Wee Waa Public School

Annual School Report

2012
Our school at a glance

Students
Student numbers fluctuated between 143 and 162 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 40% to 48% of students identify as Indigenous. There were no students with a Non-English Speaking Background enrolled in 2012. A small but significant component of the student body continued to be mobile, moving between towns for several months at a time. The school year ended with student numbers continuing to increase with an anticipated 28 to 30 students enrolling in kindergarten for 2013.

Staff
The teaching staff comprised a principal, 7 classroom teachers, a teacher librarian, a Support Teacher Learning Assistance and Reading Recovery teacher. 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 programs 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 variety of programs designed to build student capacity both academically and socially. These programs included:
- A creative Arts program
- CAP in school Technology Camp
- Prioritising Grammar Program
- Quicksmart & MULTILIT
- Drumbeat
- Dance Program

The School Chaplaincy programme, funded by the Federal Government and the Active After Schools Community Programme both continued their invaluable support for the school.

Student achievement in 2012
In 2012 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:
Year 3:
- Reading – only 3 students were in Band One.
- 46% students achieved Band 4 or above in writing.
- More than 18% of students achieved Bands 5 or 6 in spelling.
- 36% of students were placed in the top three Bands in grammar and punctuation.
- Year 3 was 19.9 points above the Moree district average in the test aspect of numeracy.

Year 5:
- Year 5 was 6.9 points above the Moree district average in the test aspect of reading and numeracy.
- Year 5 were 21.2 points above the Moree district average in the test aspect of grammar & punctuation and 22.8 points above in writing.

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 extension art and music lessons
were some of these initiatives in 2012. 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.

During the year Mrs. Lean gained an incentive transfer to Sydney and Mrs. Smith stepped into the role of relieving principal most ably for the remainder of the year. 2013 will see a change in leadership as Peter Carrett, principal of Burren Junction Public has been appointed to the role of principal.

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.

Mr. Peter Carrett  B.Ed. Dip. Teach

Mrs. Dorothee Lean
Principal 2006-2012

P & C
Firstly, I would thank Mrs. Smith and all the Wee Waa Public School Staff for their hard work again in 2012. And welcome Mr. Peter Carrett as new principal for 2013. We are very fortunate to have such great teachers and support staff within our wonderful school. I would also like to thank our wonderful P & C committee for another successful year, and hope we can make it just as good this year.

The P & C assist in providing equipment needed by the school, that funding does not cover, in recent times we have provided the funding for class aides; we help out staff and students in any way possible. A measure of our success as a volunteer committee is that this year we were also awarded a $3,050 volunteers grant.

This year our P & C has

- Purchased two sets of footy jumpers for our sporting teams,
- Paid for the school’s “reading eggs program”
- Supported students travelling to state level in sports.
- Purchased new school banners and flags.
- Held our Mothers and Father’s Day stalls.
- Provided the kinder and new students with a hat.
- Held our vintage pace races at both swimming and athletics carnivals.

Our major fundraiser was the car rally, which is held every 2nd year, thanks to our wonderful committee and helpers we raised $ 11,000. We also organised the Coles Sports for schools program, and we had a great offer from Willhara Public school in Sydney who donated all their vouchers to our school. This year we have 66,000 vouchers. It was a great effort by both schools.

The canteen is run by our P & C. A big thanks goes to the manager Debbie Ross for all her hard work. She often goes above and beyond her duties and is always smiling. She is a very big asset to our school. We catered again this year for both our sports carnival and the district carnival. Thanks to Debbie and all our volunteers who helped out. It was a couple of big days, but it is a great money spinner for our school.

We are also now providing for sale thru the canteen the girls summer and winter uniforms, and the sports shirts, hats, jumpers and jackets. Also have our 2nd clothing pool.

I would like to invite all parents of our school to join our P & C this year. With all the changes to government funding we will need to fundraise to help keep our wonderful teachers’ aides and
some of the programs that are beneficial to our children’s education.

Amanda Platt
President

Student representative’s 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.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>88.3</td>
<td>87.0</td>
<td>89.0</td>
<td>86.7</td>
<td></td>
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<tr>
<td>1</td>
<td>92.4</td>
<td>89.7</td>
<td>88.7</td>
<td>90.9</td>
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<tr>
<td>2</td>
<td>91.2</td>
<td>92.4</td>
<td>91.8</td>
<td>87.9</td>
<td></td>
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<tr>
<td>3</td>
<td>90.3</td>
<td>92.8</td>
<td>94.0</td>
<td>90.8</td>
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<tr>
<td>4</td>
<td>90.4</td>
<td>89.4</td>
<td>93.5</td>
<td>92.7</td>
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<tr>
<td>5</td>
<td>90.6</td>
<td>94.2</td>
<td>90.6</td>
<td>95.0</td>
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<tr>
<td>6</td>
<td>87.2</td>
<td>91.8</td>
<td>92.4</td>
<td>90.5</td>
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</tr>
<tr>
<td>Total</td>
<td>91.3</td>
<td>90.1</td>
<td>91.0</td>
<td>91.5</td>
<td>90.7</td>
</tr>
</tbody>
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Student attendance remains a priority with averages continuing to be slightly under the state average of 93%. A child who misses 10% of days per term (5 days) will miss a total of 140 days or almost 3 whole terms by the end of their primary education.

Management of non-attendance

Standard roll marking procedures are followed. Classroom teachers organise notes to be sent home for students to give to parents and caregivers requesting an explanation for unexplained absences. Students whose attendance is causing concern are referred to the Home School Liaison Officer (HSLO).

New processes implemented in 2012 included a trial of electronic roll making which will be implemented in 2013, making phone calls to families of students on the day of non-attendance and a “Koori” phone so parents can contact the school and give explanations for lateness or non-attendance more easily.
Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.25</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.866</td>
</tr>
<tr>
<td>Total</td>
<td>12.216</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

One class teacher is Aboriginal and the AEO is Aboriginal. A number of Aboriginal in-class personnel are employed with Schools in Partnership (SiP) funding:

- Transition Aide in terms 3 and 4
- In term 4 two in-class literacy and numeracy tutors
- An Aboriginal literacy and numeracy tutor for one class for the whole year
- Two School Learning Support Officers, employed with integration funding support for students with disabilities, are Aboriginal.

Staff retention

All permanent staff in 2011 continued in 2012. During the year there were a number of changes. As reported earlier Mrs Lean received a transfer mid-year and Mrs Smith took on a relieving position as principal. Mrs Keys also received a transfer at the end of the year to Narrabri West Public. Jodie had been on staff since 1991. Temporary teaching positions were filled during the year by Ms Fagan, Miss Redden, Miss Pillor and Mrs Martin.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
</table>

Income
- Balance brought forward 197,650.92
- Global funds 125,057.92
- Tied funds 287,262.75
- School & community sources 27,112.41
- Interest 9,695.49
- Trust receipts 13,506.55
- Canteen 0.00
- Total income 660,286.04

Expenditure
- Key learning areas 18,675.32
- Excursions 17,122.34
- Extracurricular dissections 8,248.22
- Library 325.34
- Training & development 2,324.65
- Tied funds 292,939.37
- Casual relief teachers 12,450.25
- Administration & office 25,514.69
- School-operated canteen 0.00
- Utilities 43,633.35
- Maintenance 8,928.85
- Trust accounts 11,986.12
- Capital programs 10,400.00
- Total expenditure 452,548.50
- Balance carried forward 207,737.54
Income for the year 2012 was 50% higher than in 2011 however expenditure only increased by 18%. This will be addressed during 2013.

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

Unfortunately Mrs. Fawcett will not be able to continue running this program in 2013 due to ongoing health issues from which we wish her a speedy recovery.

**Sport**

Sport continued to play a prominent role in the life of the school during 2012. Students took part in annual school swimming, athletics and cross country days. PSSA state knockouts in soccer and cricket were contested and students took part in rugby league, netball and touch football gala days. Our school ran a very successful zone athletics carnival in August. The whole school took part in the Premiers sporting challenge receiving a gold certificate for their achievement in improving general fitness levels. On an individual level Aleisha Middleton was successful in gaining a position in the North West girls’ cricket team which was a splendid achievement as until 2012 Aleisha had never played the game competitively.

The term four intensive swimming program is having a measured effect, reducing the number of students who cannot swim and improving the swimming stroke and breathing techniques of many of our students.

The Active After School program continued to be popular with students and was held on Tuesdays and Thursdays. Thank you to the staff for their continued leading of this and many of the extra sporting programs run throughout the year.

**School performance 2012**

A continued focus on whole school programs, supported by professional learning for staff, is leading to positive growth in students’ results. The focus on Accelerated Literacy, the North Coast Maths Scope and Sequence, Technology, Reading Recovery, Transition, QuickSmart and You Can Do It all contribute to students’ success.

**Achievements**

**Arts**

The annual Art Extension program achieved outstanding results. Mr. Adam Collier ran a variety of workshops using various media. Ms. Shanore Whan, a professional photographer ran a photography program which produced spectacular work taken by stage 3 students. Some of which has gone on to win several prizes in various photography competitions. The whole program culminated in an art exhibition where all work was displayed in our new hall and made available for purchase by parents and community.

The whole school music program, run by Mrs. Julie Fawcett continued to produce polished performances involving all students in the school.
Other

There were many other achievements during 2012 including success at the Wee Waa Show with many first prizes and second prizes. The weekly radio broadcasts continued and students from Year 2 and upwards had the opportunity to read news items on 2MaxFM. The SRC and Year 6 students organized fund raising for Stewart House, the children’s ward at Wee Waa Hospital and jeans for genes day. Students from years 4 to 6 were involved with the EGATS camp held in Armidale. This program included an ongoing project completed by students back at school.

Language Experience groups operated in the second semester focusing on children who were becoming disengaged with school and who would benefit from activities that promoted engagement, language and self-esteem development. In the stage one group activities included excursions to the local community business houses, cooking, sewing and woodwork. Topics for stage two were based on the COGS units of their home classes.

The social program ‘Drumbeat’ was conducted in term one with district support from Moree. The success of the program encouraged staff to raise funds to purchase 8 djembe drums and run the program in term 4. The term 4 group performed very creditable at the school presentation night.

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 these 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)

The school continues to be over represented in the lower 3 bands of ability. This trend needs to be examined in detail during 2013 as part of a review of reading.

Reading – NAPLAN Year 3

The school continues to be over represented in the lower 3 bands of ability. This trend needs to be examined in detail during 2013 as part of a review of reading.
Numeracy – NAPLAN Year 3

Numeracy results indicate significantly less students in the bottom bands which are an improvement upon past results. Unfortunately few students are making it into the top bands again a point of concern that needs investigation.

Numeracy – NAPLAN Year 5

This year there has been a concentration of results in bands 4 & 5 with only 25% of students above band 5 again a point of concern that needs investigation.

Reading – NAPLAN Year 5

Reading results for year 5 are better than year 3 however few students reach the top bands, which is disappointing. Does this indicate the need to teach students to look for finer detail in their comprehension?

Progress in reading

Progress from year 3 to year 5 in reading continues to lag some 14% behind the state average although results have been somewhat affected by those of students who have come into the school from elsewhere, including the non-government sector. These students made up a significant proportion of the lower performing
group indicating the need to address learning issues as soon as students enter the school.

Progress in numeracy

Fluctuations as seen above are typical when the cohort is only 20 students in total however the data suggests that overall progress rates are improving.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

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

Significant programs and initiatives

In 2012 the school received funding from the National Partnerships low socio economic status program. The school had to prepare an in-depth Situation Analysis of the current teaching and learning, attendance, community support and professional learning in the school. Students, parents, the SiP committee and all members of staff were involved in the analysis and in developing the whole school plan for 2012-2014.

Aboriginal education

2012 saw the conclusion of SiP funding. In the final year funding was applied to:

- Continuing to providing ongoing professional learning in Accelerated Literacy and supplying resources.
- Transition in Kindergarten (TiK) and Transition to Kindergarten
- QuickSmart concentrating on the numeracy needs of stage 3 students
- Personalised Learning Plan meetings for all students held mid-year.
- Cultural excursions
- You Can Do It program rewards & participation in school.
- Annual dance program allowing all students to take part in presentation night.

Multicultural education

Our school participated in the annual Harmony Day event and combined it with Grandparents’ Day.

Connected Outcome Groups units (COGS) include a focus on the contribution of various cultural groups to Australian society. COGS units form the core of HSIE and Science teaching at the school.

National partnership programs

From 2012 until 2016 the school will receive funding under this federal government initiative. In 2012 funding was applied in a variety of ways to strengthen community engagement and the curriculum offered by the school. A computer coordinator was employed in semester one. Staff, students and parents completed the evaluation for strengthening family and community engagement in student learning from Partners for learning. In 2013 funding will be applied to continue the MULTILIT program and allow for the large intake in kindergarten for 2013.

Other programs

Country Areas Program (CAP)
Funding from this program supported the:
• excursion to Canberra
• purchasing technology resources
• running in-school technology camps
• teacher and support staff professional learning

The school also participated in a range of CAP initiatives including professional learning for school administrative and support staff and teachers, and student camps.

2013 sees the end of CAP funding (Country Area Program) which first began in the mid-1970s as the DEC moves to a resource allocation model based upon student needs. Under this model the school may receive more funding in the future as geography, social equity and student profile will influence the amount received each year.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of communication.

**Background**

The issue of open communication even in a small community such as Wee Waa continues to be a concern with parents regularly claiming not to know what is going on.

**Findings and conclusions**

Students identified communication as having improved and being a strength of Wee Waa Public School. They identified building community and identity and recognized the role of families as being very important. Staff identified communicating as building in our school but parent participation as a concern. Parents identified communicating and building community and school identity as a stronger element during 2012 and recognizing the role of the family as an area to be developed.

P&C involvement increased during the year with 10% of the school parent body being involved.

**Future directions**

Explore further use of the internet, phone, radio and social media to strengthen regular communication with parents.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

There was a response from over half the families of Wee Waa Public School. Generally the feedback was very positive. The main area of concern was the low level of support for the school by the wider community and the need to address important decisions in the school across
the school community. Communication between school and home was a common theme and discipline issues were also mentioned.

Students
The students’ surveys in literacy and numeracy indicated predominately positive student attitudes and learning experiences in literacy and numeracy.

Professional learning
During 2012 staff took part in a range of professional learning activities. These included:
- Strengthening Community Engagement
- Prioritizing Grammar
- Accelerated Literacy
- Reading Recovery

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Literacy & Numeracy

Outcomes for 2012–2014
- Improved learning outcomes for all students in literacy.
- Improved learning outcomes for all students in numeracy.

2013 Targets to achieve this outcome include:
- 2013 - 2014 Increase the % of Year 5 students achieving greater than or equal to expected growth in NAPLAN reading by a minimum of 4% (46.7% in 2012).
- 2013 - 2014 Increase the 2009–2011 aggregated 3 year percentage of Year 3 students achieving at Proficiency level in NAPLAN Numeracy from 29.1% (source of data –DEC Target Setting Tool)

Strategies to achieve these targets include:
- Continue with the implementation of MULTILIT targeting students in stage 2.
- Continue with the implementation of QUICKSMART targeting students in stage 3.
- Employ an additional teacher to allow kindergarten to be split 3 days a week so that the literacy and numeracy needs of these students can be met. The class started the year with 31 students, far above the ‘20 is plenty’ threshold.

School priority 2
Aboriginal Education

Outcome for 2012–2014
- Improved learning outcomes for all students in literacy.
- Improved learning outcomes for all students in numeracy.
- Improved outcomes for Aboriginal students.

2013 Targets to achieve this outcome include:
- Improve Aboriginal student attendance from 87% (2010) to 91% by 2014.
- Improve the % of Kindergarten students achieving Best Start Reading Text Cluster 4 (Reading Level 5-8) by the end of 2013.
- 100% of Year 5 Aboriginal students to make greater than or equal to expected growth in Literacy and Numeracy in NAPLAN in 2012 to 2014.
Strategies to achieve these targets include:

- Continue with the phoning of parents when students are absent.
- Split kindergarten into two classes for 3 days a week.
- Aboriginal students to be targeting for inclusion in Norta Norta reading, MULTILIT and Quicksmart.

About this report

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

- Peter Carrett Principal
- Susan Smith Assistant Principal
- Anna Baird (Federation Representative)
- Diana Burtenshaw (classroom teacher)
- Adam Ross (classroom teacher)
- Sharon Farrell (classroom teacher)
- Mary –Alice Redden (classroom teacher)
- Mareka Miguel (classroom teacher)
- Corrine Black (classroom teacher)
- Merre Watts (Librarian –part time)
- Anne Cain (School Learning Support Coordinator - part time)
- Tom Mason (School Learning Support teacher - part time)
- Clifford Toomey - Aboriginal Education Officer - AECG president)
- Amanda Platt (P&C President)
- Elizabeth Paulston (relieving S.A.M)
- Carmen Meaglaconomos (S.A.O)

School contact information

Wee Waa Public School
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Email: weewaa-p.school@det.nsw.edu.au
School Code: 3416

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: