Wattle Grove Public School

Annual School Report
Our school at a glance

Students
The enrolment at the beginning of 2011 was 580 students. The school has 23 classes, 12 of which contain Kindergarten to Year 2 students and 11 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 49 members of permanent and/or temporary staff in 2011. This included 6 executive staff, 20 classroom teachers and 23 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 2011. 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 2011

Literacy – NAPLAN Year 3
Year 3 students achieved outstanding results in the NAPLAN Literacy assessment including:

- Performing above the State average in reading, writing, spelling and grammar and punctuation.
- Over 96% of students achieving Band 3 or higher in overall literacy tasks, including 100% in writing.
- Boys from our school have improved by 52 scale scores from the 2010 data in reading.
- Boys from our school are 32 scale scores above state average in grammar and punctuation.

Numeracy – NAPLAN Year 3
Year 3 students achieved strong results including:

- Performing well above the State average in all aspects of numeracy.
- 90% of students achieving Band 3 or higher.
- No student failed to reach the national minimum standard in numeracy.
- 21.5% of students achieved in band 6 compared to 15% of students in similar schools and 16.4% of students in the state.

Literacy – NAPLAN Year 5
Year 5 students achieved strong results including:

- Performing close to the State average in all aspects of Literacy.
- Over 95% of students achieved above the minimum standards in reading and writing.
- Over 86% of students achieving Band 5 or higher in overall literacy tasks.
- Our school had a much lower percentage of students in the lowest band for literacy compared to the percentage of students in this band throughout the State.

Numeracy – NAPLAN Year 5
Year 5 students achieved strong results including:

- Over 98% of students achieved above the minimum standards in numeracy.
- Year 5 girls are 14 scale points above the State average growth in numeracy.
- 92% of students being placed in Band 5 or higher.
- Performing 7 percentage points above the State average.
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 2011 where over 97% agreed that at all levels the school is keen to discuss the welfare, learning and progress of students with their parents and the average overall positive endorsement of the school from parents and carers was 97%.

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 2011.

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 message

Our school community is very privileged to have such a 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. Our children have also been extremely fortunate to have had so many dedicated and talented staff who have been employed at the school over the years.

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-curricular activities.

The last 16 months has been a rewarding period as far as bringing the Fund Raising efforts to fruition. First up the opening of our State of the Art Technology Room which every child in the school gets an opportunity to use each week of school followed up by one of our long term goals – to have every room in the school air conditioned giving our children a great environment to learn in – and for our teaching staff to have confidence in planning a full day knowing they won’t have to battle the heat to keep the concentration levels there at the end of the day.

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 school has been part of the National Chaplaincy Program since 2008 and with the passion and enthusiasm shown by Pastor David Gordon, this has been a resounding success for the school. 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 2012 and provide the necessary support for the dedicated staff of WGPS.

Ian Pryde, P&C President
Student representative’s message

In 2011 the Student Representative Council (SRC) was attended by a committed group of leaders from Years 2 to 6 who were voted in as representatives by their classmates. They served the school in this leadership role for two terms before new members were voted in for the second half of the year.

The SRC met fortnightly and at these regular meetings representatives had the opportunity to raise concerns and make suggestions as to the 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, discussions and the decisions reached at these meetings. Students feel that the SRC is a valuable communication tool between students, teachers and the Principal.

The SRC came up with great ideas for the school, but one of the aims of the SRC of 2011 was think outside our school community and even think globally. Some of these great initiatives in 2011 included helping to organise and promote Commando Mufti Day to raise money for fallen soldiers which is close to the hearts of our Defence community.

They were involved in video conferencing with the Bulldogs football team. The SRC raised the profile of our school’s two sponsor children in the Congo by organising a “Crazy Hair” day and by making posters and money boxes for each class to collect spare change to help our Congo kids to go to school and to raise much needed funds to help this Congo community.

They also excitedly wrote letters to our sponsor kids too. The SRC joined the school choir on an excursion to Hammond Homes in Hammondville to provide morning tea for the elderly in the nursing home which was a highlight for the residents and for the SRC too.

Brittany Beetham and Heather Towle
SRC Student Representatives

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>Gender</th>
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Student attendance profile

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<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
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</table>

Management of non-attendance

Despite the school regularly having an excellent student attendance record, there is a policy in place where departmental and school guidelines are followed for any student whose attendance causes a concern or could be classed as non-attendance. School and parent/carer contact is the first initiative used as well as a thorough investigation into the reason or reasons behind the student’s unsatisfactory attendance. If necessary the school would then involve the home school liaison officer if no satisfactory outcome has been reached.

Class sizes

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

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
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<td>K</td>
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<td>21</td>
</tr>
<tr>
<td>KC</td>
<td>K</td>
<td>21</td>
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</tr>
<tr>
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<td>K</td>
<td>20</td>
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</tr>
<tr>
<td>KT</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1C</td>
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<td>1F</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1FM</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>2C</td>
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<td>2L</td>
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</tr>
<tr>
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</tr>
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</tr>
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<td>3</td>
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</tr>
<tr>
<td>3/4F</td>
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<td>30</td>
</tr>
<tr>
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<td>12</td>
<td>30</td>
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<td>4/5R</td>
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<tr>
<td>6P</td>
<td>6</td>
<td>31</td>
<td>31</td>
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</table>

Structure of classes

The school had twelve classes in Kindergarten to Year 2 and eleven classes in Years 3 to 6. There were 4 Kindergarten classes, 4 Year 1 classes, 4 Year 2 classes, 2 Year 3 classes, 1 multi-aged Year 3 and 4 class, 2 Year 4 classes, 1 multi-aged Year 4 and 5 class, 2 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>
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</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>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>19</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>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Counsellor</td>
<td>0.5</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.062</td>
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<td>Total</td>
<td>32.987</td>
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</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 2011. 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.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
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Financial summary

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

Date of financial summary: 30/11/2011

Income

- Balance brought forward 129490.50
- Global funds 267382.73
- Tied funds 124093.89
- School & community sources 368796.26
- Interest 6742.69
- Trust receipts 28506.25
- Canteen 0.00
- Total income 925012.32

Expenditure

- Teaching & learning
  - Key learning areas 50091.37
  - Excursions 109490.43
  - Extracurricular dissections 108476.09
- Library 14418.34
- Training & development 3148.41
- Tied funds 217953.19
- Casual relief teachers 66574.45
- Administration & office 120910.82
- School-operated canteen 0.00
- Utilities 40988.35
- Maintenance 13830.00
- Trust accounts 28456.25
- Capital programs 91621.12
- Total expenditure 865958.82
- Balance carried forward 59053.50

A full copy of the school’s 2011 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 2011

The school has continued to produce outstanding performances in many different aspects of student education and student development in 2011.

Achievements

Arts

Programs in 2011 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 three dance groups that all performed at the Sydney South West Dance Festival. From this one of the groups performed
at the prestigious State Dance Festival. Twelve of our talented students, including two 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, highlighted by a school culture which values fitness, healthy lifestyles and fair play.

- The students have been involved in the implementation of a variety of different programs and opportunities, including:
  - participation in all Primary School Sports Association (PSSA) competitions and carnivals with great success
  - both our summer and winter PSSA sports teams performed extremely well during their respective seasons, culminating in many of our teams competing in their grand finals.
  - student representation at zone, region and state level carnivals for athletics, swimming and cross country.
  - student selection and participation in zone, region and state representative teams.
  - Sports in Schools Australia has continued to operate K-6.

- participation in various sporting carnivals organised by external sporting bodies including the State Rugby League Knockout.
- involvement in the League-Tag Gala Day.
- structured and sequential gross motor skills program for all students K – 6.
- AFL, gymnastics, aerobics, yoga and tennis being included in the school sport program.
- stage based fitness programs twice per week.
- continuation of the Premier’s Sporting Challenge in Years K-2.
- K - 6 involvement in different school initiatives including our Move-a-thon and Footy Fun Day.

**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 97% of parents surveyed.

- Over 96% of survey respondents agreed that their child is happy to attend school.
- Over 95% of the school community agreed that the school is always looking at ways to improve.
- 100% agreed that the school has structures and strategies in place that recognize, celebrate and value student achievements.
- Over 93% of the school community feel they are treated as a partner with the school in the education of their child and that the school operates in a climate of open discussion, debate and investigation with its community with a view to improving what it achieves.
- 97% of the school community agrees that the school provides them with clear information about their child’s achievements and progress.

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.
There is also ample evidence that parents are encouraged to participate in decision making and important school committees.

**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**

29% of students achieved a mark that placed them in the top band (band 6) for reading and 20% for writing which were both well above the State and similar schools percentage of students in this band. The school had no students in the bottom band (band 1) for reading or writing.

**Year 3 NAPLAN Writing**

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<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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**Skill Band Distribution**

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<td>Number in Band</td>
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<td>12</td>
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<td>Percentage in Band</td>
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**Year 3 NAPLAN Reading**

<table>
<thead>
<tr>
<th>Average score, 2011</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>422.4</td>
<td>417.0</td>
<td>415.6</td>
<td></td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>0</td>
<td>6</td>
<td>21</td>
<td>16</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>Percentage in Band</td>
<td>0.0</td>
<td>7.6</td>
<td>26.6</td>
<td>20.3</td>
<td>16.5</td>
<td>29.1</td>
</tr>
<tr>
<td>School Average 2008-2011</td>
<td>2.1</td>
<td>10.4</td>
<td>22.0</td>
<td>25.7</td>
<td>20.2</td>
<td>19.6</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
<td>4.0</td>
<td>12.2</td>
<td>17.1</td>
<td>23.0</td>
<td>18.5</td>
<td>25.2</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
<td>4.6</td>
<td>12.2</td>
<td>19.4</td>
<td>21.1</td>
<td>16.6</td>
<td>26.2</td>
</tr>
</tbody>
</table>

**Numeracy – NAPLAN Year 3**

<table>
<thead>
<tr>
<th>Average score, 2011</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>402.0</td>
<td>400.9</td>
<td>400.9</td>
<td></td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>0</td>
<td>8</td>
<td>15</td>
<td>31</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>Percentage in Band</td>
<td>0.0</td>
<td>10.1</td>
<td>19.0</td>
<td>39.2</td>
<td>10.1</td>
<td>21.5</td>
</tr>
<tr>
<td>School Average 2008-2011</td>
<td>1.8</td>
<td>9.8</td>
<td>22.7</td>
<td>31.0</td>
<td>16.9</td>
<td>17.8</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
<td>2.6</td>
<td>13.3</td>
<td>19.8</td>
<td>28.3</td>
<td>21.0</td>
<td>15.0</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
<td>3.5</td>
<td>13.6</td>
<td>20.8</td>
<td>25.7</td>
<td>20.0</td>
<td>16.4</td>
</tr>
</tbody>
</table>
Literacy – NAPLAN Year 5

Year 5 students had a higher number of students achieve in the top band (band 8) in reading, spelling and grammar and punctuation than the average number of students from our school in 2008-2011.

Year 5 students had a lower number of students achieve in the bottom band (band 3) in reading and spelling than the average number of students from our school in 2008-2011.

The overall score in reading was 10 points higher than the overall score for Year 5 students in 2010.

Numeracy – NAPLAN Year 5

There were a much lower average percentage of students from this school than the State and similar school group in the bottom two bands. Over 90% of students achieved a mark that placed them in band 5 or higher.

Year 5 students had a higher number of students achieve in the top band (band 8) than the State, similar schools and students from our school 2008-2011.

Year 5 students had a much lower number of students achieve in the bottom 2 bands (bands 3 and 4) than the State and similar school groups.
Progress in literacy

The school achieved significant average growth in literacy for matched students from this school 2009-2011.

SSG stands for Similar School Group.

| Average progress in Reading between Year 3 and 5* |
|-----------------|-----------------|
|                  | 2008-2010       | 2009-2011       |
| School           | 64.9            | 80.1            |
| SSG              | 84.1            | 73.6            |
| State DEC        | 83.7            | 74.0            |

Progress in numeracy

The school achieved significant average growth in numeracy for matched students from this school 2009-2011.

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 in the following tables.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

It is important to note that at our school no student in Year 3 or Year 5 was exempt from the NAPLAN tests.
**Significant programs and initiatives**

**Aboriginal education**

School programs encourage all Aboriginal students to excel. Personal Learning Plans (PLPs) were again implemented for all students. The school implements Welcome and Acknowledgement to Country ceremonies as part of our weekly assemblies. School community members helped to establish local contacts. The literacy learning support programs and PLPs helped the students make pleasing progress. The attendance rates of all our Aboriginal students were very pleasing. The learning outcomes for our Aboriginal students continue to show a pleasing improvement in many areas. The school will also continue to evaluate current programs to ensure dynamic programs and practices are in place that caters for all student needs including individual gifted and talented student initiatives in all Key Learning Areas. The school will continue to implement collaborative decision making opportunities with Aboriginal people, parents, caregivers, families and communities to ensure strength, diversity, ownership and richness of Aboriginal cultures and custodianship of country is respected, valued and promoted.

**Multicultural education**

Wattle Grove Public School has a steady population (26% approximately) of students and parents with a Language background other than English (lboe). All families are encouraged to become involved in school functions and activities to help to make them feel that our school values their language and culture. In respect of our multicultural community and to promote national unity Wattle Grove Public School raises the Aboriginal and Australian flags and sings the National Anthem at assemblies. Wattle Grove Public School values the different religious backgrounds of its community and timetables for student tuition in a variety of religions. The English as a second language (ESL) program supports students who have a language background other than English. These students begin school with varying amounts of English and a variety of learning needs. Students who have first priority in the ESL program, are those who have basic English skills. They participate in small group lessons where they learn language for school learning and survival. Students who have traditional English (2nd phase) are involved in a class that extends and refines their understanding and use of the English language. Students who are in the third phase of English learning generally function competently in English but, when necessary, are given assistance in meeting the particular language and literacy demands of English in specific and educational situation. Multicultural Education is addressed throughout all class programs. Wattle Grove Public School has an anti-racist policy.

**Other programs**

**Community Involvement**

Parent participation, involvement and support are strongly evident at Wattle Grove Public School. The school actively encourages parent and teacher interaction. Meetings, special events and workshops have all been well attended. The school’s strong Parents’ and Citizens’ Association (P&C) has sub-committees that act as the school’s finance committee and annual report and evaluation committee, and is strongly involved in school decision-making.

As well as helping within the classrooms, parents are involved in the P&C run canteen, the school uniform shop, sport training and supervision, computer banking, library support, students with disabilities in regular classes program teachers’ aides, helping students with computer studies, book club, the sale and distribution of student text books and strong membership on various school and P&C committees.

Many new parents to the school have commented on the approachability and friendliness of the staff. Many visitors have commented positively about the school having a “nice feel” and the students being happy and friendly.

**Students with Disabilities**

The school has a number of students enrolled who are supported by the “Students with disabilities in regular classes” program. Through this program, teachers’ aides are employed to

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assist in the implementation of individual programs.

There is no need for any modifications to the school site for wheelchair access as the entire site is very flat. There are disabled toilet facilities and all areas apart from the demountable classrooms and the top 3 classrooms of the new double storey block are wheelchair accessible. These facilities ensure that all students have access to all key school learning and play areas.

**Student Welfare**

Wattle Grove Public School implements a comprehensive student welfare program, which has the strong support of the school community. The policy is constantly reviewed and modified if necessary. Generally students have positive attitudes to learning and behaviour, and support each other in the school situation. The special needs, abilities and interests of students are recognised and the school endeavours to address these. Praise, encouragement and recognition underpin a structured welfare policy. The policy is successful in encouraging students to develop a positive self-image and to be responsible and accountable for their own behaviour. It contains a range of practical ideas and activities to help foster the development of this positive self-image in students.

**Gifted and Talented Programs**

Wattle Grove Public School recognises the importance of providing appropriate educational opportunities for all students. The needs of gifted students are varied, and the utmost importance is placed on identifying and catering for their unique gifts and talents.

Staff have participated in professional development on the identification of gifted and talented students. Particular emphasis was placed on the characteristics of these students, how to recognise underachievers and the importance of appropriate educational provisions. The school has a register of gifted and talented students that contains information regarding specific areas of talent and qualifying information. e.g. University of NSW test results. This ensured that gifted students were identified and appropriately catered for in the classroom. Each year the register will be updated and information passed on to new teachers so they are aware of gifted students in their class.

All gifted students at Wattle Grove School will be extended in their areas of specific talent. Recognition will be given to those who have a significant achievement inside or outside of the school. This may be academic, sporting, or the arts.

To further support gifted and talented students, special course, training events and competitions will be promoted to cater for their diverse interests and talents.

**Early Intervention Literacy Strategy**

The school is constantly reviewing and overhauling its reading resources and the school’s reading system resulting in the ongoing purchasing and reorganisation of reading resources. This has led to a more effective use of reading resources, in particular group guided readers and home reading schemes. Regular stocktaking and updating of resources was again carried out throughout 2011.

All staff were involved in professional learning sessions throughout 2011. These sessions allowed for all staff to be given both theoretical and practical training as well as opportunities to apply the learnt skills and course content within their classroom settings.

The school staff are at various stages of their careers and thus have varying levels of skills and knowledge in this area. To maintain the current high levels of quality teaching and learning in reading the school will continue to provide all staff with ongoing professional learning in this important area as part of continuing school planning.

**Progress on 2011 targets**

**Target 1**

*Improve student outcomes in literacy*

Our achievements include:

- School based assessments indicate improved student outcomes in literacy.
- Early intervention strategies and programs are in place for all students.
- Analysis of NAPLAN results shows an increased number of students achieving a growth from Year 3 to Year 5 of over 83% and a pleasing overall improvement in
student reading, writing and spelling band levels in both Year 3 and Year 5.

- 100% of Year 3 students achieved at or above the minimum National standard performance level in reading and writing.
- Classroom teaching and learning programs in literacy are driven by a thorough analysis of Best Start and NAPLAN data.

**Target 2**

*Improve student outcomes in numeracy*

Our achievements include:

- School based assessments indicate improved student outcomes in numeracy.
- Early intervention strategies and programs are in place for all students.
- Classroom teaching and learning programs in literacy are driven by a thorough analysis of Best Start and NAPLAN data.
- Analysis of NAPLAN results shows an increased number of students achieving a growth from Year 3 to Year 5 of over 83%.
- 100% of Year 3 students achieved at or above the minimum National standard performance level in numeracy.
- 98.6% of Year 5 students achieved at or above the minimum National standard performance level in numeracy.

**Target 3**

*Enhance student learning outcomes and expertise in information and communication technology.*

Our achievements include:

- 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.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Creative Arts and Student Learning.

**Educational and management practice**

**Student Learning**

**Background**

Wattle Grove Public School provides quality education for all students, on the basis that effective teaching and learning practices are established throughout all levels of the school’s curriculum. The teaching and learning at Wattle Grove Public School takes into account the learning styles and needs of all students. Evaluation of teaching and learning programs is considered, in conjunction with the assessment of the student outcomes. Identification of individual student needs is undertaken to maximise the learning outcomes. Reporting student achievement to parents, students and the school community is regularly undertaken in a variety of media and forums. Learning programs are regularly evaluated to improve delivery and student engagement. Technology is being embraced on a school level to help achieve these outcomes.

**Findings and conclusions**

A whole school literacy initiative, supported by Jolly Phonics (kindergarten), reading recovery (Year One), comprehensive school wide home reading scheme (K-6), the Best Start learning continuum and the Premier’s reading challenge (K-6), combined with across stage ability grouping...
programs in numeracy and an intensive and thorough support program targeting students with special needs, provides a strong focus to the learning at Wattle Grove Public School. Early intervention strategies, coupled with support teacher learning assistance (STLA) have provided this school focus with excellent student achievement and progress. School based assessments and analysis of NAPLAN results show strong evidence of student growth and high levels of performance across the key learning areas.

Results from the parent survey, based on the ‘quality of school life’ survey indicated that:

- 100% of all parents surveyed believe the school has a caring, supportive and challenging learning environment and that their child’s classroom is a good place to learn.
- 99% of all parents surveyed believe that the school ensures the educational needs of all students are met.
- 96% of all parents surveyed believe the school is always looking at ways to improve.

**Future directions**

Future planning will include:

- continued focus on quality teaching, through regular and ongoing professional learning of all staff;
- continued access to technological support and learning programs through the teacher’s educational software solutions (TESS) organisation, to further enhance teaching and learning.
- Expand the use of the Best Start learning continuum from kindergarten to year 6.
- Continue the successful literacy and numeracy teaching and learning programs.
- Undertake a full evaluation of current literacy programs with an emphasis on reading and writing to ensure the changing needs of students continue to be assessed, monitored and catered for.

**Curriculum**

**Creative Arts (CA)**

**Background**

The school has always provided students with a comprehensive and diverse program in the creative arts. With changing enrolment patterns, student needs and family circumstances, it was decided to evaluate the many current school CA programs and initiatives. We used teacher and student knowledge and outcomes and community feedback to identify the areas of most need, priorities in CA and to determine if our current CA programs catered for our changing needs.

**Findings and conclusions**

The continued development and implementation of the school’s dance program provided opportunity for all interested students to enjoy dance and improved their skills. These groups performed at school functions, the regional dance festival and the Community of Schools Concert. One group also performed at the State Dance Festival.

An established Years 3 to 6 choir has successfully performed this year, including the provision of opportunities for solo performances. These programs together with our highly successful debating and public speaking programs, Wattle Grove idols talent quest, Kids on Keyboard and Chess Club have complemented excellent classroom teaching and learning programs.

Resource needs were seen as more than adequate and was successfully managed.

The employment of our School Chaplain with great expertise in music gave students the opportunity to expand their musical achievements and learning outcomes.

**Future directions**

Appropriate and adequate resources will continue to be purchased to support established and new programs and to assist students to achieve curriculum outcomes.

The expansion of the established school CA groups should include dance, choir, drama public speaking and debating. These programs will promote the arts and provide students with other avenues (outside the classrooms) to enhance their talents and skills.
Training and Development in the syllabus document, particularly in the areas of music and drama will provide teachers with continued growth and professional development in CA.

Parent, student, and teacher satisfaction

In 2011 the school again extensively sought the opinions of parents, students, teachers and support staff about the school. The main results of the parent 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.

Responses from staff and student surveys indicated:

- 100% of staff and 91% of students surveyed believe the school has a caring, supportive and challenging learning environment and that their classroom is a good place to learn.
- Over 90% of students surveyed agreed they were happy to attend school.
- Over 98% of the school staff agreed that the school is always looking at ways to improve.
- 100% of staff and over 96% of students agreed that the school has structures and strategies in place that recognize, celebrate and value student achievements.

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 2011 and for the formation of the 2012 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 2011 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 planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.
School priority 1

Outcome for 2012–2014

Improve the learning outcomes for every student in literacy and numeracy.

2012 Targets to achieve this outcome include:

• Review the school spelling scope and sequence to include an accelerated spelling program.

• Effectively analyse NAPLAN and Best Start results to drive explicit teaching and learning programs and future directions for planning in literacy.

• Utilise district support literacy projects in identified areas for further school development.

• Increase the number of students achieving greater than 80% growth in NAPLAN results and a 10% improvement in student numeracy and literacy NAPLAN band levels in Year 3 and Year 5.

• The full implementation of the school’s numeracy plan that promotes the development of numeracy across all curriculum areas.

• School based assessments indicating improved student outcomes in literacy and numeracy at all stages of learning and ability levels.

• Early intervention strategies are in place for those students who require learning support.

• A minimum of 97% of students in Years 3 and 5 achieve at or above the minimum National standard performance levels in literacy and numeracy.

Strategies to achieve these targets include:

• School based assessments indicating improved student outcomes in literacy and numeracy sessions.

• Early intervention strategies are in place for all students in literacy and numeracy.

• The literacy and numeracy needs of all students being effectively met.

• Thorough evaluation, monitoring and analysis of Best Start and NAPLAN results is used to drive classroom teaching and learning programs in literacy and numeracy.

• Embed the K/6 literacy and numeracy continuums as a key element in all school teaching and learning programs.

• Undertake a full and thorough evaluation of the current school numeracy 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.

• The school’s teaching and learning programs in literacy and numeracy are reflective of student needs and various stages of development.

• Continue to implement “Mathletics” computer based numeracy development program across Kindergarten to Year 6.

• Involve staff in targeted professional learning opportunities to develop their skills in the delivery of literacy and numeracy teaching and learning.

• Continuation of the successful numeracy stage ability grouping teaching and learning program.
School priority 2  
Outcome for 2012–2014  
Enhance student learning outcomes and expertise in information and communication technology.

2012 Targets to achieve this outcome include:

- Provide opportunities for all students to have regular access to information technology resources and in particular the school’s state of the art Technology Room.
- Involving staff in professional learning opportunities to develop their skills in the delivery of information technology, in particular the expanded use of interactive whiteboards.
- Review and refine the current school policy for information technology including the use of interactive whiteboards and the Technology Room.
- The current school Technology Plan scope and sequence will be regularly evaluated and modified and adjusted for each year level.
- Teaching and learning programs show the integration of information technology outcomes and teaching and learning activities across all key learning areas.

Strategies to achieve these targets include:

- 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 throughout the school 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.
- 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
Kerrin Brunner – Staff Representative
Ian Pryde – P&C President
Cherie Hankin – Community Representative
Karen Moynan – Community Representative

School contact information

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Email: wattlegrov-p.school@det.nsw.edu.au
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr