2008 Annual School Report
Wee Waa Public School

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

Students

Student numbers fluctuated between 168 and 175 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 2008. A small but significant component of the student body continued to be mobile, moving between towns for several months at a time.

Staff

The staff comprised a principal, 7 classroom teachers, a teacher librarian, a Support Teacher Learning Assistance and Reading Recovery, and a Key Room teacher (who assists students with behaviour issues).

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

The school also employed a range of support staff including teachers’ aides, a full time Kindergarten aide, tutors, an Aboriginal Education Officer, Clerical staff and a part time General Assistant.

Significant programmes and initiatives

The school received funding support from the Schools in Partnership initiative and Country Areas Program. The main focus of the extra funding was the implementation of a behaviour support programme called ‘You Can Do It’ and a Key Room, improved technology, teacher professional learning, in-class student support in literacy and numeracy and transition to school and high school programmes.

The School Chaplaincy programme, funded by the Federal Government, and the Active After Schools Community Programme and Homework Centre were also externally funded.

Messages

Principal's message

The financial input from a range of sources including the Schools in Partnership initiative, Country Areas Programme, Wee Waa Education Trust and the Parents and Citizens Association enabled the school to introduce and continue a range of initiatives to improve student learning.

Accelerated Literacy, Count Me in Too, the You Can Do It programme and award activities, the Key Room, the extension art and music lessons were some of these initiatives in 2008.

The support of the parents and community continued to be evident in the excellent attendance at school events like Grandparents Day, Education Week, National Aboriginal and Torres Strait Islander celebrations and Personal Learning Plan meetings.

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

In 2008 it was an honour to take on the position of president of the P & C. I am part of a competent committee - Vanessa Miller-Williams, Susanne Kable, Peter Carrett, Jo Horne, Sara Ciesiolka, Megan Hawkins, and Karen Middleton, and a canteen committee - Kim Revell, and Helen Scaysbrook. These people are to be congratulated and thanked for their efforts throughout the year.

The P&C is the voice of the parents. We met with our local state member, Mr. Kevin Humphreys, to voice our opinions regarding the proposed staffing changes. We also wrote to several other bodies, including DET, Minister for Education and the Teachers’ Federation.

We introduced service awards for all school staff, both teaching and non teaching. These were presented at the annual presentation night by the Right Honourable Mark Coulton, Federal Member for Parkes.

5 Years of Service – Jennifer Treverrow, Patrese Finlay, Leanne Combo, Peter Baum, Monica Rodgers, Jennifer Carrett, Clifford Toomey.

10 Years of Service – Carmen Conomos, Andrew Rodgers, Francis Drysdale

20 Years of Service – Susan Smith, Peter Carrett, Merrelynne Watts

30 Years of Service – Jenny Brown

This year we :

Provided hats for the Kindergarten class

Bought folding tables and a money box.

Provided new sand-pit toys for the Infants
Purchased $1000 of books for the Library
Purchased and installed blinds for Years 1, 3, 5 and 6 and the staff room for $4200
Organised and funded costumes and paid for Pete and Aleeta Blackburn to choreograph the end of year presentation performance.
Financially supported ten students who represented the school at regional, state and national level sport and academic events.
Held several fund raising events including a stall at the show, trivia and games night, mothers' and fathers' day stalls.
Applied for funding from the Foundation for Rural and Regional Renewal, a charity, and received a grant of $5000 to improve extension resources at the school.
We awarded Life Membership to:
- Kim Revell, who has given unfailing support for the P&C for the last 11 years.
- Anna-Jane (A.J.) Hunt who has organised and run the mothers' day and fathers' day stalls at the school for many years. A.J. has also been a marvellous supporter of the school’s cricket team.

Sue Young – President.

Student representatives’ message
We have enjoyed our role as part of the student executive. We became confident in organising and running weekly and special assemblies which included the Welcome to Country in the Gamilaroi language.

Valerie Booby and Ryan O'Neill
2008 Captains

School context

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

Student enrolment profile
While enrolment numbers were lower than in 2007, there was a large Kindergarten enrolment in 2008. This kept the total school enrolment above 160, ensuring the school's staffing level was maintained.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>108</td>
<td>74</td>
</tr>
<tr>
<td>2005</td>
<td>105</td>
<td>71</td>
</tr>
<tr>
<td>2006</td>
<td>94</td>
<td>73</td>
</tr>
<tr>
<td>2007</td>
<td>100</td>
<td>82</td>
</tr>
<tr>
<td>2008</td>
<td>95</td>
<td>78</td>
</tr>
</tbody>
</table>

Male enrolments continued to be 10% or more above female enrolments.

Student attendance profile
The school maintained regular attendance monitoring processes. Students and their parents were supported to improve attendance and punctuality.

<table>
<thead>
<tr>
<th>School</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region</td>
<td>91.5</td>
<td>90.7</td>
<td>93.5</td>
<td>91.3</td>
</tr>
<tr>
<td>State</td>
<td>92.2</td>
<td>92.3</td>
<td>92.5</td>
<td>92.1</td>
</tr>
<tr>
<td></td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Attendance rates in 2008 dropped by over 2% compared to the previous year. Attendance was higher in 2007 because a part time Aboriginal School Administrative officer had been employed - working as a school based home school liaison officer. This position was not continued in 2008.

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

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll</th>
<th>Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1G</td>
<td></td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2R</td>
<td></td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3C</td>
<td></td>
<td>3</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>4T</td>
<td></td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5R</td>
<td></td>
<td>5</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>6B</td>
<td></td>
<td>6</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>KD</td>
<td></td>
<td>K</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

The Kindergarten class was supported by a full time Aboriginal teachers’ aide who was employed with funds from the Schools in Partnership initiative. Staff and parents felt it was more appropriate to keep straight classes rather than form composite classes across all grades.
Structure of classes

There were 7 roll classes established in 2008, one class per grade. Some students were grouped across stages for reading, Count Me In Too and for special extension programmes in art and music. Students with special needs were integrated in age appropriate classes.

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 considerable staff movement during the year.

Three teachers were on part or full time maternity leave. This resulted in 2 teachers job sharing on the Year 2 class and in 3 different teachers on the Year 3 class.

In 2008 two teachers were successful in gaining promotions positions via the merit selection process. As a result casual teachers were placed on the Year 5 class and in the Key Room for the remainder of the year.

Staff establishment

Financial support from the Schools in Partnership initiative enabled the school to employ more staff than the number in the staffing entitlement table below.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.315</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>8</td>
</tr>
<tr>
<td>Teacher Librarian/RFF and Part time</td>
<td>.994</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>10.109</td>
</tr>
</tbody>
</table>

The Reading Recovery teacher position was supplemented with Schools in Partnership funding and amalgamated with the Count Me In Too coordinator position.

Schools in Partnership funding was also used to establish the Key Room teacher position. That role included co-ordinating the You Can Do It programme and the Personalised Learning Programme meetings.

Literacy and numeracy aides and the full time Kindergarten aide were employed with Schools in Partnership funding. Schools in Partnership funding employed the playgroup teacher one day a week and the transition to school teacher on a part time basis in terms 3 and 4.

The Teacher Librarian/Release from Face to Face teaching and part time teaching components of the school staffing allocation were amalgamated and supplemented to create a full time teaching position.

Teachers’ aides special worked with several students with identified learning, physical or behavioural support needs who received integration funding.

Part time staff in the school included the Counsellor, Itinerant Teacher Behaviour Support, Home School Liaison Officer, and Early Intervention teacher.

Staff retention

Staff movement was due to maternity leave and teachers gaining promotions positions. No teachers retired, transferred or resigned in 2008.

Staff attendance

Staff has access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96.4%.

In 2008 Family and Community Service leave to support ill family members and medical appointments by pregnant staff accounted for the increased amount of leave taken.

Teacher qualifications

All teaching staff met 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>
<tr>
<td>Postgraduate</td>
<td></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.

This is the second year of the Schools in Partnership initiative, which accounts for $137,680.48 of the Tied Funds amount. There was a significant carry over of funding from 2007.
because proposed programmes were not able to be implemented. The proposed Quality Teaching and Accelerated Literacy professional development did not run in the New England Region in 2007. The funds allocated to establishing a tertiary institution partnership were held over at the request of the Moree School Education Director. School funds were to be amalgamated with those from other schools in receipt of targetted Aboriginal Education Directorate funds.

In 2008 major Schools in Partnership initiatives were:

- Key Room/You Can Do It teacher;
- Transition to Kindergarten and High School;
- Kindergarten Aide;
- Supplementing Reading Recovery allocation;
- Accelerated Literacy professional development and resources;
- Classroom teachers’ aides for every class

Playgroup

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

School performance 2008

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 showcase the abilities of our students.

- Pete and Aleeta Blackburn held one week of intensive dance performance lessons which included all students - culminating in the end of year Presentation Night performance.
- The school’s senior and junior recorder groups performed for the senior citizens’ week luncheon, Grandparents’ Day and the end of year performance.

Date of financial summary: 30/11/2008

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>238 916.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>136 633.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>322 838.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>43 997.00</td>
</tr>
<tr>
<td>Interest</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>17 953.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>11 237.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>771 574.00</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>36 286.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>23 783.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>4 836.00</td>
</tr>
<tr>
<td>Library</td>
<td>1 653.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>6 043.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>276 156.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>37 986.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>47 130.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>47 430.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>12 262.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>9 190.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>502 755.00</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>268 819.00</strong></td>
</tr>
</tbody>
</table>
A series of visual arts workshops including Aboriginal Art and Pottery culminated in an Art exhibition at school.

The gifted and talented music program involved nearly 50 students in choirs, boomwhacker, percussion and recorder groups.

There was an excellent number of high quality entries by students for the local Wee Waa Show School work section. 20 students were awarded prize money for the creative and practical art sections.

Sport
A comprehensive range of sports programmes was provided during the year.

In the Primary School Sports Association (PSSA) competitions the school entered teams in soccer, cricket and touch football. The girls’ soccer team reached the regional semi-finals.

Sports clinics were held during the year, with professional players and coaches teaching skills and games to the students.

In Term 4 all students were involved in swimming. The school swimming carnival was held at Wee Waa swimming pool. 36 swimmers attended the District carnival in Narrabri and 12 participated at the regional carnival in Armidale.

The school entered a boys’ and a girls’ cricket team in the Narrabri Cricket Challenge and the Wee Waa Public School girls’ team won for the fourth consecutive year. The North West girls’ cricket team featured 4 Wee Waa representatives: Tayla Gilmore, Captain, Morgan Mathew, Izabela Gligorevic, and Merwanah Dixon

Tayla Gilmore had an outstanding year in sport. Tayla was selected in regional teams for softball, soccer and cricket and gained selection in the NSW girls’ cricket team for the National Championships in Darwin. Tayla was awarded a North West Blue for cricket and won the Narrabri Courier Junior Sportsperson of the Year award.

Other
The implementation of the You Can Do It programme has been an outstanding success. The Schools in Partnership and Country Areas Programme jointly supported this initiative.

Schools in Partnership funded the position of the Key Room teacher. This was crucial to the success of the programme: The teacher worked with the students to address behaviour issues and to monitor and reward desirable behaviour.

The explicit teaching of social and organisational skills and the positive focus of the You Can Do It programme has resulted in
- the reduction in suspensions by nearly 40%;
- improved focus on learning rather than behaviour in classrooms
- more than 90% of students attending the end of year award activity for meeting the behavioural expectations of the programme.

Academic
In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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
In 2008 22 students participated in the first National Assessment Programme in Literacy and Numeracy (NAPLAN). It is encouraging to note that in several areas of literacy - reading, spelling, grammar and punctuation, there was a reduction in the percentage of students in Band 1 and an increase in the percentage of students in Band 6. The results in punctuation and grammar were particularly pleasing. As the NAPLAN assessments will occur early in Term 2, there needs to be a greater focus on the teaching of writing in Stage 1 to improve the Year 3 Writing results in future.

Reading: Results were pleasing. There was real growth in the number of students in the top 2 bands. The average school mark was 386.6 compared to the Like Schools Group average of 375.8 and the State average of 412.2.

Writing: Results indicate that writing needs to be a major area of focus in Literacy in Stage 1. While there was an increase in the number of students in Band 6 and 55% of students were in the top 3 Bands, more than 10% of students were in Band 1.
The average school mark was 382.6 compared to the Like Schools Group average of 391.6 and the State average of 427.8.

**Spelling:** There was increased representation in Band 6 for spelling and reduced numbers in Band 1. 59.5% of Year 3 students were in the top 3 Bands; this is encouraging.

The average school mark was 380.3, the Like Schools Group average was 378.6 and the State average mark was 418.6.

**Grammar and Punctuation:** The results in this area of literacy were very pleasing, with 27.3% of Year 3 students in the highest achieving Band.

The school average mark was 399.4, the Like School Group average was 378.2 and the State average was 416.4.
In 2008 the percentage of students in the higher bands, 4 to 6, was 50.1%. The average in these bands in 2005 to 2007 was 43.3%. Whilst this is an improvement in results, there needs to be an ongoing focus on numeracy in the early years.

The school’s average mark was 367.8, the Like Schools Group average was 378.4 and the State average was 409.6.

**Literacy – NAPLAN Year 5**

23 students participated in the Year 5 NAPLAN tests in 2008. The results indicated that the school needed to maintain the focus on literacy and numeracy in Stage 2. Results were significantly affected by new enrolments who predominantly achieved results in the lower bands.

It is encouraging that the average progress in reading and writing for matched students is again trending upwards, improving on the 2005-2007 data. However, in all areas of Literacy the school’s average mark was below the Like Schools Group and State average. The spelling average most nearly reached the average mark of the Like School Group.

**Reading:** More than 70% of students were placed in Bands 3 to 5 in reading. 13% were in the top Bands 7 and 8. The school’s average mark was 415.3 while the Like Schools Group average was 464.9 and the State average 494.4.

**Writing:** The results for writing show that more than 50% of students are achieving in the middle two bands. However, only 4% were in the top 2 bands.

The school’s average mark was 432.1, the Like Schools Group average was 459.4 and the State average was 495.5.

**Grammar and Punctuation:** There was a significant representation of students in the lower 3 bands, with 73% of students achieving in Bands 3 to 5.

The school’s average mark was 425.0, the Like Schools Group average was 469.1 and the State average was 504.5.
Numeracy – NAPLAN Year 5

The Year 5 cohort was significantly over represented in the lower Bands 3 to 5.

The school average mark was 417.4, the Like School Group average mark was 457.6 and the State’s average was 489.1.

Progress in literacy

The trend for matched students showed upward movement, an indication that students enrolled at Wee Waa Public School make growth, if they have a steady attendance pattern. Mobile students moving between schools have significantly lowered outcomes due to lack of continuity of learning.

The school excelled in writing. School growth was 85.5, which exceeded both the Like Schools Group growth of 67.1 and State growth of 71.2. Compared to the 2007 average growth for matched students of 39.7, growth more than doubled in 2008.

Progress in numeracy

In numeracy the school average growth was 69.6 compared to the Like School Group average growth of 73.0 and the State growth of 80.4.

There was an improvement in the value added component. The school’s average growth for matched students in 2007 was 49.5.
Average progress in numeracy between Year 3 and Year 5

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 2008

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and 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>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and 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>

Significant programs and initiatives

Aboriginal education / Schools in Partnership Initiative
The school continued to focus on the educational outcomes of the Indigenous students who make up approximately 35% of the student population.

Successful initiatives funded by Schools in Partnership (SiP) included:

- School Development Day Term 2 – 100% of staff participated in cultural planning and programming.
- NATSI Week celebrations featured creative arts activities and the use of Gamilaroi language by every student in every class for the performances.
- There was increased evidence of the recognition and inclusion of Indigenous perspectives in a range of activities – the art extension workshops and interest week activities included a focus on Aboriginal Art. The whole school music programme featured Indigenous language songs and music.
- Reading texts featuring Indigenous characters and stories have been purchased and are increasingly used in Accelerated Literacy lessons and as part of the school's reading resources.
- The You Can Do It programme was introduced to parents at an evening meeting in Term 1.
- There were several meetings in Semester 2 on the Transition to Kindergarten and High Schools programmes with special support from Indigenous staff.
- 80% of Aboriginal families attended one or more of a range of school functions and events including Grandparents Day, NATSI Week, presentations and parent information nights to set goals for PLP’s and parent teacher interviews.
- The school and its community achieved Level 4 or higher in the AEP matrix in all components: School Programmes, Data Collection, Collaboration, Community Perceptions, Personal Commitment.
- After assessment using the PM benchmarking kit, 33% of Indigenous students achieved above Reading Recovery level 5 in Kindergarten.
• 100% of the 8 Year 5 matched ATSI students grew one or more skill bands in NAPLAN Numeracy.

• Documentation verifies 100% of students who were enrolled at the beginning of the year had Personalised Learning Plans.

• 100% of prospective 2009 Kindergarten enrolments living in the Wee Waa area participated in prior to school programmes.

• Valerie Booby was awarded an Aboriginal Education scholarship.

Multicultural education

Awareness of other cultures continued to be promoted in order to develop the positive attitudes and relationships required by citizens of a diverse society. To foster these traits, students participated in the following activities in 2008:

• Units of work with a multicultural focus as part of the Human Society and Its Environment Key Learning Area.

• Harmony Day Design Competition in New England Region, which was won by Valerie Booby.

• Cultural study research in Stage 3 on China related to the Beijing Olympics.

Respect and responsibility

The introduction of the You Can Do It programme in 2008 included two lessons a week for every class. The focus of the lessons in 2008 was:

• Getting Along

• Organisation

• Persistence

2009 Areas will be Confidence, Emotional Resilience and the 2008 Keys will be consolidated.

The goals of the programme are to develop:

• Emotional well being

• Success in school and life

• Positive relationships and social responsibility.

This programme has had a major impact on the establishment of behavioural expectations.

Other programs

Country Areas Program (CAP)

The Country Areas Programme is an Australian Government initiative for isolated and remote schools in N.S.W. It provided our students, staff and parents with a range of professional development opportunities in the area of quality teaching and learning. Some of the activities that the Country Areas Programme funding assisted with throughout the year included:

• Assisting with excursion costs to Canberra and the Dubbo zoo.

• Staff attending the excellent Biennial CAP conference in Dubbo for professional development in literacy and numeracy.

• Literacy and Numeracy workshops for parents.

• Managing boys in the classroom. 5 staff attended Rock and Water professional development training in Bingara. The provision of training enabled staff to identify and support the specific learning, social interests and strengths of boys.

• 16 students and 3 staff members attended a technology camp at Lake Keepit.

• The Writers’ Festival in Gunnedah enhanced knowledge and understanding of how authors write and publish “real” books for readers to enjoy for a target group of students, supervising teachers and parents

• Purchase of an interactive whiteboard and training materials for staff development in using this new technology.

Progress on 2008 targets

Target 1

Improved Student Results in Number

This was a target in 2007. It remained an area of development for the school and was reset as a target in 2008.

Reduce the number of students in Bands 1 and 2 in BST Numeracy by 10%.

Our achievements include:
• Numeracy 2007 Year 3 – 10% in Band 1; 27% in Band 2; = 37%
• Numeracy 2008 Year 3 – 5% in Band 1; 23% in Band 2; = 28%.
Target almost met.

• Numeracy 2007 Year 5 – 0% in Band 1; 25% in Band 2; = 25%.
• Numeracy 2008 Year 5 – Band 1 unreported in NAPLAN; Band 2 unreported in NAPLAN.
Data unavailable but target not met as 30% were below National Benchmark.

15% of students move up one level from their initial schedule for Early Number Assessment (SENA) level:
This target was achieved.
• All students in Early Stage 1 and Stage 1 were reassessed in Term 4; 20% had moved up one level.

Target 2
To reduce recorded behaviour incidents by 20% by the end of Semester 1, 2008 compared to Semester 1, 2007 data; reduce suspension rate and days lost by 20% based on 2007 data.
This target was achieved.
2008 behaviour records show 20% reduction in misbehaviour compared to 2007:
• 2007 – 18 suspensions and 51 days lost to suspension.
• 2008 – 10 suspensions and 27 days lost to suspension.

20% fewer Aboriginal students to have behaviour incidents than in Semester 1, 2007 – 75 playground withdrawals:
This target was achieved.
• In 2007 behaviour referrals were only made from the playground. In 2008 as part of the You Can Do It programme classroom behaviour referrals were also included in school behaviour records. Key Room referrals of Aboriginal students in Semester 1 from the playground = 12.

Reduce by 20% the number of days lost with suspensions
This target was achieved.
• 2007 = 51 days:
• 2008 = 27 days

Target 3
100% of students to have an active Personalised Learning Plan.
This target was achieved.
• 100% of students had Personalised Learning Plans and all had parent involvement and input.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of School Discipline and Welfare policies and procedures and the implementation and effectiveness of the You Can Do It programme. The curriculum area evaluated was Count Me In Too which related to the 2008 Numeracy Target.

Educational and management practice
In 2008 the school evaluated the You Can Do It programme, which covers the areas of values education, student welfare and discipline management.

Background
In 2007 the school did not meet its target of reducing suspensions and behaviour referrals. At the beginning of 2008 the You Can Do It programme was implemented across the school in an attempt to address a range of identified needs:
• a whole school approach to values education
• more focus on learning and teaching, less on behaviour management issues
• reductions in behaviour issues and suspensions
• a whole-school, structured discipline approach
Findings and conclusions
Teachers, parents and students were overwhelmingly supportive of the programme. In the school satisfaction survey a significant number of staff endorsed the programme as one of the areas of strength in the school.

The data relating to the effectiveness of the programme is listed under the achievements of Target 2.

Future directions
Continue to implement the You Can Do It programme.

Maintain the position of Key Room teacher if the Schools in Partnership committee will fund the position.

Curriculum
Improved numeracy outcomes for students was a target in 2007 and 2008. One of the programmes introduced to achieve this outcome was Count Me In Too. Other programmes were Quick Smart, and Newman’s Analysis. Count Me In Too was considered the most important focus for number in Stages 1 and 2.

Background
Count Me In Too was introduced in 2007 but the co-ordinating teacher left the school. As a result the programme was not successfully implemented.

Findings and conclusion
Continue the programme with a focus on Stage 1.

Future directions
New co-ordinator to be trained in 2009.
Programme to be implemented in Stage 1 only.
In-class aides to be utilised across Stage 1 in the programmes

Parent, student, and teacher satisfaction
Teachers, Stage 3 students and a focus group of parents were surveyed to identify the main areas of strength and development in the school. The three areas with the highest number of responses from each group are listed below.

Parents
Areas of Strength – Special programmes including Reading Recovery; Community involvement; Teachers and support staff.
Areas of Improvement – Communication; Parent awareness of class routines and programmes; Community assistance for school activities.

Teachers
Areas of Strength – Technology, Special Programmes, You Can Do It programme.
Areas of Improvement – Communication, Implementation of Accelerated Literacy, In-School Professional support.

Stage 3 Students
Areas of Strength – Smart Boards, Sports and sporting equipment, Teachers and staff.
Areas of Improvement – Upgrade toilets, More sports equipment to be available, Improved grassed areas – less prickles.

Professional learning
During 2008 teachers at Wee Waa Public School completed mandatory annual professional learning in Child Protection, the Code of Conduct, and Cardio Pulmonary Resuscitation. The focus of School Development Days was the You Can Do It programme, Aboriginal Cultural Programmes planning, and student welfare programme evaluation and planning.

Department of Education and Training Professional Learning funds were supplemented with Country Areas Programme funds and consultancy support and Schools in Partnership funds.

Staff engaged in collegial professional learning during stage based planning days every term to develop joint programming strategies and to develop consistent teacher judgement. Other professional learning focus areas were technology, Accelerated Literacy, Count Me In Too, and a number of student welfare programmes, including boys strategies, bullying, building resilience and values education.
School development 2009 – 2011
The School Plan 2009-2011 was developed in consultation with staff and parents. The focus areas for the triennium are Literacy, Connected Learning/Teacher Quality and Numeracy.

Targets for 2009

Target 1

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

2009 target 51% in Bands 5 and 6 for Year 3

2008 Result
Band 5 – 23%; Band 6 – 18% = 41%

2009 target 23% in Year 5 in Bands 7 and 8

2008 Result
Band 7 – 9%; Band 8 – 4% = 13%

Strategies to achieve this target include:
- Establish 2 day per week extension programme to focus on literacy in 2009.
- NAPLAN assessment questions to be included in teaching programmes and time allocated for test preparation and practice.
- Consistent assessment practices to be implemented so that students may demonstrate their understanding against standard NAPLAN assessment descriptors.
- NAPLAN questions are to be examined and taught in Years 2 to 6.
- Stage teachers to develop and implement an action plan to ensure a focus on the NAPLAN literacy areas.
- Continue to implement the Best Start Kindergarten Assessment programme to identify literacy learning that children bring to school and use this information to plan and deliver quality early years literacy teaching.
- Accelerated Literacy is to be a focus of professional learning in 2009.
- Literacy on Track professional learning is to be presented for all teachers.
- Reading Recovery teacher is to be trained.

Our success will be measured by NAPLAN reading results of:

Year 3 – 2009 target: 51% in Bands 5 and 6
Year 5 – 2009 target: 23% in Bands 7 and 8.

Target 2

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

2009 target 19% in Bands 5 and 6 for Year 3

2008 Result
Year 3 Band 5 – 14%; Band 6 0% = 19%

2009 target 5% in Bands 7 and 8 for Year 5

2008 Result
Year 5 Band 7 – 0%; Band 8 – 0%

Strategies to achieve this target include:
- Aboriginal culture is to be promoted and celebrated within the school through activities and in teaching programmes.
- All school formal activities are started with “Welcome to Country” in Gamilaroi language, presented by an Aboriginal member of the school student council.
- The school continues to implement the You Can Do It programme to encourage student success.
- Aboriginal students have personalised learning plans to address identified areas of weakness in reading, numeracy and writing.
- The school will continue to allocate a teacher to the Transition to School programme and an AEW to specifically assist Aboriginal students and families through transition.

Continue to ensure Indigenous student participation in all extension activities and programmes.

Our success will be measured by:

Year 3 – 2009 – 19% Indigenous students in Bands 5 and 6
Year 5 – 2009 – 5% Indigenous students in Bands 7 and 8.
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.

Strategies to achieve this target include:

An interactive White Board to be installed in each classroom by 2011.

Teaching staff are to access professional learning in the use of Interactive White Boards as a teaching resource.

Professional Learning in Accelerated Literacy and Count Me In Too programmes to be available to all staff.

Staff, students and parents are to participate in a range of technology based initiatives including Smart and SASSY, CAP inter school technology project and CAP technology camp.

Develop teacher capacity in the use of information communication technologies to improve learning and teaching through enhanced quality professional learning and access to curriculum resources.

Our success will be measured by:

70% or more of teaching staff having completed professional learning in the identified areas.

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: