Sofala Public School
Annual School Report 2013
School context
Fifteen students from the village and surrounding area were enrolled at Sofala School at the beginning of 2013.

Principal’s message
As the Principal of Sofala Public School, I am extremely proud of the students’ achievements and the opportunities provided by our School programs and initiatives.

Sofala Public School’s educational programs deliver quality teaching opportunities. An ever-increasing focus on information and communication technologies prepares our students for lifelong learning in an ever-changing society. Sofala School’s staff members pride themselves on recognising diversity and valuing differences among students. Staff value student contributions and support students through a range of academic, cultural and sporting programs. Sofala has a strong student leadership program which targets the qualities and needs of individual students. Programs provide opportunities for personal development and growth through a range of school responsibilities and experiences.

Sofala School enjoys a close relationship with parents and the community, with effective communication between home, School and community seen as being integral in fostering lifelong learning. I have enjoyed working closely with the P&C and admire the enthusiasm and support they offer to our School.

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 Jaime Medbury
Principal

P & C and/or School Council message
Sofala Public School’s P&C has supported the students and staff through 2013 by holding regular fundraising activities, resulting in the ability to subsidise school activities and projects. The P&C was able to provide funding for weekly healthy eating cooking lessons and subsidised stage excursions.

Parents have helped with baked goods, donations of time and skills, and transportation to numerous learning events. The P&C has held BBQs to raise funds for charities such as the RSPCA. Other events included fundraisers such as a pie drive, catering and raffles.

We would like to extend a BIG thank you to all the families who supported the School’s activities this year. Whether you attended meetings, donated your time for events, donated goods for raffles, purchased raffle tickets or helped out in the classroom, your contribution is very much appreciated.

Mrs Michelle Chapman, P&C
Student representative’s message
Students’ were asked to share something about our School or an activity that they enjoyed this year:

- I enjoyed dressing up at Book Week.
- We went to Young Leaders in Sydney and were able to learn more about leadership. We listened to Nathan Hindmarsh.
- We went to Western Region in Dubbo for athletics. It was hot and I got sunburnt.
- At the science day I liked how we went into the tunnel and the stars moved and I felt sick.
- In Maths we learnt about time and patterns, shapes and numbers. Fractions were hard but I still liked it.
- We saw our pictures on display in the Bathurst Regional Art Gallery.
- At the GALA day we learnt new skills of how to pass, kick and play different games.
- I enjoyed having the other teachers (prac students). We learnt about dinosaurs and did fun sports games.
- I got to see the T-Rex at the Dinosaur Museum.

Comments from students at Sofala Public School

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

Student enrolment profile
In 2013 there were fifteen students enrolled at the school. There were nine boys and six girls enrolled with nine students enrolled in the years K-2 and six in the 3-6 years.

Student Enrolment

<table>
<thead>
<tr>
<th>Gender</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>7</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Management of non-attendance
Sofala Public School, in conjunction with the Department of Education and Communities, regularly reviews attendance of all students. Attendance patterns and overall School profile can be impacted on by non-attendance of particular families and by extended leave.
Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Primary part time teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary teacher release face to face</td>
<td>0.042</td>
</tr>
<tr>
<td>Priority School Funding</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td><strong>Total Teacher Entitlement</strong></td>
<td><strong>1.31</strong></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>0.966</td>
</tr>
<tr>
<td>including General Assistant and Student</td>
<td></td>
</tr>
<tr>
<td>Support Learning Officer</td>
<td></td>
</tr>
<tr>
<td><strong>Total Non-teacher Entitlement</strong></td>
<td><strong>0.966</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

No staff at the School identify as being Aboriginal or Torres Strait Islander.

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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>26940.25</td>
</tr>
<tr>
<td>Global funds</td>
<td>45025.22</td>
</tr>
<tr>
<td>Tied funds</td>
<td>60449.14</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>5857.36</td>
</tr>
<tr>
<td>Interest</td>
<td>974.41</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>14677.05</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>153923.43</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td><strong>Utilities</strong></td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the School’s 2013 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 2013

Achievements

Arts
During 2013 the students were provided with opportunities to participate in a range of creative and practical arts activities:

- Weekly music and visual arts lessons with specialist teacher;
- Regular visits to Bathurst Regional Art Gallery to view exhibitions;
- Successfully competed in the Bathurst and Sofala Shows, displaying a range of art and craft items;
- Performance of “Theo and the Lion” at Bathurst Memorial Entertainment Centre;
- Annual concert and musical performance for presentation night at Sofala Community Hall.
- Student portraits displayed in Regional Art Gallery.

Sport
During 2013 the students participated in a variety of different sporting activities:

- Active After-school Community Program, including multi skills, soccer, dance, orienteering, yoga and tennis clinics;
- Intensive swimming program;
- Sporting gala days, including hockey, soccer, cross country, tennis, T-ball and AFL;
- Students were selected to represent the Bathurst Small Schools’ sporting teams;
- Bathurst Small Schools’ swimming and athletics carnivals.
- Participation at a diamond level in the Premier’s Sporting Challenge.
- In-School programs including AFL, NRL, and Life Education.
- Students represented at Western Regional level in athletics.

Excursions and Camps
The students went on a number of excursions which supported the achievement of learning outcomes across all key learning areas. The students from Sofala Public School joined with the students in Stages 2 and 3 from other schools in the Bathurst Small Schools Association.

Some of the camps and excursions in 2013 were:
- Sustainability workshop
- Science day
- Athletics Carnival
- Years 5 and 6 ‘The Great Aussie Bush Camp’ at Kincumber
- Years 3 and 4 Dubbo excursion
- Gala days
- Education Week performance
- Learn-to-Swim lessons
- Small Schools Sports Gala and Presentation Day
- Swimming Carnival
- Art Exhibition at Bathurst Regional Art Gallery.

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

In 2013 Sofala Public School had six students who sat the NAPLAN assessment in May. Due to the small size of the cohort and reporting protocols, results are not able to be published or commented upon. Families receive individual reports on student achievement and are offered the opportunity to meet with teaching staff to discuss aspects of the assessment.

**Significant programs and initiatives**

**Aboriginal education**

Sofala Public School acknowledges the traditional owners of the land that the school is located on – *the Wiradjuri people*.

The students learnt about aspects of Aboriginal culture, traditions and history in a variety of units of work studied in the Human Society and its Environment syllabus area.

All staff at Sofala Public School are currently training in the 8 Ways Pedagogy training modules.

All Indigenous students who were enrolled in the school in 2013 have individual personal learning plans.

**Multicultural education**

The diversity of Australia’s population is promoted in many learning opportunities at Sofala Public School.

Multicultural education was taught explicitly through activities that connect to cultures within the School, such as cultural cooking demonstrations about food from countries represented in the School community. It was also addressed as a perspective in the HSIE strands of: significant events and people, cultural diversity, rights and roles and responsibilities.

**Environmental Sustainability**

During 2013, our School has continued to focus on sustainability. Staff attended a two-day workshop to implement programs and work with students to develop a proposal to help reduce Sofala Public School’s electricity use. Students measured lux (light measurement) and ways in which we can reduce our use of electricity. Through the student proposal, Sofala installed timer switches for our lights and air-conditioners, as well as installing energy-efficient lights in the library.

At Sofala Public School, we continue to improve our sustainability to ensure the future for now and for the next generation.

**Priority Schools Funding Program**

Additional funding was received to implement strategies within the school plan to improve Literacy, Numeracy and Engagement.

These funds allowed for an intervention program to be implemented, supporting students working below National Minimum Standard or below Year level reading benchmarks.

Teachers focused on improving teaching programs, program delivery and student outcomes through programs that included the CMIT program for Numeracy, Reading 2 Learn and Multilit for Literacy.

The staffing allocation was used for team teaching to assist teachers with Reading to Learn and individual learning programs.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:
School planning 2012—2014: progress in 2013

School priority 1
Literacy
Improved literacy outcomes and performance for all students with an explicit focus on quality teaching elements within a balanced, well-resourced literacy program.

Outcomes from 2012–2014
- Achievement of regional benchmark reading data for all students in Kindergarten to Year 2
- School-based assessment data will show each student, K-6, achieving individual learning goals in relation to stage outcomes in all aspects of literacy, focusing on writing, spelling and punctuation as identified in individual education plans.

Evidence of progress towards outcomes in 2013:
- Staff attendance at and implementation of professional learning in the new NSW Australian Curriculum so it can be effectively implemented
- Individual student support targeted to specific areas of need from individual learning plans
- Best Start analysis evident in Kindergarten program
- Students reaching regional reading benchmark targets
- Improved student literacy engagement

Strategies to achieve these outcomes in 2014
- explicit teaching of grammar, spelling and punctuation
- Share strategies to teach spelling across school
- Use Sentence A Day strategies
- Conduct parent information nights to support parents to assist their children with programs such as home reading
- Use the newsletter for class news to inform parents of classroom programs and School website to share literacy strategies with parents
- Develop Stage information newsletters for parents each term
- Encourage parent assistance in the classroom for reading activities

School priority 2
Numeracy
Improved numeracy outcomes and performance for all students with an explicit focus on quality teaching elements within a balanced, well-resourced numeracy program.

Outcomes from 2012–2014
- School-based assessment data will show each student, K-6, achieving individual learning goals in relation to stage outcomes in all aspects of numeracy, with an emphasis on problem solving as identified in individual education plans.

Evidence of progress towards outcomes in 2013:
- Staff attendance at and implementation of professional learning to effectively implement the new NSW Australian Mathematics curriculum in 2014: and
- Individual student learning support targeted to areas of need – evidenced in student work samples and teacher programs
- Best Start analysis evident in Kindergarten numeracy programs
- Assessment tools developed and utilised
- School-based assessment data gathered and collated in individual student K-6 tracking sheets: ES1, 1, 2 and 3, through pre/post diagnostic testing T1, T3 and T4

Strategies to achieve these outcomes in 2014
Professional learning:
- Undertake opportunities for revisiting/upskilling and construction of resources for CMIT strategies
• Provide targeted support for individual learning needs determined for by the analysis of NAPLAN, Best Start and school-based data
• Utilise Best Start to analyse and establish student learning needs in Kindergarten
• Daily designated numeracy blocks – flexible timetable to link in with support staff and the community
• G&T extension programs in place: mathematics enrichment group
• Access Mathletics for use K-6 and
• Develop a Mathematics scope and sequence.

Professional learning
All staff were extensively involved in professional learning programs throughout 2013. The programs involved:

• Bathurst Small Schools (BSS) combined staff development day
• Consolidation of the Reading to Learn program
• LAST Network training days
• NAPLAN analysis
• Bathurst SEG School Planning process and collegiate meetings
• Western Region Principals’ conferences
• ESES modules training
• Local school staff development days were spent on mandatory training (CPR update; Code of Conduct; Keeping them Safe update; Work, Health and Safety updates; eEmergency and eAnaphylaxis training; a teaching focus project for Spelling Improvement K-6).
• 8 Ways Pedagogy training modules

Parent/caregiver, student, and teacher satisfaction
In 2013, the School sought the opinions of parents, students and teachers about the School and creating a shared mission.
Their responses are presented below.

Background
At Sofala Public School, we are preparing students for a complex, rapidly-changing world. To be active and informed citizens who make the most of the opportunities that this future will present, they will need to be active and successful learners throughout their lives. We have an obligation to inspire students to develop a lifelong love of learning. An important part of this is ensuring that all students have the basic skills to be active and informed participants in Australian society.
To be confident and creative individuals, our students will need to be agile thinkers who can adapt to a world that is ever changing. This means that we need to prepare students for a world where technology will play an increasing role. Just as importantly, we must build resilience in our students by supporting their physical and emotional development.
The world that our students will grow into will be more global and interconnected. Australia will continue to develop as a vibrant multicultural society. We must support and encourage our students to embrace all of the opportunities that this will bring.
In all of these activities, we will only be successful if we engage effectively with our local community. We must be prepared to participate in the life of the local community and to draw on the strengths and capabilities of the local community to support our mission.

Findings and conclusions
To achieve this Sofala Public School will provide our students with:

• High quality, engaging teaching and learning in all areas of the curriculum, utilising technology where appropriate to develop skills for citizenship in the 21st century
• A strong focus on literacy and numeracy as the basis for active,
informed citizenship and lifelong learning
• An inspiring arts program that promotes creativity and enhances thinking and problem-solving skills
• Challenging sport and physical activities to develop the individual’s mind and body
• A curriculum that integrates understanding of the environment and makes students aware of the importance of sustainability for the world we live in
• Opportunities for students to engage with the local community and also with global issues so that they develop an appreciation of multiculturalism and diversity

Every member of the School community has an important role to play in achieving these objectives:

Students will:
• Learn
• Respect
• Participate
(Link to School rules, values, DEC Values and Every Student, Every School)

School Leaders will:
• Provide strong strategic, collaborative leadership
• Develop the capability of all staff
• Support systems and policies that drive quality teaching and learning
• Engage the community in the life of the School
• Respond creatively and strategically to innovation and change informed by the curriculum, policy, legislation and research
• Be accountable for teaching quality and student learning outcomes
• Be responsible for student wellbeing

(.link to leadership capability framework, teaching standards, Principal standard and Leading and Managing the School).

Staff will:
• Provide high-quality teaching and learning activities through the delivery of a rich curriculum that meets the needs of every student
• Develop and maintain professional practice through participation in professional learning and the sharing of best practice
• Understand the needs of the 21st century learner
• Nurture the needs of students and their wellbeing
• Model a love of learning
• Be accountable for teaching quality and student learning outcomes
• Be responsible for student wellbeing
• Provide opportunities for students to:
  - Meet their learning potential in literacy and numeracy
  - Problem-solve and be critical, analytical thinkers
  - Take learning risks, experience success and reflect on their learning
  - Be happy
  - Use technology as a tool for learning
  - Work collaboratively
  - Develop their understanding of the School’s values and rules
  - Develop leadership skills
  - Engage in all areas of the curriculum
(link to Great Teaching, Inspired Learning and Teaching standards)

We encourage parents and members of the community to:
• Engage with the School and its learning objectives
• Encourage children to become lifetime learners through activities outside the School
• Be supportive of the School mission
• Embrace diversity

Learning Caring Sharing
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and has 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.

Jaime Medbury    Principal
Louise Flynn    Teacher
Mrs Marilyn Zapel    SAM
Mrs Michelle Chapman    P&C President

School contact information

Sofala Public School

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Web:    www.sofala-p.school.nsw.edu.au

School Code:    3077

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