**School context statement**

Wattle Grove Public School operates in a culture of inclusiveness, where strong student welfare programs and an inherent feeling of partnership within the school community, creates a dynamic and caring environment conducive to student learning. The school has a Defence Force component of 25%. Wattle Grove Public School employs a Defence School Transition Aide (DSTA), who plays a vital role in supporting the social and emotional needs of students from Defence Force families. The school enrolment profile also includes 5% Indigenous students and 28% of students with a language background other than English (LBOTE). The students at Wattle Grove Public School are immersed in quality educational programs, within a balanced and differentiated curricular, catering to the individual learning needs of the student. Teaching pedagogy is continually reviewed to ensure students experience a variety of teaching styles, designed to maximise their engagement and result in outstanding educational outcomes. The school is a member of the Holsworthy Community of Schools (HCOS), where a spirit of close cooperation and partnership endeavours to enhance the educational opportunities for all students within its membership. Wattle Grove Public School has established a strong recognition with the wider community for the outstanding learning programs in literacy and numeracy. Acclamation of the strong performing arts and sporting program has also enhanced the positive image of the school.

The multi-skilled and professional teaching staff operates in an atmosphere of excellence and continuous improvement. Wattle Grove Public School has recently embarked on a strong technology drive, aimed at increasing student achievement through increased engagement. A purposeful investment in digital technology has been strongly supported and financially supplemented by the school community, as it embraces the principles of 21st Century learning.

**Principal’s message**

It gives me great pleasure to present the Wattle Grove Public School 2014 annual school report. The report reflects the great achievements of our school community over the course of the year. 2014 represented my first full year as Principal of our school and it has been a pleasure to lead such a vibrant, caring and positive school community.

I continue to be inspired by the students and staff at our school and am eternally grateful for the continued and ongoing support received from our parent community. Last year saw a surge in the immersion of technology at our school and I am pleased that this will continue in the coming year. I am a staunch advocate of the principles of 21st Century learning and the associated technologies and look forward to maintaining this strong focus. Our school enrolment continues to grow with 576 students (23 classes) in 2014. The school has maintained a positive and inclusive culture, which I believe resonates favourably in the community.

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

**Nick Ciraldo – Principal**

**P&C message**

The Wattle Grove Public School Parents and Citizens Association is an integral part of the school. It provides a link between the school, the parents and the community. The P & C Association plays a supportive role in the direction and decisions made at Wattle Grove Public School and provide a forum for parents to contribute and seek information on many levels. The P & C meets regularly and provide regular opportunities for the discussion of educational matters relevant to our school. Presentations are also given throughout the year to inform parents of the many great initiatives that occur at the school, such as Kids Matter, informing the parents about the implementation of the new Mathematics and English curriculums and strategies to prevent Cyber Bullying. The P & C Association operates the School Chaplaincy Program, Uniform Shop and the Canteen. Our main role is to raise money to provide facilities and resources for the benefit of our children, to enhance their learning opportunities within the school environment and I’m proud to say 2014 has been one of the most successful years for the P & C in regards to fundraising, thanks to our amazing Fundraising Committee who hold events such as:

- Mothers’ Day and Fathers’ Day Stalls
- Easter and Christmas raffles
- Discos
- BBQs and Pizza Days at Sports Carnivals

An additional committee is the Spring Fair Committee, who organised a wonderful day for the whole community to enjoy. Between these two committees, $32,000 was raised during 2014.
The P & C has contributed significant funds towards purchasing iPads for the classrooms, new computers for the Technology Centre, as well as purchasing new sports equipment and gazebos for sports carnivals and a fridge and freezer for the Canteen. The school’s purpose is to provide students with the most enriching educational experience possible and the WGPS P & C is proud and honoured to be in partnership with such a wonderful school.

Janine East  
Wattle Grove Public School P & C President 2014

Student representatives’ message
In 2014 two students from each class in Years 3, 4, 5 and 6 were chosen by their peers to represent their class on the Student Representative Council (SRC). These two students were of either gender and were representatives for one semester. At the beginning of second semester the process of electing representatives in each class occurred again. Each student was presented with School Service badges and met each fortnight to discuss issues, possible fundraising events and positive changes that they would like to see at Wattle Grove Public School. The SRC students were joined by the school’s leadership group, comprising of captains, vice-captains and prefects. As always, the SRC helped with the organisation of our school’s Army Mufti Day, where students were given the opportunity to explore army vehicles and experience a vigorous obstacle course. The money raised was donated to Australian Defence Force (ADF) families who have loved ones deployed overseas. In addition, last year our students continued to raise money for our sponsored children who live in the Congo. To support this, we held our annual Congo Crazy Hair Day in which students could come to school with their craziest hair design for a gold coin donation.

Ros Phillips- Teacher

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>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>Male</td>
<td>321</td>
<td>331</td>
<td>301</td>
<td>275</td>
<td>289</td>
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<td>Female</td>
<td>293</td>
<td>290</td>
<td>281</td>
<td>277</td>
<td>282</td>
<td>297</td>
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</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>K</td>
<td>94.2</td>
<td>95.6</td>
<td>95.5</td>
<td>94.6</td>
<td>95.2</td>
<td>94.4</td>
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<tr>
<td>1</td>
<td>94.2</td>
<td>94.3</td>
<td>94.8</td>
<td>94.6</td>
<td>94.3</td>
<td>95.8</td>
</tr>
<tr>
<td>2</td>
<td>93.7</td>
<td>95.9</td>
<td>96.1</td>
<td>95.3</td>
<td>95.4</td>
<td>95.4</td>
</tr>
<tr>
<td>3</td>
<td>93.1</td>
<td>95.4</td>
<td>95.3</td>
<td>94.9</td>
<td>94.9</td>
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<td>5</td>
<td>94.8</td>
<td>94.7</td>
<td>95.7</td>
<td>95.5</td>
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<td>6</td>
<td>92.2</td>
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<td>92.7</td>
<td>93.9</td>
<td>94.3</td>
<td>94.1</td>
</tr>
<tr>
<td>Total</td>
<td>93.6</td>
<td>95.4</td>
<td>95.0</td>
<td>94.9</td>
<td>95.0</td>
<td>95.2</td>
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</tbody>
</table>

Student attendance is collated daily using the Sentral Administrative Program (SAP). Students exhibiting high or unexplained absenteeism are followed up through written correspondence, courtesy phone calls or parent interviews. Extreme cases may involve intervention from the Department of Education and Communities (DEC) Home School Liaison Personnel or referred to Family and Community Services (FACS).

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>18</td>
</tr>
<tr>
<td>Primary Part Time Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Primary Teacher Executive Release</td>
<td>1</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>1.05</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>Total Teacher Entitlement</td>
<td>30.38</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.062</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. There is currently one Indigenous member of the Wattle Grove Public School Staff.
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>79</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>21</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
Of the teaching staff, five teachers have achieved their teacher accreditation with the Institute of Teachers at the ‘Proficient’ standard and engaged in activities to maintain that level of accreditation. There are three teachers who engaged in activities to support their applications for accreditation also at the ‘Proficient’ standard.

All teachers were involved in a range of professional learning activities throughout the year. Professional development is strategically planned to meet the needs of all staff and is in line with whole school planning and departmental priorities.

The main areas of focus in 2014 centred on:
- the accreditation of 4 new scheme teachers with the NSW Institute of Teachers;
- the maintenance accreditation of new scheme teachers at Professional Competence by 4 teachers;
- developing an understanding of the new national Mathematics and Science syllabuses;
- the use of technology in the classroom with an emphasis on iPads, interactive programs and 21st Century learning websites; and
- exploring the use of PLAN data to indicate student progress and address areas of need.

These areas were the focus of regular professional development days, a series of after school professional learning sessions.

Beginning Teachers
There were no beginning teachers on the 2014 school staff.

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>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>61,467.51</td>
</tr>
<tr>
<td>Global funds</td>
<td>297,245.77</td>
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<tr>
<td>Tied funds</td>
<td>325,412.10</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>328,186.45</td>
</tr>
<tr>
<td>Interest</td>
<td>5,793.70</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>20,253.08</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>976,891.10</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>49,094.46</td>
</tr>
<tr>
<td>Excursions</td>
<td>95,333.70</td>
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<tr>
<td>Extracurricular dissections</td>
<td>127,129.82</td>
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<tr>
<td>Library</td>
<td>16,206.62</td>
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<tr>
<td>Training &amp; development</td>
<td>1,035.46</td>
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<tr>
<td>Tied funds</td>
<td>280,156.46</td>
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<tr>
<td>Casual relief teachers</td>
<td>72,830.03</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>106,101.91</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>51,906.66</td>
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<tr>
<td>Maintenance</td>
<td>12,291.41</td>
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<td>Trust accounts</td>
<td>17,583.08</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
<td>829,669.61</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>208,689.00</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 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 2014
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 2014 students participated in the following performance opportunities:
- the operation of three dance groups who performed at the Public Schools NSW 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 school choir was subsequently extended to include a 'Defence Kids' choir to perform at defence community events;
• K-6 signing choir performed several songs using Asian sign language at stage assemblies, Wattle Grove Public School spring fair, Georges Fair spring fair and the Wattle Grove Public School community Christmas Carol concert;
• 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 District Stage 2 and 3 public speaking champion;
• our school Debating Team was undefeated in the Bankstown/East Hills Primary Schools Network debating competition for 2014;
• 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;
• six students performed in the Holsworthy Community of Schools Dance Ensemble, which was a joint initiative between the member schools;
• school dance groups performed at a range of school based community events including the ‘Wattle Grove Public School Spring Fair’;
• performances at the ‘Wattle Grove Public School Community Christmas Carol’ and the ‘Georges Fair Spring Fair’ and the Sydney McDonald's Eisteddfod;
• formation of a school based training squad for dance which allowed students to develop the skills and experience to achieve success in dance.

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 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 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, karate and tennis being included in the school sport program;
• stage based fitness programs twice per week;
• new initiative of leadership opportunities available to Year 6 students in assisting with the organisation of school sport;
• 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).

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In Year 3, 77 students completed the various NAPLAN literacy tests.

In 2014 students performed strongly in Writing, Spelling and Grammar & Punctuation achieving well above the state average, and above state average in reading; having 51.3% of the students in Writing, 45.9% in Reading, 59.7% in Spelling and 54% in Grammar and Punctuation in the top two bands. Girls performed better than boys in Reading. Students from an English speaking background achieved better results than those from non-English-speaking backgrounds (NESB) in reading.

The main strengths reflected in the Year 3 results were:

• consistency with spelling, particularly when asked to locate errors and correct them in writing and;
• applying correct punctuation especially the correct placement of speech marks.
The main implications for our school's literacy program for students in Stages 1 and 2 will be to:

- continue to accurately interpret information and develop consistency deriving suitable inferences from a statement of facts and vocabulary;
- structure persuasive writing so that it further engages the reader;
- develop consistency with the identification of future tense in a sentence; and
- improve the accurate use of connecting ideas in consecutive sentences.

NAPLAN Year 3 - Numeracy

In Year 3, 74 students completed the NAPLAN testing in numeracy.

Overall results in numeracy for Year 3 were very similar to the state average with 63.5% of the students being placed in the top three bands and 41.9% in the top two bands. Boys performed significantly better than girls in all strands of numeracy. Students from English speaking backgrounds performed better than NESB students performed in all areas of numeracy.
The main implications for our school’s numeracy program for students in Stage 1 and 2 will be to:

- develop consistency in use of multi-step problems involving money;
- further develop student ability to identify 3D objects and their properties;
- continue to develop the skill to use a scale to calculate a distance.

Year 5 students completed the NAPLAN testing at this school in 2014.

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

**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

In Year 5, the achievements were above the state average in Reading, Spelling, and Grammar and Punctuation and well above the state average in Spelling. Girls performed marginally better in all areas. Our NESB students performed significantly better than students from English speaking backgrounds. Of the students whose progress was tracked from 2012, 65.1% achieved the expected growth in Reading, 54.2% in Writing, 62.7% in Spelling and 65.1% in Grammar and Punctuation.

The main strengths reflected in the results were:

- correctly linking various aspects within a reading text to develop sound understandings;
- using accurate grammar and punctuation particularly identifying verbs, adjectives, commas and conjunctions;
- the correct use of cohesive links in writing; and
- the general accurate spelling of words, including identifying an error.
NAPLAN Year 5 - Numeracy

In Year 5, 92 students completed the NAPLAN testing in numeracy.

In Year 5, the achievements were well above the state average. The students performed equally as well in all sub strands. Boys and girls performed equally in all areas. Our NESB students performed equally as well as those from English speaking backgrounds. The students achieved an expected growth of 62.2% in numeracy for Year 5.

The main strengths reflected in the results were:
- solving problems including word problems
- concepts associated with number, particularly subtraction.

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](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 to 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. NAIDOC week celebrations saw the whole school participate in art and craft activities, some based on traditional Aboriginal designs, techniques and colours and others inspired by contemporary Aboriginal artists. As a result, the school was decorated to celebrate the occasion. The school foyer noticeboard also proudly displayed a tribute to the NAIDOC week theme ‘Serving Country: Centenary and Beyond’. As part of our NAIDOC week celebrations, all Aboriginal students participated in a cultural awareness day during which they handled traditional tools, weapons and artefacts as well as participated in traditional music, dance and art activities.

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 and School 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. Many of our students were nominated by their teachers for awards at the annual Aboriginal Student Achievement Awards. We were fortunate enough to have a student receive an award under the category of creative and performing arts. The Indigenous Choir, comprising 28 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 increases in numbers and support each year and this year proudly wore stoles made using the colours of the Aboriginal flag. 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 and anti-racism education
Wattle Grove Public School acknowledges and celebrates its various cultural groups and exposes students to multicultural perspectives across the Key Learning Areas of HSIE, English and Creative Arts. Wattle Grove Public School continues to be a richly diverse school community. Students from non-English speaking backgrounds (NESB) form 28% of the school population. In line with the Multicultural Education Policy, students learning English as an additional language or dialect (EAL/D) are provided with appropriate support to develop their English language and literacy skills. The EAL/D Program operated 4 days a week. Specific EAL/D teaching and learning programs aimed to cater for the diverse needs of these children. The weekly school newsletter informs the community of special days in the multicultural calendar and the school takes pride in valuing, sharing and promoting harmony and tolerance between its many and diverse cultural groups. A significant achievement this year included the installation of a ‘welcome sign’, in a variety of languages from our school’s rich cultural background. The sign was a result of a survey undertaken by the school’s Kidsmatter committee, which sought ways to make community connections through the cultural heritage of the families enrolled at Wattle Grove Public School.

Socio-economic background
During 2014 funds received based on this criteria were used to support students so that they could access the curriculum by assisting with the costs for essential needs such as textbooks, stationary, uniforms, excursions and incursions.

Learning and Support
Our school aims to ensure all students have the capacity to access the curriculum and achieve an expected level of success. Provision of support to students with special needs was once again coordinated by our Learning Support Team. This team met four times per term to liaise with staff in order to discuss specific student requirements, plan for their provision and monitor their progress. The Learning Support Team consists of the Principal, Deputy Principal, School Counsellor, LaST EALD Teacher and all relevant classroom teachers. During 2014 the school counsellor worked through 56 individual cases of which 29 were new cases. There were 27 cases continuing to be managed from previous years. These cases were dealing with matters mainly concerning mental health issues, behaviour and learning. Other cases were concerned with, speech, autism, transition to school and applications for special placements. Five students received integration funding and were supported by an School Learning Support Officer (SLSO). One student accepted a placement in an IM class. Part of the school’s funding allocation was used to employ an SLSO to facilitate a structured play setting during lunch breaks to reduce anxiety and anger for identified students. The Structured Play program was carefully designed to help students meet their sensory needs, develop social skills and to strengthen their gross motor skills. This program significantly decreased the number of behaviour issues dealt with in the playground. The remaining funding was used to employ two dedicated School Learning and Support Officers to assist teachers with 13 students in further developing their learning and social skills. The Learning and Support Teacher works five days a week at the school. The focus began primarily on the development of literacy skills, although at times focused on other areas of student need e.g. mathematics and social skills. During 2014, this teacher directly assisted students from Kindergarten – Year 6 on a needs basis as determined in consultation with the classroom teachers and Learning and Support team.
Other significant initiatives

Students with Disabilities

In 2014, five students received Integration funding. One fulltime and four casual SLSOs were employed to support LaSPs for these students.

A social skills/sensory play program was developed for Kindergarten students identified as having difficulty coping with the large playground setting.

The program included structured play activities that focused on sensory stimulation, communication skills, turn taking and role play. The program received very positive feedback from teachers, staff and students involved. During Term 3, the students were happily integrated into the main playground. A ‘Construction Club’ was also developed in a section of the main playground to cater for students who preferred a quiet and structured play setting. The activities were facilitated by an SLSO and Year 5 volunteer students.

Learning and Support funds were utilised to employ SLSOs to work in classrooms to support teachers with the implementation of differentiated programs for students along all aspects of the continuum. Sensory resources were purchased to support student needs in the classroom setting. The schools Learning and Support team met twice a term to review referrals and develop a plan of action that included specific SMART goals to ensure all students received access to the curriculum and achieved a sense of success. SMART goals were regularly evaluated, communicated to parents and adjusted throughout the year. Administrative Staff and Learning and Support Officers. Teachers participated in weekly staff and stage meetings focusing on areas of need in support of the school management plan. The Quality Teaching model underpinned all aspects of professional learning. Staff Development Days in 2014 provided opportunities for staff to participate in workshops targeting Australian Curriculum, 21st Century Learning, iPad Technology implementation, school planning and updating mandatory training.

School planning and evaluation

2012—2014

School evaluation processes

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

- surveys;
- discussions with students and teachers at school, and with parents at various parent meetings, including focus groups and;
- responses to newsletter requests.

School planning 2012-2014:

School priority 1

Improved student outcomes for all students in numeracy

Outcomes from 2012–2014

Systematic analysis of student achievement to strategically implement quality teaching practices resulting in enhanced student outcomes in numeracy.

Evidence of achievement of outcomes in 2014:

- no students in Bands 3 for Year 5 in numeracy and 99% of Year 3 students achieved band 2 or higher;
- over 65% of in Year 5 achieve the expected growth in numeracy;
- analysis of NAPLAN results indicate students in Year 3 and Year 5 performing above state average;
- over 95% of all students achieving stage outcomes in all areas of numeracy based on continuous and ongoing teacher assessment data;
- enhanced understanding of PLAN and tracking of students along numeracy continuum supports enhanced student achievement in achieving numeracy outcomes;
- 100% immersion of students in Mathematics online programs K-6 has provided a solid foundation of basic mathematical knowledge and understanding reflected in the enhanced outcomes school wide;

Strategies to achieve these outcomes in 2014

- Ongoing analysis of SMART data to implement ongoing teaching strategies that meet the needs of all students;
- Individual and small group support for students who have identified learning needs in the area of numeracy (as identified from NAPLAN and school based assessments), receiving in-class support and regular withdrawal sessions from our support staff.
• continued and ongoing training and development of all staff in the NSW Australian K-10 Mathematics curriculum, to enhance their understanding and best practice implementation, leading to enhanced student achievement of outcomes;

• implementation of the revised school scope and sequence, in line with the new national curriculum;

• implementation of Mathletics program K-6 (including all Kindergarten students from Term 2 at no cost);

• continual evaluation and update of Mathematics resources to meet the individual needs of students and reflect current practice in the teaching of Mathematics;

• implementation of the Targeting Early Numeracy Program (TEN) for teachers in K-2, closely aligned with the Numeracy Continuum and PLAN software, providing enhanced understanding for staff and students in numeracy, leading to increased student achievement in the Early Arithmetic Strategies.

School priority 2
Improved student outcomes in literacy for all students with a particular emphasis on early intervention strategies

Outcomes from 2012–2014
Whole school implementation of quality teaching that imbeds and differentiates the needs of all students in achieving improved literacy outcomes.

Evidence of progress towards outcomes in 2014:

NAPLAN results indicate that the students are above state average in many of the 10 more difficult questions in the Literacy components of NAPLAN in Year 3 and Year 5:

• over 80% of in Year 5 achieve the expected growth in literacy;

• year 5 students performed well above the state average in Reading;

• significant improvement was shown in Year 3 Writing, performing well beyond the state average;

• over 95% of students achieving National Minimum Standards in all areas of literacy;

• improvement in Year 3 Indigenous student results in both Reading and Writing;

• our NESB students performed above the State average in Reading;

• over 95% of the students achieved the expected outcomes in each facet of literacy based on teachers’ continuous assessment records;

• 15% of Year 1 students participating in or completing the Reading Recovery Program.

Strategies to achieve these outcomes in 2014
Teachers implementing a variety of whole school strategies to provide a balanced literacy program designed to meet the needs of all students. Strategies include; ‘explicit teaching, engagement with a diverse range of language experiences, whole school literacy sessions, no interruption policy, Drop Everything and Write, Drop Everything and Read, news time, Jolly Phonics program, Questioning Skills program, Key Into Comprehension, Fun to Write’;

• further develop and implement teaching and learning programs that enable students to respond to and create a wide range of texts;

• teacher training and development in aligning specific criteria for assessment in speaking, listening, reading, writing, viewing and representing;

• teacher training and development to share strategies aimed at engaging readers with inferential text and higher order reading skills;

• Y3/6 debating program and a K-6 public speaking program;

• integrating available digital technology videoing, Ipad applications and multimedia presentations across all Key Learning Areas;

• parent in-service workshops designed to inform and increase the parents’ knowledge and understanding of key literacy strategies and the new curriculum;

• tracking and monitoring of early Stage 1 and Stage 1 students on individual PLAN continuum.
School priority 3

Students engaging in a broad range of learning experiences, in a happy, safe and caring environment conducive to learning

Outcomes from 2012–2014

To supplement the school’s digital technology resources in order to enhance all students’ technology skills in keeping with the principles of being confident life-long learners

Evidence of progress towards outcomes in 2014:

- iPad use complemented stage-based class learning programs and involved activities using stop-gap animation, digital storytelling, iMovie, Storybook Creator and literacy and numeracy programs;
- class teaching and learning programs enhanced through online programs, Mathletics, Maths Online, and Reading Eggs;
- classes used online learning through Edmodo, webquests, Skoolbo, Skwirk and Studyladder, blogging, Digital Passport, Buddy;
- between 91% and 97% of the students achieved the expected outcomes in the various facets of literacy based on teachers’ continuous assessment records and 100% in the other KLAS;
- students successfully achieved computer literacy skills for each stage of development as outlined in the school’s technology scope and sequence.

Strategies to achieve these outcomes in 2014

- several teacher workshops on current applications, analysing their usefulness and application in teaching;
- iPad use forming part of all student learning, as well as regular and equitable access to the school’s technology room by all students K-6;
- teachers planning and implementing rich learning tasks;
- teachers reviewing the new English and Mathematics syllabuses in terms of digital learning and;
- engaging students in learning involving technology where possible.

Parent/Caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school through surveys and at the various parent group meetings held during the year. A parent survey resulted in over 100 reposes. A summary of their responses follows.

The findings indicate that all parties agree that:

- 94% of parents surveyed agreed the school has strong sense of community with a strong partnership between the parents and the school;
- 82% of parents surveyed agreed that the teachers are seen as talented, highly skilled, committed and highly approachable;
- 86% of parents surveyed agreed the curriculum offered is balanced with the extra-curricular activities adding to the learning environment;
- 85% of parents surveyed believe the school is well resourced through school management practices and a supportive P&C.

Areas which are encouraged to be continually reviewed are:

- welfare programs to promote positive behaviour in the students and student safety particularly in regards to the increasing student enrolment trend;
- communication with the new families to the school so that assumptions of regular practice is not made;
- homework policy to ensure regular collaboration with the school community and reflects expectations;
- a balanced approach to the use of technology and paper-based tasks.

Stage 2 and Stage 3 students were surveyed about various aspects of our school. There were 294 responses received. Some of the responses included;

- 77% of students surveyed believe the technology resources at Wattle Grove Public School are fantastic and a further 21% believed they are good (98% agreement);
- 73% of students surveyed believe Wattle Grove Public School is a fantastic school and a further 24% believed it is a good school (97% agreement);
- 70% of students surveyed responded that Wattle Grove Public School is a happy, safe and caring school with a fantastic rating. A further 24% responded with a rating of good (94% agreement);
- 60% of students surveyed responded that Wattle Grove Public School Kidsmatter Program improves the school’s image and makes them feel good with a fantastic rating. A further 35% responded with a rating of good (95% agreement);
- 76% of students surveyed responded that the teachers at Wattle Grove Public School help them with their learning with a fantastic rating. A further 16% responded with a rating of good (92% agreement);
- 60% of students surveyed responded that the teachers at Wattle Grove Public School are fair with their discipline with a fantastic rating. A further 30% responded with a rating of good (90% agreement).
School Evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2014 our school carried out an evaluation of Teacher Professional Learning (TPL) and Information and Communication Technology (ICT)

Professional Learning Plan

Background

Teacher professional learning is a key strategy for enhancing teacher skills and practices through quality teaching. Coupled with reflection of teacher pedagogy, such an approach creates improvement of the learning outcomes for all students. In 2014 a committee consisting of the school executive and 1 other elected staff member was formed to develop and implement the plan and procedures.

Findings and conclusions

The chosen committee was responsible for the implementation, monitoring and evaluation of the Professional Learning Plan for 2014 and for the formation of the Professional Learning in the next school plan cycle (2015-17).

The Annual School Report evaluations, staff meetings, parent meetings, DEC 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 2014 Professional Learning Plan.

The committee met once a month and a cash flow summary was presented and discussed. This summary, along with the appropriate oasis printouts was filed along with the minutes of the meeting. If necessary the committee can suggest adjustments to be made to the plan based on the information before them. All action records were kept in a dedicated folder in the Principal’s office.

Funds were allocated to staff members identified through the school’s planning and budget formation processes.

Throughout 2014 there were regular reports made to staff on the outcomes of the Professional Learning Policy. Staff was also involved in the Annual School Report and School Management Plan implementation and evaluation processes which are all closely linked to the Professional Learning Plan.

The outcomes of the Professional Learning Plan were reported to the community through parent meetings such as P&C meetings and finance committee meetings.

During 2014, teachers participated in numerous professional learning activities based on school needs and initiatives being implemented throughout the year. The implementation of school improvement targets and priorities reflected the commitment of all staff to continuous training and development to improve the quality of school programs and support student achievement of outcomes. Professional learning opportunities were provided for all staff including the School Administrative Staff and Learning and Support Officers. Teachers participate in weekly staff and stage meetings focusing on areas of need in support of the school management plan. The Quality Teaching model underpins all aspects of professional learning. Staff Development Days in 2014 provided opportunities for staff to participate in workshops targeting Australian Curriculum, 21st Century Learning, iPad Technology implementation, school planning and updating mandatory training.

There are currently seven New Scheme teachers at Wattle Grove PS. These teachers were provided with additional professional learning. Three successfully submitted their accreditation to the NSW Institute of Teachers.

Future directions

Future Directions for school professional learning include:

- ongoing school planning;
- Targeting Early Numeracy (TEN);
- Australian Curriculum implementation;
- Sentral administrative program staff training and development;
- assessment and reporting T&D;
- speech and language T&D;
- technology and 21st Century Learning T&D.
Curriculum

Information and Communication Technology (ICT)

Background
The excellent facilities available to the students and staff that provide significant opportunities to access technology were enhanced even further with the school and the P&C combining to joint fund a school wide iPad program. Funds were allocated for 56 iPads and the peripheral resources required. This initiative occurred simultaneously with the final stage of wi-fi coverage for the entire school, allowing for the practical and efficient implementation of the iPad strategy. The school also has a technology centre that was fully funded by the school’s P&C, as a high priority. All students have equitable and regular access to the technology centre. Every classroom is equipped with an interactive whiteboard, as well as a number of computers for class use. The introduction of advanced digital photocopiers in the school during 2014 has allowed a much more manageable and cost efficient process in printing technology generated resources. This became an appropriate time to evaluate the school’s information and communication technology programs and procedures.

Findings and conclusions

During 2014 students attended the Technology Centre weekly (K/1 fortnightly) to participate in Science and Technology based lessons. The school’s ‘scope and sequence’ was implemented and evaluated throughout the year. This year some of the focus areas have included email, blogging, the use of multimedia and cyber safety. The senior primary students focussed on information research skills to access appropriate information which they presented across a variety of presentation software. This year saw the introduction of iPads into the classroom. Teachers have been participating in online training programs and peer training to enhance their technology skills and to learn how to integrate iPad use into their classroom. Students have been engaged in learning about and using various applications to present their work.

This year in the Library certain senior classes have been selected to participate in a guided enquiry research unit which was to encourage self-guided research units. The students presented their work incorporating 21st Century learning skills and computer programs.

Future directions

The current scope and sequence documents will need to be updated in the next cycle of the school plan (2015-17), to ensure the principles of 21st Century learning are being addressed. All staff will need to engage further in professional learning in the use of the new technologies so they can confidently and expertly use this as part of their teaching and learning programs. There will also be a need to upgrade the computers in the technology centre during 2015. This will occur through the provision of DEC roll out stock and P&C supplementation. The replacement computers will be distributed to all classrooms and the school library, as they are superior to the current models. The school has a vibrant and hardworking technology committee that is consultative and collaborative in the approach to future planning. The committee has identified the gradual replacement of the IWBs with the new generation active boards, over the next 4 years. This will occur through identification of a priority order, based on a comprehensive needs analysis survey, to be undertaken during 2015. It is vital to continue the school’s extensive technology based plan to provide students in our school state of the art, motivating and varied opportunities to actively participate in the various technology programs available and to continue to improve student outcomes in this area.
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015. The school community of Wattle Grove Public School have in collaboration identified three strategic directions, with a clearly defined purpose for each of the directions.

Strategic Direction 1
Teaching Excellence and Equity
To enable teachers to be dynamic, collaborative practitioners facilitating quality teaching and learning programs embedded in an innovative and differentiated curricular, delivered with confidence and efficacy, leading to confident, creative and competent learners in our global community. To build the capacity in the depth of knowledge of teacher skills, through cutting edge T&D support and appropriate resource allocation.

Strategic Direction 2
Student Learning
To design and deliver a high quality learning environment that features high academic expectation underpinned by 21st Century pedagogy and fosters resilient and confident lifelong learners. Promote personalised and differentiated learning experiences, leading to technologically competent students able to imbed evidence seeking strategies to enhance and consolidate learning.

Strategic Direction 3
School Community Learning
To instil a school culture of trust and partnership which is underpinned by a shared value system that promotes an ethos of inclusivity and equity for all members of the school community. To ensure effective pastoral care through the delivery of strong welfare and student learning programs, supported by a tolerant, caring school community.

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
Sam Wilson- Deputy Principal
Sonya Fuller-Assistant Principal
Kylie Foreshew-Assistant Principal
Kerrin Brunner-Staff representative
Ann Dodd-Staff representative
Ann Cabrera- Staff representative
Donna Robinson-Staff representative
Shane Matthews- Staff representative
Janine East-P&C President

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: