2010 Annual School Report
Wallerawang Public School

NSW Public Schools – Leading the way
Messages

Principal’s message

Wallerawang School delivers a comprehensive primary education in a modern, well resourced, safe and friendly environment.

Situated adjacent to the picturesque Lake Wallace, the school features 11 air conditioned classrooms, an excellent library, a state-of-the-art computer learning facility and a school hall fully equipped for musical and drama performances.

Additionally the school has a world class Indoor Sports Stadium, which is equipped for basketball, netball, volleyball and indoor soccer.

The school offers teaching and learning programs in all Key Learning Areas and specialist teachers are engaged to provide Reading Recovery, Music, Creative and Practical Arts and Life Skills programs. The school fosters well-rounded students who achieve the very best educational outcomes of which they are capable.

The school provides enriched programs in literacy, numeracy, creative arts, sport and extra-curricular activities. Emphasis is placed on participation, teamwork and diversity of interest. Expectations are high and are matched by achievements.

The school has established excellent links between home and school. School staff are always available for appointments relating to their students and parents may participate in the decision making processes of the school through their membership of the P & C Association. The support of the community to the school has been a key factor in a successful year.

Thanks must go to the entire school staff on their professionalism, caring attitude and persistence. I feel proud to lead, and be a member of, such a supportive team.

2011 and 2012 will see the ongoing development of programs supported by the Priority Schools Funding Program (PSFP). These programs target Literacy, Numeracy and Engagement of student learning.

In 2010 the school community celebrated 150 years of education in Wallerawang with a three day event during March. More than 2000 people attended the celebration making it one of the most significant events to occur in the local area for many years. A unique tile mural, a celebration garden and a large ‘hands of time’ quilt were all unveiled and are now permanent reminders of this important occasion.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mr Duncan Auld
School Principal

P&C Message

The Wallerawang P & C Association is an integral part in the successful functioning of the school. It provides an invaluable link between children, parents and staff and allows parents to become actively involved in their children’s formative school years.

The P & C coordinates many activities throughout the school year operating solely on a voluntary basis.

Significant initiatives include the planning and management of the annual School Fete, catering for the Mountain Cruizer’s Car Club event held in Wallerawang each year, coordinating and catering the annual Year 6 Farewell Dinner for
students, their parents and school staff, and catering for the Bathurst Principal’s Council Meeting hosted at the school in October each year.

Members also managed Mother’s and Father’s Day stalls and raffles along with catering at a number of special school days including Education Week Open Day, Kinder Parents Orientation Evening and the Presentation Day morning tea for the school community.

The P & C provided financial support to the school as a result of fundraising initiatives and in 2010 this assistance was provided for the sesqui-centenary celebrations along with the purchase of several interactive whiteboards.

The uniform shop was open one morning per week and operates from the school grounds. It is overseen and managed by a uniform coordinator providing a unique service and true value for money uniforms.

The P & C also manage the operation of the school canteen. A convenor is appointed to ensure a healthy menu is provided and to oversee hygiene, stock control and service delivery by volunteer parents that operate the facility.

The P & C Association provides a unique opportunity for school families to get to know each other while providing a wonderful support base to both the students and staff at the school. New members are always welcome.

P & C President
Michelle Shanahan

School context

Students

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

Student enrolment profile

Enrolments have been generally steady over the previous 5 years to 2010 with the exception of 2009 which saw a significant number of additional students enrolled from a nearby non-government school. In 2010 we anticipate 42 new enrolments in Kindergarten. This will maintain enrolments in the 260-270 band.

See the 2006-2010 enrolment pattern below.

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<thead>
<tr>
<th>Year</th>
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<th>Female</th>
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<td>2009</td>
<td>131</td>
<td>114</td>
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<tr>
<td>2010</td>
<td>136</td>
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</table>
Student attendance profile

Management of non-attendance

Teachers individually identify students that regularly do not attend school. Interviews with parents are arranged and negotiated agreements and processes established. Where improvements are not satisfactory school executive staff and the home school liaison officer participate in agreed attendance planning initiatives with parents.

Class sizes

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

Eleven classes were established in 2010, two single level classes and nine composite classes.

The following table shows class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
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<tr>
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<td>25</td>
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<tr>
<td>KR</td>
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<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1/2C</td>
<td>1/2</td>
<td>11/10</td>
<td>21</td>
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<tr>
<td>1/2S</td>
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<td>1/2O'M</td>
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<td>23</td>
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<td>3/4WA</td>
<td>3/4</td>
<td>14/14</td>
<td>28</td>
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<tr>
<td>3/4WI</td>
<td>3/4</td>
<td>14/13</td>
<td>27</td>
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<tr>
<td>3/4L</td>
<td>3/4</td>
<td>8/10</td>
<td>18</td>
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<tr>
<td>5/6R</td>
<td>5/6</td>
<td>12/17</td>
<td>29</td>
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<tr>
<td>5/6C</td>
<td>5/6</td>
<td>14/16</td>
<td>30</td>
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<tr>
<td>5/6N</td>
<td>5/6</td>
<td>7/8</td>
<td>15</td>
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Staff

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
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<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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Wallerawang School had 29 members of staff in 2010 (some of these positions being part time and casual). This included the principal, 2 executive staff, 9 classrooms teachers, 7 specialist support staff, the admin manager, 2 admin officers (1 position – job shared), 4 school learning support officers, the general assistant and 2 cleaning staff.

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<th>Position</th>
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<td>Principal</td>
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<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>Total</td>
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**Staff retention**

At the end of 2010 three teaching staff retired and another transferred out of the area. This means that to commence 2011 there will be four new appointments to the school, which include an Assistant Principal, two classroom teaching staff and an STL (Support Teacher Learning).

**Significant programs and initiatives**

School staff ran a number of programs to provide students extra educational support throughout 2009. These programs included:

- Aboriginal Education
- Multicultural Education
- Respect and Responsibility
- Environmental Education
- Priority Schools Program
- Drug Education
- Life Skills
- Technology Program
- Best Start Kindergarten Assessment
- Transition to School

**Aboriginal education**

In 2010 students at the School learnt about the history of the aboriginal people and their contribution to Australia’s heritage. In Stage 3 the Indigenous education focus took the form of exploring the life of ‘Mum Shirl’ and the associated understandings of that period of time and great change for both black and white Australians. Stage 3 also continued to build on their knowledge of early colonial history. The study culminated in a Sydney Excursion where they were immersed in the Indigenous Art Exhibition at the NSW Art Gallery.

Stage 2 took part in NAIDOC Week activities. They also studied the Aboriginal Culture in the HSIE unit ‘Australia You’re Standing In it’. In the unit British Colonization students looked at the effect white settlement had on the Aboriginal People and its consequences. In Literacy, students listened to and studied Aboriginal dreamtime stories and famous Aboriginal people.

Stage 1 Integrated the study of Australian Aborigines into the HSIE curriculum which
focused on the myths and legends of the Aboriginal Dreamtime, the Aboriginal cultures and different types of Aboriginal artwork.

Personalised Learning Plans were established for all students identifying as Aboriginal or Torres Strait Islander. The School received funding to support Aboriginal Students in Literacy and Numeracy.

Staff selected two Stage 2 and two Stage 3 students to support in Literacy. These students were supported 3 days per week for 2 terms. The program involved sight word recognition and writing, reading for fluency, comprehension and text writing. All students made significant gains in most areas.

Early Stage 1 and Stage 1 students covered the multicultural aspects of Celebrations. The performance ‘Aditi and her Rickshaw’ gave children an insight into different cultures through storytelling.

**Respect and responsibility**

Wallerawang School provided a number of programs that enabled children to develop respect and responsibility. These included:

- Year 6 students running student based activities
- Kinder and Year 6 children participating in a Kinder Buddies program
- Year 6 running Peer Support Group Lessons with Year 5 as co-leaders with a focus on anti-bullying
- Peer Support Groups participated in organised games
- All students participating in the Public Speaking Program
- Development of values through weekly awards
- Senior students nominated weekly citizenship awards to other students K-6; and
- Classes had allocated areas of the school to clean and maintain

**Multicultural education**

Throughout 2010, students had opportunities to experience and learn about the lifestyles, cultures and customs of other countries.

Multicultural Education was integrated into all KLAs across all classes. Stage 3 students participated in the CWA International Day where the country of study was Scotland. They also covered aspects of multiculturalism in the Global Connections HSIE unit where they investigated how Australia is connected to the rest of the world. Their Gold unit included studying the different cultures that came to Australia at that time and contributed to the Australian identity. In their unit on Democracy children learnt about the democratic rights of all individuals.

Stage 2 students investigated the multicultural aspects of the World Cup and in the unit People and their Beliefs learnt about the beliefs held by different cultures throughout the world. In the unit British Colonisation of Australia, children learnt about the contributions of a variety of cultures in Australia’s development.
Environmental Education

During 2010 children participated in a variety of activities that promoted the importance of valuing and caring for our natural environment. Activities included:

- The Keep Australia Beautiful clean up day where students from K-6 picked up rubbish from the school grounds, the surrounds of the stadium and along the roadside near the school.
- The Planet Ark tree planting promotion where Year 6 and Kindergarten planted 60 native trees near the new playing field.
- Year 5 and 6 students participated in an environmental program at Hill End.
- Kindergarten learnt about litter, recycling and caring for the natural environment during their science lessons with Mrs Dick.
- The daily collection of fruit and food scraps were taken home to feed the chooks of some school staff.
- School staff and students filled council recycling crates for weekly collection.

Priority Schools Funding

The Priority Schools Funding Program is an initiative provided by the New South Wales Department of Education and Training to support schools in low socio-economic status communities to improve the educational outcomes of students. The program aims to improve standards of literacy, numeracy and engagement of students in these targeted schools.

As 2010 was the second year for the program, many focus areas are in the second of a three year phase.

It is proposed to train all teachers in the Literacy Program - Reading to Learn by the end of the 3 year cycle. This program was successfully implemented across Early Stage 1, Stage 2 and Stage 3 by three staff members in 2010. Five teachers will be trained in 2011.

Staff undertook ongoing ICT training in “Smartboard technologies” and most classes have Smartboards installed. The school has an interesting new website and teachers are being trained to further develop this site for public perusal.

A number of staff undertook professional learning in a variety of areas to improve the literacy and numeracy outcomes of students as well as increasing the levels of engagement of students. These included; the Best Start Assessment Program Training, SMART data Workshops and Literacy Syllabus Workshops.

Further programs and initiatives will take place over the next twelve months.

Drug Education

Drug Education is a key component of the school’s “Life Skills” Program. Lessons aim to provide students with knowledge, attitudes and skills that enable them to understand the harms associated with drug use and to make informed
decisions about drugs. Age-appropriate lessons for K-6 were incorporated into the PDHPE content strands of Interpersonal Relationships, Personal Health Choices, Growth and Development and Safe Living.

The Life Education Van visit during Term 2 and follow-up activities were an integral part of the school’s drug education program.

Stage 3 students participated in “The Critics Choice” coordinated by the Australian Network of Young People and Tobacco, as part of a strategy to reduce the prevalence of young people smoking tobacco.

The “Dis-Wize” program, developed by the Mid Western Area Health Service, was also utilised with Stage 3 pupils to provide awareness and strategies to deal with carelessly discarded injecting equipment.

Life Skills

2010 saw the continuation of the “Life Skills” program, conducted by Release Teachers Mrs Dick and Mrs Jonkers.

The “Life Skills” program:

- is based on the Personal Development, Health and Physical Education K-6 syllabus, covering the content strands of Interpersonal Relationships, Personal Health Choices, Growth and Development and Safe Living.

- aims to develop in students the knowledge, skills, values and attitudes that will help them to lead healthy and fulfilling lives.

- featured an ongoing focus on healthy nutritional choices, supported by the Crunch & Sip Program.

- integrated the Life Education Van visit during Term 2, providing age appropriate health and drug education lessons.

- implemented the “Be an Ambulance Hero: Dial Zero, Zero, Zero” program with students in Early Stage 1.

- included a visit by the Rural Fire Service to implement the ‘Firewise’ Program with Stage 2.

- involved Stage 3 students in a Junior First Aid Course conducted by The Australian Lifesaving Academy NSW.

- included Personal Development lessons for Stage 3 Students.


Technology

Technology was integrated into learning programs for every child, Kindergarten through to Year 6. School staff strive to continually improve the high standards of technology education programs. In Term 3 Building the Education Revolution (BER) began with one of the projects being a Library Upgrade. The library was packed away including the Computer Lab.
During Terms 3 & 4 Laptops were utilised and a smaller Computer Lab arrangement in the Tiered Learning Area was established to continue with smaller groups from years 3-6 focussing on extending computer skills.

The BER Library Upgrade, when finished, will bring: new fibre optic cabling, upgrading distribution board and creating a new ‘Comms Room’ changing the current Campus Distribution from the Administration Storeroom into the Library.

In Term 4 a school management system called Sentral was purchased. Extensive staff training occurred readying staff for the full implementation in 2011.

In 2010 Technology Education has included:

All students in Grades 1-6 using LOGON usernames and passwords for the Intranet server system, where every child saves work into their own ‘folder’ to store and retrieve at later dates.

Technology computer skill lessons with all classes as part of library lessons in Terms 1 & 2.

Children in Grades 3-6 mastering the authenticated internet system KIDSPACE run by the Department of Education which involved accessing and using individual email accounts.

Aiming to improve every child’s computer skills from 2009 technology programs by extending and adapting their skills with the upgrade to Microsoft Word 2007 and PowerPoint 2007.

Stage 3 were introduced to the software ONENOTE readying them for high school. A selected group of students explored Smart Technologies Notebook software specifically developed for use with Interactive Whiteboards.

Explicit teaching of Information Literacy Skills using ‘The Super 3’ and ‘Big Six’ guidelines for researching during Terms 1 & 2.

The installation of 5 new Interactive Whiteboard (IWB) suites into classrooms.

Focusing on teacher collaboration to maximise relevance of technology lessons with class programs, utilizing online learning objects to increase student outcomes. Team teaching and support was timetabled to assist the use of IWB’s in teaching.

The installation in Term 1 of a video conference centre creating a ‘Connected Classroom’ in the library. Staff training using video conferences occurred until August when the Library upgrade commenced.

Expanding access to computers through Laptops operating via wireless streaming. Seven laptops were available for class and staff use.

In Term 1 completion of setting up distribution boards (part of whole school cabling installed in 2009). This enabled full Internet and Intranet availability in classrooms and shared learning areas. All classrooms have at least 1 computer, some have 3.
Expanding the school website. This is an ongoing process involving updates and releases throughout the year where the website is continually improved and updated. The website provides comprehensive information about school organisation, programs and activities.

**Best Start Kindergarten Assessment**

The Best Start Assessment was administered to Kindergarten students individually within the first week of commencing school. It was a beneficial tool in assessing and measuring students’ Literacy and Numeracy skills prior to starting school.

Information gathered was analysed and assisted in the development of teaching and learning programs. Parents also received a report outlining their child’s skills prior to starting school.

**Transition to School**

The process of orientating and transitioning children due to start Kindergarten is an important event for both children and parents. It provides children with the opportunity to become familiar with their new learning environment and makes it easier for them to feel settled and confident when beginning school.

Wallerawang Public School helped children and parents get ready for school by offering orientation and transition programs which gave children the opportunity to experience school life, meet new friends and provide important information for parents and carers.

The transition program was conducted over five consecutive Mondays during term 4. Children commencing Kindergarten in 2011 were supported in this process by a Classroom Teacher, Pre School Teacher and two Learning Support Officers.

The program focused on Early Literacy and Numeracy skills. Each week children undertook a range of learning experiences which incorporated the use of an Interactive Whiteboard and completion of activities based around a ‘Big Book’.

Parent information sessions allowed parents to find out and ask questions about the school and what their child will do at school, school readiness as well as learning about the school uniform, and discover ways they can become involved in the school.

**Achievements**

**Arts**

2010 was a very successful year in the arts for all classes. Although the much anticipated annual concert was unable to proceed due to the building program being undertaken children were still provided experiences in the Arts and all its facets. Items were presented at assemblies and the children had the opportunity to participate in drama and music at special ceremonies and celebrations.

The School employed the services of a specialist music teacher again in 2010, which led to a very high standard of performances being staged throughout the year both at the school level and externally.

All children were given the opportunity to participate within the ‘School Music Program’ at a class level, whilst children from Year 3 to 6 were given the chance to be involved in the choir. Once again, a number of the students had the opportunity to participate in the school instrumental group.

With the support of the P&C the wonderful Musica Viva program continued with specialist musicians visiting the school for exceptionally enriching musical experiences for the children.

The children were also treated to some wonderful entertainment from visiting storytellers and performers and Lithgow High School who presented a musical item which related to their Higher School Certificate studies.
Sport

Wallerawang School provides opportunities for all students to participate in a wide range of sporting activities. Students from K-6 participate in annual athletics and cross country trials, while students 8 years and over participate in the annual swimming carnival. Squads of about 30 students represented the school at a district level with a further 20 going on to represent Lithgow District at the Western Area Trials.

Wallerawang School is committed to the annual Learn to Swim Program. 60 students participated in swimming and life saving at the Lithgow pool complex in December.

In 2010 the school also entered 6 teams in PSSA knockouts. These were boys and girls soccer and basketball, boys touch football and girls hockey. The girls soccer team reached Round 5 before being knocked out.

Rugby league teams were also entered in the David Peachey Shield & Russell Richardson Cup. The Russell Richardson Cup team of Year 3 and Year 4 students went as far as the finals in Dubbo. All teams showed skills and sportsmanship and were enthusiastically supported by parents that provided transport and catering for various events.

The school hosted the Lithgow District Cross Country trials at Lake Wallace as well as District and Western Area basketball trials. Mr Morrow was a WA basketball selector and again coached the WA girls basketball team in the state championships.

Several students participated in district selection squads in touch football, soccer, basketball and rugby league. Western Area representatives were Abby Wilson and Paige Dowsett in basketball, Jess Offner and Abby Wilson in hockey and Cassie Houston, Amy Hosa and Zac Stanford in athletics. Abby Wilson was also selected in the NSW girl’s hockey team and was given the additional honour of captaining the team.

Financial summary

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

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<th>Expenditure</th>
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<td>Balance carried forward</td>
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A full copy of the school’s 2010 financial statement is tabled at the annual general meeting of the School Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

**School performance and student achievement in 2010**

**Academic**

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

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

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

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

**Literacy – NAPLAN Year 3**

**Reading**

**Writing**

**Spelling**
Spelling

Numeracy – NAPLAN Year 5

Grammar and Punctuation

Numeracy

Percentage of students in bands:
Year 5 spelling

Percentage of students in bands:
Year 5 numeracy

Percentage of students in bands:
Year 5 grammar and punctuation

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<thead>
<tr>
<th>Band</th>
<th>Percentage in band</th>
<th>School average 2008 - 2010</th>
<th>SSG average 2010</th>
<th>State DET average 2010</th>
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<td>8</td>
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</tbody>
</table>
Progress in literacy

Reading

Average progress in reading between Year 3 and Year 5

Spelling

Average progress in spelling between Year 3 and Year 5

Writing

Average progress in writing between Year 3 and Year 5

Progress in numeracy

Average progress in numeracy between Year 3 and Year 5

Grammar and Punctuation

Average progress in grammar & punctuation between Year 3 and Year 5
Minimum standards

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

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
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<tbody>
<tr>
<td>Reading</td>
<td>94</td>
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<tr>
<td>Writing</td>
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<td>Spelling</td>
<td>94</td>
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<tr>
<td>Punctuation and grammar</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>78</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
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<tr>
<td>Spelling</td>
<td>91</td>
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<tr>
<td>Punctuation and grammar</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
</tr>
</tbody>
</table>

Progress on 2010 targets

Achievements

**Target 1**

Continuous improvement in Literacy Skills

Our achievements include:

- 75% of Kindergarten children achieving at Reading Recovery Level 5 or above
- 44% of yr 1 children achieving at Reading Recovery Level 20 or above
- 79% of Yr 2 children achieving at Reading Recovery Level 26 or above
- 94% of year 3 students achieved above the national minimum standard in the NAPLAN assessment program
- 91% of year 5 students achieved above the national minimum standard in the NAPLAN assessment program

**Target 2**

Continuous improvement in Numeracy Skills

Our achievements include:

- School data indicating proportional percentage improvement over previous year for each student in each year group, annually
- 91% of year 3 students achieved above the national minimum standard in the NAPLAN assessment program
- 97% of year 5 students achieved above the national minimum standard in the NAPLAN assessment program

**Target 3**

Average ‘explained’ absence rates for all students K-6 to decrease by 5%

Our achievements include:

A decrease by 5% of explained absences across the K-6 student range.
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.

Educational and management practice

Each year Wallerawang Public School completes an evaluation of educational practice in one of the following: learning, teaching, planning, management, leadership or culture.

Teaching and Learning

Background

In 2010 the school self-evaluation team decided to survey parents in regard to their understanding and perception of teaching and learning at the school.

Findings and conclusions

An analysis of surveys returned revealed that more than 90% of the parent community respondents strongly agreed with the following survey statements:

- My child’s classroom is an interesting place to learn
- My child has access to good equipment that helps him/her to learn
- The school expects students to achieve to the best of their ability
- Students at the school demonstrate pride in their learning
- My child tries to do things in the classroom that are new and different
- My child’s teachers know what my child can do and what they need to learn
- My child’s teachers keep track of his/her progress
- The school provides clear information about student achievement through the school’s reporting process

Future directions

School staff will continue to consolidate these strong findings by monitoring teaching and learning practices in the school and identifying and rectifying any weaknesses that are identified.

Parents identified a need for the opportunity to find out more about how teachers share ideas about teaching and learning with other teachers and also about how teachers upgrade their own teaching skills. This learning would provide increased awareness of teacher quality.

Curriculum

English - 2010

The school undertook literacy as a focus for the annual school self-evaluation in 2009. Teachers and students in years 3 – 6 were surveyed in this area of the school’s curriculum. The primary focus was policy, programming, learning and teaching methodology.

Findings and conclusions

Analysis of the information determined the following:

100% of school staff;
- Felt confident in implementing the NSW K-6 English Syllabus
- Use the syllabus to develop their teaching programs
- Report that they address each students literacy needs in their teaching programs
- Believe in the use of NAPLAN and school based data to inform teaching
- Believe that whole school strategies adopted over previous years have led to improved student results in Literacy

All teaching staff are aware of the significance that literacy teaching in stage one has for success for students in stages two and three.

100% of staff indicated they are aware of the schools NAPLAN results in Literacy, 92% of staff indicating that this knowledge almost always informs their teaching practice.

All staff indicated that teaching English to students is best achieved through strategies that engage students with speaking, listening, reading and writing. Teaching staff unanimously believe that the teaching of English should be integrated into other Key Learning Areas.

Overwhelmingly students reported very positive responses to the following statements:

- English is an important subject to learn
- I try to do my best and take pride in learning
- My teachers clearly explain what literacy skills I am learning and why

- My parents expect me to do my best and do well in English

**Future directions**

In 2011 the teaching of English remains the number one priority for all staff.

All teaching staff will access and analyse NAPLAN Data from 2010. Departmental staff will assist with the skills for analysis and target setting.

In stage groups staff will establish focus areas for teaching and learning programs based on collected data.

Literacy future directions will be monitored by the schools’ self evaluation team and executive staff in consultation with teaching staff.

**Parent, student, and teacher satisfaction**

**Community Engagement**

In 2010 the school sought the opinions of parents, students and teachers about the school.

An analysis of surveys returned revealed that more than 90% of the parent community respondents strongly agreed with the following survey statements:

- Information about the school’s programs and activities is regularly communicated to parents / carers
- Information about student’s progress is clearly communicated to parents / carers
- Parents / carers are encouraged to be involved in their child’s learning
Parents / carers are supported to assist their child’s learning at home

The needs of families are considered when planning school events

The wider community actively supports events to celebrate student achievement

Families are invited and encouraged to be involved in classroom and school activities

Positive relationships exist between the school and its community

Parents were also asked to provide written responses to the questions, What are the three most successful things that the school and community do together to improve students’ learning outcomes? and; What are the three things that the school and community could do better to improve students’ learning outcomes?

A summary of written responses provided was tabled at the final P&C Meeting for 2010. All responses were well received and planning for 2011 will consider the findings from the survey.

School Development 2009–2011

School staff assisted the development of a three year school plan with the primary focus being on Literacy, Numeracy and Student Engagement.

Targets for 2011

1 Continuous improvement in Literacy skills.
2 Continuous improvement in Numeracy skills.
3 Average explained absence rates for all students K-6 to decrease by 5%.

Target 1

An increase by 15% of students in the upper two bands of NAPLAN (Literacy) at Year 3 and Year 5

Strategies to achieve this target include:
Analysis of current school based assessment data
Analysis of 2010 NAPLAN results
The provision of Literacy Based Teacher Professional Learning.

Our success will be measured by:
An additional 15% of students in the upper two bands of NAPLAN in Year 3 and Year 5.
Teacher Professional Learning being driven by assessment data.
80% of Kindergarten children achieving at Reading Recovery level 5 or above.

Professional learning

All staff were extensively involved in professional learning programs throughout 2010.

The programs included:

- OH&S training
- Child Protection Training
- The teaching of Literacy and Numeracy
- Student reporting
- NAPLAN Analysis

- Reading to Learn Program
- Collegiate meetings for Principal
- Integration and special needs support
- Asthma, Anaphylaxis and Health Care Procedures
90% of Year 1 students achieving at Reading Recovery Level 20 or above.

95% of Year 2 students achieving at Reading Recovery Level 26 or above.

**Target 2**

An increase by 15% of students in the upper 2 bands of NAPLAN (Numeracy) at Year 3 and Year 5

Strategies to achieve this target include:

Analysis of current school based assessment data

Analysis of 2010 NAPLAN results

The provision of Numeracy Based Teacher Professional Learning.

**Our success will be measured by:**

All teachers K-6 trained in the effective use of Smart Data.

The analysis of Kindergarten Best Start Data.

School data indicating proportional percentage improvement over the previous year for each student in each year group.

**Target 3**

Average ‘explained’ absence rates for all students K-6 to decrease by 5%

Strategies to achieve this target include:

Increased opportunities for all parents to be involved in their children’s learning.

The provision of forums on the importance of attendance and its link to learning.

**Our success will be measured by:**

A decrease in explained absent rates by 5%.

Improved levels of attendance at parent interviews, special functions and information sessions.

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**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.

Duncan Auld – Principal

Michelle Shanahan – P&C President

Rob Morrow – Assistant Principal

Peter Constable – Assistant Principal

Di Van Der Velden – Admin Officer

Rebecca Christie – Admin Manager

Monica Jonkers – RFF / RR Teacher

Carolyn Warner – Classroom Teacher

Lynne Williams – Classroom Teacher

Naomi Morrow - Classroom Teacher

Susan Dick – RFF Teacher

Kristin Reid - Classroom Teacher

Beverley Nancarrow – Teacher-Librarian

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**School contact information**

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School Code: 3354

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: