2010 Annual School Report
Wee Waa Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
From 1986 to the present, Wee Waa’s population has declined due to a number of factors:

- The drought
- Changes in agricultural practice
- Uncertainty regarding water rights.

This change in population is encapsulated at Wee Waa Public School by two snapshots of enrolment data – 2001 (210 students); 2010 (154 students).

There has been a steady decrease in enrolments over the last few years due to the demographic shift affecting many rural communities.

In 2010 the school population of 154 has an ATSI component of 53 students. Aboriginal enrolment for the last 5 years fluctuated between 35% to 45% of the total school’s enrolment. The traditional language group is Gamilaroi, however the community includes a number of other language backgrounds as a result of Aboriginal people moving to the town.

Staff
There has recently been significant staff mobility - three teachers took maternity leave in 2008 and continued to be on leave or return for one or two days a week in 2009; one teacher was still on part-time maternity leave in 2010 and will continue to be in 2011.

In 2010 the school was staffed by

- 3 temporary teachers
- A high proportion of teachers who were in their first three years of service
- An experienced temporary teacher who achieved permanency at the end of 2010.
- One experienced teacher who was in her second year at the school.
- A relieving Assistant Principal
- The Principal, who is awaiting a nominated transfer due to the school’s re-classification.

Support staff comprised a full time School Administration Manager, a part time School Administration Officer, a part time General Assistant and a full time Aboriginal Educational Officer. The school employed a range of casual support staff including School Learning Support Officers for students with special needs and a QuickSmart tutor, as well as a part time Aboriginal Education Officer in Kindergarten for a large student cohort. The Transition to School program employed an Aboriginal Educational Worker and a teacher in a part time capacity.

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

Significant programs and initiatives

Digital Elders
Year 5 students, their teacher Ms. Daskey with the support of Mr. Ross and Mr. Clifford Toomey, worked with local Aboriginal elders and community members to record local oral history. This project was supported by Schools in Partnership funding.

North Coast Math Scope and Sequence
Sustained in school support was provided to staff by Ms. Pam Murphy and the school Math coordinator, Mrs. Burtenshaw during the implementation of the Scope and Sequence in 2010. It is expected that the whole school focus and consistent approach to numeracy teaching and learning will see ongoing improvement in student outcomes in math in the future.

Student achievement in 2010
In 2010 students in Years 3 and 5 participated in the National Assessment Program Literacy and Numeracy (NAPLAN). Detailed data is included later in this report. Highlights were:

- All Year 5 students have improved by 28 scale scores from the 2009 data in the test aspect of Numeracy.
- Non Aboriginal Year 3 students are 34 scale scores above the state average in the test aspect of Writing.
• Year 5 students are 19 scale scores above the state average growth in the test aspect of Numeracy.

A highlight of the school's results is the significant improvement in Aboriginal students’ results. For example, 33% of Aboriginal students in Year 3 achieved Band 4 in 2010 compared with 26% of Aboriginal students in Bands 4 to 6 in 2009. The results of Aboriginal students continue to move from the lower Bands into the middle Bands in reading and all other areas of NAPLAN.

Messages

Principal’s message

The strong focus on high expectations, supported by focussed professional learning, is having a positive effect. As a result school based and NAPLAN assessments reflect steady improvements in student learning outcomes. The appearance of the school has also improved over the last four years. There have been a number of major improvements made.

• A new fence installed around the school.
• Rooms have been recarpeted.
• The grounds have been top dressed.
• Dead trees have been removed.
• The wooden building has been repainted.
• The primary toilets have been refurbished.
• A new hall has been built.

The evaluation reported on later in this report, about how effectively the school communicates regarding the range and availability of learning activities in the school, identified eight major areas where the school provides extra curricula activities. These activities focused on areas such as:

• Academic programs
• Artistic expression
• Sporting participation

• Information and communication technology applications
• Social activities
• Community events
• Parent courses

More than fifty initiatives, programs and events were identified which added to the educational activities of the 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.

Dorothee Lean

P & C message

I would like to thank our P&C executive and active committee members, who have a common goal … the benefit of our children and our school.

The objectives of a P&C Association are :

• To promote the interests of our school by bringing parents, citizens, students and teaching staff into close cooperation.
• To assist in providing facilities and equipment for the school, and in promoting the recreation and welfare of the students at our school.

This is how I believe the current P&C Association has achieved these objectives :

• Paying for Kindergarten Class Tutor, Leanne Combo, in 2010.
• Donating hats to all Kindergarten students and all new students at Wee Waa Public School.
• Mother’s Day and Father’s Day stalls.
• Representation at Schools in Partnership (SiP) committee meetings.
• Purchase of a set of school ties, which children are able to wear for Eisteddfods, etc.
• A grant of $5,000 from the Narrabri Shire Council was put towards the organisation of our major fundraiser, a Father’s Day car rally. In turn funds raised from this
event were used to pay Pete Blackburn for his choreography of the children’s performances for Presentation Night.

- Purchase of costumes and props for Presentation Night.
- $1000 towards purchase of school math resources.
- Canteen volunteers.
- Volunteers who cleaned out the old Prop Room and then transported props to the school hall.
- Organisation of costumes.
- Volunteers at functions such as Golf Club Movie Night, School Disco and Art Show.

I would like to make further mention of the Car Rally because what began as a P&C fundraiser became a community event, enjoyed immensely by all who participated. Positive feedback ranged from “The best Father’s Day I’ve ever had”, to a comment by one of the longest serving staff members, “The best social event our school has had in years”.

The P&C have had a most successful year and this is due to the involvement of a great many of our parents, some of whom may not attend meetings but contribute in any way they can, whether it be by working at the Canteen, delivering flyers for our Car Rally, making cakes/slices for a variety of school functions or just participating in events such as the Car Rally.

Megan Hawkins,
President.

Student representative’s message

Being school captains this year was a great responsibility. It meant we got to run the assembly and represent our school. Representing our school included going to Canberra and thanking all the speakers, participating in ANZAC Day and Remembrance Day.

I think being school captain will help us to build our confidence in public speaking and many different areas of life.

When we were school captains everyone looked up to us and it made us feel respected.

To have the honour of being school captain was a great pleasure and joy. We will never forget being school captain and the seven years at Wee Waa Public School.

Amber Conomos and Thomas Maples.

School context

The Wee Waa community of approximately 1500 supports a High School and three primary schools - Wee Waa Public School, St. Joseph’s Catholic School and Namoi Valley Christian School.

A downturn in the cotton industry has resulted in the once wealthy community suffering economically. As a result the school receives equity funding support from the Country Areas Program, from the Schools in Partnership initiative and from 2009 also received Priority Schools Program support. In 2012 the school will receive extra financial support through the National Partnerships Federal School Funding program.

Student information

Approximately one third of the student enrolment comes into town by bus each day. The impact of economic changes affecting rural businesses is also felt in the school and is reflected in its declining socio economic status. As a result in 2012 the school will become one of the National Partnership schools, (SES), which should increase the budget available to the school.

Enrolments are declining due to a number of factors, the major one being the rural economic
downturn, thus leading to a loss of population as families move to other areas where there are more work opportunities.

**Student enrolment profile**

Year 6 numbers in 2010 are large, compared to the other 3 primary classes. Participation in the Transition program indicates that there will be a relatively large Kindergarten in 2011.

**Student attendance profile**

The floods at the end of the year had a significant impact on student attendance in Term 4 and affected several school programs and initiatives including Presentation Night, You Can Do It reward activities and attendance award activities.

**Management of non-attendance**

Regular roll marking and monitoring occurs. Meetings with parents are also organised if there are concerns about a student’s non attendance. In cases where no improvement in attendance occurs, students are referred for Home School Liaison support.

**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 2010 class size audit conducted on Wednesday 17 March 2010.

**Structure of classes**

<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>KM</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>2R</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3B</td>
<td>3</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>4T</td>
<td>4</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>5D</td>
<td>5</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>6T</td>
<td>6</td>
<td>26</td>
<td>26</td>
</tr>
</tbody>
</table>

The staff and parents support the maintenance of straight classes in the school, and in-school staffing arrangements are made to ensure this.

**Staff information**

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Primary Teacher Reading Recovery</td>
<td>0.2</td>
</tr>
<tr>
<td>School Learning Support Teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>Priority Schools Funding Staffing</td>
<td>0.2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.294</td>
</tr>
<tr>
<td>Total Teaching Staff</td>
<td>10.294</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.06</td>
</tr>
</tbody>
</table>

In addition the school employs Aboriginal Education Workers in a range of roles. There is also a part time Aboriginal assistant in the canteen.

There was significant staff mobility in 2010 which resulted in four temporary appointments as classroom teachers.
Staff retention

Two teachers applied for and received incentive transfers during the year and one temporary teacher received a permanent appointment at the school, commencing in 2011.

Two graduate teachers will commence permanent appointments at the beginning of 2011. These factors continue to impact on the maintenance of programs and will require ongoing professional learning funds to be applied to ensure new staff can implement school teaching and learning initiatives.

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.

| Balance brought forward | 123,441.98 |
| Global funds            | 121,285.52 |
| Tied funds              | 213,711.11 |
| School & community sources | 54,652.17 |
| Interest                | 8,439.28   |
| Trust receipts          | 10,613.15  |
| Canteen                 | 0.00       |
| **Total income**        | **532,143.21** |

**Expenditure**

- **Teaching & learning**
  - Key learning areas: 36,481.08
  - Excursions: 25,832.95
  - Extracurricular dissections: 11,115.35
- Library: 1,094.25
- Training & development: 530.44
- Tied funds: 210,293.49
- Casual relief teachers: 17,872.55
- Administration & office: 38,245.97
- School-operated canteen: 0.00
- Utilities: 29,411.61
- Maintenance: 6,555.07
- Trust accounts: 10,207.34
- Capital programs: 0.00
- **Total expenditure**: 387,640.10
- **Balance carried forward**: 144,503.11

A full copy of the school’s 2010 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 2010

High quality programs to maximize learning outcomes for all students are presented at Wee Waa Public School.

Achievements

Arts

As a result of the continued implementation of the whole school music program, the school achieved outstanding results at the Narrabri
Eisteddfod with two first, one second and one third prize being awarded to our students.

The school dance program was again implemented in Term 4 with the professional support of an experienced dance teacher. Unfortunately due to the floods, the end of the year performance had to be postponed to 2011.

In 2010 the school successfully participated in the inaugural Narrabri Shire Dance Spectacular.

The visual arts extension program culminated in a successful Art Exhibition in Term 3.

All students were involved in drama workshops presented by a specialist drama teacher.

**Sport**

Throughout the year students participated in trials in a number of sports with mixed success. A very successful swimming carnival was held in Term 1, cross country in Term 2 and athletics in Term 3. Student participation continues to be high in all sporting events.

The school achieved a Gold award in the Premier’s Sporting Challenge this year. As a result of whole school daily fitness sessions, fitness levels improved.

The Term 4 intensive swimming was again held with all students participating in learn to swim or stroke improvement classes.

Some achievement highlights were:

- **Swimming**: David Gligorevic, Jared Hoffman and Aleshia Middleton competed at the New England Regional swimming carnival.
- **Athletics**: Regional representatives were Emily Haynes, Kyle Trin dall, Thomas Maples and Janett Lamb.
- **Cross Country**: Rhys Mortimer and Kyle Croaker represented Narrabri Zone at District level.

**Other**

The Active After School program proved so popular it began to be held on two days a week during the year.

Students participated in a range of other activities and competitions:

- 26 pieces of student work were awarded first or second place at the Wee Waa Show
- Weekly radio broadcasts
- The Multicultural Perspectives Public Speaking competition
- Premier’s Spelling Challenge
- Premier’s Reading Challenge
- Holiday Reading is Rad
- Where’s Collie? on-line research project
- Boys on the Move Billy Cart Challenge – 4 prizes
- Cotton Catchment Communities CRC “Enviro-Reader” competition. The Year 3 Enviro Reader was one of 9 published out of 400 entries. This was the second time in 2 years that a Wee Waa Public School entry was published.
- Science and Engineering Challenge
- Premier’s Sporting Challenge Transition to High School Sports program for Year 5 and 6 students

**Academic**

In the National Assessment Program, the results across the Years 3 and 5 assessments are reported on a scale from Band 1 to Band 8. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest)
Yr 5: from Band 3 (lowest) to Band 8

**Literacy – NAPLAN Year 3**

17 students in Year 3 participated in NAPLAN. Three students who received integration funding were withdrawn from the assessment program by their parent/caregiver.

**Reading**

Year 3 reading results continued to be very pleasing with the percentage of students in the top Band almost equalling the state average in 2010. The school has continued to outperform
the Similar School Group (SSG). Only 6% of students were below the National Minimum Standard in Reading.

In 2008 the percentage of students in the top 4 Bands was 64%.

In 2010 the percentage of students in the top 4 Bands was 81%.

This shift of students from the bottom two Bands is a reflection of significant improvement in our school’s results and is replicated in data in other areas.

Writing

The Year 3 writing result is outstanding with no students in the two lowest Bands and 65% in the two top Bands. In this area the school has performed well above the state average.

In 2008 83% of Year 3 students were placed in the top 4 Bands compared to 100% in 2010. 65% of students achieved Proficiency level this year.
Spelling

It was pleasing that no student in Year 3 was in Band 1, however no student achieved a Band 6 either. While the school results in spelling continue to improve and all students achieved above the national minimum standard, non Aboriginal students have shown a decrease of 26 scale scores from the 2009 data.

In 2008 77% of students were in the top 4 Bands, 84% were in these Bands in 2010.

Grammar and Punctuation

Year 3 results in grammar and punctuation were extremely pleasing. No students were below the National Minimum Standard and more than 65% of students were in the top two Bands, and achieved Proficiency.

In 2008 72% of Year 3 students at the school were in the top four Bands, in 2010 it was 82%.

Transition Program

Numeracy – NAPLAN Year 3

The Numeracy graph reflects the movement of student results out of the bottom two Bands and into the middle Bands.

In 2010 6% of student results were below the National Minimum standard.

In 2008 72% of Year 3 students at Wee Waa Public School were in the top four Bands in Numeracy, in 2010 it was 82%.
Literacy – NAPLAN Year 5

16 students in Year 5 participated in the NAPLAN assessments. One student was absent at the time of the assessments.

Reading

The gradual shift of student results out of the bottom two Bands towards the middle is pleasing.

In 2008 47% of Year 5 students were in the top four Bands for Reading, in 2010 it was 74%.

However, 12% of students were below the National Minimum standard for Reading in Year 5 in 2010. This is a reduction from previous years but reading needs to continue to be a focus for future planning.
Writing
This is an area of concern. There continued to be a significant proportion of students in the bottom two Bands in Year 5 writing. However, it was pleasing to see that students were also achieving in the top two Bands.

The results for all Year 5 students are 52 scale scores below the state average.

19% of students were below the National Minimum standard in Writing in 2010.

In 2008 61% of Year 5 students at the school were in the top four Bands and in 2010 it was 62%.

Writing needs to be a focus of literacy teaching in the primary classes. However it was pleasing that this year 12% of our students achieved in Bands 7 and 8 compared to 4% in Bands 7 and 8 in 2008.

Spelling
There were no students in the bottom Band in Year 5 spelling and all students were at or above the National Minimum standard.

In 2008 44% of Year 5 students at the school were in the two lowest Bands. In 2010 this has gone down to 25%.
Grammar and Punctuation

Compared to the school average from previous years and the SSG, the Year 5 results were acceptable. While 31% is still too many students in the bottom two Bands, (with 6% of students below the National Minimum Standard in 2010) when compared to 48% in Bands 3 and 4 in 2008, this result is an improvement.

In 2008 52% of students in Year 5 were placed in the top four Bands. In 2010 it was 69%. The middle Bands were achieved by the majority of students, which was pleasing.

Year 5 students are 52 scale scores below the State Average growth in this test aspect. This is an area that needs to be addressed in future planning at the school.

Numeracy – NAPLAN Year 5

Year 5 results in numeracy reflected the emphasis on numeracy teaching in 2010 and it was very pleasing that no student was in Band 3 or below the National Minimum Standard. In 2008 48% of students achieved results in the top four Bands. 88% of students achieved Band 5 to 8 results in 2010, a very pleasing improvement on previous years.

No students achieved below the National Minimum Standard.
Progress in literacy

The following graphs represent the progress of the same students between Years 3 and 5 in these areas of literacy. Spelling, grammar and punctuation comparison data is only available for the period 2008-2010.

![Average progress in reading between Year 3 and Year 5](image1)

![Average progress in spelling between Year 3 and Year 5](image2)

![Average progress in grammar & punctuation between Year 3 and Year 5](image3)

Warialda Billy Cart Derby
Progress in numeracy

This is a particularly pleasing result as the Year 5 students in 2010 at Wee Waa Public School outperformed both the SSG and state average rate of growth in Numeracy.

Minimum standards

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

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

In 2009 100% of students in year 3 at Wee Waa Public School were above the minimum level in spelling. This year 100% of our students achieved this level in three areas of literacy.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

In 2009 there were no areas where 100% of our year 5 students were at or above the Minimum Standard. This year this was achieved in two areas with a significant growth of more than 20% in grammar and punctuation also.

Significant programs and initiatives

In 2010 the school focus was on improving student results in numeracy. The school established the North Coast Math Scope and Sequence as the whole school math program. A major component of the implementation was staff professional learning. The professional learning was provided by the Literacy/Numeracy consultant Ms. Pam Murphy, and two School Development Days were presented by Mr. Brian Tickle with follow up workshops for staff and students. As a result all classes hold their math sessions between lunch and recess every day. The whole school focuses on the same math strand at the same time. This will enable students to move between classes to work at an ability-appropriate level. The impact of this initiative is beginning to be reflected in the school data, for example Year 5 2010 NAPLAN results, where 100% of students were at or above the minimum standard.

Of particular note is the shift in both Year 3 and Year 5 out of the two lower bands into the higher achievement Bands in numeracy, and this is highlighted in the “Progress in Numeracy” graph on this page.

In 2008 28% of Year 3 students achieved results in Bands 1 and 2 and 55% of Year 5 students in Bands 3 and 4. When this is compared to the same results in 2010, 18% were in Bands 1 and 2 in Year 3 and 13% in Bands 3 and 4 in Year 5, a significant improvement.
**Aboriginal education**

Aboriginal education targets have been aspirational and therefore not always achieved or achievable, but there has been significant and pleasing improvement in student outcomes at the school.

The continued support of Schools in Partnership funding and focused innovative teaching practices have resulted in positive academic growth for our Aboriginal students. In NAPLAN Year 5 Aboriginal student results in all areas were trending upwards. In three areas out of five areas reported on, Aboriginal student growth at Wee Waa Public School was above New England Aboriginal student growth.

The maintenance of the You Can Do It program continued to impact positively on student behaviour. In 2009 seven suspensions were for Aboriginal students; in 2010 this had reduced to two suspensions for an Aboriginal student.

In every year at least one Accelerated Literacy text has an Aboriginal focus. There is always an Aboriginal component to the annual art extension program.

This year NAIDOC was jointly celebrated by the Local Area Land Council (LALC), Wee Waa Public School and Wee Waa High School. This was the first time these three community bodies coordinated their events. There was a positive community response to this initiative.

**Respect and responsibility**

The You Can Do It program is the backbone of the school’s Discipline and Welfare strategy. Despite the fact that in 2010 there was no funding for the Key Room teacher, there has been a continuing downward shift in the number of suspensions, detentions and other interventions. At the end of each term an award activity was held for students who achieved the required level in the focus area set by staff for that term.

**Connected learning**

All class and support rooms have had interactive whiteboards installed. The school has continued to update technology resources in preparation for intensive technology camps to be held at the school in the coming year for all students.

Staff members have participated in ongoing professional learning to improve their technology awareness and application. In most classrooms the interactive whiteboard is used for all key learning areas every day, especially Accelerated Literacy and the daily numeracy session.

The school continues to improve in its use of the school based student reporting (SBSR) application.

This year the T4L allocation has been used to replace the school server.

**Other programs**

**Schools in Partnership**

In 2010 Schools in Partnership funding was applied to:

- Accelerated Literacy, providing ongoing professional learning and supplying resources.
- Numeracy: the whole staff being supported to implement the North Coast Scope and Sequence in Math
- Transition to kindergarten program with funding being applied to a part-time teacher, Aboriginal Education Worker and to provide bus transport for students.
- QuickSmart
- Personalised learning plan meetings
• Digital Elders project.
• Literacy/numeracy tutor

Country Areas Program
The Country Areas Program funding continued to be applied to:
• increased professional learning for teaching and support staff
• Supporting the Stage 3 excursion to Canberra and the Stage 2 and 3 excursion to Lake Keepit,
• The You Can Do It program
• Purchasing technology resources.

Priority Schools Program
Priority Schools Program support at the school was applied to:
• Maintaining the straight classes in the school with the .2 staffing allocation
• Supporting professional learning including the math focused professional learning days and workshops run by Mr. Brian Tickle
• Continuing to improve staff capacity in technology
• Attendance at professional learning presented by David Langford

Parent courses were run by PSP consultants at the school in literacy, numeracy and goal setting

Progress on 2010 targets

Target 1
Increase the percentage of students achieving higher Bands in NAPLAN Numeracy by 10% based on 2009 data.

Year 3
The percentage of students in the top 4 Bands in 2009 was 75%.

Our success will be measured by achieving a 10% increase.
In 2010 Band 3 – 47% - Band 4-12%; Band 5-24%; Band 6-0% = 83%. The target was substantially met with results being only two percentage points below the target figure.

Year 5
In 2009 the percentage of students in the top 4 Bands was 62%. In 2010 the percentage of Year 5 students in those Bands was 88%, which exceeded the target of a 10% increase significantly.

Our achievements included:
• Meeting and exceeding the aspirational target for Year 5, and almost meeting the target for Year 3.
• Ongoing success of the QuickSmart program in Years 5 and 6.
• Working with outside consultants and presenters to support staff in improving the teaching of Numeracy, including Department of Education and Learning personnel, and Mr. Brian Tickle on School Development Days and follow up workshops.
• Aligning the numeracy session for all classes.
• Using in school standardized assessments, including SENA 1 and 2.

The target for year 3 was almost met, and exceeded for year 5.

Target 2
To maintain increased achievement in reading in 2010 based on 2009 data.

Year 3. 46% of students to achieve Band 5 and 6 results in reading.

This target was not met as only 30% of students in year 3 achieved Bands 5 and 6.

However while the target was not met for the two highest Bands, there has been a major improvement in moving students into the four highest Bands. This is shown in the data below, comparing results in Bands 1 and 2 over three years, and Bands 3 to 6 in the same years.

• In 2008 36% in Bands 1 and 2
• In 2009 17% in Bands 1 and 2
• In 2010 18% in Bands 1 and 2
And:

- In 2008 64% in Bands 3 to 6
- In 2009 83% in Bands 3 to 6
- In 2010 82% in Bands 3 to 6

In year 3 the significant shift from the lower to the higher Bands which was achieved in 2009 has been maintained in 2010.

Year 5. 27% of students to achieve Band 7 and 8 results in reading.

This was not achieved. 6% of students received a Band 8, 0% a Band 7. However, as for the year 3 data, there has been a continuing shift from the lower Bands (3 and 4) to the middle Bands in year 5 also.

- In 2008 57% in Bands 3 and 4
- In 2009 35% in Bands 3 and 4
- In 2010 26% in Bands 3 and 4

And:

- In 2008 43% in Bands 5 to 8
- In 2009 65% in Bands 5 to 8
- In 2010 74% in Bands 5 to 8

Year 5 cohorts have steadily increased their representation in the four higher Bands.

**Target 3**

Maintain increased achievement in reading in 2010 for Aboriginal students, based on the 2009 achievements in NAPLAN.

- Aboriginal students in Year 3 target : 13% of students to achieve Bands 5 and 6 in NAPLAN reading in 2010.
- Aboriginal students in Year 5 target : 18% of students to achieve Bands 7 and 8 in NAPLAN reading in 2010.

Year 3

In 2009 13% of Year 3 students achieved Band 5 and 6 results. This target was not met as in 2010 no Aboriginal students achieved Band 5 or 6.

However in 2008, the base year for setting the School Plan targets, 63% of Aboriginal students were placed in the two lowest bands for reading.

In 2010, this had reduced to 50% in the two lowest bands.

Year 5

In 2009 18% of Year 5 students achieved Band 7 results. This target was not met as in 2010 no Aboriginal student achieved a Band 7 or 8.

However, as for Year 3, there has been a significant movement out of the lowest two achievement Bands.

In 2008 78% of Year 5 Aboriginal students were in the two lowest Bands (3 and 4). In 2010 this had reduced to 28% - a very significant improvement of 50%.

**Key evaluations**

Two areas were evaluated in 2010 - Staff Professional Learning and Creative and Practical Arts.

**Educational and management practice**

The school evaluation committee met in August to plan evaluations with the School Development Officer. Due to the high rate of staff turnover a significant proportion of every annual budget and funds from SiP, CAP and PSP have been allocated to professional learning. It was felt that this area needed evaluation as professional learning is integrally linked to the school plan.

**Background**

Every year staff members are requested to complete an individual professional learning plan, aligned with the school priorities and including the strategies chosen to address annual targets.

**Findings and conclusions**

The staff include SASS, Aboriginal Educational Workers, School Learning Support Officers and teachers.

11 members of staff had been working for the Department Education and Training for 11 years or more; 4 members of staff had been working for less than 10 years for the DET.

5 members of staff had worked at the school for 10 years or more; 10 members of staff had worked at the school for 4 years or less.

This confirmed the need for ongoing professional learning to remain a focus for this school.
All staff agreed that almost always or usually:

- The school has involved staff and parents in decisions about the school plan.
- The school plan is responsive to changing needs.
- The school plan guides professional learning.
- School priorities and targets to improve school performance are identified by planned evaluation.
- The main purpose of professional learning is to improve student learning outcomes.
- The school’s planning processes are inclusive of staff learning needs.

The large majority of staff agreed that:

- The main purpose of school targets is to improve student learning outcomes (14 out of 15 staff agreed).
- The allocation of resources to professional learning is open and understood (13 out of 15 staff agreed).

**Future directions**

Current staff professional learning planning and practices:

- Continue to focus on student learning outcomes.
- Address the needs of newly appointed staff.
- Ensure school programs in literacy, numeracy and technology can be maintained.

**Curriculum**

Creative and Practical Arts

**Background**

While the primary focus of the school plan and classroom programs is literacy and numeracy, there has always been a strong focus on creative and practical arts at Wee Waa Public School. However, this area had not been evaluated for many years.

Parents were surveyed and approximately 18% of families responded to the survey.

**Findings and conclusions**

The majority of parents felt informed about the range of options and that there is a good range of options available in creative and practical arts.

Of the parents surveyed, almost all of their children accessed opportunities which were made available at the school.

36% of respondents felt that generally teachers determined student access to activities.

64% felt that it was a combined parent/staff decision.

83% of parents were satisfied to extremely satisfied with the decision making process.

There was no statistically significant difference between those opportunities parents would like to see more or less of.

Document analysis showed the school informed parents of opportunities in the following ways:

- Weekly newsletter, radio broadcast and website – on average, one item per week regarding opportunities is published.
- Special notes about events are sent home for out of town or out of hours activities and permission notes are requested at this time.
- The school information booklet is updated annually, given to the parents of new enrolments, available from the front office and is also available on the website. It gives specific information about opportunities available to students.
- There were more than 50 extra curricula activities and programs made available to students in 2010.

**Future directions**

While some specific suggestions were made about further opportunities that parents would like to have offered, none were requested by more than one respondent.

The most statistically significant areas identified concerned:
• Who determines student access to the activities.
• That more information was needed to be sent home that would allow children to access the available opportunities.
• Surveys indicated that some parents perceive teachers’ decisions influence student access to opportunities. A review of the current processes reveal that in 2010 only three opportunities had major input from staff.
• Technology camp. This was organized by the CAP coordinator and restricted to stage 2 as stage 3 was involved in the Canberra excursion.
• Art program. Students were selected by the coordinating teacher on the basis of student’s interests and talents.
• Extension program. Students were selected by their class teacher and the extension class teacher.

Future Directions
• Access to learning support programs be clarified in the Information Booklet, the newsletter and the website.
• The process for students accessing other learning opportunities, activities and events to be clarified, especially when there is restricted access to particular opportunities.

Professional learning
The main areas of teacher professional learning in 2010 were:
• The use of Information and Communication technology
• Quality teaching
• Literacy and numeracy
• Leadership and career development
• Welfare and equity

School development 2009 – 2011
The areas for school development in this triennium were literacy, numeracy, Aboriginal Education and Training and connected learning/teacher quality.

Targets for 2011
At the beginning of the triennium 2009 to 2011 the school set aspirational targets for student achievement. Whilst some of these targets have been met, in other areas there have been significant improvements while not reaching the set targets. In all focus areas there has been a shift towards higher achievement Bands in all student assessment results.

Target 1
Literacy
Year 3
Maintain 100% of year 3 students achieving at or above Minimum National Standard in writing.
Year 5
Improve the percentage of students achieving at or above Minimum National Standard in writing by 10% to 91%.

Strategies to achieve this target include:
• Continue to train staff in Accelerated Literacy to ensure 100% of staff are qualified to implement this pedagogy.
• Daily journal writing to be included in the literacy sessions in all classes.
• Improving the use of technology for teaching literacy
• Holding technology workshops at the school for all students, with a focus on literacy.

Our success will be measured by:
• Achieving the year 5 writing target and maintaining the writing results for year 3.
• Implementing the planned strategies successfully.

Target 2
Connected Learning/Teacher Quality.
Continue to ensure 100% of teaching staff access professional learning which supports the New South Wales Quality Teaching model.

Strategies to achieve this target include:
• School development days to address student learning outcomes.
• Staff to attend Quality Learning conference in Inverell.
• In-school professional learning activities to include elements of the Quality Teaching model.
• Collegial supervision to focus on Quality Teaching elements in planning and practice.

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.

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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: http://www.schools.nsw.edu.au/asr