School context
Wee Waa Public School is situated in the New England region, part of the New England West School Education Group. It serves the community of Wee Waa and the surrounding rural district. Approximately one third of the student population travels to school by bus. Buses travel from Pilliga, Burren Junction, Yarrie Lake, Merah North and Spring Plains/Boolcarrol.

A general economic downturn had been reflected in declining enrolments at Wee Waa Public School and the other schools in the town - Namoi Valley Christian School, St. Joseph’s Primary School and Wee Waa High School however with the mining boom now impacting upon housing costs in Narrabri Wee Waa Public has seen significant growth in 2013 of over 20%.

Of the three primary schools Wee Waa Public School has the highest enrolments, the highest proportion of Aboriginal students and the highest proportion of students with learning disabilities. In 2013 46% of students identify as Aboriginal or Torres Strait Islander and more than 6% have identified special education needs.

The school receives extra funding and staffing through a range of support programs. These are the Equity program funding. In 2007 the school became a Schools in Partnership school and this funding finished in 2012. Wee Waa Public School became a Low Socio Economic Status National Partnerships funded School from 2012 to 2015.

WWPS is a focus school under the Aboriginal and Torres Strait Islander Education Action Plan initiative, and as such this school plan contains strategies that address each of the ATSIAP priorities for primary schools: readiness for school; engagement and connections; attendance; literacy and numeracy; leadership, quality teaching and workforce development

Students
Student numbers fluctuated significantly during 2013. An initial intake of 162 rose during semester one to a high of 178 students before ending the year at 167. At Wee Waa Public School enrolments are usually lower at the beginning of every year and increase as the year progresses. The proportion of Aboriginal students remained steady at 46%. There were no students with a Non-English Speaking Background enrolled in 2013. The school year ended with student numbers steady with an anticipated 16 to 20 students enrolling in kindergarten for 2014. As a result of the additional enrolments Wee Waa Public has been reclassified as a P4 Primary school.

Staff
The teaching staff comprised a principal, assistant 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 who include teachers’ aides, tutors, an Aboriginal Education Officer, Clerical staff and a part time General Assistant.

Significant programs and initiatives
The school continued to receive funding support from the Federal National Partnership and Country Area Program although these are being phased out during 2013 to be replaced by RAM funding (Resource Allocation Model). 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
- Quick smart & MULTILIT
- Drumbeat
- Dance Program
The School Chaplaincy program, funded by the Federal Government and the Active After Schools Community Programme both continued their invaluable support for the school.

Principal’s message
Firstly let me acknowledge those who have gone before us. The Aboriginal people of the Gamilaroi tribe who first made this land their home for thousands of years. Secondly I want to acknowledge those people who call Wee Waa home today, both those who know no other home because they grew up and have lived here their whole life and those of us who have come to Wee Waa for work and new opportunities. I am not sure whether 32 years qualifies me as a local yet?

The afternoon of January 13th started out a typical hot summer’s afternoon but late in the day in the space of 10 minutes the playground of our school along with dozens of backyards across our town became a scene of total destruction. We lost a dozen of our largest gum trees and of course the damage done to the Primary COLA was well documented by the local media in the wind storm. It was for me as the new principal a baptism into the complexity in running our school.

It is not buildings however or playgrounds that we are here for. The reputation of a school is not built in bricks and timber. School is all about children, your children, our children. School is therefore all about community and families. Just as we build up children through their education so too we must build up our community and build up our families.

NAIDOC Week Excursion
Wee Waa has been identified as a community doing it tough. The glory days of the cotton rush and plenty of work are behind us. But there is resilience, toughness, an ability to overcome most obstacles that exist in people here. It is the attitude shown when the floods come of not clearing out of town, of helping out a mate or even a total stranger in distress. So when the government gives the school extra funds as they have done for the last couple of years and will continue to do so for the next few years we are going to take that and we are going to build capacity, build up our children, make our community and our families proud of our school through the achievements of these children.

This has begun with small steps in 2013 such as revising our student welfare program, insisting on students staying in class and getting on with their learning and increasing the sporting opportunities for our students. The girl’s netball team that won their way to Sydney last term was a great example of cooperation and getting the community behind us. What began as a simple request to try to develop a netball team for the girls has now grown into a team of parents supporting staff and the girls in the teams to the point where other schools in our district are now getting on board and having joint gala days at our school.
In 2014 we hope to see increased parental involvement. My thanks for the great job done by the small but dedicated P&C group led by Amanda Platt. I hope to see this group expand particularly as they take on some improvements to the playground next year. Mr. Toomey as Aboriginal Education Officer and I want to work with our Aboriginal families to develop a committee to improve our celebration of NAIDOC week and to work on introducing a Gamilaroi language program at school as we believe language is the key to culture. You need to talk the talk to walk the walk!

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 School

This year our P & C has

- Supported students travelling to state level in sports.
- Held our Mothers and Father’s Day stalls.
- Provided the kinder and new students with a hat.
- Organised two discos for the students

Our major fundraiser was the Mexican trivia night; thanks to our wonderful committee and helpers we raised almost $ 20,000.

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. 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.

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

P & C message

Firstly, I would like to 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.
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.

Sam & Caitlyn Galagher School Captains 2013

Learning about army life

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>73</td>
<td>76</td>
<td>90</td>
</tr>
<tr>
<td>Female</td>
<td>69</td>
<td>80</td>
<td>75</td>
</tr>
</tbody>
</table>

As observed from the above graph enrolments over the past 3 years have grown steadily. The ratio of boys to girls has increased significantly with marked imbalances in the last two kindergarten intakes.

Student attendance profile
The profile of student attendance indicates a significant concern as our school is many percentage points below state and district levels.

Region and state attendance levels for the same period are consistently 3 to 4% higher. However a closer examination of actual students indicate that 90% of students attend at better than state averages.

Student attendance therefore remains a priority. 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 using electronic roll marking. 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 firstly to the Learning Support Team then to the Home School Liaison Officer (HSLO).

Naidoc Week Excursion to Pilliga
Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.3</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.2</td>
</tr>
<tr>
<td>Total</td>
<td>14.6</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Of the permanent staff one class teacher is Aboriginal as well as the Aboriginal Education Officer. A number of Aboriginal in-class personnel are employed all year
- Additional School Learning Support Officer
- Literacy and numeracy tutor
- An Aboriginal literacy and numeracy tutor for Kindergarten
- Two School Learning Support Officers, employed with integration funding support for students with disabilities, are Aboriginal.

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>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>50%</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>207737.54</td>
</tr>
<tr>
<td>Global funds</td>
<td>148693.54</td>
</tr>
<tr>
<td>Tied funds</td>
<td>221022.15</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>55945.85</td>
</tr>
<tr>
<td>Interest</td>
<td>6428.12</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7092.45</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>646919.65</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>41217.56</td>
</tr>
<tr>
<td>Excursions</td>
<td>17101.57</td>
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<tr>
<td>Extracurricular dissections</td>
<td>12208.49</td>
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<tr>
<td>Library</td>
<td>484.84</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>13736.69</td>
</tr>
<tr>
<td>Tied funds</td>
<td>235293.11</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>21606.80</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>41002.55</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>37925.55</td>
</tr>
<tr>
<td>Maintenance</td>
<td>33308.36</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>12725.92</td>
</tr>
<tr>
<td>Capital programs</td>
<td>8888.02</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>475499.46</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>171420.19</td>
</tr>
</tbody>
</table>

The January wind storm caused significant damage within the school leading to higher than normal maintenance costs. These costs were
reimbursed to the school during the second part of the year.

A full copy of the school’s 2013 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.

Open Football Team 2013

School performance 2013

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, Quick Smart and MULTILIT all contribute to students’ success.

Spelling Bee Champions Lochie Trindall & Lucas Piper

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)

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 Wee Waa Public in the Find a school and select GO to access the school data.

Other achievements

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.

On an individual level Elizabeth Horne gained a position in the NSW Disability Dance Ensemble and took part in the Schools Spectacular for the second year in a row.

Sport

Sport continued to play a prominent role in the life of the school during 2013. Students took part in annual school swimming, athletics and cross country days. There was increased participation in PSSA state knockouts in soccer, netball, league, touch and cricket were contested and students took part as well in rugby league, netball and
touch football gala days. Our school ran a very successful zone athletics carnival in August.

On an individual level Zack Doring was successful in gaining a position in the North West athletics team. Zack took part in the state titles at Homebush achieving a personal best in discus.

On a team level the most outstanding result was the girl’s netball team who succeeded in gaining entry to the state cup finals in Sydney. This was the brainchild of teacher Sharon Farrell who saw a need to encourage sport amongst the girls. The team only began to train in term 2 but garnished support from several dedicated parents. In August they even ran an interschool gala day on the grounds of the school.

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.

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 2013 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. Brenton Cochrane. 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.

Significant programs and initiatives

The school implemented a number of programs to give students additional support and opportunities during 2013. These assist in developing essential attitudes, awareness and skills.

Aboriginal education

Wee Waa Public School has 46% of students who identify as Aboriginal. The academic progress of these students is monitored and supported in a number of ways.

In 2013 we employed an additional Aboriginal Education Officer to support the work already underway across the school. Our MULTILIT, Quicksmart and NORTA NORTA programs were all run very successfully by our Aboriginal staff. Post testing indicated significant gains being made by all the students who were involved.

During 2013 a team from Dare To Lead visited Wee Waa Public to examine how we can improve the delivery of education to Aboriginal students. Amongst their recommendations were

- A review of Personalised Learning Plans be undertaken.
- A more active role for the school ARCO. All parents, students and staff need to be made aware of the role and powers of the ARCO.
- The school is encouraged to form an Aboriginal Education Team responsible
for planning all aspects of the Aboriginal education approaches in the school including NAIDOC.

- The school is strongly encouraged to develop and implement a Cultural Awareness Program for staff
- The school is encouraged to conduct an audit of all Aboriginal education resources. This audit will highlight areas of resource need in the school, especially in the area of local Gamilaroi materials.
- The school is encouraged to compile a register of all local community members who could assist the school in curriculum, culture and language inputs.
- The school needs to establish a leadership model for Aboriginal education in the school.
- The provision of Welcome to Country signage, external murals visible from the streetscape, totems, ground artwork, paintings etc. around the school will demonstrate to the community the school’s respect for culture and a willingness of the school to engage culturally with community.
- The further investigation of a Gamilaroi language program accessed by all children is encouraged.
- The implementation of a Breakfast Program will improve student attendance, punctuality and engagement in class.
- It is recommended the school investigates the viability of conducting a Computer Club after school to further engage Aboriginal students in learning opportunities.

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. The local AECG provide 6 bursaries for identified students each year which are presented during presentation night.

The principal and Aboriginal Education Officer attend all Aboriginal Educational Consultative Group (AECG) meetings where we are informed about initiatives and directions in Aboriginal education in our local community. 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.

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. The passing of local Aboriginal elders is acknowledged by lowering the flag to half-mast at an appropriate time.

**Multicultural education**

Our school has maintained a focus on multicultural education in all areas of the curriculum by providing the skills, knowledge and values which promote a culturally diverse society. Teachers continue to integrate multicultural education into class teaching and learning
activities. 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.

Transitional Equity Funding

The school received substantial equity funding in 2013 for isolation and Aboriginality. This funding was used to provide a variety of opportunities for students to excel in their studies, undertake local excursions and receive support for literacy and numeracy initiatives across the school.

National Partnership on Low Socio-Economic (SES) School Communities

Wee Waa Public is participating in this National Partnership, which commenced in 2012 and will continue with further funding in 2014 and 2015 via the Resource Allocation Model.

We have implemented strategies which will ensure that a measurable difference to student outcomes will be made over the four year period of the partnership. Underpinning these strategies is enhanced teaching practices, professional learning and additional student support. We have also been able to employ additional staff to target priority areas.

Through our National Partnerships involvement we will:

- Ensure high expectations of significant and sustainable improvements in student learning outcomes;
- Implement classroom strategies that have the greatest effect on student learning; and
- Provide ongoing opportunities for sustained professional learning and professional dialogue.

In 2013, the school implemented the following strategies as part of the National Partnership plan:

1. Employed an additional Mentoring teacher to provide individual learning planning sessions, in class support, team teaching & provide demonstration lessons.
2. Developed consistent teacher judgment so teachers can explicitly teach students how to produce work of a higher standard by providing joint planning and assessing days and coordinating release from face to face for teachers on the same stage.
3. Provided extra in-school professional learning time and support to address: 
   - Use of ICT in teaching and learning, SMART Data
4. Employ a qualified tutor to implement the MULITILIT program.
5. Employ a qualified SLSO to provide intensive support in the Kindergarten Classroom.

Dux 2013 Noah Platt
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:
- Analysis of classroom practice, school and external data;
- Surveys (student, parent, staff);
- Focus group interviews.

School planning 2012—2014: progress in 2013

School priority 1
Literacy & Numeracy

Outcomes from 2012–2014
- 2013 - 2014 Increase the % of year 5 students achieving greater than or equal to expected growth in reading as measured by NAPLAN results 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%
- 2013 - 2014 Increase the % of Year 5 students achieving greater than or equal to expected growth in Numeracy as measured by NAPLAN 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%

Evidence of progress towards outcomes in 2013:
- Naplan results for 2013 were very disappointing as regards achieving proficiency levels for year 3 in both reading and numeracy. Overall percentages were half the 2012 level.
- Naplan results for growth of Year 5 2013 were also disappointing as compared to the 2012 cohort. Overall percentages were down to 30% from 46.7% in 2012.

Strategies to achieve these outcomes in 2014
- Introduction of the new welfare policy which positively encourages high performance and creates disincentives for students who leave the classroom.
- Adherence to the DEC suspension policy has resulted in more settled classrooms where children can learn.
- A reading intervention program started in 2013 and continuing in 2014 has already led to significant improvements being noted in reading levels. All of Year 2 2013 exited with stage appropriate reading levels.
- The introduction of MULTILIT in the Primary classes, a targeted reading program for the Primary classes and the use of the Quick smart numeracy program impacted upon significant numbers of Primary students in 2013. MULTILIT and a targeted reading program for the Primary classes and the use of Count me in too strategies should lead to improved results in 2014.

School priority 2
Aboriginal Education

Outcomes from 2012–2014
- 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.

Evidence of progress towards outcomes in 2013:
• Attendance by most Aboriginal students is approaching the DEC target of 91% however there remains several families where attendance levels are significantly lower than expected.
• 80% of all kindergarten students reached level 5 by the end of 2013. The percentage for Aboriginal students was 60%. Of greater concern was high number of Aboriginal students who do not attend Preschool as it is these students who do not reach the reading benchmarks.
• The percentage of Year 5 Aboriginal students to make greater than or equal to expected growth in Literacy and Numeracy in NAPLAN was very low in 2013. All Aboriginal students recorded as not reaching minimum achievement levels.

Strategies to achieve these outcomes in 2014:
• In 2014 Year 6 has the experience of our most senior teacher to support them and early results indicate significant gains being shown by all students.
• The introduction of MULTILIT in the Primary classes, a targeted reading program for the Primary classes and the use of the Quick smart numeracy program impacted upon significant numbers of Aboriginal students in 2013. MULTILIT and a targeted reading program for the Primary classes should lead to improved results in 2014.
• The school continues to work closely with the Aboriginal community to encourage high rates of attendance. Home visits, attendance awards and support from the Home School Liaison Officer have been implemented.

School Priority 3
Staff professional Learning

Outcomes from 2012–2014
• In 2012 80% of staff to indicate in the staff survey that they have been trained and are implementing the North Coast Maths scope and Sequence, Accelerated Literacy and You Can Do It program.
• In 2013 66% of staff to indicate they use SMART data to drive pedagogy (33% in 2011) as measured by DASA survey tool.
• In 2014 80% of staff achieving an average of Phase 3 in the ICT framework (33% in 2011).

Evidence of progress towards outcomes in 2013:
• Staff spent 20 hours on the implementation phase of the new English curriculum during 2013.
• Staff completed a Behaviour Management online course during semester one 2013.
• Staff took part in the Technology Conference held in Tamworth during June 2013.
All staff completed a TAFE accredited first aid course during September 2013.

Strategies to achieve these outcomes in 2014:

- The need to develop staff knowledge of and to implement the new Australian curriculums is driving the majority of staff professional learning in 2014. The new Mathematics syllabus is the focus of learning.
- The continued professional development of the high proportion of young staff at Wee Waa Public remains a focus area. Involvement in a variety of courses including L3, differentiating the curriculum and courses in PDHPE have been planned.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school welfare program.

As a result a new policy was developed which is built upon a 7 pillar school code of conduct.

At Wee Waa Public School we strive to

1. Be friendly, caring and accept responsibility for our behaviour
2. Be the best we can
3. Be respectful of the school, its property, staff and students
4. Be proud of ourselves, our school and our school uniform
5. Be in the right place at the right time doing the right thing.
6. Be at school on time each day, bringing a note to explain any absence and attend school regularly
7. Be respectful of the rights of others to teach and learn in a safe and happy environment.

Added to this is a comprehensive set of school rules. A positive set of steps has also been introduced called the “Be a star” program and negative consequences and the process for recording negative behaviour has been strengthened.

This program will see students striving for bronze to diamond awards plus other incentives each term.

Program evaluations

Background

NSW public schools conduct evaluation to support the effective implementation of the school plan. This process ensures that our school is always seeking ways to improve its performance, thereby ensuring that we are providing the best educational experience we possibly can for all the students in our school.

In 2013 we carried out evaluations of the changes occurring in schools’ systems and practices as a result of participation in the Low SES School Communities National Partnership.

Findings and conclusions

As a result of our participation in National Partnerships the following broad changes have occurred at Wee Waa Public School.

- Provision of leadership development opportunities appropriate to staff at differing career points (Reform 1)

As seen by the range of professional development courses undertaken by staff. Included amongst these were courses aimed at developing individual teaching skills across a range of K.L.A.s e.g. Accelerated literacy, TEN numeracy, Auswim accreditation, courses aimed at developing better student outcomes such as Smart Data training, courses aimed at developing leadership skills via the online Curriculum support unit and courses for SAS staff in admin and first aid and student leadership courses such as the Impact Leadership Conference.
Teacher capacity to mentor and lead innovation or action research in classroom practice (Reform 1)
As seen by the whole staff involvement in developing quality teaching skills as a result of participation in Accelerated Literacy training program and the subsequent incorporation of these skills into the classrooms
• Partnerships with other schools, universities or community organisations around student learning (Reform 3)
As seen in the range of activities undertaken by the school in conjunction with other local schools such as Burren Junction, Rowena and Pilliga Public Schools. These activities include: Science and Technology field days, joint sporting teams, involvement in joint staff development days, joint sports programs and regular communication amongst the schools involved in the Western Small Schools Community of Schools.
• Levels of student engagement in learning as a consequence of tailored mentoring programs (Reform 3)
As seen by the success of engaging senior students in the EGATS program in 2012-2013. This year Year 6 students were offered the opportunity to take part in the program run remotely via the internet from Armidale. The School based extension program in art run across all classes for term 4 2013.
• Staff confidence in use of student data to inform planning (Reform 4)
As seen by the training of staff in and use by staff of Smart Data to analyse the results of their class and reflect critically upon both their program and classroom practice in formulating 2012 and 2013 curriculum.

• Support for target groups including Aboriginal, ESL and refugee students, and students with disabilities (Reform 4)
As seen by the successful introduction of MULTILIT and Quick smart in the school and its use to assist students requiring additional literacy support.
• School accountability processes including use of the Situational Analysis (Reform 5)
As seen by the ongoing use of the National Partnership evaluator process, involvement in the Dare To Lead snapshot of the school program and the completion of Annual School Reports.
• Processes to strengthen parent/family engagement in school life (Reform 6)
As seen by the very high level of positive involvement of parents in the P&C.
• Building pathways/transition points for students, including transition from preschool to school, or from alternative to mainstream schooling (Reform 6)
As seen by the success of the Preschool transition program which is resulting in over 70% of students from Wee Waa Preschool opting to attend Wee Waa Public with increased preparedness for school being demonstrated by improved Best Start data collected in term 1 of kindergarten.

Changes in student Outcomes (Reform/s - 3 & 4)
There have been significant changes in outcomes for the students attending Wee Waa Public during the past 2 years. There are a plethora of indicators including success in the Narrabri Eisteddfod, success in local P&A art shows, success in PSSA teams over the past two years, involvement in extracurricular activities such as once a term visiting shows and performances.
Another indicator of increased student engagement has been the improvement in student attendance which now approaches state levels. The school and its' students are now more engaged with its neighbours. As seen in the range of activities undertaking by the school in conjunction with other local schools such as Burren Junction, Rowena and Pilliga Public Schools. These activities include: Science and Technology field days, joint sporting teams, involvement in joint staff development days, joint sports programs. The success of engaging senior students in the EGATS program in 2012-2013 has ensured that the most able students are gaining support and extension both within the classroom and beyond.

At the other end of the spectrum the successful introduction of MULTILIT and QuickSmart in the school assists students requiring additional literacy support. Finally the success of the Preschool transition program has resulted in over 70% of students from Wee Waa Preschool opting to attend Wee Waa Public. Each student has displayed increased preparedness for school as demonstrated by improved Best Start data. This change may prove to be the most important of all as our journey of learning begins with small steps.

Change: Changes in teacher quality and/or teacher capacity (Reform/s – 1 & 4)

Underpinning the success of Wee Waa Public School has been the ongoing development of an outstanding team of educators. Most of the teachers have youth and enthusiasm others wisdom but all have a willingness to learn and develop their teaching craft. The range of professional development courses undertaken by staff during 2013 indicate this commitment. Included amongst these were courses aimed at developing individual teaching skills across a range of K.L.A.s

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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


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