2008 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 38kms 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.

Our school has educated generations of Wattle Flat's students for the past 150 years. In 2008 we celebrated our 150th anniversary with a gathering at the school. This event provided clear insight into the loyalty and high regard ascribed to the school by present and past staff, students and families.

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 2008.

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

What a great way to celebrate our Sesquicentenary. Over 400 people gathered to celebrate Wattle Flat Public School's achievements. One highlight of the day was the maypole performance by the students. We also recognised Mrs Ann Bennett’s wonderful 45 year involvement with the P&C.

In these times when everyone is so busy it is good to see so many people generously supporting our school and our students. They do this in many ways such as transporting students to carnivals and excursions, mothers’ day and fathers’ day stalls, attendance at school events, raising funds, manning the barbeques and supporting the P&C. We were very well supported in the organisation and running of the Sesquicentenary celebrations.

Wattle Flat is such a great school and the P&C enjoys a wonderful relationship with the school staff and continues to contribute to the school's success.

Linda M’Crystal – P&C President

Student representative’s message

The Student Representative Council support and raised money this year for the Cancer Council by hosting “the Biggest Morning Tea’ and ‘Pink Ribbon Day Morning Tea’.

The students worked hard this year. We all achieved better results with our work and performed well at the Bathurst Eisteddfod. We gained 1st place for our verse speaking and 3rd place in the Small Schools Choir section.

We won a water tank for our school by entering our art in the Climate for Change Art Competition which won the People’s Choice award. We also painted the Children’s mural with our friend, Buelah Sanson.

Everyone said we were great when we performed the maypole dance at the 150th anniversary celebrations. We are very proud of our performance.

The best part of the year though was going on camp to the Sydney Academy of Sport at Narrabeen. All the students went and we had a great time.

Zoe Gedling, Dean Fitzsimmons, Angus Menzies and Zoi Petford.

School Leadership Team for 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

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>17</td>
<td>15</td>
<td>9</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>8</td>
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Student Attendance

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>93.8</td>
<td>94.4</td>
<td>92.2</td>
<td>91.0</td>
</tr>
<tr>
<td>Region</td>
<td>92.2</td>
<td>92.0</td>
<td>92.0</td>
<td>92.2</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>3</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>K-6</td>
<td>6</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>5</td>
<td>13</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers, including Teacher Librarian</td>
<td>0.436</td>
</tr>
<tr>
<td>Total</td>
<td>1.436</td>
</tr>
</tbody>
</table>

Staff retention

Mrs Halley remained as principal. Ms Janelle Thomas was replaced by Mrs Sue Richards from the beginning of term 3. There have been no other staff changes.
Staff attendance
Staff have access to leave entitlements such as sick leave. Due to the size of our school we are not required to report on this data.

Teacher qualifications
All teaching staff meets the professional requirements for teaching in NSW public schools.

Qualifications % of staff
Degree or Diploma 100

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>30/11/2008</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>64,914.71</td>
</tr>
<tr>
<td>Global funds</td>
<td>40,400.51</td>
</tr>
<tr>
<td>Tied funds</td>
<td>29,843.78</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>8,267.68</td>
</tr>
<tr>
<td>Interest</td>
<td>3,764.61</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3,445.79</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>150,637.08</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>7,611.95</td>
</tr>
<tr>
<td>Excursions</td>
<td>1,318.25</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>7,026.57</td>
</tr>
<tr>
<td>Library</td>
<td>2,420.08</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>23,776.86</td>
</tr>
<tr>
<td>Tied funds</td>
<td>50,677.92</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1,487.50</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>16,694.23</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>4,873.85</td>
</tr>
<tr>
<td>Maintenance</td>
<td>2,553.64</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4,161.94</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>101,202.79</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>49,434.29</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

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.

The students participated in the Conservatorium Small Schools program and performed as part of combined group which included students from Wattle Flat, Sofala and Meadow Flat at the Bathurst Small Schools Creative Arts Festival.

As part of the Creative Arts Festival the students created an art work entitled “Fire and Ice” using a textured medium on canvas. This art work was also entered in The “Climate for Change” art exhibition where it won the People’s Choice Award. The prize was a water tank which has been installed at the school.

The students attended a performance of *Milli, Jack and the Dancing Cat* at the Bathurst Entertainment Memorial Centre.

They participated in the *Artist in Residence* program at Hill End and spent two days creating shadow puppets and musical instruments. Brad Hammond from the Bathurst Regional Gallery ran a pastels workshop at school called “My Place”. The students’ work was then displayed at the Gallery, which the students then visited.

A highlight of the year was the students’ performance of the maypole dance at our sesquicentenary celebrations.
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 tennis coaching.

Rugby league and soccer clinics were conducted during the year.

The whole school attended a camp at Sydney Academy of Sport, Narrabeen and participated in a range of physical activities including rock climbing, high ropes, swimming, games and kayaking.

Citizenship

Wattle Flat Public School celebrated its 150th anniversary with a day of celebrations which included performances by Wattle Flat students, Serious Fun jazz band from Eglinton Public School and Circus Surreal from Kelso High School.

The Student Representative Council hosted the Biggest Morning Tea and Pink Ribbon Day morning tea to raise money for the Cancer Council. They invited the Mayor, Mr Paul Toole to the Pink Ribbon Day morning tea and he then joined the students in class to talk about local council and his role as mayor.

Stage 3 students attended the Bathurst Small Schools camp at Canberra.

The school hosted a visit from some Japanese students visiting on an excursion.

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 “Santa and the Striking Elves”.

Representatives of the local regional council visited the school following the hosting of a local 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. 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

Aboriginal education

Classroom programs 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

A highlight of the year was the visit of the Japanese students to Wattle Flat and the opportunity to gain an insight into their lifestyle and schooling.

The excursion to the Sydney Academy of Sport provided an opportunity for the students to meet
students from other schools, many of them from different cultural backgrounds.

**Respect and responsibility**
Being a small school, peer buddying, mutual support and mentoring are integral components of the student welfare.

Students are regularly reminded of our school values and expectations and rewarded for positive behaviour and improvement.

Respect and tolerance are also promoted through classroom units of work.

**Conservatorium of Music**
In 2008 the students participated in a music program, taught by a teacher from the Conservatorium of Music. We combined with students from Sofala Public School. The students developed skills in music and all students performed at the Small School Creative Arts Festival.

**Premier’s Reading Challenge**
2008 saw our students continue to enjoy participation in the Premier’s Reading Challenge.

All students achieved their target to complete the Challenge.

The interest in and commitment to reading generated by participation in the Challenge are clear evidence of its positive impact on literacy development.

**Progress on 2008 targets**

**Target 1**

*To improve student outcomes in writing by improving the technical aspects of the writing process.*

Our achievements include:

- Improved student performance in both skills-based and NAPLAN writing assessments. Students improved in all targeted areas of sentence structure, punctuation, spelling and use of descriptive language.
- Introduction of Writing Rescue program to cover all aspects of grammar and sentence structure.
- Daily sentence writing program with focus on grammar and text structure.

**Target 2**

*To improve student performance in aspects of patterns and algebra.*

Our achievements include:

- Enhancing the quality of teaching activities through the use of games and online activities.
- Implementation of Newman’s Error Analysis.
- Explicit teaching of working mathematically outcomes to further enhance student’s understanding of patterns and algebra.

**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 2008 our school carried out evaluations of staff professional development and reading.

**Educational and management practice**

**Staff Professional Development**

**Background**
Each year Wattle Flat Public School receives funds to develop the skills of the teaching and non teaching staff. These funds are supplemented with additional school funds.

**Findings and conclusions**

- Professional learning was linked to the school plan and focussed on improving student outcomes.
- All staff indicated that they were involved in the professional learning planning and identified areas of need.
- Staff members attended professional learning activities that enhanced their skills.
Future directions
All staff members will be involved in identifying areas of need.
Professional learning will be linked to management plan. Focus for 2009 will be all staff trained in Reading to Learn.

Curriculum - Reading

Background
This area was identified for evaluation in 2008.
Reading is one of the three components of the English syllabus. It engages students in reading and understanding texts, and in developing knowledge of text structure and function.
School based and NAPLAN data were used in the evaluation.

Findings and conclusions
An analysis of the data shows that:
• Most students are reading at or above stage expectations
• Students on individual programs developed in consultation with ITLS were improving
• Some aspects of reading comprehension identified as areas for development across all grades.

Future directions
• Students identified as having achieved basic or limited competence will continue to be provided with additional support from ITLS and LSO.
• Introduction of Reading to Learn program
• Explicit teaching of reading comprehension skills
• Continuation of programs that foster love of reading – Premier’s Reading Challenge, library lessons, borrowing from Bathurst Regional Council library van, promotion of reading and books through Book Club and independent reading activities.

Parents also perceive the school as a welcoming, positive learning environment where their children are well supported. They believe that the programs offered cater to the individual needs of the students. The parents are supportive of the staff and see them as “caring” and “nurturing.”
Staff believes that children are valued and nurtured at our school. All staff are openly supportive of colleagues and community. They work in close cooperation to achieve improved learning outcomes for all students and to address their individual needs.

Professional learning
During 2008 the staff completed professional learning activities:
• Newman’s Analysis
• Small Schools network meeting
• PSP training and inductions
• Bathurst School Education Group and Western NSW Region principal’s meetings and conference
• CPR
• First Aid
• SBSR V.3
• ERN training
• ARCO
• Primary Principal’s Association meetings
• Autism

School development 2009 – 2011

Targets for 2009
Data collected from NAPLAN, student work samples, standardised testing and observations of students show that the students’ performance, particularly in writing, spelling and working mathematically are areas of concern with some students not performing at stage outcomes. From 2009 the students will be well supported in literacy and numeracy through the PSP program.

Target 1
100% of students achieve individual goals, marked against Stage outcomes.
All teachers to participate in David Rose Reading to Learn training.

Strategies to achieve this target include:
• Analyse NAP writing results and school data against syllabus outcomes
• Train students to use rubrics/criterion reference to critique own work samples
• Identify needs and negotiate individual student goals
• Implementation of Reading to Learn strategies
• Visit to Capertee PS to observe Reading to Learn in Small school setting
• Establishment of small school PSP group network to enhance/maximise PL and involvement in Professional Learning days
• All teachers utilising Reading to Learn strategies in classroom
• Purchase reading resources to support Reading to Learn program
• Implement Western Region Assessment framework
• Monitoring of student work
• Tracking of student progress
• Programming which is responsive to student needs
• Individual learning support targeted to areas of need

Our success will be measured by:
• NAPLAN and school based student outcome analysis identifies areas for improvement
• All teachers undertake Reading to Learn training
• Term assessments indicate 100% students demonstrate progress towards individual goals
• Higher level of student engagement.

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

Strategies to achieve this target include
• Analyse NAP numeracy results and school data against syllabus outcomes
• Identify needs and negotiate individual student goals
• Engagement of regional personnel to optimise staff learning
• Participation in CMI workshops and implementing strategies
• Count Me in Strategies and Newman’s error analysis implemented in class
• Monitoring of student work
• Tracking of student progress
• Programming which is responsive to student needs

Our success will be measured by:
• NAP and school based student outcome analysis identifies areas for improvement
• Individual learning support targeted to areas of need

• CMI strategies embedded in teaching programs and practices
• Higher level of student engagement

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, Learning Support Officer
Ms Marilyn Zapel, Senior Administration Manager
Mrs Linda M’Crystal, President, P&C

School contact information
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Fax: 02 6337 7037
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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: