Our school at a glance

Students

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

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

This change in population is encapsulated at Wee Waa Public School by two snapshots of enrolment data - 2001 (210 students); 2011 (144 students).

This steady decrease in enrolments over the last few years is a demographic shift affecting many rural communities.

In 2011 the school population of 144 has an ATSI component of 58 students. Aboriginal enrolments for the last 5 years fluctuated between 35% to 45% of the total school’s enrolment. The traditional language group is Gamilaroi, however the community includes a number of other language backgrounds as a result of Aboriginal people moving to the town in the past.

Staff

There is significant staff mobility at Wee Waa Public School.

- One teacher is on part-time maternity leave in 2011 for 2 days a week. She works 3 days a week as an intensive literacy numeracy teacher and Release from Face to Face (RFF) teacher
- 3 temporary teachers
- 2 teachers who were appointed to their first teaching position this year
- An experienced teacher who is training in Reading Recovery and is the part time Librarian
- A relieving Assistant Principal in her third year at this school.
- The principal who is awaiting a nominated transfer due to the school’s reclassification.
- The Year 6 class had a change of teacher at the end of Term 2 this year.

In 2011 the school was staffed by 9.852 full time equivalent teachers and 2.866 full time equivalent support staff.

The following table reflects the current profile of experience of the teachers at Wee Waa Public School:

**Years of Teaching.**

<table>
<thead>
<tr>
<th>Years</th>
<th>Permanent</th>
<th>Temporary</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 5 years</td>
<td>6 classroom teachers (CRT)</td>
<td></td>
</tr>
<tr>
<td>20 - 25 years</td>
<td>1 teacher in a support role</td>
<td></td>
</tr>
<tr>
<td>30+ years</td>
<td>TEN coordinator based at the school; relieving assistant principal/CRT principal</td>
<td></td>
</tr>
</tbody>
</table>

**Years at Wee Waa Public School**

<table>
<thead>
<tr>
<th>Years at Wee Waa Public School</th>
<th>Permanent</th>
<th>Temporary</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>7 teachers</td>
<td></td>
</tr>
<tr>
<td>5 or more years</td>
<td>4 teachers</td>
<td></td>
</tr>
</tbody>
</table>

This includes two part time teachers.

**Significant Programs and initiatives**

**Boys on the Move**

Students in Years 5 and 6 participated in an extended project called “Boys on the Move”. This is a Country Areas Program (CAP) initiative involving boys building billy carts and girls involved in support activities. The support of Wee Waa High School, Di Rushton from Careers Network and the Cotton Catchment Communities enabled students to build billy carts and race them at school and in the regional competition.

In the past there was a lack of clear roles for girls in this initiative but in 2012 the CAP guidelines include girls in the full range of activities.
A Practise Run for Boys on the Move

School Based Technology Camps.
All students from Year 2 to year 6 participated in whole day technology camps in the new school hall. The camps were supported by personnel from Country Area Program (CAP) and the Priority Schools Funding program (PSFP) and coordinated by Mr. Adam Ross. The camps were so successful that this initiative will be continued in 2012.

Student achievement in 2011
In 2011 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 - no student in Year 3 was in Band One.
- 33% of students in Year 3 were in Band 6 for reading.
- 52.4% students achieved Band 5 in writing.
- More than 50% of students achieved Bands 5 or 6 in spelling.
- 47.6% of students were placed in the top two Bands in grammar and punctuation.
- Year 3 had improved by 42 scale scores from the 2010 data in the test aspect of numeracy.
- Year 3 are 7 scale scores above the state average in the test aspect of numeracy.
- 42.8% of students were placed in the top two Bands in numeracy.

Year 5:
- 26.3% of students were placed in the top two Bands in reading.
- 36.8% of students were placed in the top two Bands in grammar and punctuation

Messages

Principal’s message
The strong focus on high expectations, supported by focused professional learning, is having a positive effect on our students’ academic achievement. As a result, school based and NAPLAN assessments reflect steady growth in student learning outcomes.

The school’s consistent improvement in literacy and numeracy and other key learning areas is also a result of a whole school approach. New members of staff receive professional learning in whole school programs. Examples of this include the Accelerated Literacy (AL) pedagogy, the North Coast Maths Scope and Sequence, Connected Outcomes Groups (COGS) and You Can Do It (YCDI).

This year’s NAPLAN results continue to show an upward trend in most areas. Year 3 results were very pleasing and in Year 5 there was a marked improvement in reading results and the numeracy result was better than the school average from 2008-2011.

The You Can Do It program is leading to gradual but steady improvement in student behavior.

The refurbishment of the canteen has greatly improved the workplace environment for Mrs. Ross and her helpers.

The ongoing upgrading and expanding use of technology is having a positive impact on student engagement. It also ensures teachers have access to the latest software and hardware for teaching and learning.

Dorothee Lean.
P & C message

An extra special thank you to the P&C executive for all your hard work, generally behind the scenes. Please know that you are much appreciated.

The objectives of a P&C Association are to:

- Promote the interest of our school by bringing parents, citizens, students and teaching staff into close cooperation.
- Assist in providing facilities and equipment for the school, and in promoting the recreation and welfare of the students at our school.
- Encourage parent and community participation in curriculum and other education issues in the school.

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

- Donating hats to all Kindergarten students and all new students
- New Kindergarten parents’ morning tea.
- Mothers’ Day and Fathers’ Day stalls.
- Donating money to a student representing Wee Waa Public School at state level.
- Conducting very successful Easter and Christmas raffles.
- Volunteers assisting on special days, e.g. school hall opening, swimming carnivals and athletics carnivals.
- Vintage Pace Race - athletics and swimming carnivals.
- Selling uniforms through the canteen.
- Chef’s Toolbox party to open our new canteen and raise money
- Purchase of a school flag and two house flags.

My apologies for any omissions.

Upon going through the Minutes we averaged 10 members at each meeting, with only one meeting being cancelled as we could not get a quorum. I would like to think that in 2012 the attendance level would be even greater.

In conclusion, thank you again to all of you who attend meetings regularly and also to those families who assist our P&C in any way they can, whether it be spending up big on raffle tickets or making a slice for a special morning tea. Thanks everyone.

Megan Hawkins (President)

Student representative’s message

We liked doing the Assemblies, including setting up the chairs, selecting the classes that were receiving awards, setting up the sound system and organizing the student presenters. We enjoyed representing the school at the ANZAC ceremony.

We went to the leadership course at Moree and it helped boost our confidence.

We unveiled the plaque when our new school hall was officially opened.

We also liked helping other people.

We came up with the idea of the playground monitoring system, which included giving up our lunch times to help people with bullying, conflict, teasing, verbal put downs and bad language. We kept records of the problems we dealt with and put students on time out to help them learn a lesson about what they should do and say to other people.

We were the Masters of Ceremonies on Presentation Night and being on stage showing people we could do this job was good. We also acted as ushers on Grandparents Day, the Hall Opening and the Principals Conference.

When we were school captains everyone respected us. We learnt how to be responsible school leaders. Being the school captains gave us the confidence to be school leaders.

Tarisha Scaysbrook and Dean Platt (School Captains)
School context
The school receives extra funds from the Priority Schools Funding Program (PSFP), Country Areas Program (CAP) and Schools in Partnership (SiP) initiative. These funds are used to support a range of school based programs including:

- Transition
- Cultural and other excursions
- Staffing
- Professional Learning
- Discipline and Welfare initiatives

In 2012 the school will receive extra National Partnership funding from the Federal Government as a low socio economic status school.

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

The continuing decline in the socio economic status of the community is epitomized by the school being funded by a range of equity initiatives.

Student enrolment profile
Wee Waa has three primary schools for a total population of approximately 1500.

There has been a steady decline in total student enrolments over time. The population of Wee Waa district and township has declined.

As total enrolments decrease, the proportion of Aboriginal students has risen. In 2011 40% of students identify as being of Aboriginal or Torres Strait Islander descent.

Student attendance profile
Reasons for low attendance rates include parental issues and seasonal rains.

For the last two years floods in December have affected student attendance patterns as approximately one third of students live outside the town levee bank. During the floods these students are unable to attend school.

A snapshot of the 99 days in semester 1, 2011 indicates the total number of absences was 986 and 559 of these absences were unexplained. There were 325 partial absences, 323 sick days and 193 days of other explanations in this same snapshot.

After looking at the data there is no trend in a particular year level that contributes the most absences - it is consistent across the school. However, from 2009-2010 Year 5 and Year 6 have had improved student attendance.
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).

Current procedures to improve attendance are relatively ineffective as student absences are still high.

New processes are to be implemented in 2012 which includes 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.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KM</td>
<td>K</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>1F</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>2P</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3B</td>
<td>3</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>4R</td>
<td>4</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>5D</td>
<td>5</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>6T</td>
<td>6</td>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>

Structure of classes

The staff and parents support the maintenance of straight classes. In-school staffing arrangements are made to ensure this and endorsed by the School Education Director.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.252</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Priority School Funding Scheme</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Learning Assistance</td>
<td>0.8</td>
</tr>
<tr>
<td>School Learning Support Coordinator</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Total Teaching Entitlement</td>
<td>9.852</td>
</tr>
<tr>
<td>School Administrative Support Staff</td>
<td></td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.46</td>
</tr>
<tr>
<td>Aboriginal Education Officer (AEO)</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative Officer</td>
<td>0.406</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>1.0</td>
</tr>
<tr>
<td>Total Non Teacher Entitlement</td>
<td>2.866</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on the 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 will continue at their school in 2012. The Year 6 class teacher, Ms. Tancred, moved to the coast with her family during the year and was replaced by another temporary appointment, Mr. Adam Collier. He relocated at the end of 2011. Ms. Daskey, who was also employed as a temporary teacher, moved out of the area for family reasons at the end of this year.

Mrs. Anne Boehm, the School Learning Support Coordinator, received a permanent appointment and was replaced by Mrs. Anne Cain.

**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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>144501.11</td>
</tr>
<tr>
<td>Global funds</td>
<td>117649.40</td>
</tr>
<tr>
<td>Tied funds</td>
<td>278370.90</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>22773.24</td>
</tr>
<tr>
<td>Interest</td>
<td>12744.66</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10749.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total revenue</td>
<td>442287.40</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>16888.07</td>
</tr>
<tr>
<td>Excursions</td>
<td>11549.12</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>12311.64</td>
</tr>
<tr>
<td>Library</td>
<td>7511.93</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4096.30</td>
</tr>
<tr>
<td>Tied funds</td>
<td>235018.88</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>12982.96</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>29375.62</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>42685.58</td>
</tr>
<tr>
<td>Maintenance</td>
<td>6561.54</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>10157.95</td>
</tr>
<tr>
<td>Capital s</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>389139.590</td>
</tr>
</tbody>
</table>

| Balance carried forward   | 197650.92  |

A large proportion of the Balance carried forward at the end of the year is in tied funds which are allocated to wages and outstanding orders.

A full copy of the school’s 2011 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.
School performance 2011

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 continues to achieve outstanding results for those students who participate. The range of instructors employed to run the workshops ensures students develop ability in pottery, Aboriginal art, photography and more traditional art forms. This program is run by Mrs. Merrelynne Watts and culminates in an Art Exhibition where parents are invited to purchase their children’s art work.

The whole school music program is bearing fruit with increasingly polished performances at local and district level. Our students were very successful at the Narrabri Eisteddfod where they received two firsts and two seconds for musical and singing items.

Sport

Students participated in a number of sports competitions with mixed success. To improve our students’ ability and in order to lead to more positive results in future inter-school competitions, staff, students and parents developed a focused school sporting approach, reducing the number of sports available. The selected sports skills are taught during Physical Education lessons, Friday sport, after school coaching and supported by skills development presenters from sports associations.

The annual sports carnivals for swimming, cross country and athletics were well supported.

The school achieved a silver award in the Premier’s Sporting Challenge.

The term four intensive swimming program is having a measurable 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 continues to be popular with students and is held on Tuesdays and Thursdays.

Other

Students were successful at the Wee Waa Show with 12 first prizes and 7 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 the Queensland schools affected by the floods and raised $350.00 with a range of activities.

Academic

In the National Assessment Program, Literacy and Numeracy, 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 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)
NAPLAN Year 3

21 students in year 3 participated in NAPLAN Literacy.

No students were exempted or withdrawn. In all areas Wee Waa Public School has performed better than schools in the Similar Schools Group (SSG). In several areas the school had a higher percentage in the top 2 or 3 bands than State DEC schools.

The year 3 reading results were very pleasing with no student in Band 1 and 8 students in the top two bands.

Our school’s average score in NAPLAN reading was higher than the state average score. Our school continues to outperform the Similar Schools Group (SSG) and to improve on the results of previous years.

11 students (52.40%) were in Band 5 for writing and only one student in the bottom band. This was a very positive result as students were required to write a persuasive text this year for the first time. Previous NAPLAN assessments had focused on narrative texts.

Whilst the percentage of students in Bands 1 and 2 in spelling was slightly higher than in previous years, the results in the top two bands were again
very pleasing with 11 students (52.40%) achieving Band 5 or 6 results.

The growth in the number of students in Band 6 for grammar and punctuation was very pleasing. There were 10 students in Band 5 or 6 with the greatest number in Band 6.
Numeracy – NAPLAN Year 3

The year three numeracy results were very positive with our school receiving a higher average score than the state average. 9 students achieved in Band 5 or 6 and only 2 students were in the bottom bands.

NAPLAN Year 5

19 students in year five participated in the NAPLAN Literacy assessments.

No students were exempted or withdrawn.

Reading:

The Reading percentage of students in the top two bands in reading is gradually increasing. The positive results are that now 10 out of the 19 students are achieving in the top three bands while the number of students in the bottom bands is gradually decreasing.
Writing:

NAPLAN writing results for year 5 were probably affected because the task was a persuasive writing task for the first time, rather than a narrative writing task as in previous years. Better than SSG.

<table>
<thead>
<tr>
<th>Year 5 NAPLAN Writing</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2011</td>
<td>454.7</td>
<td>434.5</td>
<td>486.6</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Band</th>
<th>Percentage in Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>10.5</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>21.1</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>31.6</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>31.6</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>5.3</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

SGG % in Band 2011 | 19.2 | 16.7 | 39.5 | 16.1 | 6.6 | 1.8 |

State DEC % in Band 2011 | 5.6 | 8.4 | 32.7 | 29.2 | 15.7 | 8.4 |

Spelling:

There has been no significant movement in the Year 5 spelling results. While there has been some fluctuation in the percentage of students in the various bands, the average in the two bands at the middle bottom and top has been relatively stable, except for the proportion of students in Band 3 this year.

<table>
<thead>
<tr>
<th>Year 5 NAPLAN Spelling</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2011</td>
<td>440.9</td>
<td>443.6</td>
<td>493.7</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Band</th>
<th>Percentage in Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>21.1</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>10.5</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>31.6</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>30.5</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>8.4</td>
</tr>
</tbody>
</table>

SSG % in Band 2011 | 17.4 | 18.3 | 25.0 | 33.3 | 8.3 | 2.4 |

State DEC % in Band 2011 | 5.8 | 10.1 | 25.2 | 25.7 | 20.2 | 13.1 |
In grammar and punctuation there has been significant growth, compared to previous years, moving students from bands 4 and 5 into bands 6, 7 and 8.

**Year 5 NAPLAN Grammar and Punctuation**

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2011</td>
<td>475.1</td>
<td>435.6</td>
<td>500.7</td>
</tr>
</tbody>
</table>

**Numeracy – NAPLAN Year 5**

Numeracy results are showing gradual improvement. This year there were more students in bands 6, 7 and 8 in total - than previously.

**Year 5 NAPLAN Numeracy**

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2011</td>
<td>453.2</td>
<td>443.0</td>
<td>495.9</td>
</tr>
</tbody>
</table>

**Progress in literacy**

- Average progress in Reading between Year 3 and 5
- Average progress in Spelling between Year 3 and 5
Progress in numeracy

Due to the identified learning issues of approximately 20% of the year 5 cohort this year, the decrease in average progress in these identified learning areas has been expected.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the NAPLAN 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 achieving at or above minimum standard (exempt students included) |
|----------------------------------|-----------------|
| Reading                          | 100.0           |
| Writing                          | 95.2            |
| Spelling                         | 95.2            |
| Grammar & Punctuation            | 85.7            |
| Numeracy                         | 95.2            |

| Percentage of Year 5 students achieving at or above minimum standard (exempt students included) |
|----------------------------------|-----------------|
| Reading                          | 89.5            |
| Writing                          | 89.5            |
| Spelling                         | 78.9            |
| Grammar & Punctuation            | 78.9            |
| Numeracy                         | 89.5            |

These tables confirm the results of the Situational Analysis carried out for the National Partnerships Low Socio Economic Status funding program which showed that the school needs to have an increased focus on grammar and punctuation. For this year 5 cohort there is also a Spelling focus indicated.

Significant Programs and initiatives

All the teachers of the K-2 classes participated in Targetting Early Numeracy (TEN) training. They did three days of professional learning, regular student assessment on students and formed target groups to address numeracy outcomes for addition and subtraction.

During the Easter holidays the majority of staff attended the David Langford Quality Learning Conference. As a result they implemented a range of thinking tools and Rubrics during mathematics lessons.

In 2012 the school will receive 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

In 2011 SiP funding was applied to:

- providing ongoing professional learning in Accelerated Literacy and supplying resources. There is a complete set of accelerated literacy texts with an Aboriginal focus for every year group.
- Transition in Kindergarten (TiK) and Transition to Kindergarten
- QuickSmart
- Personalised Learning Plan meetings
- cultural excursions
- You Can Do It program
- annual dance program
Country Areas Program (CAP)
Funding from this program supported the:

- excursion to Lake Keepit
- 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, the Boys on the Move program and student camps.

Priority School Funding Program (PSFP)

PSFP funding was applied to:

- David Langford Quality Learning Conference professional learning
- maintaining the straight classes in the school with the 0.2 staffing allocation
- supporting a range of professional learning activities
- funding school based student programs including technology camps and the Thinking Brain workshops
- continuing to improve staff capacity in technology
- continuing to improve the technology resources in the school

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

The school community undertook an in-depth situational analysis in preparation for participation in National Partnerships in 2012.
Progress on 2011 targets

Target 1

Literacy

Year 3

Maintain 100% of Year 3 students achieving at or above Minimum National Standard in writing.

Target not met.

Our achievements included:

- 95.2% of students achieved at or above the minimum standard in writing.
- This was the first year that persuasive text was the writing assessment task. That more than 95% students achieved at or above the minimum standard is a positive achievement.
- 100% of students were at or above the minimum standard in reading
- the school’s average writing score was 409.8 compared to the Similar Schools Group average score of 374.2
- No students were exempted from NAPLAN

The following strategies were implemented:

- 100% of staff continued to implement Accelerated Literacy
- daily journal writing occurred in all classes
- technology workshops, with a focus on literacy, were held in the school
- improving the use of technology in the teaching of literacy

Target 2

Connected Learning/Teacher Quality.

Continue to ensure 100% of teaching staff access professional learning which supports the New South Wales Quality Teaching model.

Target met.

Our achievements included:

- school development days were reallocated so that all staff would be able to attend the David Langford Quality Learning seminar during the Easter holidays
- there was an ongoing focus on in-school professional learning activities covering the Quality Teaching model
- maintaining collegial supervision processes
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 2011 our school carried out evaluations of attendance monitoring, literacy teaching and staff professional learning.

Educational and management practice - Attendance
Background
An analysis of past attendance data for the school revealed that low attendance rates have not consistently improved.

Findings and conclusions
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.

On school enrolment census day, 5th August 2011, Wee Waa Public School had 142 students, 58 of whom were of Aboriginal and Torres Strait Islander descent. The 40% of Aboriginal and Torres Strait Islander students accounted for 502, more than 50% of the school’s 986 total absences.

Current procedures to improve attendance are relatively ineffective as student absences are still high.

Future directions
• A new process is to be implemented in 2012 which includes making phone calls to parents on the day of non-attendance
• The YCDI awards and class awards to include an attendance component
• A “Koori” phone to be used by the AEO to contact parents when an Aboriginal student is late or absent

Curriculum - Literacy
Background
Students and staff were surveyed regarding the teaching of literacy.

Findings and conclusions
The results of the student survey indicated that the students’ level of engagement in literacy in the primary years is not as high as the level of engagement in the infants years.

Responses indicate that areas which should be addressed are:
• teachers having high expectations of students
• teacher feedback
• students feeling challenged in lessons and being made to think
• explicit teaching relating to assessment expectations

Results from the survey of staff indicate that teachers were pleased with their teaching of literacy. However some teachers, although they used the English syllabus, didn’t feel confident in their understanding and use of it. Also, teachers generally did not feel confident in their assessment of literacy and in using assessment to guide their teaching.

Future directions
Literacy improvement to be a target in 2012 across the school with writing to become the focus for year five and reading in year three. That Accelerated Literacy remain the pedagogy of choice for Wee Waa Public School.

Staff Professional Learning
Background
Staff professional learning over the last five years has focused on ensuring that staff continue to receive support and training to implement a range of whole school programs.

Findings and conclusions
Staff were requested to respond to a range of questions regarding professional learning.
1. What were the targets for 2011 and did our professional learning funds build staff capacity to reach our targets?
All staff were aware of the targets and identified the areas as:

- Literacy improvement across the school with a focus on writing
- Continuing the implementation of the North Coast Maths Scope and Sequence
- Technology
- Quality teaching

2. Did professional learning funds build staff capacity to help achieve targets?
4 responded YES - Accelerated Literacy was enabled across the school
2 responded the North Coast Maths Scope and Sequence was effectively implemented across the school
1 responded the David Langford conference built staff capacity for using the Quality Teaching tools
1 responded Technology professional learning was especially effective
1 staff member commented “Don’t feel there was a strong and clear focus for staff development (or was lost)” and another staff member commented “Need to implement more of the good ideas we have.”

3. How could professional learning be enhanced?
6 responses indicated there was a need to share expertise and resources within the school and should include more cooperative planning time. The lack of casuals which makes this difficult was recognised by the respondents.

Other issues and comments were made but they were too disparate to be used as the basis for future planning and decision making.

Future directions
National Partnerships funding to be used to release teachers on the same stage for joint planning, programming and assessment.

Other evaluations
The staff was surveyed to assess the use of SMART data and Information and Communications Technology (ICT) and the level of confidence in using this data and technology applications.

Findings
- Examination of staff ability to analyse and use SMART data to drive changes in teaching and learning demonstrates that due to a large staff turnover, there is a significant proportion of staff who have little or no experience in using SMART data.
- There is a wide range of experience and confidence in the staff with the use of ICT in their teaching and learning, with only 15% of staff being in Phase 4 of the ICT framework.
- 80% of the teaching staff have less than Phase 4 experience in ‘the use and design of assessment strategies to maximise the benefits for students’.
- 50% of the teaching staff have a less than Phase 4 experience or knowledge of how to monitor, trial and evaluate effective strategies for integrating ICT into their teaching and learning programme.
- In total, only 15% of teaching staff have a Phase 4 knowledge of the use of ICT in teaching and learning. A large contributing factor to this low level of experience is the high number of new teachers at the school who have less than 5 Years teaching experience.

Future Directions
A 0.5 full time equivalent position will be established in 2012 with National Partnerships funds to support students and staff development in the use of ICT and for staff to utilize SMART data for teaching and learning.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school. The focus of the satisfaction surveys was literacy and numeracy for staff and students, and for the parents it was about community attitudes towards the school.
Their responses are presented below.

Parents

There was a response from over half the families of Wee Waa Public School (50 responses). 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.

Teachers

Results from the staff literacy survey are included on page 15.

Results from the staff numeracy survey found that staff felt the numeracy programs at Wee Waa Public School to be most successful and that the school continue teaching from the North Coast Maths Scope and Sequence. However, assessment was an area of concern with many teachers not confident in their assessment of numeracy. It was also evident that there were insufficient maths resources.

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.

Outcomes for 2012–2014

Improved learning outcomes for all students in literacy.

Improved learning outcomes for all students in numeracy.

Improved student attendance.

Improved staff knowledge and use of ICT and other teaching programs and resources.

Improved outcomes for Aboriginal students.

2012 Targets to achieve these outcomes include:

School priority 1

Attendance

Improve student attendance in 2012 to meet New England Region’s 2011 attendance level of 92.7%. Wee Waa Public School attendance level in 2011 was 91.5%.

Strategies to achieve these targets include

- a parent information meeting during the transition program with a focus on the importance of regular school attendance
- The class teacher or AEO to phone the parent/caregiver on the student’s first day of absence.
- Individual YCDI and class awards to include a focus on attendance

School priority 2

Literacy

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

In Year 3 40% of students to achieve proficiency in reading in 2012 NAPLAN
In Year 5 10% of students to achieve proficiency in writing in 2012 NAPLAN

Strategies to achieve these targets include:

- maintain Transition to Kindergarten program
- maintain intensive literacy/numeracy support in Kindergarten (Transition in Kindergarten - TIK)
- intensive literacy support for students in years 1 and 2 with extra Reading Recovery allocations
- 2012 extension program focus for year 3 to be reading; for year 5 - writing
- develop a whole school assessment plan for maths in 2012
- maintain the QuickSmart program
- establish a 0.5 ICT teacher position
- whole school analysis of NAPLAN data using SMART data

School priority 3
Student engagement and attainment

In 2012 to improve the percentage of primary students who strongly agree that “My teacher expects that I will do well in English” to more than 50% (2011 - 46%).

Strategies to achieve this target include:

- increase the use of ICT as a way of lifting the level of student engagement in primary years by employing a teacher to deliver ICT in the school using ICT as a component to move more students into the higher achievement bands and to achieve an A or outstanding result
- Continued Professional Learning in Accelerated Literacy for all staff

School priority 4
Aboriginal education

No Aboriginal student to complete Kindergarten with a reading recovery level below 3.

Strategies to achieve this target include:

- literacy and numeracy support program in kindergarten (TIK) to maintain the focus on improving Aboriginal students’ early literacy and numeracy outcomes.

School priority 5
Staff professional learning

80% of staff to indicate in the staff survey that they have been trained and are implementing the North Coast Scope and Sequence, Accelerated Literacy and You Can Do It program.

Strategies to achieve this target include:

- Accelerated Literacy, North Coast Scope and Sequence in maths, and You Can Do It P/L for beginning teachers and temporary teachers.
- employ a 0.5 FTE teacher to develop staff expertise in the use of ICT for teaching and learning.
- provide extra in-school professional learning time and support to address the use of ICT in teaching and learning, SMART Data and developing a school assessment scope and sequence with a focus on maths and stage based planning.
- implement a whole school scope and sequence in assessment and focus on maths and develop assessment matrices in these areas for staff and students.
- maintain the School Learning Support Coordinator position to address student support needs.

School priority 6
Parents and community

To record a decrease in responses from 22% to 15% in the parent survey responses indicating lack of broader community support for school events when the survey is re-administered at the end of 2012.

Strategies to achieve these targets include:

- a diarised list of coming events/term timetable to be included in the newsletter
- the school to hold an ICT day for parents showing them the school web site features, educational sites and useful links
• children to read the newsletter in class on the
day it is issued before they go home and for it
to be put in their bags under teacher supervision
• the newsletter to be distributed to a range of
business houses, eg the bakery, the
newsagency, service station and café
• events to be advertised in the wider
community
• weekly radio broadcasts on radio station
2MaxFM advertising school events
• staff to complete a course “Strengthening
Community Engagement”

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.
• Dorothee Lean (Principal)
• Susan Smith (Assistant Principal)
• Anna Baird (Federation Representative)
• Diana Burtenshaw (classroom teacher)
• Adam Ross (classroom teacher)
• Maree Daskey (classroom teacher)
• Jodie Keys (classroom teacher)
• Jemma Martin (classroom teacher)
• Sharon Farrell (classroom teacher)
• Chloe Pillar (classroom teacher)
• Adam Collier (classroom teacher)
• Anne Cain (School Learning Support
Coordinator - part time)
• Clifford Toomey - Aboriginal Education
Officer - AECG president)
• Leanne Combo (SiP committee)
• Lorraine Leonard (SiP committee)
• Kristy Fuller (SiP committee)
• Colleen Combo (SiP committee)
• Denise Galagher (SiP committee)
• Megan Hawkins (P&C President)
• Susanne Kable (P&C representative)
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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: