School context statement

Wee Waa Public School is situated in North Western NSW, part of the New England West School Education Group. It serves the community of Wee Waa and the surrounding rural district. With much of this century having been in drought the local economy has been in recession. This was reflected in declining enrolments at Wee Waa Public School until 2012 when number began to rise again. 2015 sees 174 students start the year which is an increase of 17% over 3 years.

In 2015 48% of students identify as Aboriginal and more than 20% of the total school population have identified additional education needs. 40% of families are single parents with some 95% of these being single mums. 25% of our families derive their total income from welfare payments. Of the three primary schools in town Wee Waa Public School has the highest enrolments, the highest proportion of Aboriginal students and the highest proportion of students with learning disabilities.

In the past the school received additional funding and staffing through a range of support programs. From 2007 to 2012 the school was a Schools in Partnership school. From 2012 to 2015 the school was a Low Socio Economic Status National Partnerships funded School. The school has received very significant funding under the RAM model for 2014 & 2015.

Principals Message

Wee Waa has been identified as a community doing it tough. The drought will only be broken by a flood and then regular rain during the growing times. The government has given the school extra funds for the last couple of years, the media call it the Gonski money. This will continue for the next few years. We are building teacher capacity, building up the skills of our students, making our community and our families proud of our school through the achievements of our children.

This began with small steps last year by revising our student welfare program. In 2014 the Be A Star program has seen students thinking positively about their personal achievements. 75% of the students have reached the top levels of gold and diamond. To reach gold standard students had to gain at least 30 awards during the year with diamond a further 10 awards. 4 of our students reached 50 awards and were presented with an honours badge in recognition of this success on presentation night.

On the Sporting front opportunities continued to increase for our students. We had a cricket team, Rugby League, soccer and Touch teams. The girls’ netball team grew in skill and confidence and reached round four of the state knockout and as well were narrowly beaten for a place in the state finals of the gold cup. Last year we had not one but 5 students reach state level representation across a variety of sports.

Extra funding in 2014 provided more opportunity for our children. The MULTILIT program and the Norta Norta program built up student academic skills. We have been able to provide extra literacy and numeracy programs each day. Reading Recovery program and extension studies for some of our senior students that saw a book written by of two of our Year 5 students published.

We worked with Barwon Health to develop a speech program using visiting speech pathologists. This was a program recommended to us from the Moree schools and it has been very successful in helping some of our students develop the language skills they need to learn to read and communicate. In addition Leanne, Cliff
Toomey and Annette Hamilton have run a daily breakfast club to ensure that all students have that important first meal of the day.

Increased parental involvement is a goal for the next 12 months. We need to engage with parents better. Why? Because without your help all the extra programs, all the extra money given the school will not make any difference because the greatest issue facing our school is student nonattendance. Parents need to take responsibility for sending their children to school.

Thank you to everyone who has supported Wee Waa Public in the last year. My thanks for the great job done by P&C over the last 12 months led by Amanda Platt and her fantastic team. The P&C have done an amazing job adding new features to the playground and improving the look of the school so thank you very much.

It is a privilege to lead this great school and I thank all involved with the school this year for the efforts that brought about our achievements. Your support, commitment and loyalty to our school will ensure its continued success. I look forward to the challenges 2015 will bring. Continuing to provide increased learning opportunities for students and building teacher capacity will ensure that Wee Waa Public is a vibrant, innovative and exciting learning 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.

Peter Carrett
Principal Wee Waa Public

P&C report for the Annual General Meeting

Firstly, I would like to thank everyone for coming tonight. I would like to thank Mr Carrett and his entire staff for a great year.

This year our small but mighty P & C achieved a lot. We have been playground builders, soft fall installers, gardeners and anything else that helps our school. It would be great if we could get more of the school community involved.

Our main aim this year has been to improve our school environment, this is a work in progress but we are getting there.

In the last year the school P & C has paid for

- The new primary play equipment
- The extension to the shed over the infants playground
- We purchased two new water stations for the infants.
- Canteen got a double slushie Machine and pie warmer
- Donated hats for the kinder students
- Supported students at state level.
Last year we ran another successful mother’s and father’s day stall. A big thank you to Nicole Piper and her band of helpers.

Also our trivia night was a great success, as well as our school discos. We have had a very big year thank you to everyone.

Mrs Amanda Platt 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. During the year we took part in leadership training in Moree which provided us with skills to use at school. We enjoyed our last year at Primary school and hope we made a contribution to the school and helped our fellow students.

Student enrolment profile

As can be seen from the above graph enrolments continue to steadily rise in spite of the economic and social impacts of the ongoing drought upon the community. What the graph fails to show is the influx of itinerant students during the annual cotton harvest when the student population will rise by approximately 10% during late term 1 and term 2. This has been a trend for many years.

Student attendance profile

Management of non-attendance

Attendance patterns are closely monitored. Letters are sent home to parents when unacceptable attendance is noted. Parents are reminded of their statutory obligations with regard to student attendance and asked to furnish an explanation when necessary, to explain the absences. The Home School Liaison Officer is contacted when the school is unable to resolve attendance issues. As student
nonattendance continues to be a significant concern during the year we have revised our procedures and will introduce an attendance monitor in 2015 to follow up on nonattendance daily.

Wee Waa Public has a number of staff members who identify as being of Aboriginal heritage.

**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>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>

**Workforce information**

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

The school is fortunate in having a skilled and experienced staff ranging from early career teachers to experienced teachers and executive. Wee Waa Public has a staffing allocation of 13.1 teachers and administrative staff. The school used funding from the Resource Allocation Model to employ an additional classroom teacher, two additional part time support teachers and 4 full time or part time Student Learning Support Officers.

**Workforce composition**

<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 Teacher(s)</td>
<td>5.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.0</td>
</tr>
<tr>
<td>Total</td>
<td>18.1</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Professional learning and teacher accreditation

Professional learning is recognised as a major contributing factor for improving learning outcomes of students by providing opportunities for developing skills, knowledge and understandings, professional discourse, interaction, critical reflection, analysis and collaborative planning. Professional Learning funds were accessed to cover costs associated with participation in professional learning workshops, school development days, conferences, team planning, and attending courses within and beyond the school.

The focus for professional learning has been on our developmental targets and on the personal professional learning needs of teachers.

All teachers participated in professional learning activities. Our new scheme teachers continue working towards accreditation and many other new scheme teachers are maintaining accreditation status.

A significant issue impacting on the expending of professional learning funding and our ability to provide opportunities for staff development is
the shortage of available casual teachers to allow for the involvement of staff.

**Beginning Teachers**

There were no beginning teachers in 2014 who required additional support.

**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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$5</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>171420</td>
</tr>
<tr>
<td>Global funds</td>
<td>164504</td>
</tr>
<tr>
<td>Tied funds</td>
<td>423201</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>78191</td>
</tr>
<tr>
<td>Interest</td>
<td>7048</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>14108</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>858472.00</td>
</tr>
<tr>
<td>Expenditure</td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>44383</td>
</tr>
<tr>
<td>Excursions</td>
<td>12891</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>9347</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>648487.00</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>209985.00</td>
</tr>
</tbody>
</table>

The school is in a sound financial position. A significant amount of funding carried forward is tied grants for which there are strict guidelines for use and outstanding wages for staff which the department will recoup in February 2015. General purpose funding has been committed for the replacement of assets and the purchase of resources that cannot be funded within a single year.

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the P&C in March 2015. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

Wee Waa Public prides itself in providing wonderful learning opportunities and a well-balanced curriculum across all Key Learning Areas. Students are provided with a wide range of learning experiences in order to acquire the skills to achieve success; whether it is in the classroom, on the sporting field, on stage, or at one of many local or regional community events.
Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Minimum Standards data

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</strong></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>95.5</td>
</tr>
<tr>
<td>Writing</td>
<td>90.9</td>
</tr>
</tbody>
</table>

It was very pleasing to see an increase in the percentage of students achieving at or above minimum standards. These increases were between 3.9% and an amazing 22.3%.
Results across all English domains show increased achievement in bands 4 and above on the 2010-2014 average with decreasing levels in band 1. During 2013-2014 considerable additional resources have been put into improving reading outcomes across the school and this is reflected in the improved literacy scores.

Numeracy results were not as impressive as English domains with a significant number of students in band 2. In 2014 numeracy groups in stage one were introduced with an emphasis on number skills. In 2015 we hope to see evidence of improved results because of this initiative.
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>84.6%</td>
</tr>
<tr>
<td>Writing</td>
<td>88.5%</td>
</tr>
<tr>
<td>Spelling</td>
<td>88.9%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>81.5%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

It was very pleasing to see an increase in the percentage of students achieving at or above minimum standards. These increases were between 3.2% and 14%.
NAPLAN Year 5 – Numeracy

It was very pleasing to see all students achieving at or above minimum standards.
Although the graphs indicate Year 5 has a larger than average number of students achieving at band 4 level the above average growth data show the value added to these students during the last two years is well above that added over the past 3 years.

Other achievements

We continue to focus on whole school programs, supported by professional learning for staff, which will lead to positive growth in students’ results. The focus on Accelerated Literacy, the use of the North Coast Maths Scope and Sequence, increased access to Technology, Reading Recovery, a quality Transition program, and MULTILIT all contribute to students’ success. During 2014 the staff successfully introduced the new English and Mathematics syllabus into their programs.

Significant programs and initiatives – policy

Arts
The annual Art Extension program organized by Mrs. Merre Watts achieved outstanding results. The whole program culminated in an art exhibition where all work was displayed in our hall.

For the first time in many years students successfully took part the Narrabri Eisteddfod in the verse speaking competition.

Other

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.

There were many other achievements during 2014 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 social program ‘Drumbeat’ was conducted by Mrs. Anne Cain with assistance from Mr. Clifford Toomey. The term 4 group performed very creditable at the school presentation night and a video of the performance can be seen on the school website.

Aboriginal education

At Wee Waa Public students are exposed to experiences that deepen their awareness of and connection to Aboriginal Australia, so that Australia’s indigenous heritage is understood and celebrated appropriately.

Wee Waa Public School has 48% of students who identify as Aboriginal. The academic progress of these students is monitored and supported.
The school values, respects and appreciates Aboriginal identity as an intrinsic part of the school's culture. The Aboriginal flag, along with the Australian flag, are flown each day.

In partnership with the local AECG and Aboriginal community, we value and acknowledge the identities of Aboriginal students, provide supportive and culturally inclusive learning environments and develop high expectations for all students.

Five staff members attended the ‘Connecting to Country’ program. This provided an opportunity for teachers to build and further develop knowledge of how we establish and maintain respectful relationships with Aboriginal students, families and communities, at a local level.

Wee Waa Public works closely with the local AECG. We send school representatives to all AECG meetings where we are informed about initiatives and directions in Aboriginal education in our local area. At these meetings we seek input from the group on improving outcomes for students and report on the strategies in place for our Aboriginal students.

A feature of 2014 was the high number of trainee teachers who spent periods of time at our school. This varied from 2 weeks to entire terms and all classes experienced a trainee at some stage during the year. Some of these teacher brought with them skills and experiences which further enhanced our Aboriginal education program.

In particular, Kindergarten experienced local Aboriginal culture during lessons which culminated with the creation of their own painting which now hangs on the wall near their classroom prepared by their intern, Miss Reeves. The whole school enjoyed a day of Indigenous games prepared by Miss Halliday and Year 6. This was a great follow up to the day Year 6 spent at Goodooga in August at their annual Indigenous Games. As always parents are invited to attend and on these two occasions a number of Aboriginal families took part.

![Trying out different foods on our Indigenous Games Day](image)

**Multicultural education and anti-racism**

We continue to support multicultural education and have embedded programs to benefit students of all cultures in all areas of the curriculum by providing programs and perspectives that develop the knowledge, skills and attitudes required for living together harmoniously in an increasingly culturally diverse society.

The majority of our students come from English speaking backgrounds hence the need to raise the students’ awareness of a national and global society that is significantly different from Wee Waa.

Through learning about the culture and customs of different countries around the world we aim to develop tolerance and multicultural respect in all students.

Our Anti-Racism Contact Officer (ARCO) is available for students, staff and families if the need arises. They are supported through resources supplied by the Department of Education and Communities.
Significant programs and initiatives – equity funding

Aboriginal background

In 2014 we have implemented initiatives designed to enhance the learning outcomes of our Aboriginal students.

Our schools focus is on high quality teaching supported by evidence based professional learning that promotes student engagement and active participation in their learning. This is the most effective strategy for improving Aboriginal student engagement, attendance and retention.

In 2014 we utilised funding received to assist Aboriginal students to employ additional Learning Support Teachers and School Learning Support Officers. They implemented targeted support, intervention and extension programs for Aboriginal students which have assisted not only Aboriginal students, but all students, in achieving enhanced learning outcomes.

Socio-economic background

In 2014 Wee Waa Public introduced a number of programs designed to assist our students.

The purpose of these programs was to

Provide extension opportunities for our best performed students so they reach their potential

Provide support for our inexperienced staff members who have lacked support since the second Assistant Principal position disappeared in 2010. In 2014 we regained this position with the appointment of Mrs. Dianna Burtenshaw as assistant principal.

With upwards of 25% of certain years well behind in literacy additional support is required for these students. All existing SLSOs have done MULITIT training and use the skills with their students.

Continue with MULITIT in stage 2 which has been very successful seeing a lift in reading levels and huge decrease in classroom misbehaviour as students are more engaged

NORTA NORTA support aimed at targeted support for students. We employed a teacher for 30 weeks for 3 days a week to support these students.

In 2014 we introduced a language program to provide intensive support for those students who come to school experiencing spoken language problems and those students lacking exposure to auditory discrimination and expression.

In addition we provided support for students to attend a range of cultural experiences each term, local area excursions and the major Canberra excursion for stage 3. Approximately 10% of the additional funding support was spent in providing this support.
English language proficiency

The school received no additional funding to support English Language proficiency in 2014.

Learning and Support

We recognise the importance of seeing students as individuals with differing learning needs. On this basis, we aim to provide additional support and encouragement for students when necessary.

The Learning Support Team (LST) meets on a weekly basis to consider the needs of students causing particular concern. Teachers refer individual children and support is sought to meet their needs. When considered appropriate, further referral is made to the School Counsellor, DEC personnel and community support agencies.

As part of the support teams role, students with additional learning and support needs (low level disability) received personalising learning and support programs utilising equity funding. Other students with learning or behavioural needs were also supported through this.

Funding received was used to assist in the employment of additional learning support teachers and SLSO’s to allow for increased learning assistance in classrooms during English and Maths sessions, as well as assisting teachers in implementing effective teaching and learning programs based on individual needs.

These programs increased students’ participation and engagement in their learning, improved outcomes and enhanced their access to a wider range of learning experiences.

Reading Recovery

Reading Recovery is an important part of our educational delivery. It is an early literacy intervention program designed to assist those students in Year 1 who are not meeting grade expectations.

Individualised instruction is provided by a specialist teacher on a daily basis for approximately six months and is supplementary to the ongoing literacy activities in the classroom.

In 2014, eight students were supported by this program.

Other significant programs and initiatives

Sport

Sport in 2014 at Wee Waa Public was once again very successful. As always the focus for our sporting programs was on enjoying competition, learning new skills and working together as a team.

At our carnivals for Athletics, Cross Country and Swimming there is an emphasis on participation by all students as well as the competitive experience for those children who compete at higher levels.

Team sports are extremely well catered for at Wee Waa Public. We have representative teams across a number of sports including cricket,
netball, soccer, rugby league and touch football. The most outstanding results were achieved by our girls netball team which reached the inter-zone final in the PSSA knockout and regional final in the state cup. In addition 4 students gained North West representation across a variety of sports.

The school obtained financial support that allowed us to intensify our term four swimming program. Two staff members have obtained Auswim accreditation and a third instructor was employed. This 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.

Our teachers also provide additional coaching and assistance during sports sessions that are held after school on a number of afternoons each week. Fitness training, cricket, soccer and netball coaching are regular sessions held weekly throughout the year, whilst team sports train and prepare after school, before school and at lunchtimes. All of this is possible due to those teachers who willingly give their own time to ensure that our students receive additional opportunities.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Interviews were conducted with members of the school community, members of staff, students, parents and family members
- Analysis of policies and programs, plans, budgets, assessment information, communications, program evaluations and other documents
- Classroom observation
- Surveys
- Analysis of student achievement data, including detailed NAPLAN analysis using SMART
- Discussion and consultation with the parent body through the local P&C.

School planning 2012-2014:

The targets written in 2011 were driven by student and staff needs of the time. Since the time they were written 66% of the staff including the principal have moved on and the student body has changed with new student cohorts and an influx of new students bringing with them a range of identified needs. This is best summed up
by Year 6 2014 which of a class of 28 students contained only 12 students who had started kindergarten at Wee Waa Public.

**School priority 1**

**Literacy & Numeracy Targets from the 2012 – 2014 school plan.**

**Outcomes from 2012–2014**

2012 - Transition program - that 80% of students starting Kindergarten in 2013 who live in town in 2012 participate in the Transition to Kindergarten program in 2012.

2012 - Literacy - Year 3 - 40% of students to achieve proficiency in reading in 2012 NAPLAN. Year 5 - 10% of students achieving proficiency in writing in 2012 NAPLAN.

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 reading from 28.7% (per DEC target setting tool).

2013 - 2014 Increase the % of Year 5 students achieving greater Than or Equal To Expected Growth in NAPLAN Numeracy by a minimum of 20% (20% 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 )

**Evidence of achievement of outcomes in 2014:**

- The rate of growth for the 2014 Year 5 was the highest during the reporting period of 2010 – 2014.
- The reading results for Year 3 2014 were significantly above the average for the reporting period 2010 – 2014 with fewer students in bands 1 & 2 and more students in bands 5 & 6.

**Strategies to achieve these outcomes in 2014:**

- Attendance at Transition is encouraged through links with the Wee Waa Preschool, home visits by the A.E.O and community communication via newspapers and billboards
- Additional support was given to Year 5 during semester one to assist those students experiencing difficulty accessing stage outcomes.
- Additional support given Year 3 during 2012 & 2013 ensured all students started Year 3 at stage level in reading. This was maintained and strengthened using MULTILIT strategies outside the classroom and quality teaching within it.

**School priority 2**

**Student Engagement & Attainment from the 2012 – 2014 school plan.**

**Outcomes from 2012–2014**

In 2012 improve percentage of primary students who strongly agree that “My teacher expects that I will do well in English” to more than 50% (2011 - 46%).
2013 – To measure whole school Instructional Practices each term and increase the aggregated % categories 4, 5 & 6 by 10% using the whole school l measurement of Student Engagement.

In 2013 we developed a new Student Welfare Policy based on a positive program which highlighted student achievement and developed a clear set of school rules and a school code of conduct

Evidence of achievement of outcomes in 2014:
- 70% of students gained a silver or gold award in the Be A Star program
- The rate of student suspension fell significantly during the year.

Strategies to achieve these outcomes in 2014:
- Introduction of Be A Star welfare program
- Addition of PSSA sports into the school curriculum
- Use of SENTRAL to monitor all negative student behavior and relate information back to parents in a timely fashion.

Evidence of achievement of outcomes in 2014:
- All staff have implemented the new English syllabus in each class as evidenced by class programs
- Year 3 and Year 5 teachers analyzed the 2014 NAPLAN results using smart data and presented results to the rest of the staff.
- Regular classroom visitation indicate all staff are using ICT in lesson delivery and using SENTRAL to collate data, compile records and maintain attendance figures.

Strategies to achieve these outcomes in 2014:
- Professional studies on the new English syllabus were led by Assistant Principal, Dianna Burtenshaw
- Staff were given a day to access smart data and analyze our results and then present their findings at a staff meeting.
- Professional studies on the use of smart technology in the classroom were undertaken by all staff.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Parents were given the opportunity to comment upon the school via a survey sent home in term 4. Approximately 10% of parents took part.
Their responses are presented below.

Whilst parents acknowledged that support for those students experiencing difficulty accessing the curriculum was very high all parents wanted to see better support for the implementation of ARTS across the school in 2015, increased opportunities for the extension of more able students and strengthening of sporting opportunities so that talented students could excel in their chosen sport.

Parents were very happy with the perception that behavior in the school had improved as a result of strengthened negative behavior procedures and better positive behavior reinforcement. Regular information at P&C about this improved communication with those parents who attended P&C.

The number of parents contacting the school with concerns was also at a record low and there were very few incidents of parents removing students to attend other schools in our community.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The 3 aims of the 2015-2017 Plan are

- To ensure equality of opportunity for every student acknowledging the many pathways taken by our students to arrive at our school.

To promote a culture of excellence within the school by providing learning opportunities that build upon quality teaching in the classroom, acknowledge and enhance the skills students bring with them into the classroom and to encourage students to be independent, yet disciplined, innovative and resourceful individuals able to make sense of the world around them.

- Teachers and the support staff within a school have the capacity to change lives for the better. To achieve that goal they must provide a flexible curriculum designed around the needs of 21st century learners. Teachers must have the capacity to implement the new National Standards and new NSW syllabi as they are progressively introduced during the next 3 years.
As life-long learners they need to continually refine the art of teaching through engaging in professional studies and equip themselves with skills necessary for the safety and wellbeing of their students and the technological skills required for life in the 21st century.

- The school must reflect the community, culture and time it is living through. Living in the 21st century demands 21st century classrooms, technology and pedagogy. Looking to the past, living in the present with an eye for the future must be reflective of a constant search for quality engagement with our students using the most modern of tools.

**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.

Peter Carrett - Principal  
Susan Smith – Assistant Principal  
Dianna Burtenshaw – Assistant Principal  
Liz Paulston – S.A.M  
Clifford Toomey – A.E.O

**School contact information**

Wee Waa Public School  
41 Cowper St Wee Waa 2388  
Ph: 0267954284  
Fax: 0267953098  
Email: weewaa-p.school@det.nsw.edu.au  
School Code: 3416

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