WATTLE GROVE PUBLIC SCHOOL
Annual School Report 2013
Our school at a glance

Students

The enrolment at Wattle Grove Public School at the beginning of 2013 was 563 students. Enrolments increased during 2013 to 571 students. There were 22 classes formed, 11 classes contained Kindergarten to Year 2 students and 11 classes contained Year 3 to Year 6 students. The additional staffing generated by the increased enrolments was used to supplement the learning needs of all students from Kindergarten to Year 6. The school community was consulted and fully supported the strategy. There were 23% of enrolments from non-English speaking backgrounds (LBOTE); however, there was no dominant group of students from any particular cultural background.

Staff

The school had 45 members of permanent and/or temporary staff in 2013. This included 6 executive staff, 19 classroom teachers and 20 support staff, including teaching and administration. The students of Wattle Grove Public School benefit from having highly skilled, enthusiastic and dedicated teachers with a broad range of experience and expertise. 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 had a number of programs that gave students extra educational support during 2013. 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.

Principal’s message

2013 was a significant year in the relatively short history of Wattle Grove Public School. The inaugural Principal of Wattle Grove Public School, Mr. Alan Hamblen retired in July, having provided the school with 13 years of continuous and dedicated leadership. Mr. Hamblen left an impressive legacy during his tenure at the school, leading the school community with a clear vision that has benefitted students during his service to both Wattle Grove Public School and public education, in general.

Following a merit selection process in August of 2013, it was my great honour and privilege to be selected as the new principal of Wattle Grove Public School. In a year of transition, it was imperative that the continuity of the school’s programs, culture and cohesiveness was maintained. Our school’s success has always been underpinned by three key elements. Firstly, the dedicated staff who work together to provide an inclusive environment, where all students are nurtured and encouraged to achieve their personal best. Secondly, the passion and motivation exhibited by our students who are keen to learn and participate in a broad range of educational opportunities provided to them by our school. Finally, the hard working school community who supports the students and staff in a wide variety of ways, through their participation in school programs and activities, P&C, fund raising, canteen, uniform shop and various other programs. This tremendous partnership provides an outstanding opportunity to all our students and I acknowledge the contribution of our dedicated teachers and supportive parents in enabling our students to excel academically, socially and emotionally.

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.

Nick Ciraldo – Principal
P & C Message

Our school’s community is very privileged to have such a strong partnership in place between the Wattle Grove Public School and its P&C Association; a relationship which has developed over a number of years through the support and encouragement of the school’s staff and the dedication of many parents.

Our children are extremely fortunate to have an experienced, dedicated and talented staff that has formed a cohesive and settled team – the school enjoys a high staff retention rate.

The P&C provides a forum for the input of parent/carer and community opinions through its monthly meetings, and commits to continue providing the necessary support for the dedicated staff of WGPS and to benefit the children.

The P&C’s successful targeted and ongoing fundraising activities, have been able to fund air conditioners for each of the “home base” classrooms and to fit out a ‘state of art technology room’, as well as provide support for a number of School activities, including reward schemes and extra-curricular activities. The P&C’s future fund raising ventures must allocate funds for the maintenance/replacement of this equipment so that future generations of students may continue to benefit from it.

The P&C operates our School Canteen and Uniform Shop (any profits support the school); its dedicated and hardworking sub-committees’ volunteers organise and run numerous fund raising events throughout the year including the popular Friday evening discos, Easter and Christmas raffles and the Spring Fair held in November. These activities would not be successful without the support of the school community and we are very fortunate to have this.

The school has participated in the National Chaplaincy Program since 2008 and thanks to the passion and enthusiasm shown by Pastor David Gordon, this initiative has continued to be a resounding success for the school.

2013 has, in many ways been a landmark year for WGPS with the retirement of our school’s founding Principal, Alan Hamblen, and the appointment of our founding Deputy Principal, Nick Ciraldo, as Principal. 2014 will see the newly appointed Deputy Principal, Sam Wilson, join the leadership team. I have no doubt that, through this exciting new partnership, Wattle Grove Public School will continue to flourish and build on its solid foundation but also expand its horizons as a centre of excellence for all forms of learning – whether academically, socially or creatively.

Richelle Herron- 2013 President

Student representative’s message

Last year two students from classes in Year 3 to 6 were chosen by their peers to represent their class as their student representatives (SRC). These two students could be of either gender and were representatives for one semester (two terms). The SRC were given shiny badges and met every fortnight to discuss issues, possible fundraising events and positive changes that they would like to see at our school. The SRC students were very sensible and responsible and were joined by the school’s leadership group, which included prefects, vice-captains and captains.

Students felt that the SRC made them feel more empowered and were able to share thoughts about our school with other SRC members.

As always, the SRC helped with the organising of the school’s Commando Mufti Day, where students got the chance to explore army vehicles and experience an interesting obstacle course. The students were able to wear mufti clothing for a gold coin donation, which went to help support Australian Defence Force families, where their loved ones had been deployed overseas. Last year the school continued to raise money for our sponsored children, who live in challenging conditions, in the Congo. To support this, we held our annual Congo Crazy Hair Day, where students could come to school with their craziest hair design, for a gold coin donation.

It has been a very enjoyable year for the SRC, as well as very rewarding for the students.

Sarah Moynan (SRC 2013/School Captain Elect 2014)
School Context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>339</td>
<td>331</td>
<td>330</td>
<td>301</td>
<td>275</td>
<td>289</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>305</td>
<td>293</td>
<td>290</td>
<td>290</td>
<td>281</td>
<td>277</td>
<td>282</td>
</tr>
</tbody>
</table>

Student attendance profile

Management of non-attendance

Student non-attendance is followed up systematically with written correspondence and phone calls. Students whose attendance is causing concern are referred to the Home School Liaison Officer.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>19</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>Supplementary Teacher</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.5</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.962</td>
</tr>
<tr>
<td>Total</td>
<td>33.787</td>
</tr>
</tbody>
</table>

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

There is currently one Indigenous member of the Wattle Grove Public School Staff.

Staff Retention

Staff retention continues to remain stable throughout 2013. The strong and positive culture of the school continues to be reflected in the high retention rate of staff at Wattle Grove Public School.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>16</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>10</td>
</tr>
</tbody>
</table>
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>73445.81</td>
</tr>
<tr>
<td>Global funds</td>
<td>231394.32</td>
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<tr>
<td>Tied funds</td>
<td>212155.74</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>294752.93</td>
</tr>
<tr>
<td>Interest</td>
<td>4715.28</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>34815.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>851279.58</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 55147.11   |
| Excursions                 | 111866.48  |
| Extracurricular dissections| 110408.01  |
| Library                    | 20956.95   |
| Training & development     | 1414.50    |
| Tied funds                 | 206539.80  |
| Casual relief teachers     | 75144.07   |
| Administration & office    | 99458.68   |
| School-operated canteen    | 0.00       |
| Utilities                  | 52363.30   |
| Maintenance                | 21657.67   |
| Trust accounts             | 34855.50   |
| Capital programs           | 0.00       |
| Total expenditure          | 789812.07  |
| Balance carried forward    | 61467.51   |

A full copy of the school’s 2013 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 2013

Achievements

Arts

Performing and creative arts programs are recognised as strengths of our school and are characterised by strong parental support, encouragement and exemplary teaching. A range of extra-curricular activities is on offer to all students. In 2013 students participated in the following performance opportunities:

- The operation of three dance groups, two of which performed at the Sydney South West Dance Festival. Our infants dance group was selected to perform at the State Dance Festival. Twelve of our talented students were also chosen to perform at the Schools Spectacular.
- The continued development and improvement of student choral outcomes through the school choir.
- The “Wattle Grove Has Talent” 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. Our school this year had a Regional Stage 1, 2 and 3 public speaking champion.
- The use of whole school assemblies and special school functions to showcase all students’ dramatic and artistic talents;
- Student performances at the Holsworthy Community of Schools Performing Arts Concert.
- School dance groups performed at a range of school based community events including the ‘Wattle Grove Public School Spring Fair’, ‘Wattle Grove Public School Community Christmas Carols’ and the ‘Georges Spring Fair’.
- Formation of a school based training squad for dance which allowed students to develop the skills and experience to achieve success in dance.
- Joint winners of the Glenfield Network ‘Community of Schools’ Director, Public Schools NSW Award for 2013
- Olympic art work featured on Channel 10 television station, as a prelude to the Sochi 2014 Winter Olympic Games.
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 our Junior B Boys’ Soccer team, Junior A Girls’ Soccer team and Girls’ T-Ball team winning their respective grand finals.
- Participation by seven school based basketball teams in the Bankstown Basketball competition culminating in the Senior Boys’ team winning two 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.
- The Sports in Schools Australia Program has continued to operate K-6.
- Participation in various sporting carnivals organised by external sporting bodies including the Bulldogs Rugby League Knockout.
- Involvement in the Milo Cup Cricket competition.
- Structured and sequential gross motor skills program for all students K – 6.
- AFL, aerobics, yoga and tennis being included in the school sport program.
- Stage based fitness programs twice per week.
- K - 6 involvement in different school initiatives including our Footy Fun Day.
Academic achievements

NAPLAN

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

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

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

### Year 3 NAPLAN Reading

#### Average score, 2013

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>427.6</td>
<td>424.3</td>
<td>418.7</td>
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</tbody>
</table>

#### Skill Band Distribution

<table>
<thead>
<tr>
<th></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 Bands</td>
<td>1</td>
<td>8</td>
<td>11</td>
<td>14</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>1.4</td>
<td>11.0</td>
<td>15.1</td>
<td>19.2</td>
<td>27.4</td>
<td>26.0</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>1.2</td>
<td>8.5</td>
<td>19.7</td>
<td>27.6</td>
<td>22.4</td>
<td>20.7</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>2.7</td>
<td>9.2</td>
<td>15.7</td>
<td>26.6</td>
<td>19.8</td>
<td>25.9</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>3.5</td>
<td>11.2</td>
<td>17.3</td>
<td>24.3</td>
<td>17.7</td>
<td>26.0</td>
</tr>
</tbody>
</table>

### Year 3 NAPLAN Numeracy

#### Average score, 2013

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>405.5</td>
<td>401.0</td>
<td>399.7</td>
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#### Skill Band Distribution

<table>
<thead>
<tr>
<th></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 Bands</td>
<td>3</td>
<td>4</td>
<td>13</td>
<td>22</td>
<td>22</td>
<td>8</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>4.2</td>
<td>5.6</td>
<td>18.1</td>
<td>30.6</td>
<td>30.6</td>
<td>11.1</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>2.0</td>
<td>8.5</td>
<td>23.8</td>
<td>28.8</td>
<td>21.6</td>
<td>15.3</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>2.9</td>
<td>7.2</td>
<td>22.2</td>
<td>31.3</td>
<td>23.7</td>
<td>12.6</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>3.5</td>
<td>9.7</td>
<td>13.3</td>
<td>13.3</td>
<td>13.3</td>
<td>13.3</td>
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</table>
### Year 5 NAPLAN Reading

**Average score, 2013**

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>510.9</td>
<td>507.0</td>
<td>500.6</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 2 14 25 20 7</td>
<td>0.0 2.9 20.6 36.8 29.4 10.3</td>
</tr>
<tr>
<td></td>
<td>5.5 11.5 26.6 24.8 20.6 11.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.3 8.5 20.4 33.6 22.4 13.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.2 11.2 24.3 28.2 20.3 13.8</td>
<td></td>
</tr>
</tbody>
</table>

**Percentage in bands: Year 5 Reading**

- Percentage in Bands
- School Average 2009-2013
- SSG % in Bands 2013
- State DEC % in Bands 2013

### Year 5 NAPLAN Numeracy

**Average score, 2013**

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>501.8</td>
<td>489.6</td>
<td>490.1</td>
</tr>
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</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 9 15 25 8 11</td>
<td>0.0 13.2 22.1 36.8 11.8 16.2</td>
</tr>
<tr>
<td></td>
<td>1.8 8.5 29.2 29.4 16.5 14.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.2 14.6 28.7 26.3 15.1 11.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.3 17.0 25.9 24.8 11.8 14.2</td>
<td></td>
</tr>
</tbody>
</table>

**Percentage in bands: Year 5 Numeracy**

- Percentage in Bands
- School Average 2009-2013
- SSG % in Bands 2013
- State DEC % in Bands 2013

### Average progress in Reading between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>64.9</td>
<td>80.1</td>
<td>82.3</td>
<td>84.8</td>
</tr>
<tr>
<td>SSG</td>
<td>84.1</td>
<td>73.6</td>
<td>85.4</td>
<td>84.3</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>79.2</td>
<td>85.7</td>
</tr>
</tbody>
</table>

### Average progress in Spelling between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>80.6</td>
<td>70.7</td>
<td>98.8</td>
<td>91.8</td>
</tr>
<tr>
<td>SSG</td>
<td>85.6</td>
<td>78.8</td>
<td>93.5</td>
<td>85.6</td>
</tr>
<tr>
<td>State DEC</td>
<td>84.5</td>
<td>75.4</td>
<td>95.4</td>
<td>84.9</td>
</tr>
</tbody>
</table>
Year 3 students achieved strong results in the NAPLAN Literacy assessment including:

- Performing above the state average in reading and spelling.
- Over 93% of students achieving Band 3 or higher in the test aspect of writing.
- Only one student did not reach the national minimum standard in the test aspect reading.
- Every Year 3 student achieved at or above the minimum standard for spelling and writing.
- Indigenous students scored 16 scale scores above the state average in the test aspect of reading and 25 scale scores above the state average in the test aspect of spelling.

Numeracy – NAPLAN Year 3

Year 3 students achieved strong results including:

- Performing above the state average in all aspects of numeracy.
- Over 90% of students achieving Band 3 or higher.
- Girls from our school are 20 scale scores above the state average in the test aspect of number patterns and algebra.

Literacy – NAPLAN Year 5

Year 5 students achieved outstanding results including:

- Performing above the state average in reading, writing, spelling and grammar and punctuation.
- Every student achieved above the minimum standards in reading and grammar and punctuation.
- Over 97% of students achieving Band 5 or higher in reading and spelling.
- Our school had a lower percentage of students in the lowest band for reading, writing spelling and grammar and punctuation compared to the percentage of students in this band throughout the state in these areas of literacy.
- Boys are 41 scale scores above the state average growth in the test aspect of spelling.
- Students are 20 scale scores above the state average growth in the test aspect of grammar and punctuation.

Numeracy – NAPLAN Year 5

Year 5 students achieved outstanding results including:

- 100% of students achieved above the minimum standards in numeracy.
- Students are 12 scale points above the State average growth in numeracy.
- Over 97% of students being placed in Band 5 or higher.
- Year 5 students performing over 6 percentage points above the state average in numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.
Significant programs and initiatives

Aboriginal education

Wattle Grove Primary School provides a variety of programs which encourage all Aboriginal students to excel and family and community members to participate in school initiatives.

The school implements “Acknowledgement of Country” ceremonies as part of our weekly assemblies and to open major school functions. Our Aboriginal students have also performed the “Acknowledgment of Country” at community events.

Personal Learning Plans (PLPs) were written, in consultation with parents/caregivers, for every Aboriginal student at our school. These plans were successfully used as a basis for programming and reporting and are the basis for ongoing discussion between staff and parents/caregivers.

The learning outcomes for our Aboriginal students continue to show a pleasing improvement in many areas. The school continues to evaluate current procedures to ensure dynamic programs and quality teaching practices are in place that cater for all student needs including individual gifted and talented student initiatives across all Key Learning Areas. As a result, Aboriginal students were an integral part of teams participating in the Maths Olympiad, Campbelltown Academic Challenge and The Mind Marathon.

In response to her successful performance in 2012, a student was invited to participate in the Vocal Identification Program which culminated in her performance at the Casula Powerhouse Museum. This same student was also selected to host the South- West Sydney Region Aboriginal Student Achievement Awards ceremony, sing the National Anthem in Dharawahl and receive the Kari “All Rounder” award. Two other students from Stage Two, were also award recipients on the night.

Individual students also received acknowledgment of their effort and achievements through class awards on presentation nights culminating with a Year Six student receiving the highest honour, Student of the Year.

Due to Wattle Grove Public School’s reputation for successful public speaking and debating across a range of competitions, we were invited to participate in the inaugural NAIDOC Challenge. Two students were selected to represent South West Sydney in a state wide competition held at Parliament House, Sydney. Our students spoke eloquently and convincingly to win the competition.

NAIDOC week celebrations also saw the whole school participate in a day dedicated to Aboriginal and Torres Strait Islander culture and crafts. Students rotated through a variety of practical activities producing art works and boomerangs as well as receiving instruction in Aboriginal history, artefacts, dance and life style. The school was decorated in a range of Aboriginal inspired art to celebrate the occasion.

As part of our Kindergarten Orientation program, Bodallamu, school readiness packs, were distributed to incoming Kindergarten students, in order to support student readiness and transition into the school system. These packs were well received by families.

Extra-curricular activities have provided opportunities for Aboriginal and Torres Strait Islander students to excel outside the classroom. Students have featured in school, Community of Schools (COS) and Schools Spectacular dance groups as well as choirs and sporting teams.

Leadership opportunities have resulted in Aboriginal students representing their classes as part of the Student Representative Council (SRC) and as this year’s School Captain.

The Indigenous Choir, comprising 24 Aboriginal and Torres Strait Islander students from Kindergarten to Year Six, performed a selection of songs, in a variety of Aboriginal and Torres Strait Island languages as well as English, at the Education Week assemblies and as part of a combined community choir at the Holsworthy Community of Schools concert. This choir gains numbers and support each year.

The school will continue to implement collaborative decision making opportunities with Aboriginal parents, caregivers, families and community members to ensure strength, diversity, ownership and richness of Aboriginal cultures and that the custodianship of country is respected, valued and promoted.
Multicultural education

Wattle Grove Public School has a steady population (24% approximately) of students and parents with a Language background other than English (LBOTE). 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 situations.

Multicultural Education is addressed throughout all class programs. Wattle Grove Public School has an anti-racist policy.

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, supporting students with disabilities in regular classes, 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.

A Kidsmatter/Environmental initiative was launched in 2013, with great success. It involved participation from students, staff and parents beautifying areas of the school playground, under pinned by the Kidsmatter philosophy, aimed at creating a sense of pride, happiness, safety and well-being at our school.

Many new parents to the school have commented on the approachability and friendliness of the staff.

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 assist teachers in the implementation of individual programs. Extra-curricular activities are regularly modified to ensure inclusion. The school also uses a “Sport-ability” kit for fitness lessons.

There is no need for any modifications to the school site for wheel chair access as the entire site is very flat. There are accessible 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 towards 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 has 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, as exemplified by 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 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.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out an evaluation of School Culture.

**Background**

The school has developed and maintained a strong and inclusive relationship with the school community since opening in 2001. In 2013 the Annual School Report committee conducted a survey of parents, students and staff to ascertain the understanding of the school community, in relation to the common values, purpose and beliefs that underpin the school’s policies, processes and procedures and how this is reflected in the culture of the school.

**Conclusions**

The results of the survey indicate the school has successfully developed and maintained a positive school culture. The 2013 survey results from 114 responses indicate strong support of the school from 96% of respondents. Strong survey responses included:

- 98% of parents agreed they were proud of our school.
- 98% of the parents agreed the school leadership team has a positive influence on the school culture.
- 94% of parents agreed they felt like they were treated as a partner with the school in the education of their children.
- 95% agreed the school often praises and rewards individuals who are successful and that parents support what is happening at school.
- 95% of parents agreed that the school operates in a culture of inclusion and cooperation with the school community.
Staff responses strongly endorse the notion that the school has a warm, caring, happy and safe culture. The staff commented favourably on the strong partnerships that have evolved and been maintained with the parents. The staff strongly agreed that the focus on strong student welfare programs has resulted in a strong rapport with the whole school community, built on shared values and a strong mutual trust.

Student surveys were distributed to students in Years 3 to 6. The results of the surveys provided a strong correlation between the level of student satisfaction and the diversity of opportunities for the students at our school. Over 90% of students believed they were encouraged to do their best. Over 94% of students indicated they were proud of their school. The students commented favourably on the extra-curricular activities available at our school, with Mathletics and PSSA sport scoring high praise. The extensive Defence Force Transition Aide (DSTA) program of activities also received glowing praise from the students involved in the many and varied activity groups. Positive attitudes and a spirit of good will are evident throughout the school.

**Future Directions**

The recent retirement by the previous principal has raised the issue of continuity and the prospect that a change of leadership may result in a change to the culture. This has been dispelled to a large extent through the regular and ongoing communication with the school community, through a variety of forums outlining the vision for the school in the coming years. Although the vision is exciting and in keeping with best educational practice, the existing school culture will be maintained and celebrated.

Continued strong communication links with the school community is seen as a strong priority. Technological advances have resulted in the opportunity to enhance and better communicate with the school community and the school’s technology committee will explore a range of options best suited to our school community. Strong and positive role modelling will continue to foster the strong culture at our school. The school will continue positive community partnerships and ensure there is a collaborative decision making process aimed at benefiting the whole of our school community.

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**Curriculum**

**Literacy**

The school undertook a focus for the annual school evaluation in 2013. Literacy was and remains a professional learning focus in 2014. Teachers and parents were surveyed through focus about their understanding of teaching and evaluation of literacy.

**Findings and conclusions**

- Parents reported that there was a clear link between enjoying literacy activities and success.
- Parents highlighted literacy as the most important curriculum area being taught at our school.
- Parents expressed some reservations with the over use of digital technologies in the teaching of literacy. Parents overwhelmingly agreed that a clear balance between traditional teaching methods and the use of digital technologies required effective balance.
- Teachers reported enjoyment in teaching literacy to students but expressed concerns with the crowding of the curriculum and resulting time constraints.
- Teachers strongly agreed that home support of literacy teaching consolidated student learning.

**Future Directions**

- Teachers overwhelmingly felt that the high attainment of student spelling results was attributable to the clear and consistent teaching pedagogy employed at our school.
- Teachers expressed a strong desire to continue the focus on the new syllabus, through the consistent and ongoing professional development employed.
- Teachers agreed that spelling and writing remain priority areas at our school.
- Parents would like to see more parent workshops offered at the school, to enhance their knowledge and understanding of what is being taught in our classrooms.
Parents commented favourably on the school’s academic results achieved through the NAPLAN testing program.

**School planning 2012—2014: progress in 2013**

NSW public school conduct evaluations to support the effective implementation of the school plan. The processes used include:

- NAPLAN analysis.
- Student, staff, parents and community surveys.
- Collection of data (anecdotal and formal)

**School priority 1**

**Improve the learning outcomes for every student in Literacy and Numeracy**

**Outcomes from 2012–2014**

**2013 targets to achieve this outcome include:**

- Increase the percentages of students at or below NMS in Year 3 and Year 5 in both Literacy and Numeracy.
- Provide professional development for staff to enhance knowledge of understandings of planning, teaching and learning and the New South Wales Australian Curriculum.
- Update and review current school based assessment to allow students to best demonstrate their knowledge of outcomes.
- Update the school based Mathematics Scope and Sequence and assessment schedule to align with the new syllabus documents.
- Develop and enhance student knowledge in the writing by developing effective writers who can communicate clear messages and use text structures.

**Evidence of progress towards outcomes in 2013:**

- Year 3 and Year 5 NAPLAN results indicate an improvement in student numeracy and literacy band levels. (See NAPLAN Summary).
- Analysis of SMART data at an individual item basis to target areas for further development.
- The K/6 literacy and numeracy continuums are embedded as a key element in all school programs.
- Effective analysis of PLAN results drove further explicit teaching and learning programs and future directions for planning in literacy and numeracy.
- 3-6 Staff trained in PLAN and tracking children along the numeracy continuum.
- Staff were involved in targeted professional development on the Mathematics and English, New South Wales Australian Curriculum, leading to enhanced staff skills in this area.
- The school continues to implement ‘Mathletics’ and have introduced ‘Reading Eggs’ computer based numeracy and literacy programs across the school, Kindergarten to Year 6.
- The school’s teaching and learning programs are reflective of students’ needs and stage of development.

**Strategies to achieve these outcomes in 2014**

- Implementation of the Mathematics and English, New South Wales Australian Curriculum.
- Implementation of PLAN software to track students K-6 along the literacy and numeracy continuum.
- Differentiation of the curriculum to meet the needs of all children.
- Using SMART teaching strategies to address targeted areas in literacy and numeracy.
- Early intervention strategies are in place for those students who require learning support in literacy and numeracy.
School priority 2
Curriculum and Assessment
Outcomes from 2012–2014
Staff confident in the implementation and understanding of the Australian curriculum

Evidence of progress towards outcomes in 2013:
- Ongoing professional learning sessions on English and Mathematics syllabus programming.
- Support staff in the implementation of the NSW syllabus incorporating the Australian Curriculum.
- Completion of online modules by staff.

Strategies to achieve these outcomes in 2014:
- Develop teachers’ understanding of the NSW Mathematics and English syllabuses.
- Familiarise teachers with the eSyllabus format and function.
- Provide opportunities for work collaboration in updating learning programs, units of work, teaching resources and assessment tasks, as well as formulating scope and sequence models.
- Using online modules for professional learning to better develop and consolidate teachers’ ability to use, comprehend and become confident in delivering teaching content to their students.

School priority 3
Student Engagement and Attainment
Outcomes from 2012–2014
Students engaging in a broad range of learning experiences, in a happy, safe and caring environment conducive to learning.

Evidence of progress towards outcomes in 2013:
- Increased student engagement in learning through a comprehensive student welfare support system, designed to engage, by addressing their individual needs.
- Implementation of varied support programs, particularly in the area of social skill development, to support the special needs of students.
- Implementation of support programs, such as Learning and Support, ESL and Multilit to address students’ learning needs.

Strategies to achieve these outcomes in 2014:
- Continue to implement the school’s successful Fair Discipline Policy.
- Implement and expand the range of support programs designed to support the needs of students.
- Continue to promote whole school community understanding of the school anti-bullying policy, with particular emphasis on cyber-bullying.
- Provide relevant and interesting professional learning to all staff, in order to maintain and strengthen the consistent approach to managing student behaviour.
Professional learning

Professional learning is an integral part of the school plan and contributes to the professional growth of all staff and improved student outcomes. Professional learning is linked to the identified priorities from the school plan. Throughout 2013, staff participated in a variety of professional learning experiences aimed at enhancing the quality teaching at Wattle Grove Public School. Mandatory training was undertaken by staff, as required. Staff expertise was utilised by the school, to enhance the teaching competency of all staff. The priority areas for 2013 included;

- ICT for teaching and learning
- Ongoing literacy and numeracy training
- NSW Australian Curriculum training

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Excerpts of the survey results were documented earlier in this report. The results are a strong vindication of the satisfaction levels being experienced by the school community. The proportion of attendance by staff and students, coupled with the strong retention rate of staff, also reflect the strong satisfaction of our school.

Responses from staff and student surveys indicated;

- 100% of staff and 94% of students believe the school caters for the needs of all students.
- 96% of parents agreed the school has a caring, supportive and challenging learning environment.
- 92% of parents and 90% of students surveyed agreed the school regularly provides a range of strategies to ensure relevant information is conveyed to its community and values their opinion.
- 98% of parents surveyed agreed there is a positive culture evident throughout the school and students are generally happy and relaxed.
- 96% of Defence Force Families surveyed approved of the programs and assistance provided by the schools Defence School Transition Aide (DSTA).
- 96% of parents surveyed agreed with the strategic direction of the school.

There remains a strong community spirit at Wattle Grove Public School, which is reflected in the good will and positive attitude by all stakeholders. The level of parent support through P&C and associated community interaction remains high and is reflected in the strong rapport evident at the school.
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.

Nick Ciraldo-Principal
Sonya Fuller-Assistant Principal
Kylie Foreshew-Assistant Principal
Kerrin Brunner-Staff representative
Donna Robinson-Staff representative
Richelle Herron-P&C President
Cherie Hankin-Community representative
Karen Moynan-Community representative

School contact information
Wattle Grove Public School
Cressbrook Drive Wattle Grove
Ph: 97311355
Fax: 97311377
Email: wattlegrov-p.school@nsw.edu.au
Web: www.wattlegrov-p.schools.nsw.edu.au
School Code: 3871
Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: