2009 Annual School Report
Wollongbar Public School

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

Students

The total school enrolment in Term 4, 2009 was 212 students. This consisted of 98 girls and 114 boys.

Students were grouped into nine classes.

The average class size was twenty four.

Staff

The school had a staffing allocation of 12.378 consisting of a principal, two assistant principals and a range of classroom and specialist teachers.

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

Significant programs and initiatives

The school conducted a number of programs to enrich student learning and to support students in achieving their potential.

These included:
- Premier’s Reading Challenge
- Premier’s Sporting Challenge
- Leadership programs, Peer Support program and Student Representative Council
- Accessing visiting performances & workshops
- Live Life Well at School program
- Crunch and Sip
- SMASH
- Self Nominated Project – Inferential Comprehension in Mathematics.

Student achievement in 2009

Literacy – NAPLAN Year 3

In Year 3, the percentage of students achieving at and above minimum standards was 95% in Reading, 95% in Writing, 97% in Spelling and 95% in Punctuation and Grammar.

Numeracy – NAPLAN Year 3

In Year 3, the percentage of students achieving at and above minimum standards was 92%.

Literacy – NAPLAN Year 5

In Year 5, the percentage of students achieving at and above minimum standards was 87% in Reading, 97% in Writing, 97% in Spelling and 90% in Punctuation and Grammar.

Numeracy – NAPLAN Year 5

In Year 5, the percentage of students achieving at and above minimum standards was 94%.

Messages

Principal’s message

2009 has been another exciting year, as the culture of the school continues to grow and change.

With a sustained focus on high expectations for learning, behaviour, social and emotional development, our school has enjoyed a year of great achievement as a whole community.

Programs and practices which are closely aligned with our shared values engage students and the broader school community. Working in partnership with our families, inclusive literacy and numeracy programs and testing have ensured that students have been supported in building on prior success.

Within our school, our diverse range of students have continued to excel, taking advantage of the broad range activities and challenges on offer to enrich their learning.

Teachers have continued to model lifelong learning whilst promoting the potential and achievement of our children. This has been reflected in strong achievement across many areas of learning.

Thank you to the highly motivated team of staff who have contributed to compiling the data and content of this Annual School Report.

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.

Jennifer Thomas

Principal
P&C message

The Wollongbar P&C Association has enjoyed a very successful year, with a great relationship between the Wollongbar School and its parents/community. The P&C has been able to offer the School support in many ways.

Parents and Family members are involved in a variety of ways around the classrooms, library and helping support the school’s sporting events. A parent helper’s morning tea was held again this year in term four with many parents and family members invited. A special “Thank You” was given by Ben Barker for everyone’s support for the year.

Our main support has come from our ongoing successful fundraising efforts. The P&C was able to support the school this year by donating $5000 dollars towards upgrading the technology in the school, and approximately a further $5500 later in the year for the purchase of items including much needed administration equipment.

The P&C has had an average attendance of around ten at each meeting, and has enjoyed a good working relationship between all parents who attended, the Principal Miss Jennifer Thomas and Assistant Principal Mr Ben Barker.

Clare Cassin
P&C President

Student representative’s message

A meeting of 2009 SRC Representatives discussed the school year and identified the following highlights.

Reorganising computers in the school and work sponsored by the “Wollongbar Wiggle” fundraiser and the P&C meant that we could upgrade our computer lab, which has been really good.

There has been lots of planning for changes to our school. We are looking forward to the new surfacing on our quadrangle and the gardens that are planned for 2010.

The Plateau Enrichment Program gave lots of students the opportunity to meet students from other schools as well as to get familiar with High School.

Visits from Little Athletics, AFL and Cricket Australia were great fun and meant students got to work with experts to improve their skills. Some students began the Leadership in Sport program.

The ANZAC Day assembly was a really special part of year. It is really important that we remember why ANZAC Day is a significant day for us.

Our SRC held some fun events to raise money for ourselves and others. Dressing up on “Rainbow Day” gave us a chance to raise money for the victims of the bushfires.

We are looking forward to a great year again in 2010 at Wollongbar Public School.

2009 SRC representatives.
School context

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

Student enrolment profile

![Enrolments](image)

The total school enrolment in Term 4, 2009 was 212 students. This consisted of 98 girls and 114 boys.

Student attendance profile

Attendance at Wollongbar Public School was 93.8%, compared to 90.1% for the region and 92.1% for the state.

Management of non-attendance
For students who have been absent from school for a week without explanation, a letter is sent from the principal seeking contact with the family.

Each Monday an attendance report is generated for the previous fortnight. For unexplained absences, reminders are sent: the need to provide absentee notes upon return to school.

The school has at times engaged the support of regional services to encourage improved attendance.

Referrals are made to the Home School Liaison Officer for ongoing, unexplained absences.

Class sizes

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

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2B</td>
<td>1</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td>1/2B</td>
<td>2</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>3/4K</td>
<td>3</td>
<td>20</td>
<td>27</td>
</tr>
<tr>
<td>3/4K</td>
<td>4</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>3/4M</td>
<td>3</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>3/4M</td>
<td>4</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>4/5W</td>
<td>4</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>4/5W</td>
<td>5</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>5/6O</td>
<td>5</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>5/6O</td>
<td>6</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>5/6R</td>
<td>5</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>5/6R</td>
<td>6</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>1/2 CB</td>
<td>1</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>1/2 CB</td>
<td>2</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>K/1I</td>
<td>1</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td>K/1I</td>
<td>K</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>KA</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

Structure of classes

Classes were formed as stage groups, with only K/1I and 4/5W as cross stage groupings.
Staff information

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

Wollongbar continues to benefit from a highly dedicated and focused staff. Leadership is undertaken at a variety of levels, with an emphasis on improving learner outcomes.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>2.522</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14.322</strong></td>
</tr>
</tbody>
</table>

Our School Administrative & Support Staff team includes an Aboriginal employee.

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>N/A</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>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>53,918.08</td>
</tr>
<tr>
<td>Global funds</td>
<td>133,229.89</td>
</tr>
<tr>
<td>Tied funds</td>
<td>338,678.35</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>79,993.40</td>
</tr>
<tr>
<td>Interest</td>
<td>4,504.78</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>27,456.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>637,780.50</td>
</tr>
</tbody>
</table>

**Expenditure**

Key learning areas  
Excursions  
Extracurricular dissections

Library  
Training & development  
Tied funds  
Casual relief teachers  
Administration & office  
School-operated canteen  
Utilities  
Maintenance  
Trust accounts  
Capital programs

| Total expenditure | 507,884.83 |
| Balance carried forward | 129,895.67 |

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2009

Achievements

Arts

Music Program

Music was taught in 2009 by two specialist teachers.

Each stage worked on a range of musical concepts for their developmental learning in which they could explore and revisit musical concepts in increasing levels of complexity and understanding.

Repertoire used included vocal music, instrumental music, students' compositions, world music and movement. Group work was a feature at each level, providing opportunities for students to work together cooperatively.

All students were given opportunities to use graphic notation as a means of exploring music and participating in its creation. Students explored body percussion as well as playing various percussion instruments.

Visual Arts

In addition to classroom programs, a significant opportunity to enrich student learning occurred through an “artist in residence” program.

Mrs Gretchen Mercer, a High School trained art teacher, donated her time and expertise to team teaching across K-6 for a term. Gretchen supported teachers and students in exploring subject matter and form in art, whilst making and appreciating artworks.

The program culminated in a collaborative art show with the neighbouring preschool, which was well attended by the school community.

Sport

PSSA

Once again, there has been a strong commitment to provide a wide range of sporting activities at Wollongbar Primary School. The school is very proud of its achievements in sport in 2009.

School Knockout Teams were involved in Netball, girls & boys Football and Cricket. The boys Football Team progressed to the final of FNC.

A number of students made it through to District Carnivals and Trials, including Swimming (24), Cross Country (65), Athletics (41), Boys Cricket (2), Boys Hockey (1), Boys Football (6), Netball (1) and Girls Football (1).

Students also made it through to the FNC Zone Carnivals and Trials: Swimming (4), Cross Country (11), Athletics (15), Girls Football (1), Boys Football (3), Boys Hockey (1), Tennis (2), Netball (1) and Boys Cricket (2).

14 students made it through to North Coast Carnivals and Trials.

One student participated in State Cross Country Carnival coming in a credible 8th in 8/9 years division.

One student competed at the State Carnival for Athletics, in the 11 years 200m.

A Year 6 student represented North Coast as a member of the boys Football Team at the State Carnival and another as a member of the boys Cricket Team at the State Carnival, in Lismore.

Premier’s Sporting Challenge

All students across K-6 participated in the Premier’s Sporting Challenge.

All students were awarded either Gold (K-2) or Diamond (3-6) certificates for exercising the maximum rate required, (60 -80 minutes per day). Funds gained from the challenge went to new sports equipment.
Sport – School Visits

AFL – During Term 1 our school was visited by representatives from Queensland AFL. They conducted five weekly training sessions with Stages 2 & 3. For the remaining 5 weeks of the term students played in a ‘round robin’ competition. Every child in these stages participated in the program and there was an overwhelming positive response.

ARL – During Term 2 we were visited by a representative of the Australian Rugby League. He spent half a day with students from Early Stage 1 and Stage 1. Skill based training sessions were held for this age group as a way of encouraging younger players to get involved.

North Coast Cricket coaches visited us in Term 4 to conduct an afternoon training session with Stages 1 and 2.

“Jump Rope for Heart” representatives visited the school in Term 4 to conduct a ‘skipping presentation’. The skills shown in this presentation were aimed to motivate students for their upcoming ‘skipathon’.

Other

Welfare

A social skills program was initiated for students targeted by LST as having specific ‘Anger Management’ issues. The program consists of ten lessons that are to be a week apart and include only three students at any time. Each lesson lasts 30 minutes. Students are required to set themselves goals which they constantly review, analysing their success in attaining these goals. This is the first time the program has been trialed in the school. On its completion the program will be evaluated by the LST.

Extra lunch duty was formally established this year to support students during their free play at lunch times. The teacher’s role was primarily to support students when interacting with each other during formal and modified games. During social interactions constant reference is made to ‘Restorative Justice Practices’ and the ‘3 Steps’.

As a whole school, the use of Restorative Justice Practices has impacted heavily on our students ability to engage with social issues and take responsibility for their actions.

Explicit teaching of key social skills has established clearer understanding of expectations amongst students as well as greater consistency in the language used by teachers when interacting with students and their behaviour.

Bully Box

There was a dramatic reduction in the number of bullying incidents reported in 2008 and this reduction continued in 2009. This is due partly to class teachers dealing with relationship and friendship issues at a class level, the use of class meetings to discuss relationship concerns, “Peace Kids” formal conflict management training and involvement from an itinerant support teacher (behaviour) and school councillor.

Last year the whole school participated in a peer support anti bullying program that focused on identifying different types of bullying and understanding the difference between relationship issues and bullying. The program also equipped students with the tools they require to deal with bullying themselves and build their resilience. As students have become more familiar and confident in dealing with these issues we have seen a reduction in the number documented bullying incidents.

We have initiated some new procedures as well as continuing effective procedures put into place last year;

- Documentation of all bullying slips to track frequency of disputes, offenders and victims.
- Report findings back to Learning Support Team at weekly meeting to discuss issues with the team.
- Counseling individuals that have had disputes.
- Individual teachers have been encouraged to take responsibility for relationship issues within their own class. Class Meetings are being used as a forum for sharing and addressing these disputes.
- Peer leaders have been trained and utilised to help solve relationship issues.
- Teachers and students are using Restorative Justice Practices and ‘3 steps’ for problem solving
- ‘Opened up’ the school playground to allow students from all grades to mix with all age groups.
Results

- Nine incidents of bullying were reported through the Bully Box. This number is compared to twelve in 2008, twenty-five incidents reported in 2007, and seventy-eight reported in 2006.
- Seven of the twelve incidents were seen as ‘genuine’ bullying with the remaining five being ‘relationship’ issues. As well as this showing the reduction in the number of incidents, this indicates there is a better understanding of how and when to use the Bully Box.
- There were two repeat offenders (compared to five in 2008, seven in 2007). These individuals were targeted by the Learning Support Team and were tutored in small groups by the STB with social skills programs.
- There have been no incidents of bullying reported in term 4.

Peace Kids

Thirty one Year 5 students undertook Peer mediation training in November 2008 whilst the Year 6 students were involved in their High School orientation day.

The training involved identifying the key elements in the communication process, being good listeners and effective communicators, role playing problem solving situations that could occur both in their school and home lives. The students were also asked to give written affirmations for a random selection of peers within the training.

Refresher training and partner allocation was made in the second week back for the new school year in 2009. The students were put onto a roster for each Term. Four students each day would announce at the morning assemblies that they were the Peace Kids for that day. Then at lunchtime, whilst playing their own games, they would be visible in the playground wearing their red bids. Students in need of assistance would approach these Peace Kids who would then go through a set of questions and procedures to solve, if possible the conflict or to give assistance in any way possible.

Fortnightly de-briefing sessions were held with the Year 6 students for 10 to 15 minutes during lunchtime eating time. Problems were discussed and suggestions made.

This year saw a very enthusiastic and committed group of students participate in a successful Peace Kids program.

As a reward for their commitment to their roles as playground mediators, the students were provided with a Pizza Party during Week 6 of Term 4.

Live Life Well at School

Our ongoing commitment to the Live Life Well at School Program continues to improve fitness levels, nutrition and the learning environment of the school. Our success this year has been reflected in:

- A whole school tabloid to raise funds and awareness of healthy lifestyles (Wollongbar Wiggle)
- Whole school lunch box audit to improve school lunches.
- Crunch ‘n’ Sip enabled us to establish compost and worm farms.
- During Fruit & Veg. week we held a whole school Crunch ‘n’ Sip picnic.
- Whole school participated in Premier’s Sporting Challenge. All students achieved the highest level of success.
- Purchased sporting equipment for each stage as well as for whole school
- We supported Walk / Ride to school week by promoting safe road and pedestrian practices.
- Whole school completed our civic duty by holding a fundraising event for Jump Rope for Heart
- Our school was able to attain Sun Smart accreditation from the Cancer Council.
- RFF PE program has contributed to improvement in fundamental movement skills.
Academic

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

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

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

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

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

### Percentage of Year 3 students achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage Achieving at or Above Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>95</td>
</tr>
<tr>
<td>Spelling</td>
<td>97</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>95</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92</td>
</tr>
</tbody>
</table>

Minimum standards

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

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.
Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

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

**Significant programs and initiatives**

**Mathematics**

In 2009 teachers at Wollongbar Primary School continued their long term commitment to the development and implementation of the Scope, Sequence and Support document in collaboration with regional support staff.

The benefits were:
- Content of the syllabus strands and sub-strands being drawn together to make teaching more cohesive.
- Teachers working in the same strand which promoted the sharing of ideas and resources.
- Further development of the scope and sequence to facilitate teachers use of a wide range of resources including links to relevant websites, NAPLAN questions, games and learning objects.
- A more systematic and effective way of ensuring all strands are covered during the year.

The modified Scope and Sequence is now being used by an increasing number of other primary schools around the district with great success. Professional learning was implemented to help teachers interpret SMART DATA and to explicitly address NAPLAN trends across the school and for individual students. The teaching of targeted outcomes was evident in class teaching and learning programs.

Diagnostic Testing was carried out in Stage 2 and 3 in Term 4 and SENA testing was completed in Stage 1. Kindergarten completed Best Start assessments in Term 1 and Term 4. Information gathered from these tests is used as data to support student learning and inform teaching programs.

Wollongbar Primary School participated in a **Self Nominated Project** initiated by The Plateau to the Sea Community of Schools. This project involved three WPS teachers in Stage 3. The aim of the project is to develop students’ skills in answering inferential questions in mathematics. Two inferential questions lessons were taught each week using past BST and NAPLAN 2008 numeracy questions. Pre and post testing was given using the Year 5, 2009 NAPLAN numeracy paper.

As per the Project Action Plan, students in Year 5 and 6 were tested in Term 3, Week 8, 2009 on the 2009 NAPLAN paper.

Results were analysed and compared to Year 5 NAPLAN test and Year 6 pre test results that students sat in Term 2, 2009:
- 63% of Year 5 students remained constant or improved.
- 37% of Year 5 students improved by 4 or more questions correct.
- 74% of Year 6 students remained constant or improved.
- 39% of Year 6 students improved by 4 or more questions correct.

The Self Nominated Project will continue into 2010 with further staff development supported by regional support staff, enhanced teaching strategies and analysed pre and post testing.
English

Reading

207 students were benchmarked in Semester Two.

52% of students from Kindergarten to Year 6 achieved reading levels of 30 or over.

Minimum targets for each Year have been adjusted to reflect the minimum comprehension age expected at each text level.

Kindergarten, Level 8: 63%
Year 1, Level 16: 75%
Year 2, Level 22: 84%
Year 3, Level 26: 92%
Year 4, Level 28: 98%
Year 5 & 6, Level, 30: 97%

Students in Years 1-6 who were previously reading below Level 30, progressed an average of six levels, compared to five levels in 2008.

Home Reading

All students Kindergarten to Year 6 are encouraged to participate in the home reading program. Parents continue to support this program in a significant way, this year offering a $10 book voucher for all students achieving 200 nights of home reading.

Independent readers were encouraged to read from a variety of sources and record nightly reading in a diary to reach the 100 and 200 night targets.

110 students (53%) reached 100 nights of home reading, which was an increase of 13% on the previous year.

48 students (21%) went on to achieve 200 nights of home reading which was an increase of 14% on 2008.

Spelling

Significant professional development time has been focussed on improving delivery of quality spelling programs to our students in a consistent way across stages.

Focus has been on:
- Re-visiting our Spelling Policy to see how it is being used within our classrooms.
- Reviewing spelling strategies.
- Building a consensus as to what constitutes an effective Spelling Program that best meets the needs of our students.
- Providing ideas to parents on helping their child with spelling at home.

204 students Kindergarten to Year 6 were benchmarked in spelling. The results were recorded as part of the school annual data on individual tracking sheets and grade overview sheets.

48 students (24%) achieved a spelling age greater than their chronological age. 98 students (48%) achieved at their appropriate age level. 25 students (12%) performed below their expected spelling age and a final 33 students (16%) presented with a critically low spelling age.

Writing

Our focus for Kindergarten to Year 2 has been on composing sentences which are grammatically correct, show transfer of spelling strategies to writing tasks, and are written using correct punctuation.

Reading Recovery

The Reading Recovery Program targets students in Year 1 who require intensive instruction to assist them in reaching the expected reading level for a Year One student. Initial testing identifies specific strengths and weaknesses and informs the delivery of the program. Instruction is focused on reading and writing with a strong emphasis on independence.

This year the school received an increased allocation for the role of Reading Recovery teacher to enable the training of an additional staff member, Kim Green.

Seven students accessed the program during 2009.

Learning Support Team

The role of the Learning Support Team is to:
- Identify and support students experiencing difficulties in learning or with behaviour issues.
- Facilitate referral systems for classroom teachers to access additional support services, both internal and external.
- Maintain coordination of support resources and personnel within the school (e.g. counsellor, behaviour support, Reading Recovery).
- Provide ongoing support services for students (e.g. progressive monitoring, record keeping).
- Provide direction for training and development programs.
• Maintain effective communication and liaison procedures within the school community and parent referral procedures.
• Access effective programs to improve student outcomes.

This year the Learning Support Team continued to meet weekly, with almost 100% attendance of executive and teaching staff.

Important modifications to team processes in 2009 included:
• Development of a flow chart, mapping referral and reporting protocols for all staff.
• Inclusion of a representative from the Administrative staff at meetings to ensure continuity of communication within the school community.
• Recording of significant agenda items on “ESR Welfare”, the school’s welfare and behaviour database.

Integration Programs

During 2009, eleven students with a disability were integrated into six mainstream classes. These students and their teachers were supported by five School Learning Support Officers. Support included assistance with providing resources; in-class, group and individual support; technology support; supervision of sand play sessions; playground supervision; excursion support and transition to high school and kindergarten. Ten students were able to access the curriculum and participate fully in class activities.

Aboriginal education

In addition to the inclusion of Aboriginal perspectives in classroom programs, K-6 students participated in a range of activities promoting greater awareness of Aboriginal history and culture.

NAIDOC Week set the stage for a focus on indigenous studies. In the weeks before, students prepared ready for performances of music and drama, relating to the timeline of Aboriginal population of the Australian continent.

Library

New additions to the Library collection included the purchase of 783 items. 21,851 borrowing transactions were completed in 2009.

The annual Book Fair proved to be extremely successful with total sales of $5,060.70. The total profit was $1,771, commission of $1,012 and other donations of $759. The Lights Out in the Library evening of Book Week was enjoyed by many students from preschool to Yr 6. A special visitor -

“The Book Genie” - mesmerised us with some wonderful stories. The character parade was again very well supported with most students and staff dressing up. Staff embraced the theme “A Book Safari” and dressed as characters from the Rudyard Kipling classic - “A Jungle Book”. The whole school was involved in the Premier’s Reading Challenge through the Library program. 147 students completed the Premier’s Reading Challenge in 2009. 78 Early Stage 1/Stage 1 students completed the challenge through the library and their classrooms while 91 students from Years 3-6 independently completed the challenge through their borrowing, DEAR time, home reading and reading for leisure. 32 students received a gold certificate for completing the challenge four years in a row.
Peer Support

Over the last few years, Peer Support has focused on a range of explicit programs designed for multi-age groups.

The Peer Support program for 2009 drew on the best of these, to define a series of student led activities promoting harmony, resilience and a school culture which rejects bullying.

Students were organised into mixed age groups and met weekly throughout Term 4.

Benefits of the ongoing program include:
- Fostering of a positive school culture.
- Positive friendships formed across K-6.
- Leadership development of Stage 3 students

Transition to Kindergarten

Significant changes were made to our Kinder Transition program this year in response to the needs of families and students.

Kinder 2009 students completed a series of four half day sessions at the end of 2008. Whilst this proved a valuable experience at the beginning of 2009, students had yet to experience a full day of school. Additionally, parents expressed a desire for more information before commencing the academic year.

Subsequently, in addition to the four half day visits for Kinder students throughout November, Wollongbar P.S. ran its first “Big Day at School” for parents and students.

Children enrolled for Kinder 2010 and their parents attended a full day of school during December. Students participated in a “real” school day, while parents worked with a range of staff in workshops, learning about elements of school life ranging from literacy and numeracy to lunchbox nutrition.

During the Kinder orientation the buddies were involved in many ways; meet and greet, comfort, direct to activities/play, assist with trips to the toilets and bubblers, assist with lunch- eating time and playtime in the playground and Library.

During Weeks 3 & 4 of the program the buddies were required to undertake some assessment tasks e.g. writing name, counting, cutting, colouring, book concepts, following directions. In late December each 2009 Kinder student received a personalised book outlining basic routines and introducing them to many aspects of life at Wollongbar Public School including various staff members. The cover of the booklet featured a photo of the child with their buddy.

Transition to High School

Year 6 students attended a whole day orientation to Alstonville High School in November. Prior to this day a group of students requiring additional transition support was identified. The Learning Support Team identified six students who, for various reasons, would benefit from the three extra sessions that the high school had offered.

All students reported positive experiences at orientation and in discussion showed excitement and enthusiasm for their transition to Year 7.
Progress on 2009 targets

Target 1
All students demonstrate improvement in spelling skills, with an emphasis on differentiating the curriculum within literacy programs.

Our achievements include:
- Spelling data shows
  - Small decreases in the percentages of children performing below or critically below expected spelling age, between 2008 and 2009. This data demonstrates the need for a sustained focus over several years in shifting spelling trends across K-6.
  - Fairly static percentages working above expected spelling age and a small increase in the number of children working at expected spelling age.
- NAPLAN spelling data shows that there has been a greater impact on Year 3 students, who as a cohort are more accurately represented in their spread across bands, as opposed to Year 5 who are over represented in the middle NAPLAN bands of achievement.
- A review of spelling programs K-6, achieving an agreed set of criteria for what constitutes a quality spelling program. This has lead to greater consistency between classroom programs.

We continued a focus on:
- NAPLAN data addressing and evaluating areas of need.
- Spelling programs addressing differentiation of tasks to meet student needs.
- Writing task assessment.

Implications for 2010

Reading
Maintain the rigorous, explicit teaching of reading strategies during guided reading. Ensure comprehension and fluency is at an acceptable standard before moving up to the next level texts.

Home Reading
Continue to encourage all students to participate in home reading.

Focus on independent readers maintaining a home reading diary in order to be more accurately represented in home reading targets.

Spelling
Revisit school spelling policy early in 2010 ensuring all teachers are employing quality spelling programs with individual differentiation to suit student’s needs.

The literacy committee will lead Professional Development in use of the North Coast Spelling Strategy.

Writing
Maintain focus K - 6 on composing sentences which are grammatically correct, show transfer of spelling strategies to writing tasks, and are written using correct punctuation.

Data collection for writing needs to be established in a consistent fashion K - 6 and added to annual school benchmarking and tracking.

Target 2
Stage 3 students to demonstrate improvement in inferential comprehension skills with an emphasis on differentiating the curriculum within Numeracy programs.

Our achievements include:
- Establishment of resource kits across Stages 1-3 which utilise past BST and NAPLAN test questions for numeracy, focusing on inferential questions.
- Professional Learning for all staff in explicit teaching of inferential comprehension, with an emphasis on strategies and processes in the context of the maths curriculum.
- Involvement in “Plateau to the Sea” Learning Community self nominated project – Inferential Questioning in Math.
- Pre and post testing, using NAPLAN and BST questions revealed:
  - 63% of Year 5 students remained constant or improved.
  - 37% of Year 5 students improved by four or more questions correct.
  - 74% of Year 6 students remained constant or improved.
  - 39% of Year 6 students improved by four or more questions correct.
Implications for 2010

Investigation and additional Professional Development has highlighted the need for inferential questioning and comprehension to remain a focus across numeracy and extend to literacy in the new year.

Management Plan targets and strategies will focus on further learning and action research into the explicit teaching of inferential questioning and comprehension.

The maths team will continue its involvement in the Community of Schools self nominated project in 2010.

Target 3
Increased engagement for all students in the use of technology for learning.

Our achievements include:

- Completion of full site network architecture, to move the physical standards of our network to meet the North Coast Standard.
- Installation of a curriculum server to North Coast standards completed Term 3, 2009.
- Upgrade of computer lab completed, with P&C financial support.
- Redeployment of hardware to enable a class to work two students to a computer in the lab.

Implications for 2010

Improved network and computer lab mean that the “Release From Face to Face” program focus for 2010 can be “Technology Based Learning”, as well as allowing whole class access to the lab.

Ongoing professional development needs to occur, expanding teachers’ capacity to embed elements of technology into classroom practice.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Leadership and Physical Education.

Educational and management practice

Leadership

Background

Leadership opportunities are found in a broad range of contexts in our school and are not exclusive to executive staff alone. In completing surveys on Leadership, school students, staff and families were asked to consider the broad range of leaders we have in our school.

Findings and conclusions

Survey responses from students, parents and staff indicated:

- 100% of parents and 86% of staff believe that leaders almost always or usually improve the school through their understanding of the schools strengths and weaknesses.
- 94% of parents and 96% of students indicated that the school almost always or usually values the contributions of individuals and groups.
- 95% of parents, 100% of students and 93% of staff believe that school leaders almost always or usually ensure all members of the school community are treated fairly.
- 100% of parents and staff, and 98% of students believe that the school leaders are almost always or usually looking for ways to improve the school.
- 100% of students and 93% of staff believe that changes made result in improvement in student learning.
- 12% of parents indicated they felt that they were only sometimes involved in helping to decide what the school is aiming to achieve.
- 13% of students and 16% of parents indicated they felt that leaders only sometimes or rarely talk about how to improve students learning.
- 94% of parents and 98% of students felt that members of all school community groups are encouraged to take on leadership roles.
- 93% of staff believe that school leaders almost always or usually inspire learners and are open to new ideas, and encourage staff to reflect on their own practices.
Future directions
In response to surveys, we need to:

- Explicitly promote opportunities for parents to be involved in decision making where appropriate.
- In providing information and opportunities about improving student learning, we need to better promote opportunities and be more explicit about the purpose of our communication.

Curriculum
Background
Throughout 2009, Physical Education and music were the focus of the Release from Face to Face program. Students, parents and staff were surveyed at the end of 2009 regarding PE/PD/Health.

Findings and conclusions

- 100% of students, parents and staff agreed or strongly agreed that the school has made positive efforts to improve nutrition in the school.
- 91% of students, 94% of parents and 100% of staff agreed or strongly agreed that our playground is an active place.
- A focus on skipping and handball during the year was positively identified as a means of making the playground more active, including the opportunity for teachers to participate.
- 100% of staff, 79% of students and 78% of parents believe our playground is managed in a way that promotes physical activity. One comment alluded to the children preferring not to borrow equipment because they don't want to be responsible for it all lunch time.
- Parents and staff agreed that there is still room for improvement in the provision of explicit instruction in PE, with staff identifying a need for further professional development in this area.
- Special events e.g. visiting sporting groups and training sessions, held a high profile during the year.

Future directions
In response to survey findings we need to:

- Review the way playground equipment is accessed for use during lunchtimes.
- Maintain our commitment to improved nutrition and the Live Life Well at School program by continuing to promote good nutrition. This can include liaison with the canteen.
- Access specialist input in providing Professional Development in PE.

Other evaluations

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school. Input and feedback was invited in very broad terms, asking what had been a particularly positive aspect of the year and what would people like to see improve.

Responses are presented below.

- Passionate teachers presenting quality teaching programs were highlighted by parents.
- Changes to playground management which better promoted multi age interaction was positively identified by parents.
- Many parents made references to positive and inviting school tone.
- Students focused heavily on extra curricular aspects of their year and the quality of friendships as a positive element of their year.
- Staff highlighted above all else the quality and depth of teamwork that has occurred throughout the year, including collegial sharing.
- Restorative Justice Practices was identified as having a positive impact on the school's welfare policies and subsequent culture.
- In terms of improvement, staff identified the need to sustain our efforts in areas of focus e.g. ongoing Professional Development in Information Technology and Welfare, continued use of collegial and collaborative structures in planning and supervision.
- Parents would like to see a review of the assembly structure, to shorten some parts and move a stronger focus to students and performance.
- The school website was identified by parents as an area of our communication requiring improvement.
- The Parent survey expressed a desire to see less homework, allowing more time for out of school activities.
- Student identified areas for improvement were predominantly to do with additional resources: vegetable gardens, fruit trees, more sports equipment and additional computers.
Professional learning
Professional learning is essential to keep staff current in their knowledge of syllabus requirements and to develop teaching skills.
Staff undertook professional learning predominantly in the areas of:
- Literacy
- Numeracy
- Welfare and equity
- Technology
- Quality teaching; and
- Career development

Opportunities were provided for professional dialogue with other members of staff as well as attendance at professional learning opportunities offered through DET and other sources.
Courses attended by staff included:
- Quality Teaching Conference
- Reading Recovery Training
- SMART training (interactive whiteboard)
- Best Start workshops
- First Aid
- Primary Principals Conference
- Keep Them Safe - DOCS training

School development 2010 – 2012
Our school planning processes are based on analyses of student performance data and evaluations in the annual school report. The school plan reflects these processes and is developed in consultation with the staff and P&C.

Our school strategic directions for the next three years are:
- To deliver high quality education for all students.
- Continued enhancement of quality teaching practices to improve levels of literacy and numeracy achievement for all students.
- Expanded use by all teachers of ICT learning tools, interactive technologies and ICT based curriculum resources in classroom and focus programs.
- Diminished gap in literacy achievement between Aboriginal students and all students.
- Increased parental engagement in their child’s learning.
- Broader curriculum options and flexible learning opportunities for all students, as a part of the Plateau to the Sea Learning Community.
- Strengthened teacher capacity to improve student learning outcomes.

Targets for 2010

Target 1
Achieve improved learning outcomes in spelling across all stages, through focused explicit teaching & professional development, driven by student data and the TARS process.

Strategies to achieve this target include:
- Embed implications of NAPLAN data analysis 2009 in 100% Teaching & Learning programs across K-6.
- Revise school Scope & Sequence plan for spelling, with a focus through program supervision.
- Introduction and implementation of “North Coast Spelling Strategy”.

Our success will be measured by:
- Publication of new Scope & Sequence document.
- Improvement in NAPLAN test results for Spelling.
- End of year literacy tracking data for SA spelling test.

Target 2
Improve learning outcomes through explicit teaching and professional development which includes a focus in inferential questioning and comprehension.

Strategies to achieve this target include:
- Embed implications of NAPLAN data analysis 2009 in 100% Teaching & Learning programs across K-6.
- Ongoing professional development for all staff on Inferential Questioning and Comprehension.
- All staff to use Nth Coast Maths Scope and Continuum, including:
  - weekly focus on inferential questioning from past BST / NAPLAN resources.
  - Class programs to include a focus on visual literacy.
  - Focus on broader concrete experiences.
  - Explicit teaching of problem solving activities.

Our success will be measured by:
- Improvement in NAPLAN results in mathematics
- Successful achievement of targets set in 2009 Management Plan
- Staff surveys re: confidence in teaching inferential questioning and comprehension
Target 3

Behaviour and Welfare Policy and procedures for WPS and community (and associated PTTS Community of Schools members) reflect Restorative Justice Practices and philosophy.

Strategies to achieve this target include:
- Staff to undergo a process of reviewing and renewing policy to reflect changes in practices and strategies.
- Ongoing community training and information sessions.
- Introduce Restorative Justice practices to new staff.
- Focused Professional Learning, open to other schools in the community of schools group.

Our success will be measured by:
- Publication of revised policy.
- School community surveys.
- Welfare data to reflect reduction in incidence of behaviour and welfare issues needing to be reported.

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.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: