement and progress. We have focused our attention on the use of internal data measures to identify student achievement and progress. As a staff, we continue to monitor and reflect on the progress of every student.
- The use of exit slips which utilise verbal, written or digital forms, to gather regular and current data to inform further teaching directions. Students have been engaged in writing their goals around progress in reading, writing and personal goals. Staff observation, discussion and student feedback has been effective in further engaging students in their work and the next steps in their learning journey.
- Our next steps in this initiative will be to further embed the use of the Department of Education assessment tools and utilise a range of internal and external assessment measures to inform individual progress and consistent teacher judgement. This will further enhance and develop our data literacy and analysis capacity and strengthen connections in triangulating data from a variety of sources.

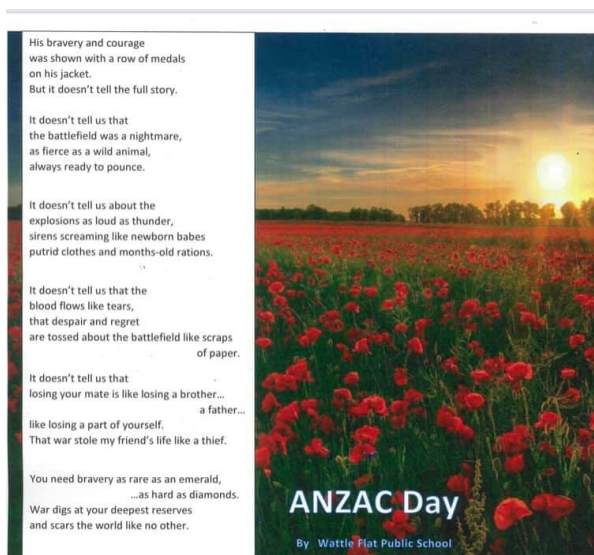
Explicit Teaching

- In pursuing excellence our 2021 focus has been on highly effective classroom practice to enhance oral language and vocabulary across all lessons to increase student access and understanding of the learning curriculum. The consistent use of extending and enabling prompts by staff, to regularly gauge student understanding, conceptual development and encouraging student voice through reasoning and justification.
- Engagement in High Impact Professional Learning delivered by department personnel and the principal, from an evidence-informed base has built teacher capacity and enhanced professional dialogue, in the elements of reading and the big ideas of number. This professional learning ensures teachers remain student-focused on individual learning needs and collaborative planning is developed and adapted around conceptual understanding.
- Our next steps in this initiative are to continue to enhance differentiation and formative assessment strategies. This will enhance the development of teaching and learning programs at student's point of need and further support student growth and attainment.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Expected growth in reading to be at or above the Network lower bound target of 44.2%	<ul style="list-style-type: none"> Percentage of students achieving expected growth in reading exceeded the Network target of 44.2% by 30.8% indicating achievement of the lower bound target.. Percentage of students achieving expected growth in numeracy exceeded the Network target of 25.9% by 74.1% indicating achievement of the system-negotiated target.
Expected growth in numeracy to be at or above the Network lower bound target of 25.9%	
<p>In the Teaching Domain: Data Skills and Use improvement-Sustaining and Growing</p> <p>In the Teaching Domain: Effective Classroom Practice- Sustaining and Growing</p> <p>In the Learning Domain: School Performance Measures- uplift toward Sustaining and Growing</p> <p>In the Learning Domain: Assessment- uplift toward Sustaining and Growing</p>	<ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice. Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of data skills and use while the element of assessment has remained at sustaining and growing. Self-assessment against the School Excellence framework shows the theme of Differentiation to be sustaining and growing. Self-assessment against the School Excellence framework shows the theme of Feedback to be sustaining and growing. Self-assessment against the School Excellence framework shows the element of assessment to be delivering.
Increase in the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy trending towards the system negotiated lower bound target.	<ul style="list-style-type: none"> Due to the size of the cohort detailed reporting against this progress measure is not available. The school has increased the percentage of students achieving expected growth. Individual student progress is reported directly to parents and carers throughout the year
Increase in the percentage of all students achieving top 3 NAPLAN bands in reading trending towards the system negotiated lower bound target.	<ul style="list-style-type: none"> Due to the size of the cohort detailed reporting against this progress measure is not available. The school has increased the percentage of students achieving expected growth. Individual student progress is reported directly to parents and carers throughout the year
Increase in the percentage of all students achieving top 3 NAPLAN bands in numeracy trending towards the system negotiated lower bound target.	<ul style="list-style-type: none"> Due to the size of the cohort detailed reporting against this progress measure is not available. The school has increased the percentage of students achieving expected growth. Individual student progress is reported directly to parents and carers throughout the year



Strategic Direction 2: A Culture of High Expectations and Collaboration

Purpose

To improve student learning outcomes and teacher capacity, we will develop processes to ensure staff are collaborating effectively to embed evidence-based strategies that consistently challenge students within their classroom practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations
- Collaboration

Resources allocated to this strategic direction

School support allocation (principal support): \$2,520.90

Summary of progress

Assessment

In pursuing excellence in empowering our students to learn and achieve teaching practices based on a wider range of assessment strategies before, during and after teaching have been utilised during the teaching and learning cycle. Students are engaged in their learning and are encouraged daily to evaluate their work, engage in peer assessment and modify work in response to feedback.

Students and staff will continue to work with the five questions to assess how we are making a difference for each student by checking for deep use of assessment "for" and "as" learning by asking five critical questions. 1. What are you learning? 2. How are you doing? 3. How do you know? 4. How can you improve? 5. Where do you go for help?

Our next steps in this initiative will be to further embed the Clarity Learning Suite systems and processes and formative assessment strategies to ensure the continuity of learning and assessment is developed through a shared understanding of assessment practices.

Collaboration

In pursuing excellence in empowering our staff to increase capacity we engaged in the Clarity Learning Suite and work of Lyn Sharratt. We are in the initial stages of this work and will continue this journey to strengthen and deepen our school practices in learning, teaching and leading.

Our staff participated in a Small Schools' Community of Practice using Spirals of Inquiry to focus on additive strategies. The pathway to continue working collaboratively with colleagues in the Small Schools Community of Practice will be further investigated in 2022 and may use digital means to connect at regular intervals.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
In the Learning Domain: Learning Culture-Delivering as measured against the School Excellence Framework In the Teaching Domain: Learning and Development- Sustaining and Growing as measured against the School Excellence Framework In the Leading Domain: Educational Leadership-Delivering as measured	<ul style="list-style-type: none">• In the Learning Domain: Learning Culture-Delivering as measured against the School Excellence Framework• In the Teaching Domain: Learning and Development- Sustaining and Growing as measured against the School Excellence Framework• In the Leading Domain: Educational Leadership-Delivering as measured against the School Excellence Framework

against the School Excellence Framework	
Increase the percentage of students attending >90% of the time to achieve the lower bound target of 70%	<ul style="list-style-type: none"> • The number of students attending school greater than or equal to 90% of the time has increased by 17%.
All teachers are working beyond Proficient as measured against the Australian Professional Standards for Teachers in the areas of Literacy and Numeracy	<ul style="list-style-type: none"> • All teachers are working beyond Proficient as measured against the Australian Professional Standards for Teachers in the areas of Literacy and Numeracy



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$68,259.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wattle Flat Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Implementation of targeted programs to differentiate teaching and learning programs. <p>Contribute to review meetings with staff and parents/caregivers. Liaising with parents to assist with transition to SPP School</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs • Development and implementation of social stories. Support delivering differentiated programs. • Personal Hygiene and Toileting assistance on a daily basis. • Assistance with dressing after swimming lessons. Provide one to one supervision during swimming lessons. • Consultation with external providers for the implementation of Occupational therapy (provide by Occupational therapist) and speech therapy (provide by Speech pathologist) programs • Implementing programs PBL MultiLit MiniLit - to support students to access the curriculum <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$43,864.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wattle Flat Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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. • Systematic analysis and use of Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth. • Additional staffing to implement [program/initiative] to support identified students with additional needs • Additional staffing to implement [program/initiative] to support identified students with additional needs <p>The allocation of this funding has resulted in: student improvement evidenced by: Year 3 and Year 5 Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG)</p>

<p>Socio-economic background</p> <p>\$43,864.00</p>	<p>Year 3 and 5 NAPLAN Reading above SSSG.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$6,630.56</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wattle Flat Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: an increase (100%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Most Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: to ensure that staff are provided with on-going opportunities to access Aboriginal cultural education through professional learning and career development opportunities students develop deeper understandings of Aboriginal histories, cultures, languages and perspectives release nominated staff member to work with their local AECG to implement Connecting to Country</p>
<p>Low level adjustment for disability</p> <p>\$16,465.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Wattle Flat Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing necessary adjustments and differentiated support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

Low level adjustment for disability \$16,465.00	the school will provide additional support for identified students through contributing to employment of a teachers to enable the students to work in smaller classes.
Location \$2,046.00	<p>The location funding allocation is provided to Wattle Flat Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • strategically provide access to curriculum for all students regardless of their remoteness <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in:increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: developing and delivering targeted professional learning, supporting the school to increase collaboration and overcome isolation.</p>
Professional learning \$5,941.23	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Wattle Flat Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff engaging in Clarity Learning Suite and the work of Lyn Sharratt professional learning • Staff engaging in "What Matters Most in Learning, Teaching and Leading" professional learning <p>The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the use of data to inform practice, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
School support allocation (principal support) \$16,125.90	<p>School support allocation funding is provided to support the principal at Wattle Flat Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • High Expectations • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>School support allocation (principal support)</p> <p>\$16,125.90</p>	<ul style="list-style-type: none"> • Release principal from face to face teaching one additional day a fortnight to focus on school improvement <p>The allocation of this funding has resulted in: the principal released from face to face teaching one additional day per fortnight to support the completion of administrative tasks and enable the principal to focus on leading, teaching and supporting student learning. Provide support to SAM to assist in building capacity to complete administrative tasks more efficiently.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue with this model of administrative support to release the principal from face to face teaching one additional day a fortnight..</p>
<p>Literacy and numeracy</p> <p>\$2,806.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wattle Flat Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: an increase in the average Year 1 benchmark level from 12 to 21 100% of Stage 1 students participating regularly (weekly) in the home reading program.</p> <p>After evaluation, the next steps to support our students with this funding will be: teacher release to present home reading workshops for Early Stage 1/ Stage 1 parents to increase participation in the home reading program. purchase updated readers to complement reading program.</p>
<p>QTSS release</p> <p>\$5,045.31</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wattle Flat Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. All teachers reported lessons differentiated according to students' needs All teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>QTSS release</p> <p>\$5,045.31</p>	<p>to continue targeted Professional Learning for the continuing improvement in literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$21,633.29</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • Providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • Development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals most students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2 most students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need provide additional in-class support for identified students to continue to meet their personal learning goals</p>

Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	12	12	15	13
Girls	14	10	12	11

Student attendance profile

School				
Year	2018	2019	2020	2021
K	88.4	90.9	92	54.3
1	90.4	62.1	89	93.2
2	93.4	86.1	87.2	92
3	94.2	83.4	89.3	85.8
4	96.8	78.7	87.9	87.2
5	94.5	97.7	91.6	89.3
6	94.7	93	91.7	90.2
All Years	93.3	86.2	89.8	88.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.



Virtual Sports Assembly

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.57
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

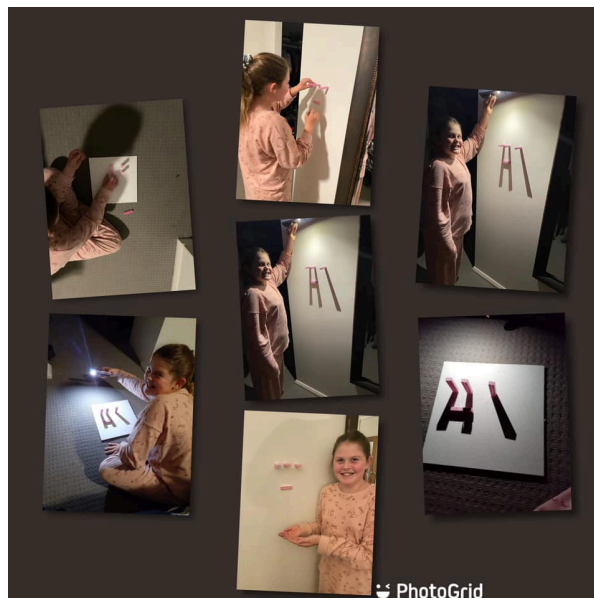
Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	86,163
Revenue	570,833
Appropriation	560,319
Sale of Goods and Services	1,745
Grants and contributions	8,320
Investment income	49
Other revenue	400
Expenses	-604,684
Employee related	-572,182
Operating expenses	-32,502
Surplus / deficit for the year	-33,851
Closing Balance	52,313

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.

	2021 SBAR Adjustments (\$)
Targeted Total	68,259
Equity Total	66,959
Equity - Aboriginal	6,631
Equity - Socio-economic	43,864
Equity - Language	0
Equity - Disability	16,465
Base Total	375,837
Base - Per Capita	6,656
Base - Location	2,046
Base - Other	367,134
Other Total	14,194
Grand Total	525,248

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 to access the school data.

- Due to the size of the cohort detailed reporting against this progress measure is not available. The school has increased the percentage of students achieving expected growth. Individual student progress is reported directly to parents and carers throughout the year.



Parent/caregiver, student, teacher satisfaction

In 2021 most families were satisfied with the way in which students are known, valued and cared for at Wattle Flat Public School. Families acknowledged the many challenges that we all faced throughout the year.

Families responded positively to the way in which the service delivery of Learning from Home improved from the previous year and the way in which the school engaged with families via Zoom meetings, teleconferences, emails and Facebook. Most families found Learning from Home more satisfying once resources became available. Families feel welcome and are able to contact staff in relation to welfare and student progress.

Families are satisfied that the staff continually aim to improve the quality of learning and teaching through ongoing professional learning.

The students of Wattle Flat Public School are at the centre of all decisions made. All students could identify a staff member to support them when challenges arise and commented that their school is a happy, safe place.

Teaching and non-teaching staff acknowledge the challenges presented during the year. They feel that the challenges have contributed to continual improvement as we, as a collective, overcome the challenges and strive for excellence and equity for all.



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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.