Our school at a glance

Students

Student numbers fluctuated between 160 and 165 during the year. At Wee Waa Public School enrolments are usually lower at the beginning of every year and increase as the year progresses. At any one time 35% to 40% of students identify as Indigenous. There were no students with a Non English Speaking background enrolled in 2009. A small but significant component of the student body continued to be mobile, moving between towns for several months at a time.

Demographic trends continue downwards as the population of the town and surrounding district decreases. According to Australian Bureau of Statistics, between 1986 and 1996 Wee Waa lost nearly 12% of its population.

Staff

Support staff are the full time school administration manager, part time school administrative officer, part time general assistant and full time Aboriginal Education Officer.

A Key Room teacher position to support students with behaviour issues was maintained as an above establishment position with SiP funding.

The school employed a range of support staff including support learning officers for students with special needs, a full time Year One tutor to support a larger than usual cohort, and literacy and numeracy tutors for all classes.

Significant programs and initiatives

Schools in Partnership Initiative (SiP), Country Areas Programme (CAP), and Priority Schools Programme (PSP) equity funding was received by the school.

SiP funding was applied to the You Can Do It programme including a Key Room teacher, improved technology, mobile computer laboratories, literacy and numeracy tutors, the QuickSmart programme, Count Me in Too, Personalised Learning Plans, Playgroup and Transition.

CAP and PSP funding was applied to the purchase of interactive whiteboards for the Library and extension classroom. PSP funding and staffing allocation was applied to the extension programme. CAP funding was also used for professional development and excursions.

Student achievement in 2009

In 2009 the school focus was on improving student reading results. As the data below shows, there was a significant improvement.

NAPLAN reading - 46% of Year 3 students in 2009 were in Bands 5 and 6 compared to 41% in 2008; 27% of Year 5 students in 2009 were in Bands 7 and 8 compared to 13% in 2008.

NAPLAN reading results of indigenous students also improved – 13% of indigenous students were in Band 6 in Year 3 compared to 14% in Band 5 in 2008; Year 5 NAPLAN results in Bands 7 and 8 were 18% compared to 13% in 2008.

Messages

Principal's message

Commonwealth funding allowed the school to refurbish the primary boys and girls toilets, the state of which had been an issue for a number of years. The wooden building was painted, two rooms were freshly carpeted and building work commenced on a school hall. The donation of soil from the Wee Waa Bowling Club green was appreciated and used to top dress the grounds.

The contribution of the P&C in a number of areas listed in the P&C President's report is gratefully acknowledged. The canteen continues to provide healthy food for students and staff and to cater for school events, making it possible for the school to offer a range of courses for Wee Waa parents and teachers from other schools in the region.

Excellent attendance at Grandparents’ Day, National Aboriginal and Torres Strait Islander celebrations, Personalised Learning Plan meetings, Education Week, Presentation Night and sporting events confirms the important role the school plays in the community. Presentation Night sponsors for awards contribute to the success of this awards ceremony and exemplifies the support the school attracts from the community.

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 and/or School Council message

The P&C has worked very hard with a small but dedicated committee, to improve the children's learning environment on everyone’s behalf. Now is the time to reflect on what we have accomplished this year and acknowledge the people who have made a tremendous effort.

Fundraising – we have held various fundraising events this year; total of all fundraising was $3849.04. However, in addition to raising money for improvements for the school – these events serve several purposes; they raise the profile of
the school within the wider community, they contribute to the community and are fun.

Fundraising events held in 2009 included Mothers’ Day and Fathers’ Day stalls which children love; Wee Waa Show stall; Fire Appeal day that included other schools in the town; FOWL Night Out; Mardi Gras stall; selling chocolates.

Funding Applications – In recent times the P&C has also applied to various funding bodies for different projects. Funds are heavily sought after by many worthy organisations and applications far exceed available funds. During the year we applied for three grants and were grateful to be successful in two of them, totalling $9,300.

- We received a $5000 grant for books and equipment from the FRRR to assist the extension programme so capably run by Mrs. Jodie Keys.
- We were successful in gaining a grant from the Commonwealth Government Department of Families, Housing Community Services and Indigenous Affairs to the tune of $4,300 to improve the facilities that volunteers at the school use – the majority of which will go to the canteen, a PA system and shade in the court yard.

We also have another application in with the FRRR to assist in funding the Year 5/6 excursion to Canberra, which we hope is successful.

Voluntary levy – The P&C asks all families for a voluntary levy which assists in funding the P&C and the contribution that it makes to the school. This year a total of $1390 was contributed through this levy.

Contributions – In addition to the grants money that is specifically allocated as noted above, during the year the P&C has made the following purchases and donations to the school.

- Donated a new hat to each Kindergarten student.
- Purchased a portable shade shelter to use at any outdoor event.
- Contributed $1,500 to the Dance performance for Presentation Night this year.
- Purchased atlases for Years 4, 5, and 6.
- Financially supported students who represented the North West at state level.

The P&C has made a commitment to fund a Class Tutor for Kindergarten in 2010 at a cost of $10,000.

Activities and Consultation

Apart from providing resources to the school, the P&C committee is a consultative committee used by teachers and the Principal to better understand what the parents want from the school and any concerns they may have. The P&C is a conveyor of information that facilitates the smooth running of the school. In addition to the day to day consultation, this year the P&C was involved in the following consultative and organisational activities:

- Morning Tea for new Kindergarten parents on their first day of school.
- Involved in planning for the new hall.
- Membership of the Schools in Partnership committee.
- Organised uniforms and hats for students to purchase at the canteen.
- Running the canteen.

As the parent body we are the voice of the parents of the students who attend the school. One issue that faces a school such as ours is retaining staff. Last year we instigated service awards for all staff in 5 year steps, and we gave a lot of awards in 2008 as many were retrospective. This year we presented one 25 year award to Merre Watts.

To achieve these things and be involved in so many activities at the school the P&C has a small but dedicated committee of Sue Young, Merrill Johnson, Susanne Kable, Jodie Barnes, Nicole Piper, Megan Hawkins and Wendy Cameron and a total membership of 21 people.

We would like to make special mention of Debbie Ross who works tirelessly at the canteen to provide healthy food for children and cater for numerous functions throughout the year.

Also thanks to the volunteers who help at the canteen; these include Amanda Platt, Lisa Pfeffer, Gay Passmore and Tracy Gordon.

We have made a large commitment to the school in funding a tutor for Kindergarten next year; the P&C will need wide support to be able to keep this commitment.

Sue Young (P&C President)

Student representatives’ message

We really enjoyed carrying out the role of school captains. Being the organisers and presenters at school assemblies and events was interesting and developed our skills in public speaking. We enjoyed being the helpers of infants children and new students.

Tom Cameron and Kyann Dickinson
School context

Student information

There has been a steady decrease in enrolments over the last few years due to the demographic shift affecting many rural communities. In 2001 the school’s enrolment was 210 with 52 students (25%) identifying as Aboriginal. Wee Waa Public School has an enrolment of 160. Currently the school has an ATSI enrolment of 58. For the last 3 years this has fluctuated from 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.

Student enrolment profile

Enrolment numbers were lower than in 2008, however the total school enrolment stayed about 160 during the year, ensuring the school’s staffing level was maintained.

Management of non-attendance

Regular roll marking and monitoring occurs. Students who return to school without an explanation for their absence have a note sent home by the classroom teacher requesting a parental response. Meetings with parents are organised if there are ongoing concerns about a student’s non attendance. If there is no improvement, students are referred to the Home School Liaison Officer for further intervention.

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>1B</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2R</td>
<td>2</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>3B</td>
<td>3</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>4T</td>
<td>4</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>5T</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>6S</td>
<td>6</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>KD</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>

Structure of classes

A full time tutor was employed by SiP to support the enrolment bulge in the Year One class. This ensured straight classes and no composites throughout the school.

Staff information

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

There was significant staff mobility in 2009. Three teachers were on maternity leave and worked part time for one or two days per week; a teacher gained promotion to another schools and a relieving Assistant Principal took on the role of Principal in a nearby primary school in semester two. Apart from three permanent class teachers and the principal, all other teachers were temporary appointments.

Mrs. Lean was on FACS leave during Term 1 and Mrs. Smith took the Relieving Principal position during this time.
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>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5.0</td>
</tr>
<tr>
<td>Primary Part Time Teacher</td>
<td>0.3</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.294</td>
</tr>
<tr>
<td>Teacher Librarian</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>Primary Teacher Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>School Learning Support Teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>10.894</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>3.06</td>
</tr>
<tr>
<td>Grand Total</td>
<td>13.95</td>
</tr>
</tbody>
</table>

Indigenous school staff included the Aboriginal Education Officer, the Year One tutor, four Literacy Numeracy tutors and Playgroup/Transition aides. An Indigenous canteen assistant was also employed in second semester.

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.

Date of financial summary: 30/11/2009

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>268 819.40</td>
</tr>
<tr>
<td>Global funds</td>
<td>142 910.70</td>
</tr>
<tr>
<td>Tied funds</td>
<td>250 577.29</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>31 647.64</td>
</tr>
<tr>
<td>Interest</td>
<td>9 703.16</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>9 341.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>712 999.94</strong></td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

- Key learning areas: 26 300.11
- Excursions: 2 620.28
- Extracurricular dissections: 6 835.17
- Library: 1 543.20
- Training & development: 8 729.47
- Tied funds: 431 961.08
- Casual relief teachers: 9 474.71
- Administration & office: 34 919.10
- School-operated canteen: 0.00
- Utilities: 35 470.71
- Maintenance: 8 719.07
- Trust accounts: 9 136.61
- Capital programs: 13 848.45

**Total expenditure**: 589 557.96

**Balance carried forward**: 123 441.98

A full copy of the school's 2009 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 2009

Wee Waa Public School delivers high quality programmes to maximise learning outcomes for all students.

Achievements

Arts

A wide range of opportunities was provided to develop and show-case the abilities of our students.

- A music instructor presented regular classroom lessons and continued senior
and junior choirs, as well as the recorder group in term four. All of these groups performed at the end of year presentation night. The choirs also participated at the Narrabri Artsfest.

- An experienced teacher of dance worked at the school one day per week in term four to prepare students for the end of year performance.
- Visual arts workshops were held in terms two and three.

Sport

2009 was a busy year for sport at Wee Waa Public School. Throughout the year we had many of our senior students successfully trial in soccer, cricket, rugby league, touch football, rugby union and netball. Wee Waa Public School competed with mixed success in the State Knockouts in the sports of soccer (boys and girls), cricket (boys and girls) and rugby league.

We ran a very successful swimming carnival in Term 1, followed by Cross Country at the Golf Club at the end of Term 2 and Athletics in early Term 3. There was an excellent level of participation from the students at all three events.

We had three outstanding performances from individual students. Kyle Trindall competed in the Junior Boys Shot Putt at the State Athletics Carnival at Homebush and Allyssa Toomey and Sadie Dixon played at the State Softball Carnival in Tamworth, representing the North West Region.

We participated in the Premier’s Sporting Challenge throughout Terms 2 and 3. This was an excellent initiative as many students who had been reluctant to engage in fitness activity participated enthusiastically. Fitness levels and skills improved noticeably across the entire school.

The year finished with Intensive Swimming throughout Term 4. This was a valuable programme, particularly in developing the confidence of non and poor swimmers.

Other

As the school was focusing on improving students’ results in literacy there was a significant increase in participation in competitions and other opportunities. Students participated in:

- Premier’s Spelling Challenge
- Premier’s Reading Challenge
- Holiday Reading is RAD

Students entered the Cotton Catchment Environmental Readers competition and the reader prepared by the Year four class was published. Highly commended certificates were awarded to Zoe Conomos and Curston Small.

Regular student radio broadcasts were initiated giving the students the opportunity to develop their oral presentation skills.

The SiP Advisory Committee wanted to recognise the contributions and achievements of members of the school community and Allyssa Toomey and Clifford Toomey were both recognised with the presentation of a Giyanah Dirrabu Murri award. Clifford received the 2009 Outstanding Education Achievement by an Aboriginal Staff Member award. Allyssa was recognised for the 2009 Outstanding Achievement in Student Leadership (Primary).

Year 3 finished in the first 50 schools in Australia in the “Where’s Collie?” annual CAP online research project.

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)
Literacy – NAPLAN Year 3

24 students participated in the National Assessment Programme in Literacy and Numeracy (NAPLAN). It is encouraging to note that literacy results were particularly pleasing.

Reading: Year 3 reading results were excellent with nearly 30% of students in band 6 and less than 5% in band 1. More than 62% of students were in the top three bands. The graph clearly shows that the Wee Waa Public School Year 3 results were above 2007 to 2009 school, like school group and state average results.

Writing: More than 20% of students in Year 3 were in band 6; none were in band 1; 83.3% of students were in the top three bands.
**Spelling:** There were no spelling results in NAPLAN 2008 so there is no comparison data available. Again the Year 3 results in spelling were very positive with less than 5% in band 1 and more than 66% of students in the top 3 bands.

**Grammar and Punctuation:** The grammar and punctuation results for Year 3 showed that more than 66% of students in Year 3 achieved in the top three bands. However, this area has the largest band 1 result in literacy.
**Numeracy – NAPLAN Year 3**

50% of students achieved in the three highest bands, however no student achieved a band 6 result.

Numeracy will be a whole school focus in 2010.

**Literacy – NAPLAN Year 5**

26 students participated in the NAPLAN in 2009. These results are not reflective of the students' achievements. Their teacher, Mrs Tancred was on sick leave and was replaced by 5 casual teachers over two weeks. The stress of the tests, combined with the changes of staff, meant that students were not performing at their best.

**Reading:** In reading, our students performed better than in previous years and better than the like school group. The percentage of students in the top three bands was more than 42%.
**Writing:** There was an improvement in writing results but this is an area for improvement in the future. We went up from 4% in the top two bands in 2008 to more than 7% in 2009.

**Spelling:** Results showed growth from 40% in the top three bands in 2008 to more than 57% in the top three bands in 2009.

**Grammar and Punctuation:** From 26% of students achieving in the top three bands in 2008, to 50% in 2009 is a pleasing result, but too many students achieved Band 1 results.
**Numeracy – NAPLAN Year 5**

2009 Year 5 numeracy results were better than in 2008, with fewer students in bands 1 and 2. However, this year no students achieved a band 8 result.

**Progress in writing**

Students’ achievements were adversely affected by their teacher’s absence, particularly in writing.

**Progress in literacy**

In reading, student growth from 2007 to 2009 was pleasing.

**Progress in numeracy.**

Numeracy results were also less than pleasing but again, their teacher’s absence during NAPLAN would account for some of this lack of growth.
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. 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 2009**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>96</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86</td>
</tr>
<tr>
<td>Writing</td>
<td>79</td>
</tr>
<tr>
<td>Spelling</td>
<td>86</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>71</td>
</tr>
<tr>
<td>Numeracy</td>
<td>79</td>
</tr>
</tbody>
</table>

Numeracy

Literacy and Numeracy tutors were employed to work in every classroom. In stage 3 the tutors worked on the QuickSmart programme and in stage 1 they supported the Count Me in Too programme.

Technology

Staff participated in professional learning at iTech and Smart and Sassy. Students developed their skills at two CAP technology camps and the DigiEd workshop. Wireless technology was installed; two more whiteboards and mobile computer laboratories were purchased.

Aboriginal education

The increasing inclusion of Indigenous perspectives in classroom programmes has been evident throughout the three years of the Schools in Partnership Initiative. Some examples of this are the Indigenous art work displayed around the school, the Indigenous component of the creative arts programme, students in the choir performing an Indigenous song at Presentation Night and Kindergarten learning Gamilaroi vocabulary.

There has been a gradual but pleasing increase in Aboriginal community participation at school events. Grandparents Day, National Aboriginal and Torres Strait Islander (NATSI) Week activities and other school based events have drawn greater numbers from the Indigenous community than in the past.

Further information about Aboriginal education is included in this report under the heading - Other Programmes – Schools in Partnership.

Multicultural education

The “Where’s Collie” On Line project and the Connected Outcomes Groups programmes address multicultural perspectives throughout the school. Some classes used lessons from the Cultural Diversity calendar to supplement programming.

Respect and responsibility

The school continued to use the “You Can Do It” programme as its personal development framework. Regular lessons were held based on the five keys. The Key Room teacher, employed with SfP funding, maintained discipline and behaviour records and provided extra behaviour support for students experiencing difficulty. Suspension rates continued to decline. 7 students were suspended throughout the year for a total of 15 days. Only two students received more than one suspension.
Other programs

Country Areas Programme (CAP) – CAP funding was applied to a range of strategies. The major outlays were for:

- an interactive whiteboard for the Library
- staff professional development including Smart and Sassy and David Langford
- the Infants, Primary and You Can Do It excursions

The professional learning focus was technology and maths. The total expenditure for the year was $239,672.27.

Priority Schools Funding programme The .2 PSP staffing supplementation was used to establish an extension class with the addition of .2 from the school’s STLA allocation. The extension programme ran for two days a week. Tutors were employed in every class for literacy and numeracy support. PSP funding provided a component of their salaries. An interactive whiteboard was purchased for the extension classroom. Total outlays for the year were $21,080.02.

Schools in Partnership Initiative (SiP).

A $10,000 incentive performance payment was received by the school in recognition of its progress in achieving targets set in the 2009 SiP school plan.

SiP funding was applied to a range of programmes in the school. The ongoing input and support of the Advisory Committee is acknowledged.

Accelerated Literacy. 3 new staff members were trained and implemented Accelerated Literacy (AL) in their classrooms. All teachers participated in the intensive AL workshops presented by Ms Wendy Cowey at the school. The in-school Accelerated Literacy workshops, including presenter costs, were $19,145.

Reading Recovery. A new teacher trained in Reading Recovery at a total cost of $3,300.

In-class Literacy & Numeracy Tutors. In-class literacy and numeracy tutors were employed for every class with SiP funding, with a full time tutor in the Year 1 classroom. Indigenous Aides were employed for playgroup and the Transition programme. Tutor and Aide salaries up to November were $102,404.

Cultural Activities. Aboriginal cultural activities and perspectives were included in all teaching programmes. NATSI celebrations were a highlight of the year’s activities at a cost of $1,284.

You Can Do It Programme. The YCDI programme was implemented in all classrooms and the playground. $46,556 SiP funding paid for the employment of the Key Room Teacher as part of the YCDI programme.

YCDI resources for reward activities, stationery, etc. was $10,915. At Roll Over time there was an outstanding amount of $3,740.

Playgroup. The playgroup and transition programme ran for the whole year. Resources, salaries and bus hire totalled $23,663 at the end of November.

Personalised Learning Plans (PLP). PLP meetings were organised and held for all students. Parents were invited to a dinner and information sessions to initiate goal setting. These stage based sessions were followed by individual PLP meetings during school hours. Staff members were released from class for the meetings. The cost of this initiative was supplemented by $7,168.40 from New England Region and $1,291 in SiP funds.

Technology. The SiP Advisory Committee approved the purchase of Interactive Whiteboards in 2008 but the school did not receive the accounts until 2009. In 2009 the mobile computer laboratories were also purchased. The total cost of these resources was $83,879.

Progress on 2009 targets

The whole school targets set for 2009 were very ambitious. That they were largely met is a result of a determined focus on literacy, professional learning and effective class programmes.

Target 1

*Literacy – Increase the percentage of students achieving in the higher bands in NAPLAN reading by 10%, based on 2008 data:*

<table>
<thead>
<tr>
<th>Year</th>
<th>2008 Result</th>
<th>2009 Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>Bands 5 and 6 = 41%</td>
<td>Bands 5 and 6 = 46%</td>
</tr>
<tr>
<td>Year 5</td>
<td>Bands 7 and 8 = 13%</td>
<td>Bands 7 and 8 = 27%</td>
</tr>
</tbody>
</table>

Target exceeded.

Our achievements include:

- continuing to develop teachers’ professional skills
• 3 new staff members trained in Accelerated Literacy
• all teaching staff trained in the intensive workshops presented by Miss Wendy Cowey
• a new teacher trained in Reading Recovery.

Accelerated Literacy pedagogy has had a major impact on the literacy teaching in the school. The results are becoming apparent in the quality of the students’ work.

Target 2
Increase the percentage of Indigenous students achieving in higher bands in NAPLAN reading by 5% based on 2008 data:

Year 3 – 2008 Result
Bands 5 and 6 = 14%
Year 3 – 2009 Result
Bands 5 and 6 = 13%

Target not met.

6 of the 9 Indigenous students in Year 3 have ongoing poor attendance. One student was absent for 45 whole days. The other 5 had an average of more than 30 absences each.

Year 5 – 2008 Result
Bands 7 and 8 = 13%
Year 5 – 2009 Result
Bands 7 and 8 = 18%

Target met.

Target 3
Connected Learning/Teacher Quality – 70% of teaching staff to access professional learning in one or more of the following: the use of Interactive Whiteboards, Accelerated Literacy, Count Me in Too, Counting On and Count Me in Too Indigenous, by 2011.

In 2009 100% of staff were trained in the use of interactive whiteboards. 3 members of staff trained in Accelerated Literacy; A “Count Me In Too” coordinator and Reading Recovery teacher were trained. Counting On and Count Me In Too Indigenous courses were not accessed by staff in 2009.

Target met.

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 the Playgroup and Transition programme and reading.

Educational and management practice
Playgroup and Transition Programme

Background
Since 2007 the SiP Initiative has supported the establishment of a weekly playgroup for children aged 3 to 5 years. An expanded Transition programme during semester two has also been operating during this time. A focus group of parents and staff met and analysed the effectiveness of the programme.

Findings and conclusions
Positive:
• Right next door to Kindy room
• Bus available for pick up/drop off
• Extensive programme
• Ongoing and regular:
  a) set days (every Monday)
  b) keeps routine
  c) great for working parents
  d) children make friends
  e) great that playgroup and transition are in the same room
  f) notes/welcome pack/brochures
  g) student portfolios
  h) Year 5 Buddy programme

All very happy with current programme

Negative:
• Bus times do not suit everyone
• More expanded and explicit information to be included on parent notes in future
• Same day for playgroup and transition
  a) morning and afternoon sessions split – worked well for some
  b) having transition straight after playgroup worked well for others

Parents wanted more of a focus on students writing their names correctly and correct pencil grip being encouraged.

Future directions
It was recommended that the programme be maintained and that funding be applied for in the next round of SiP applications, which were due at the end of 2009. In term four the school was informed that it would receive SiP funding for the next triennium and that the funding for the playgroup and transition programme was included in the indicative budget.

Curriculum

Literacy, with a particular focus on writing, was evaluated in term four. Regional consultancy staff worked with teachers on a detailed analysis of NAPLAN results for Years 3 and 5 students. The Accelerated Literacy presentations by Miss Wendy Cowey included a focus on how to improve students’ writing during Accelerated Literacy lessons.

Findings and conclusions

In later stage 2 and in stage 3 students’ writing results were consistently below state and like school groups. Few students in Year 5 NAPLAN achieved in bands 7 and 8. While Accelerated Literacy was bringing about a general improvement in literacy instruction in classrooms, this was not transferring to students’ writing. As writing is a target in 2011 it was felt that the school needed to make changes to its teaching of writing to be able to meet that target.

Future directions

All new staff are to be encouraged to attend Accelerated Literacy training in 2010. Daily journal writing is to be implemented in all classrooms. Basic Skills test and NAPLAN writing stimulus material is to be used as part of class teaching programmes so that students can become familiar with a range of writing stimuli.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are summarised below.

As in previous years the general level of satisfaction with the school was high. Special support programmes were especially valued. That community involvement was sought and input by the community was valued was noted positively.

Areas of improvement that were suggested were that the school give more regular information about upcoming events.

This concern has begun to be addressed with an updated school website, weekly radio broadcasts where students present excerpts from the school newsletter and the weekly newsletter can now be accessed via the website or be directly emailed to parents.

Professional learning

Professional learning was largely school based. Literacy on Track involved all staff working in stage based groups to refine programming and student assessment strategies. All staff attended the iTech conference in Tamworth ensuring the school is up to date in use of technology. Accelerated Literacy was enhanced by the school based workshops run by Miss Wendy Cowey which staff from other regional schools were able to attend. Smart and SASSY was excellent and aimed at improving the technology skills of the school administrative staff. CAP also presented workshops in literacy and numeracy which were attended by the literacy and numeracy tutors and parents.

School development 2009 – 2011

In 2009 the targets were:

Literacy – Increase the percentage of students achieving in the higher bands in NAPLAN reading by 10% on 2008 data.

Aboriginal Education and Training – Increase the percentage of Indigenous students achieving in higher bands in NAPLAN reading by 5% based on 2008 data.

Connected Learning – Teacher Quality – 70% of teaching staff to access professional learning in one or more of the following: The use of Interactive Whiteboards, Accelerated Literacy, Count Me in Too and Count Me in Too Indigenous.

Targets for 2010

Target 1

Numeracy – Increase the percentage of students achieving higher bands in NAPLAN Numeracy by 10% based on 2009 data.

2009 data

Year 3 – percentage of students in Bands 5 and 6 = 20.8%  
Therefore the 2010 target is 30.8%.

Year 5 – percentage of students in Bands 7 and 8 = 7.7%. Therefore the 2010 target is 17.7%

Strategies to achieve this target include:

- an analysis of numeracy data including NAPLAN results – SDD term one.
- whole school planning to be supported by regional consultancy staff
• implementing the North Coast mathematics scope and sequence across the school.

Our success will be measured by achieving the results as outlined above.

Target 2

Literacy – Maintain increased achievement in reading in 2010.

Year 3 target: 51% of students to achieve bands 5 and 6 in NAPLAN reading in 2010

Year 5 target: 23% of students to achieve bands 7 and 8 in NAPLAN reading in 2010

Target 3

Aboriginal Education and Training – Maintain an increased achievement in reading in 2010.

Indigenous students in Year 3 target: 19% of students to achieve bands 5 and 6 in NAPLAN reading in 2010.

Indigenous students in Year 5 target: 5% of students to achieve bands 7 and 8 in NAPLAN reading in 2010.

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: