2009 Annual School Report
Wattle Flat Public School

NSW Public Schools – Leading the way
Messages

Principal's message

Wattle Flat is a small school set in a historic gold mining village, located on the Sofala Road 38 kms north of Bathurst in central west NSW. The school has a proud tradition of supporting the local community since 1858. The school comprises of one multi-age classroom and is well resourced with up-to-date technology in the classroom, well stocked library, heritage listed hall, a multi-purpose court, shaded fixed play equipment, grass play and sand-pit.

2009 saw the inclusion of Wattle Flat Public School onto the Priority Schools Program. This funding has enabled us to improve student outcomes in literacy and numeracy by providing additional teacher time and additional professional learning funds, as well as resources to support our programs.

This year Wattle Flat Public School has been a beneficiary of the Federal Government’s Building Education Reform and National School Pride programs. This has resulted in a new classroom to be constructed to replace the demountable classroom and various other projects (repairs to hall, new pergola) completed.

Our teaching and learning programs implement NSW Board of Studies syllabuses. Wattle Flat provides a comprehensive range of opportunities for students to participate in inter-school sporting, cultural and academic events.

My sincere thanks go to the students, the parents, the school staff and the community for the contributions made to our many outstanding achievements in 2009.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mrs Kerry Halley
Principal

P&C message

As a small rural school the P&C rely on each and every member of our school community. This year has seen that tremendous support continue.

This year the P&C has given its support to the Biggest Morning tea and the Pink Ribbon morning tea, has held a stall at the Sofala show, run numerous raffles, mother’s and father’s day stalls and ran a very successful bingo night. We are grateful for the support and generosity of the community.

This year money raised has been held in our account to enable us to give a more substantial amount to the school in 2010, after the completion of the new building. This money may be used to purchase additional resources needed or to enhance the landscaping.

This year we would like to acknowledge the tireless work over the last nine years by Robyn Fitzsimmons. Robyn has been an active member of the P&C during that time, ordering and distributing uniforms, fundraising and helping out where needed. As her youngest child goes off to high school in 2010 we wish her and the Fitzsimmons family all the best and thank her for work.

We are proud of the students at Wattle Flat Public School and look forward to continuing our support in 2010.

Linda M’Crystal, P&C President

Student representative’s message

This year the Student Representative Council again supported and raised money for the Cancer Council by hosting the Biggest Morning Tea and Pink Ribbon Day Morning Tea. We raised $525.75.

We entered the Bathurst Eisteddfod again this year and our hard work was rewarded with first place in the verse speaking section and third place in the small schools choir section.

We had a busy year with excursions and camps. The best parts though were ten days of swimming lessons and tap dancing lessons. Everyone improved greatly and Mrs Halley said that it was money well spent as we are all more capable swimmers now. We had fun doing tap.

The highlight of the year has to be our performance in the end of year “Cabaret”. Everyone has congratulated us on our performance and said how impressed they are. We worked really hard to make it a great show and we had a wonderful time performing. It was great fun!

As school leaders we are very proud of the accomplishments of the students of Wattle Flat Public School and we will miss being here when we go to high school next year.

Dean Fitzsimmons, Zoe Gedling, Angus Menzies and Zoi Petford, Year 6 2009
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Student enrolments have remained stable. Our numbers increased to 14 by the end of 2009. Four students will go on to high school for 2010 and four students have enrolled in kindergarten for 2010.

Management of non-attendance

Wattle Flat Public School implements a wide range of strategies to support the regular attendance of students, including extensive contact with parents to resolve issues of non-attendance. These strategies include letters, phone calls, interviews and family support.

In the case of a student who has been identified with unacceptable attendance (an attendance pattern of less than 90%), it is necessary to document the measures taken to monitor and improve attendance. The school is required to provide documentary evidence of its interventions before making a HSLO referral.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>2</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>2</td>
<td>12</td>
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</tr>
<tr>
<td>K-6</td>
<td>K</td>
<td>2</td>
<td>12</td>
</tr>
</tbody>
</table>

Structure of classes

Wattle Flat Public School has one multi-aged K-6 class.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

Staff remained the same in 2009. Mrs Kerry Halley remained as teaching principal, Mrs Sue Richards as part-time/R.F.F. teacher, Mrs Tania Robins as student learning support officer, Ms Marilyn Zapel as senior administration manager and Mr Christopher Oliver as general assistant.

The students were also supported by Mrs Robyn Fitzsimmons and Ms Gwen Laird, Active After School Community Activities coaches.
At the time of writing this report, Wattle Flat Public School has no indigenous staff members working in the school.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>0.496</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1.696</strong></td>
</tr>
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</table>

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>49,434.29</td>
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<tr>
<td>Global funds</td>
<td>39,183.75</td>
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<tr>
<td>Tied funds</td>
<td>36,676.52</td>
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<tr>
<td>School &amp; community sources</td>
<td>1,810.70</td>
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<td>Interest</td>
<td>1,708.66</td>
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<tr>
<td>Trust receipts</td>
<td>4,430.00</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>133,243.92</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>6,925.36</td>
</tr>
<tr>
<td>Excursions</td>
<td>764.39</td>
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<tr>
<td>Extracurricular dissections</td>
<td>1,409.96</td>
</tr>
<tr>
<td>Library</td>
<td>4,373.06</td>
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<tr>
<td>Training &amp; development</td>
<td>1,021.75</td>
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<td>Tied funds</td>
<td>41,996.86</td>
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<td>Casual relief teachers</td>
<td>1,198.63</td>
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<td>Administration &amp; office</td>
<td>15,914.14</td>
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<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>7,519.30</td>
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<td>Maintenance</td>
<td>2,871.15</td>
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<td>Trust accounts</td>
<td>4,379.82</td>
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<tr>
<td>Capital programs</td>
<td>5,726.47</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>94,100.89</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>39,143.03</strong></td>
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</table>

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the Wattle Flat Public School P&C. Further details concerning the statement can be obtained by contacting the school.

At the Goldfields

**School performance 2009**

**Achievements**

**Arts**

Students successfully performed at the Bathurst Eisteddfod with a first place in verse speaking and a third place in the Small Schools Choir section.

An excursion to the Goldfields provided the students with an opportunity to experience life on the goldfields and relate the information to Wattle Flat's rich goldmining history.

The students attended a performance of The Fastest Boy in the World at the Bathurst Memorial Entertainment Centre and saw the movie “Up” at Metro 10 Cinemas.

They participated in the Great Sandy Desert workshop and participated in a guided tour of Unearthed Tales at Bathurst Regional Art Gallery.

A highlight of the year was the students’ performance of their newly acquired tap dancing skills. Tap dancing lessons, taught by Ms Gwen Laird, run every Friday after school as part of the Active After School Community Project.

The students also planned, choreographed and performed a variety of singing and dancing acts which entertained and thrilled a large audience at the annual presentation night.
Sport

Wattle Flat and Sofala schools combined each week for sport on Wednesday. Students from Charles Sturt University ran a PDHPE project in term 2.

The students participated in the Bathurst Small Schools swimming carnival, athletics carnival and gala days.

The Active After School Community program continued throughout the year with the students participating in Play for Life games and tap dancing.

One student, Zoe Gedling, participated in the Evans Crown Sports Horse Day at Lithgow Pony Club for the first time. She was awarded several ribbons.

Citizenship

The Student Representative Council hosted the Biggest Morning Tea and Pink Ribbon Day morning tea to raise money for the Cancer Council.

Stage 3 students attended the Bathurst Small Schools camp at Department of Sport and Recreation, Broken Bay. Stage 2 students attended the Bathurst Small Schools camp at Red Hill Environmental Centre, Gulgong.

The ANZAC Day assembly was student led as were Education Week celebrations, culminating in a performance and DVD photo display.

Presentation night was also student led and this culminated in a performance of a “Cabaret” performance planned and choreographed by the students.

Representatives of the local regional council visited the school following the hosting of the Wattle Flat progress Association meeting.

Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The small cohort of students does not allow discussion or comparison of results due to reporting protocols that could identify students.

However an analysis of results has enabled individual programs of support for students and also set some future direction for school planning and staff professional learning.

The school follows the Western NSW Region Assessment Framework to ascertain student improvement over the year

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards.

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However the small cohort of students does not allow discussion or comparison of results due to reporting protocols that could identify students.

**Significant programs and initiatives**

**Priority Schools Funding**

2009 saw the inclusion of Wattle Flat Public School onto the Priority Schools Program. This funding is enabling us to improve the literacy and numeracy outcomes of every student by providing additional teacher time and additional professional learning funds, as well as resources to support our programs.

Both Mrs Halley and Mrs Richards have been involved in professional learning of Reading to Learn. This program has been implemented and will continue to be developed and refined to suit Wattle Flat Public School.

An increase in the level of student participation and engagement in learning has been observed. Improvement in the students writing is evident in their work samples and NAPLAN results.

The partnership between the school and parents and caregivers continues to strengthen as is evidenced by the support given to the students and staff.

**Aboriginal education**

Classroom programs continue to reflect an Aboriginal perspective designed to develop cultural awareness and an enhanced sense of identity. Resources have been purchased to complement learning. A link is being established with the local Lands Council and community members to offer students an Aboriginal outlook on history and culture.

**Multicultural education**

Classroom programs continue to reflect a Multicultural perspective designed to develop cultural awareness and an enhanced sense of identity.

The visit of the Japanese students to Wattle Flat this year was cancelled due to the swine influenza outbreak. This will resume in 2010.

Excursions and camps provided opportunities for the students to meet students from other schools, many of them from different cultural backgrounds.

**Respect and responsibility**

The values of respect and responsibility have become the focus of the Wattle Flat Public School Student Welfare Policy. The approach taken at Wattle Flat Public School has placed a clear focus on respect and responsibility in the school community, through explicit emphasis on important cultural and historical events.

Elements of the school policy focus on:

- the consistent use of good manners.
- ensuring that students know and understand the words of the National Anthem and School Prayer.
- students taking responsibility for maintaining an orderly classroom and a clean playground.
• students using an appropriate manner of speech when speaking to peers, parent
  helpers and teachers.
• appropriate behaviour on the sporting field.
• celebrating days of cultural and historical significance such as Harmony Day, ANZAC
  Day and Remembrance Day.
• a review of school uniforms and students encouraged to wear them with pride.
• encouraging parents to set a positive example within the school.
• building resilience by participating in the ‘Check It Out’ program.

Future directions
In 2010, the program will continue with a variety of strategies being designed by the staff to
strengthen the program. These strategies will include wearing school uniform with pride and
ensuring students bring appropriate equipment to school every day.

Premier’s Reading Challenge
2009 saw our students continue to enjoy participation in the Premier’s Reading Challenge.
All students achieved their target to complete the Challenge. Twelve students were presented with
Gold certificates which recognised their participation for four years.
The interest in and commitment to reading generated by participation in the Challenge are
clear evidence of its positive impact on literacy development.

Active After School Community Activities
Wattle Flat Public School continues to receive funding from the Australian Sports Commission
for Active After School Community Activities. The students are provided with the opportunity to
participate in Play for Life activities on Tuesday afternoons with Robyn Fitzsimmons, and tap
dancing lessons on Friday afternoons with Gwen Laird. Most students have participated.
Funding will continue in 2010.

Progress on 2009 targets
Data collected from NAPLAN, student work samples, standardised testing and anecdotal
record show that the student’s performance in writing, spelling and reading continue to improve.

Target 1
100% of students achieve individual goals, marked against Stage outcomes.
All teachers to participate in David Rose Reading to Learn training.
Our achievements include:
• improved student performance in both skills-based and NAPLAN literacy
  assessments. Students improved in all targeted areas of literacy.
• all teachers implementing Reading to Learn.
• students using rubrics and criterion referencing to critique their work samples.
• higher level of student engagement observed.

Target 2
100% of students demonstrating progress towards individual goals, marked against Stage outcomes.
All teachers to participate in Count Me In and Newman’s Analysis training.

Our achievements include:

- improved student performance in both skills-based and NAPLAN numeracy assessments.
- all teachers implementing CMIT strategies.
- programming that responds to students needs.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of school leadership and mathematics.

Educational and management practice

School Leadership

Background

School leadership is an important aspect of the management of Wattle Flat Public School. The parents, students and staff were surveyed on various aspects of leadership within the school.

Findings and conclusions

100% of staff believed that the Principal was committed to school improvement and created a strong team approach to achieving improved student outcomes.

100% of parents believed that the Principal had a positive influence on the school culture and was committed to school improvement. They also believe that their roles within the school are valued by staff and students.

100% of students believed that the school leadership team (staff and students) worked hard to improve the school and provided opportunities for the students to reach their potential.

Future directions

The school will continue to provide opportunities for all stakeholders to participate in and develop leadership roles within the school.

Curriculum

Mathematics

Background

This area was identified for evaluation in 2009 as it is a focus of Wattle Flat PS Priority Schools Funding program.

Findings and conclusions

100% of parents strongly agreed or agreed that mathematics is an important learning area and that their child has developed new skills in mathematics during the year.

71% of parents agree that they have a good understanding of the mathematics curriculum.

100% of parents strongly agree that the use of technology was engaging and beneficial for their child.

100% of students said they enjoy mathematics lessons, particularly when the lessons involved technology and games.

78% of students felt they were good at mathematics and their knowledge continued to improve.

100% of staff said that mathematics was explicitly taught and organised.

100% of staff agreed that Mathletics internet program was beneficial to students and engaged students.

Future directions

Targets will be set to ensure the teaching of mathematics continued to develop and growth, with a focus on using technology to a greater extent.

The Mathletics program will continue in 2010, and will be used as part of the reporting process.

Professional development would continue to strengthen pedagogy.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

The students present as happy, engaged learners who enthusiastically participate in a wide range of activities. They continue to take more responsibility for their learning, acknowledging their areas of need and celebrating their successes.

Parents continue to perceive the school as a welcoming, positive learning environment where their children are nurtured and valued. They are supportive of all programs and believe that the programs cater for individual needs of the children. All parents believe that the staff are
committed to improving student outcomes and provide the students with opportunities and support to achieve. Parents believe that the principal and staff are a positive influence on the school and in the community.

Staff value the students and their families, and are committed to improving student outcomes. They work as a team to provide every opportunity for students to achieve.

Professional learning
During 2009 the staff participated in the following professional learning activities:
- Child Protection
- CPR
- Reading to Learn
- Getting IT Organised for Leadership.
- Small Schools Network Meetings
- Building a New Paradigm of Learning
- CPR
- 7 Ways of Learning
- Primary Principals' Association Meetings
- Bathurst School Education Group meetings.
- Western NSW Region Principal's Conference
- Interactive whiteboard training
- Photo story development

Targets for 2010
Wattle Flat Public School is in the second year of a three year school plan. Data collected from NAPLAN, student work samples, standardised tests and observations of students continues to allow on-going reviews of programs and performances.

Target 1
100% of students demonstrating progress towards individual goals as measured against stage outcomes.
Strategies to achieve this target include:
- Identify needs and negotiate individual student goals.
- Fully implement a Reading to Learn and Spelling Mastery programs to support literacy needs.
- Monitoring and tracking of students' progress.
- On-going professional learning.

Our success will be measured by:
- Individual learning support targeted to areas of needs.
- NAPLAN and school based outcomes analysis provides evidence of improvement.

Target 2
Reading to Learn practices fully implemented.
Strategies to achieve this target include:
- Ongoing involvement in Reading to Learn professional learning and network meetings.
- All staff programming and implementing Reading to Learn strategies.
- Purchase reading resources to support Reading to Learn program.

Our success will be measured by:
- All staff participating in ongoing Reading to Learn professional learning and network meetings.
- Teaching programs evidence Reading to Learn practices in classroom.
- All students demonstrating improved student outcomes.

Target 3
All teachers moving towards implementing e-learning format.
Strategies to achieve this target include:
- Digital learning objects imbedded into teaching programs.
- Consultation with regional personnel to review technology capabilities of school.
- All staff trained in interactive whiteboard usage.
- Principal to continue to participate in Getting IT Organised for Leadership.
- Ongoing professional learning.

Our success will be measured by:
- Staff confidently using technology.
• Digital learning objects imbedded into teaching programs.
• Students explicitly taught to use technology.
• Students confidently using technology as a part of their everyday learning.

Target 4
All teachers continue to develop technology skills.

Strategies to achieve this target include:
• Ongoing development of teacher capacity in the use of technologies to improve teaching and learning through enhanced professional learning and access to curriculum resources.
• Development of Wattle Flat Public School website.

Our success will be measured by:
• Continuing involvement in professional learning in technology.
• Evidence of positive impact of ICT learning tools, digital learning objects, interactive technologies and ICT based curriculum resources on student engagement and learning.
• Wattle Flat Public School in use for delivery of calendar items, newsletters and Annual School Report.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Mrs Kerry Halley, Principal
Mrs Sue Richards, Teacher
Mrs Tania Robins, SLSO
Ms Marilyn Zapel, SAM
Mrs Linda M'Crystal, P&C President

School contact information
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School Code: 3402

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: