2010 Annual School Report
Wattle Grove Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
The enrolment at the beginning of 2010 was 620 students. The school has 25 classes, 12 of which contain Kindergarten to Year 2 students and 13 of which contain Year 3 to Year 6 students. There are 24% of enrolments from non English speaking backgrounds (NESB); however, there is no dominant group of students from any particular cultural background.

Staff
The school had 51 members of permanent and/or temporary staff in 2010. This included 6 executive staff, 21 classroom teachers and 24 support staff, including teaching and administration. The staff attendance rate was once again excellent. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
The school has a number of programs that gave students extra educational support during 2010. These included student welfare programs, modern technology programs and equipment, student leadership opportunities, “Best Start” kindergarten assessment program, various gifted and talented programs, an early intervention literacy strategy and extensive performing arts and sports programs.

Many of these initiatives and opportunities for students will be expanded upon later in this report.

Student achievement in 2010

Literacy – NAPLAN Year 3
Year 3 students achieved strong results in the NAPLAN Literacy assessment including:
• Performing above the State average in Grammar and Punctuation.
• 87% of students achieving Band 3 or higher.
• Girls from our school achieved over 16 percentage points above the State average for girls in Grammar and Punctuation.

Numeracy – NAPLAN Year 3
Year 3 students achieved strong results including:
• Performing very close to the State average in all aspects of numeracy.

• 86% of students achieving Band 3 or higher.
• No student failed to reach the national minimum standard in numeracy.

Literacy – NAPLAN Year 5
Year 5 students achieved pleasing results including:
• Performing close to the State average in Literacy.
• 88% of students being placed in Band 5 or higher for writing.
• Only 1 student out of 87 achieving in the bottom band for grammar and punctuation.

Numeracy – NAPLAN Year 5
Year 5 students achieved outstanding results including:
• 91% of students being placed in Band 5 or higher.
• Performing 5 percentage points above the State average.
• Boys performing 10 percentage points above the State average for boys.

Messages

Principal’s message
Wattle Grove Public School has always enjoyed a culture of caring brought about by its strong student welfare programs and an inherent feeling of partnership with the community. The school as a community has continued to operate in a professional, dedicated and calm climate thus
ensuring the achievement of the many highlights that will be covered throughout this report. This positive climate has created an environment of outstanding co-operation between staff, students and the community. This is supported by the over 100 responses to the parent survey in August 2010 where over 98% agreed that parents are encouraged to participate in decision making and important school committees and the average overall endorsement of the school was over 96%.

The school has very successfully achieved strong academic performances and success for all students, at all levels of their individual ability, in literacy and numeracy. This will always be the main aim of our school. As well as this, our school has always in the past and will continue in the future, to develop students who will be strong members of the community. The school's extensive programs help to develop the “whole” student. The school's mission is to provide a caring, supportive and challenging learning environment where educational excellence, equity and individual potential are achieved through co-operation between family, school and community. I recommend this report to you. It will demonstrate how the school has successfully achieved this mission throughout 2010.

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.

Alan Hamblen
Principal

P & C and/or School Council message

There has always been a very strong relationship in place between the Wattle Grove Public School and its P&C Association. This relationship has been developed over a number of years through the support and encouragement of the school's staff, and the dedication of many parents. The P&C is active in a number of areas in regards to its fund raising activities that enables it to contribute to the school finances and provide support for a number of school activities, including reward schemes and extra-curricula activities. Members of the P&C have also been actively involved on school committees and provided valuable input into a number of important school initiatives.

The P&C fund raising includes the P&C operated Canteen and Uniform shop, along with the numerous events organised or supported by the hard working fund raising committees including the massively popular Trivia Night and the ‘Whole of Community’ Spring Fair held each October that goes from strength to strength.

The P&C, through its monthly meetings as well as its overall availability and willingness to assist will continue to provide a forum for the input of parental and community opinions during 2011 and provide the necessary support for the dedicated staff of Wattle Grove Public School.

Cherie Hankin - P&C President

Student representative’s message

In 2010 the Student Representative Council (SRC) was attended by a committed group of representatives from the Years 2 to 6. At these regular meetings representatives had an opportunity to raise concerns and make suggestions as to future changes that the student body would like to see at our school. SRC meetings provided an opportunity for students to raise questions about school rules, support initiatives, policies and procedures. Representatives would then report back to their classes about SRC discussions and the decisions reached at these meetings. Students feel that the SRC is a valuable communication tool between students, teachers and the principal.

Rachel Daniel and Ethan Hooper - 2010 School Captains.

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>346</td>
<td>310</td>
</tr>
<tr>
<td>2007</td>
<td>339</td>
<td>305</td>
</tr>
<tr>
<td>2008</td>
<td>321</td>
<td>293</td>
</tr>
<tr>
<td>2009</td>
<td>331</td>
<td>290</td>
</tr>
<tr>
<td>2010</td>
<td>330</td>
<td>290</td>
</tr>
</tbody>
</table>
The average attendance rate for all students from our school of 95.4% was again above state and regional school education area averages.

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.

The following table shows our 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>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KA</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KC</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
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<td>1M</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>

Structure of classes

The school had thirteen classes in Kindergarten to Year 2 and twelve classes in Years 3 to 6. There were 5 Kindergarten classes, 4 Year 1 classes, 1 multi-aged Year 1 and 2 class, 3 Year 2 classes, 3 Year 3 classes, 3 Year 4 classes, 3 Year 5 classes and 3 Year 6 classes.

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>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>21</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Of the total staff establishment the school has one member of staff who is of Indigenous background.

Staff retention

Staff retention has remained extremely high throughout 2010. The high morale of the staff and the culture in which the school operates is reflected in the very high staff retention rates since the school opened in 2001.

Teacher qualifications

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

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>30/11/2010</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>159046.55</td>
</tr>
<tr>
<td>Global funds</td>
<td>281607.04</td>
</tr>
<tr>
<td>Tied funds</td>
<td>252306.32</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>271694.74</td>
</tr>
<tr>
<td>Interest</td>
<td>8236.78</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>31535.48</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1004426.91</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning       | 56767.11    |
| Key learning areas        |             |
| Excursions                | 91595.59    |
| Extracurricular dissections| 116777.46   |
| Library                   | 11312.86    |
| Training & development    | 3741.87     |
| Tied funds                | 309444.33   |
| Casual relief teachers    | 63743.35    |
| Administration & office   | 91525.78    |
| School-operated canteen   | 0.00        |
| Utilities                 | 43826.64    |
| Maintenance               | 19448.25    |
| Trust accounts            | 31535.48    |
| Capital programs          | 35217.69    |
| Total expenditure         | 874936.41   |
| Balance carried forward   | 129490.50   |

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

The school has continued to produce outstanding performances in many different aspects of student education and student development in 2010.

Achievements

Arts

Programs in 2010 provided opportunities for the students to develop their skills and to display their natural talents. This has enhanced the quantity and quality of creative and performing arts student outcomes throughout the school. Opportunities for students occurred through:

- The operation of four dance groups, including a “boys only” group. Three groups performed at the Sydney South West Dance Festival. From this one of the groups performed at the prestigious State Dance Festival. Sixteen of our talented students, including four boys, were also chosen to perform at the Schools Spectacular.
• The development and improvement of student choral outcomes through the school choir.
• The “Wattle Grove Idols” talent quest that provided opportunities for all interested students to perform at school assemblies.
• The extensive in-school public speaking and debating programs that led to outstanding student performances whilst representing the school in district and area competitions.
• The use of whole school assemblies and special school functions to showcase all students’ dramatic and artistic talents; and
• Student performances at the Holsworthy Community of Schools Performing Arts Concert.

Sport
Wattle Grove Public School has a reputation for outstanding sporting ability and exemplary sportsmanship. These qualities are a result of the school being committed to increasing the skills and fitness levels of all our students and a school culture which values fitness, health and fair play. The students have been involved in a variety of different programs and opportunities including:
• Participation in all Primary School Sports Association (PSSA) competitions and carnivals with great success. Our school came 2nd in the Zone Swimming, 2nd in the Zone Cross Country and 1st in the Zone Athletics Carnivals.
• All school PSSA sports teams performed extremely well, culminating in eleven different teams winning their respective competitions.
• Student representation at zone, region and state level carnivals for athletics, swimming and cross country and student selection and participation in zone, region and state representative teams in many different sports.
• In Term 2 all students participated in the health and fitness program run by “Sports in Schools”.
• Implementation of a structured and sequential gross motor skills program for all students K – 6.
• Stage based fitness programs twice per week.
• Implementation in Kindergarten to Year 2 of the Premier’s Sporting Challenge.

Other
The school has been successful in maintaining a positive school culture and high level of satisfaction from students and parents. There was an overall average approval level with the school of over 96% of parents surveyed.
• Over 98% of survey respondents agreed that the school cares about the students and the discipline is fair.
• Over 96% of the school community agreed that the school is always looking at ways to improve.
• Over 98% of respondents agreed their children are happy to attend school.
• There is ample evidence that parents are encouraged to participate in decision making and important school committees.
• The school is viewed by over 93% of its community as communicating effectively with students and parents.
• Student engagement and satisfaction is high as evidenced by the school having a higher student attendance percentage when compared to the average in the surrounding education region and the average for all schools throughout the state.
• This year students again performed strongly in the University of New South Wales competitions in English, Writing, Computer, Mathematics and Spelling. Students achieved a high number of High Distinctions, Distinctions and Credits throughout the testing program.

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
89% of students achieved a mark that placed them in Band 3 or above in spelling and writing and 87% of students achieved a mark that placed them in Band 3 or above for reading. 51% of students from this school achieved a mark in the top two bands for grammar and punctuation which was a higher average than students from throughout the State. This school also had a much lower percentage of students than the State percentage that achieved in the bottom two bands for spelling and reading.

Numeracy – NAPLAN Year 3
Year 3 students from our school gained pleasing results in the NAPLAN numeracy tests. The school’s average mark in numeracy was higher than the State average mark. There were no students from this school in the bottom performance band for numeracy and a lower average than the State in the bottom two bands. 88% of students achieved a mark that placed them in band 3 or higher for numeracy.

Literacy – NAPLAN Year 5
83% of students achieved a mark that placed them in Band 5 or above in spelling and writing and 84% of
students achieved a mark that placed them in Band 5 or above for grammar and punctuation. This school also had a much lower percentage of students than the State percentage that achieved in the bottom two bands in all aspects of the literacy NAPLAN tests.

Numeracy – NAPLAN Year 5

The school’s average mark in numeracy was over 10 points higher than the State average mark. There were a much lower average percentage of students from this school than the State in the bottom two bands. Over 90% of students achieved a mark that placed them in band 5 or higher.

Progress in literacy

The school achieved significant average growth in literacy for matched students from this school 2008-2010.

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

Reading 96
Writing 95
Spelling 96
Respect and responsibility and agreed values have continued to underpin every aspect of the school’s planning, procedures, policies and initiatives. The proven school climate, staff, student and parent cooperation and satisfaction demonstrated throughout this report is a strong vindication of how respect and responsibility is interwoven into all school practices. Agreed to “Codes of Conduct” for students, staff and parents are part of the school discipline policy and an important component in the strong levels of respect and responsibility continually displayed by the vast majority of the school community. The proven positive school culture is strongly based on the core values for public schools in New South Wales.

Progress on 2010 targets

Target 1

To continue to improve student outcomes in all areas of Literacy.

Our achievements include:

- The average student percentage in the top two performance bands for reading is 40% in Year 3 and 39% in Year 5.
- Teaching and learning programs show a clear link to student needs identified from school based and NAPLAN assessments and show the explicit teaching to be undertaken.
- There is evidence in all classrooms of explicit teaching of grammar in an integrated way through oral language and writing experiences. This assisted the school achieve an average mark for Year 3 students in the NAPLAN tests in this area of 11 points above the State average and Year 5 students also achieving above the State average.

Target 2

To continue to improve student outcomes in all areas of Numeracy.

Our achievements include:

- Teaching and learning programs show a clear link to student needs identified from school based and NAPLAN assessments and the explicit teaching to be undertaken.
- Student progress in NAPLAN tests in numeracy has remained above 100.
- Average school percentage of students in the top two NAPLAN bands for numeracy is above 30% for both Year 3 and Year 5.
- 100% of students in Year 3 and 98% of students in Year 5 meet the minimum standard for National benchmarks.
• Access for all students K/6 to the “Mathletics” program has seen improved outcomes and students enthusiastically involved in the activities at school and home.

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

Leadership

Background

The composition of the school executive has had only one change since the first year of the school so 2010 is an appropriate time to evaluate school leadership. Surveys from staff, parents and students (Years 3 to 6 only), on school leadership were used to gather information.

Findings and conclusions

The parent surveys indicated strong support for the leadership team. There was agreement of over 98% that leaders interact openly with members of the school community and that they encourage students to develop and display good values. Over 96% agreed that school leaders promote and maintain positive relationships with the school community and value the contribution of others. 95% agreed that school leaders ensure the educational needs of all students are met. The strongest areas of agreement from the staff surveys were that leaders interact openly with all members of the school staff and that they encourage staff to develop professionally and to have ownership of school policies, decisions and priorities. 100% of staff agreed that school leaders ensure the educational needs of all students are met and that they are happy to come to school and enjoy their job. The strongest areas of support from the student surveys were that school leaders understand the school and get the best from staff and students (85.25%), that the school is always looking for ways to improve what it does (84%) and that leaders inspire and motivate learners (79.3%).

Future directions

The changes that occur over time in all schools will necessitate flexibility and understanding from the leadership team into the future. The student surveys also indicated a need to ensure that students understand leaders’ roles in the school and that school leaders ensure there is regular dialogue with students about their learning.

Curriculum

Literacy - Reading

Background

Wattle Grove Public School students have always performed strongly in literacy based activities. With the changing needs of the school population it was considered an opportune time to evaluate the school’s literacy programs, resources, student outcomes and overall performance.

Findings and conclusions

Due to an increasing number of student transfers into our school from other States and the changing needs of our wider school community this evaluation indicated the need to develop and overhaul our current reading programs, teaching and learning programs and overall school “systems”. This involved a stock take of reading resources, staff input into the development of a new reading policy, implementation of new school initiatives and the implementation of appropriate professional learning opportunities for staff. It was concluded that knowledge gained during these courses is a valuable tool that all staff may use and encompass, through professional learning and team teaching.

Future directions

Maintaining quality teaching and learning is the main aim of the school. Implementation of a consistent approach and common focus to reading, including professional learning in current reading theory and practice and the implementation of a school Reading and Early Intervention Policy are vital to ensure improved learning outcomes for students.

Other evaluations

Literacy

School based assessment in literacy included work samples, check lists, standardised testing and student achievement in stage related outcomes. Analysis of these assessments has produced the following information:

• 90% of students in Kindergarten are achieving expected outcomes in literacy.
• 90% of Kindergarten students are successfully achieving matched ability guided reading levels.
• 92% of students are achieving Stage 1 literacy outcomes.
• 86% of students are achieving Stage 2 literacy outcomes.
• 85% of students are achieving Stage 3 literacy outcomes.

Numeracy

School based assessment in numeracy included work samples, check lists, standardised testing and student
achievement in stage related outcomes. Analysis of these assessments has produced the following information:

- 89% of students in Kindergarten and Stage 1 are achieving the appropriate syllabus outcomes.
- 92% of students in Stage 2 are achieving the appropriate syllabus outcomes in numeracy.
- 84% of students in Stage 3 are achieving the appropriate syllabus outcomes in numeracy.

Parent, student, and teacher satisfaction

In 2010 the school again extensively sought the opinions of parents, students, teachers and support staff about the school. The main results of the parent, staff and student surveys were documented earlier in this report and these responses strongly reflected the outstanding level of approval and satisfaction with the school that exists within the school community. Staff attendance percentage and retention rate also both strongly indicate their satisfaction with the school. There is clear evidence throughout the entire school community of widespread satisfaction, positive interactions and supportive attitudes.

Professional learning

Teacher professional learning is a key strategy in developing staff and in the improvement of student learning outcomes. A committee was responsible for the implementation, monitoring and evaluation of the Professional Learning Plan (TPL) for 2010 and for the formation of the 2011 TPL plan. Annual school report evaluations, staff meetings, parent meetings, Department of School Education initiatives and guidelines, the school’s finance committee, the school budget processes, school priorities, individual staff professional development plans, the school management plan and school key learning area budget management plans were all used in the formation and implementation of the 2010 TPL. The committee met once a month and a cash flow summary was presented. Funds were allocated in line with the school’s planning and budget formation processes. The outcomes of the Professional Learning Plan were reported to the community through the finance committee.

School development 2009 – 2011

The school community has identified six major strategic directions for 2011. These are the development and implementation of dynamic, data based Literacy and Numeracy Programs that improve student outcomes, support students at all levels of their development and meet the needs of our mobile community and the changing needs of our local community; to continue to identify students, differentiate curriculum and monitor and develop the school’s Gifted and Talented programs; the continuation of the Community of Schools Initiatives; ensure the school’s Aboriginal Education policy and procedures continue to address the needs of the students, promotes understanding throughout the entire school community and improves the learning outcomes for our Aboriginal students; and improving student outcomes and increasing student engagement in Information and Communication Technology. Student Engagement and Retention are encompassed in all school learning, support and extra curricula activities provided for the students. During 2011 the school will develop a new three year plan in line with Department of Education aims, policies and procedures and linked directly to school needs and enhanced student learning outcomes.

Targets for 2011

**Target 1**

*Improve student outcomes in literacy*

Strategies to achieve this target include:

- Undertake a thorough analysis of 2010 NAPLAN results and school based assessment information.
- Refinement of school teaching and learning programs that are reflective of school needs and based on NAPLAN analysis.
- Evaluate and redevelop the school writing policy encompassing the teaching and learning cycle.
- Evaluate and redevelop the school reading policy encompassing the teaching and learning cycle.
- Review the school spelling scope and sequence to include an accelerated spelling program.
- Effectively analyse the Best Start explicit teaching continuum to drive teaching and learning programs and future directions for planning in literacy.
- Utilise district support literacy projects in identified areas for further school development.

Our success will be measured by:

- School based assessments indicating improved student outcomes in literacy sessions.
- Early intervention strategies are in place for all students.
• An increased number of students achieving greater than 83% growth in NAPLAN results and a 15% improvement in student spelling, reading, writing and overall literacy NAPLAN band levels in Year 3 and Year 5.
• The literacy needs of all students being effectively met.
• Evidence of thorough analysis of Best Start and NAPLAN results driving classroom teaching and learning programs in literacy.

Target 2
Improve student outcomes in numeracy

Strategies to achieve this target include:
• Effectively analyse NAPLAN and Best Start results to drive explicit teaching and learning programs and future directions.
• Undertake a full and thorough evaluation of the current school scope and sequence and modify if necessary ensuring it is reflective of the needs of all students and caters for remedial through to gifted students.
• Expand on the implementation of the highly successful “Mathletics” computer based numeracy development program across all stages of learning Kindergarten to year 6.
• Involving staff in professional learning opportunities to develop their skills in the delivery of numeracy teaching and learning.
• The full implementation of the school’s stage numeracy grouping initiative that promotes the individual development of numeracy skills for all students.

Our success will be measured by:
• School based assessments indicating improved student outcomes in numeracy at all stages of learning and ability levels.
• Early intervention strategies are in place for those students who require learning support.
• An increased number of students achieving greater than 83% growth in NAPLAN results.
• 98% of students in Years 3 and 5 achieve at or above the minimum National standard performance level in numeracy.
• Evidence of the school’s teaching and learning programs in numeracy being reflective of student needs and various stages of development.
• Targeted professional learning opportunities have been provided for all staff linked directly to individual professional development needs and school programs and initiatives.
• The numeracy needs of all students being effectively met.
• Evidence of thorough analysis of Best Start and NAPLAN results driving classroom teaching and learning programs in numeracy.

Target 3
Enhance student learning outcomes and expertise in information and communication technology.

Strategies to achieve this target include:
• Provide opportunities for all students to have regular access to information technology resources incorporating the new school technology centre.
• Involving staff in professional learning to develop their skills in the delivery of information technology, in particular the advanced use of interactive whiteboards.
• There is a documented Technology Plan that includes the daily classroom use of interactive whiteboards, a scope and sequence of stage based student skills, teaching and learning activities that are integrated across all key learning areas and use of the Connected Classrooms technology and the new school technology room.

Our success will be measured by:
• Evidence of improved student engagement in technology based learning and improved outcomes in line with the school’s technology plan scope and sequence.
• Interactive Whiteboard use is full and widespread in every classroom and there is demonstrated evidence of improved staff and student knowledge and competence.
• Evidence of increased, enhanced and regular student access and participation in technology related activities through the use of all the school’s available technology resources and the new technology room.
• The implementation of a workable, sequential scope and sequence plan that flows from one stage to the next and allows for individual student ability levels.

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.

Alan Hamblen - Principal; Nick Ciraldo - Deputy Principal; Sonya Fuller - Assistant Principal and elected staff representative.

Cherie Hankin - P&C President; Tracey Howard and Ian Pryde - Parent representatives

School contact information

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Web: www.wattlegrov-p.schools.nsw.edu.au

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: http://www.schools.nsw.edu.au/asr