Our school at a glance

Students
The total school enrolment in Term 4, 2011 was 223 students. This consisted of 108 girls and 115 boys.
Students were grouped into 9 classes.
The average class size was 25.

Staff
The school had a staffing allocation of 12.193 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 and initiatives to enrich student learning and to support children in achieving their potential.
These included:
- Premier’s Reading Challenge
- Premier’s Sporting Challenge
- Peace Kids, Peer Support Program and Student Representative Council
- Live Life Well at School
- Crunch and Sip
- Students Principals

Student achievement in 2011

Literacy - NAPLAN Year 3
In Year 3, the percentage of students (including exempt students) achieving at and above minimum standards was 90.9% in reading, 84.8% in writing, 93.9% in spelling and 87.9% in punctuation and grammar.

Numeracy - NAPLAN Year 3
In Year 3, the percentage of students (including exempt students) achieving at and above minimum standards was 93.9% in numeracy.

Literacy - NAPLAN Year 5
In Year 5, the percentage of students (including exempt students) achieving at and above minimum standards was 97% in reading, 93.9% in writing, 93.9% in spelling and 93.9% in punctuation and grammar.

Numeracy - NAPLAN Year 5
In Year 5, the percentage of students (including exempt students) achieving at and above minimum standards was 100% in numeracy.

Messages

Principal’s message
This report is an opportunity to reflect on the achievements of the school year.

Our school offers broad curriculum experiences in a wide range of areas with opportunities for participation in sport, dance, choir, musical programs and excursions available. In our 2011 report, there are numerous examples of students attaining excellence and high standards have been achieved across a wide range of programs and activities.

Wollongbar Public School enjoys strong links with the community, and in particular with the 14 schools it works with as part of the Plateau to the Sea Learning
Community. Working with the Learning Community has continued to expand opportunities for our students and staff, including the newly created Plateau Instrumental and Choral groups.

We expect our students to build positive relationships, display high levels of social responsibility and also to develop trust and respect between all members of the school community. Particular highlights for me have been working with our 2011 Student Principals, Felicity Taylor and Madelaine Carruthers, and the Tuesday morning Leadership Development meetings with our school captains Lewis McNally, Jasper Mulcahy, Sarah Alcorn and Emily Parmenter. These students in particular demonstrated outstanding leadership skills working with the students, staff, School Education Director, parents and broader community.

“I am proud to say that our kids go to Wollongbar.” The achievements listed in this report reflect the considerable shared commitment and cooperation that happens between the school and our families. I would like to acknowledge our families, whose support of our school and its students creates significant opportunities for our students.

“I always find the staff at Wollongbar to be hard working, friendly and approachable. The office staff are wonderful.” Our teaching and support personnel are to be commended for the outstanding job they do in providing students with a safe, stimulating and highly professional educational setting.

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 have continued to work together as a team. I have been really impressed with the dedication and willingness of parents and family members who volunteer their time to help in any way they can within the school. We are grateful for their assistance because ultimately, it’s for the benefit of our children. To reward and thank the parents who help out, this year, the P&C have had a monthly draw for a voucher to spend at Il Postino. The generosity and support of local businesses has been amazing. It shows a fantastic community spirit and dedication to supporting our kids learning.

The sub-committees operating under the P&C umbrella have all demonstrated consistent abilities to raise funds that help the school.

The canteen has been open 2 days each week, providing a tasty and healthy selection of lunches and snacks for the staff and students. They have also catered for special events like the school sports carnival and end of year picnic. Our uniform boutique has been well stocked and the students are wearing the uniform with pride.

Events for fundraising this year have included - The By-Pass Celebration Markets, Mothers and Fathers Day shopping, Election Day BBQ and cake stall, a Disco, an E-Auction and Christmas Raffle

The combined profit from all activities amounts to approximately $10,000.

The P&C have donated money to the school’s literacy program, including awards for students who have achieved 200 and 300 nights of home reading. The number of students reaching these milestones has grown dramatically, an achievement of which we are very proud.

Our monthly meetings are not only a forum for discussing school business, but also an opportunity to have information presented from others in the community. Supper is served, and the wafts of home baking have attracted many new and interested parents.

We look forward to a continued liaison with WPS enriching the lives of our kids so they can reach their full potential.

Susan Dyer
P&C President

Student representatives’ messages

My name is Madelaine Carruthers. I have really loved being one of the Student Principals of 2011 as I have learnt a lot of things.

To be a nominee for student principal you have to write a report about why you should be chosen for this opportunity and what you would love to do as student principal. My report said that I would love to present a speech
about leadership and giving things a go. I got to present my speech and write the principal’s report.

I think that being student principal has really been a challenge that I am proud to have taken part in. I have gained a lot from this experience and have had the time of my life. I have learnt a lot about how to be the best leader I can be. I have also learnt that you don’t have to be the coolest or the most popular, you just have to “give it a go”.

I think the reason why I was chosen for this opportunity was because I was never afraid to do whatever I was asked to do even if I did not feel like doing it.

I believe the qualities needed to be a student principal are respect for your peers and yourself. You need to help out and follow the rules when asked and enjoy yourself when an opportunity like this comes along. I would like to thank Miss Thomas for giving me this opportunity.

Madeleine Carruthers
Student Principal

I have been at Wollongbar Public School since I started Kindergarten in 2005 and this was probably one of the best weeks I have had. I got to work alongside Ms Thomas, Kerry, Shannin, Madelaine and our amazing teachers at our school.

I know being a student principal has helped me realise if you want to improve things in our lives you have to work hard and take other people’s ideas and thoughts into consideration and work together.

Felicity Taylor
Student Principal

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
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<tbody>
<tr>
<td>Male</td>
<td>118</td>
<td>119</td>
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<td>110</td>
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</table>

Being selected to be one of Wollongbar Public School’s student principals for 2011 was a great honour and a great opportunity for me and as I found out, a very rewarding one. I have learnt great life skills from the whole experience, things that I know will help me in my future. One of the biggest things I think I have learnt from being student principal is to adapt to the “job at hand”. Your surroundings may be different, the people around you may not be the ones you are used to, but if you have confidence in yourself you can achieve anything.

My favourite part about being student principal was seeing behind the scenes of how our school works. For example the work that goes into the newsletters every week and the great work our teachers do inside and outside the classrooms. Ms Thomas’s job could never be said to be “boring”.

Madeleine Carruthers
Student Principal

Felicity Taylor
Student Principal
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, reminder notes are sent to parents re: 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.

Student attendance profile

<table>
<thead>
<tr>
<th>School</th>
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<th>2010</th>
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<table>
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<th>2011</th>
</tr>
</thead>
<tbody>
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<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
</tr>
</tbody>
</table>

Class sizes

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

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
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<tr>
<td>K/1A</td>
<td>K</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>KI</td>
<td>K</td>
<td>20</td>
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<tr>
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<tr>
<td>1/2M</td>
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<td>24</td>
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<tr>
<td>K/1A</td>
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<td>8</td>
<td>20</td>
</tr>
<tr>
<td>1/2C</td>
<td>2</td>
<td>10</td>
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<tr>
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<tr>
<td>2/3M</td>
<td>2</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>2/3M</td>
<td>3</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>3/4M</td>
<td>3</td>
<td>13</td>
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<tr>
<td>3/4M</td>
<td>4</td>
<td>13</td>
<td>26</td>
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<tr>
<td>4/5W</td>
<td>4</td>
<td>11</td>
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<tr>
<td>5/6H</td>
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<td>11</td>
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<tr>
<td>5/6O</td>
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<td>10</td>
<td>27</td>
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<tr>
<td>5/6H</td>
<td>6</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>5/6O</td>
<td>6</td>
<td>17</td>
<td>27</td>
</tr>
</tbody>
</table>

Structure of classes

Classes were formed as stage groups, with K/1A, 2/3M and 4/5W working across 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. Throughout the year a broad range of staff undertook leadership roles, sharing their expertise and expanding and developing their skills as a professional educator.

Staff maintain a strong focus on the improvement of 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>.315</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
<td>.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.6</td>
</tr>
<tr>
<td>Counselor</td>
<td>.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.022</td>
</tr>
<tr>
<td>Total</td>
<td>13.637</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The team at Wollongbar includes one indigenous employee, working through the Community Development Employment Program as a School Administrative Officer.

Staff retention

Staffing remained mostly consistent from 2010 to 2011, with the exception of one new staff member who was appointed to Wollongbar P.S in 2011 via the transfer scheme. There was minor variation in the employment of School Learning Support Officers.

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>92%</td>
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<tr>
<td>Postgraduate</td>
<td>8%</td>
</tr>
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</table>

Financial summary

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

A full copy of the school’s 2011 financial statement is tabled at the Annual General Meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

Achievements

Arts

Wollongbar Public School is proud of its Creative Arts Program. Recognising their broad range of talent, we provide our students with opportunities to showcase their talents both at school and in the local and wider community.

Choir

In 2011 our Junior Choir, consisting of Kindergarten to Year 2 students, performed at school events and the Lismore Performing Arts Festival.

The Senior Choir, consisting of Year 3 to Year 6 students, performed at the Coastal Kids Concert in Ballina, The North Coast National Show in Lismore, on National ABC Radio and showcased their talents at school events. Our school’s focus is on students producing performance quality items whilst having fun.

Dance

Our Senior Dance Group is taught by an experienced dance teacher for selected Year 4 to Year 6 students. This group performed at the Lismore Performing Arts Festival and The North Coast National in Lismore, sharing their talent with the local community. The Senior Dance Group also performed at school events. The choreography for this group was a combined effort between both the students and teacher.

A senior class performed a dance item at the Coastal Kids Concert in Ballina to ‘Ghost Busters’. The classroom teacher both choreographed and designed the outstanding costumes for their performance.

Visual Arts

Our school prides itself on being active in our local community. Our students have completed artworks that are permanently on display in our community, including Ballina Fair Shopping Centre and the Ballina Hospital.

This year students from Kindergarten to Year 6 participated in the Harmony Day Poster Competition. The focus was on “Making our world a better place”. Felicity Taylor’s artwork was the North Coast Regional winner, and Felicity flew to Sydney for the awards ceremony.

Targeted students continued to participate in the ‘Arts Smart’ program Students enjoy the opportunity to go to another school to learn new skills and techniques, and to bring these skills back to share with their peers. The artworks produced were outstanding.

Mrs Gretchen Mercer and Ms Susan Dyer donated their time to teach students techniques in working with clay. Their talented resulted in some beautifully crafted sculpture to be put on display in our school garden. Students in 2011 have also left an everlasting memory of themselves through beautiful mosaic pavers that are now edging our front garden beds.

Visiting performers

At Wollongbar Public School we aim to provide our students with a range of cultural experiences. As part of our 2011 Creative and Performing Arts program, the Musica Viva team “Teranga”, performed at our school. “Teranga” is a Sydney based quartet who play pieces from Senegal in West Africa, with two of the performers being Senegalese. The musical program, written and composed by Musica Viva, is taught by class teachers as part of the lead up and preparation for the live performance. This ensures that students are familiar with repertoire and various music accompaniments that were performed in the concert.
End of Year Concert

Wollongbar’s End of Year Concert included two performances (matinee and evening). Every class presented an item, as well as our Senior and Junior Choirs and Dance Group. This year it also included student buskers, ushers and popcorn sales to help raise funds to improve the sound system in the hall. The concert was a huge success, with our students producing performance quality items that they were proud of.

Sport

Premier’s Sporting Challenge

All students across K-6 participated in the Premier’s Sporting Challenge (PSC). The PSC aims to engage young people in sport and physical activity and to lead healthy active lifestyles.

Two classes achieved a Diamond Award, six classes achieved a Gold Award and one class received an Encouragement Award.

The following table shows the percentage of students who received individual Diamond, Gold, Silver, Bronze or Encouragement award certificates based on their weekly activity time.

<table>
<thead>
<tr>
<th>Award</th>
<th>Average Activity Time per week (minutes)</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diamond</td>
<td>560</td>
<td>24%</td>
</tr>
<tr>
<td>Gold</td>
<td>420</td>
<td>52%</td>
</tr>
<tr>
<td>Silver</td>
<td>315</td>
<td>5%</td>
</tr>
<tr>
<td>Bronze</td>
<td>210</td>
<td>7%</td>
</tr>
<tr>
<td>Encouragement</td>
<td>&lt;210</td>
<td>12%</td>
</tr>
</tbody>
</table>

Funds gained from the Challenge contributed to the purchase of new sports equipment to support program implementation of Gross Motor, Fundamental Movement Skills (FMS), PSSA teams and weekly sport programs.

Touch Football Round Robin

Now in its second year, the touch football round robin was held during Term 2. The in-school competition took place at lunchtimes and involved students from Year 4 to Year 6.

The aim of the round robin is to provide opportunities for students to learn and develop basic touch football skills in a non-competitive environment and offer additional opportunities for students to engage in structured physical activity during lunch time.

This year saw a notable increase in the number of girls participating. Six mixed ability, mixed gender teams were formed. Students refereed games with teacher supervision. Participants were highly motivated and focused on participation, fair play, sportsmanship and problem solving.

PD/H/PE Teaching and Learning

Class teachers continued to utilise the Wollongbar Public School PE Scope and Sequence, developed by the PD/H/PE team during 2010, to plan for the explicit and systematic teaching of FMS (K-2) and Games Sense (3-6).

The team has since developed an all encompassing PD/H/PE Scope and Sequence that incorporates Personal Development and Health content including the existing PE and Drug Education Scope and Sequences.

Primary School Sports Association - PSSA

There has been a strong commitment to provide a wide range of sporting activities at Wollongbar Public School. The school is very proud of its achievements in sport in 2011.

School Knockout Teams were involved in netball, girls & boys Football, cricket and girls and boys touch football. The cricket and netball teams both progressed to the final of Far North Coast (FNC).

A number of students made it through to District Carnivals and Trials, including Swimming (26), Cross Country (62), Athletics (40), Boys Cricket (4), Boys Hockey (3), Boys Football (6), Netball (4), Rugby League (1), Rugby Union (2), Tennis (2), Girl’s Touch Football (3), Boy’s Touch Football (3) and Girls Football (3).

Students also made it through to the FNC Zone Carnivals and Trials: Swimming (7), Cross Country (12), Athletics (11), Girls Football (2), Boys Football (5), Boys Hockey (4), Girls Hockey (1), Tennis (1), Netball
(3), Rugby League (1), Touch Football (1), Rugby Union (1) and Boys Cricket (2).

Twenty students made it through to North Coast Carnivals and Trials: Swimming (1), Cross Country (5), Athletics (7), Boys Cricket (2), Boys Football (1), Rugby League (1), Hockey (2), Rugby Union (1) and Netball (1).

A number of students have represented North Coast at State Titles in Cross Country, Athletics, Cricket and AFL in 2011.

Joshua Mumford participated in State Cross Country Carnival coming in a fantastic 7th in the 10 years division.

Four students were selected to compete at the State Carnival for Athletics. Molly Hughes competed in 12/13yrs shot put, Scott Fleming in 11yrs 800m and Lachlan Gray in 12/13yrs High Jump. Two boys, Lewis McNally and Matthew Job, represented in Cricket at the State Carnival in Maitland. Lewis McNally competed in AFL at the State Carnival which was held in Blacktown.

Leadership in Sport

Twelve students were selected from Years 5 and 6 to be involved in the Premier’s Sporting Challenge Sport Leadership program for 2011.

During a training day in March, they were taught skills to organise and run simple activities for younger students and assist teachers in identifying students who have difficulties with certain skills.

Leaders have contributed to many activities throughout the year e.g. The Wollongbar Wiggle Fundraiser, K/1 Gross Motor program, Year 3/4 Fundamental Movement Skills tabloids and Year 5/6 daily fitness program.

The program will continue into a new project phase from March 2012-2014, including students from Years 9-12.

The students involved in 2011 have been: Lewis McNally, Molly Hughes, Sarah Alcorn, Cooper Walls, Emily Parmenter, Jasper Mulcahy, Kyle Yager, Jordan McNally, Casey Kershaw, Jarrod Sherlock, Olivia Kerry and Lauren Boss.

Academic

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

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

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

Literacy – NAPLAN Year 3
### Year 3 NAPLAN Reading

#### Average score, 2011

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<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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</thead>
<tbody>
<tr>
<td>431.7</td>
<td>432.8</td>
<td>415.6</td>
</tr>
</tbody>
</table>

#### Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
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<td>Number in Band</td>
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<td>23.8</td>
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<td>2.2</td>
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<td>16.5</td>
<td>21.6</td>
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<td>30.9</td>
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<tr>
<td>State DEC % in Band 2011</td>
<td>4.6</td>
<td>12.2</td>
<td>19.4</td>
<td>21.1</td>
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### Year 3 NAPLAN Writing

#### Average score, 2011

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>369.3</td>
<td>437.6</td>
<td>422.4</td>
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#### Skill Band Distribution

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<tbody>
<tr>
<td>Number in Band</td>
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<td>5</td>
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<td>9</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Percentage in Band</td>
<td>3.1</td>
<td>15.6</td>
<td>31.3</td>
<td>28.1</td>
<td>12.5</td>
<td>9.4</td>
</tr>
<tr>
<td>School Average 2008-2011</td>
<td>3.1</td>
<td>3.1</td>
<td>15.0</td>
<td>22.0</td>
<td>31.5</td>
<td>18.9</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
<td>2.2</td>
<td>5.2</td>
<td>17.3</td>
<td>20.3</td>
<td>26.7</td>
<td>28.3</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
<td>4.4</td>
<td>7.9</td>
<td>19.4</td>
<td>20.3</td>
<td>24.8</td>
<td>23.1</td>
</tr>
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</table>

### Year 3 NAPLAN Spelling

#### Average score, 2011

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>377.8</td>
<td>432.4</td>
<td>415.5</td>
</tr>
</tbody>
</table>

#### Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<tbody>
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<td>5</td>
<td>10</td>
<td>9</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Percentage in Band</td>
<td>3.1</td>
<td>9.4</td>
<td>18.8</td>
<td>25.0</td>
<td>28.1</td>
<td>6.3</td>
</tr>
<tr>
<td>School Average 2008-2011</td>
<td>3.1</td>
<td>9.4</td>
<td>18.8</td>
<td>25.0</td>
<td>28.1</td>
<td>6.3</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
<td>1.3</td>
<td>1.7</td>
<td>10.5</td>
<td>20.9</td>
<td>47.1</td>
<td>18.7</td>
</tr>
<tr>
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<td>2.5</td>
<td>5.0</td>
<td>14.4</td>
<td>21.7</td>
<td>40.7</td>
<td>15.8</td>
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### Year 3 NAPLAN Grammar & Punctuation

#### Percentage in bands: Year 3 Grammar & Punctuation

#### Year 3 NAPLAN Writing

#### Percentage in bands: Year 3 Writing

#### Year 3 NAPLAN Spelling

#### Percentage in bands: Year 3 Spelling

#### Year 3 NAPLAN Reading

#### Percentage in bands: Year 3 Reading
Year 3 NAPLAN Grammar and Punctuation

Skill Band Distribution
Band 1 2 3 4 5 6
Number in Band 3 1 5 7 8 8
Percentage in Band 9.4 3.1 15.6 21.9 25.0 25.0
School Average 2008-2011 7.9 4.7 16.5 27.6 31.5 18.9
SSG % in Band 2011 2.8 4.9 13.0 25.3 23.4 30.5
State DEC % in Band 2011 5.6 7.8 16.2 24.2 20.7 25.5

Average score, 2011
School 423.4 SSG 442.9 State DEC 422.9

Year 5 NAPLAN Reading

Skill Band Distribution
Band 3 4 5 6 7 8
Number in Band 1 0 14 8 6 4
Percentage in Band 3.0 0.0 42.4 24.2 18.2 12.1
School Average 2008-2011 6.5 6.5 32.5 19.5 20.3 14.6
SSG % in Band 2011 5.1 10.8 25.3 23.0 19.1 16.7
State DEC % in Band 2011 8.8 12.6 27.0 19.9 17.5 14.3

Average score, 2011
School 506.2 SSG 501.2 State DEC 489.0

Numeracy – NAPLAN Year 3

Year 3 NAPLAN Numeracy

Skill Band Distribution
Band 1 2 3 4 5 6
Number in Band 1 5 7 8 6 5
Percentage in Band 3.1 15.6 21.9 25.0 18.8 15.6
School Average 2008-2011 5.5 15.0 22.0 27.6 19.7 10.2
SSG % in Band 2011 1.6 10.0 18.4 28.5 21.8 19.7
State DEC % in Band 2011 3.5 13.6 20.8 25.7 20.0 16.4

Average score, 2011
School 393.3 SSG 413.8 State DEC 400.9

Literacy – NAPLAN Year 5

Year 5 NAPLAN Writing

Skill Band Distribution
Band 3 4 5 6 7 8
Number in Band 1 0 14 8 6 4
Percentage in Band 3.0 0.0 42.4 24.2 18.2 12.1
School Average 2008-2011 6.5 6.5 32.5 19.5 20.3 14.6
SSG % in Band 2011 5.1 10.8 25.3 23.0 19.1 16.7
State DEC % in Band 2011 8.8 12.6 27.0 19.9 17.5 14.3

Average score, 2011
School 506.2 SSG 501.2 State DEC 489.0

Percentage in bands:
Year 5 Writing

Percentage in bands:
Year 3 Numeracy

Percentage in bands:
Year 5 Reading
**Year 5 NAPLAN Writing**

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
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</thead>
<tbody>
<tr>
<td><strong>Band</strong></td>
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</tr>
<tr>
<td><strong>Number in Band</strong></td>
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</tr>
<tr>
<td><strong>Percentage in Band</strong></td>
<td>6.1</td>
</tr>
<tr>
<td><strong>SSG % in Band 2011</strong></td>
<td>2.6</td>
</tr>
<tr>
<td><strong>State DEC % in Band 2011</strong></td>
<td>5.6</td>
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</table>

**Average score, 2011**

- **School**: 493.5
- **SSG**: 500.1
- **State DEC**: 486.6

---

**Year 5 NAPLAN Spelling**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Band</strong></td>
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</tr>
<tr>
<td><strong>Number in Band</strong></td>
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</tr>
<tr>
<td><strong>Percentage in Band</strong></td>
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</tr>
<tr>
<td><strong>SSG % in Band 2011</strong></td>
<td>6.1</td>
</tr>
<tr>
<td><strong>State DEC % in Band 2011</strong></td>
<td>5.8</td>
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</table>

**Average score, 2011**

- **School**: 465.7
- **SSG**: 506.4
- **State DEC**: 493.7

---

**Year 5 NAPLAN Grammar and Punctuation**

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Band</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Number in Band</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Percentage in Band</strong></td>
<td>6.4</td>
</tr>
<tr>
<td><strong>SSG % in Band 2011</strong></td>
<td>6.1</td>
</tr>
<tr>
<td><strong>State DEC % in Band 2011</strong></td>
<td>5.8</td>
</tr>
</tbody>
</table>

**Average score, 2011**

- **School**: 517.3
- **SSG**: 515.9
- **State DEC**: 500.7

---

**Numeracy – NAPLAN Year 5**

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Band</strong></td>
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</tr>
<tr>
<td><strong>Number in Band</strong></td>
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</tr>
<tr>
<td><strong>Percentage in Band</strong></td>
<td>6.1</td>
</tr>
<tr>
<td><strong>SSG % in Band 2011</strong></td>
<td>4.8</td>
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<tr>
<td><strong>State DEC % in Band 2011</strong></td>
<td>3.2</td>
</tr>
<tr>
<td><strong>State DEC % in Band 2011</strong></td>
<td>5.8</td>
</tr>
</tbody>
</table>

**Average score, 2011**

- **School**: 517.3
- **SSG**: 515.9
- **State DEC**: 500.7

---

**Percentage in bands: Year 5 Grammar & Punctuation**

- Percentage in Band
- School Average 2008-2011
- SSG % in Band 2011
- State DEC % in Band 2011

**Percentage in bands: Year 5 Numeracy**

- Percentage in Band
- School Average 2008-2011
- SSG % in Band 2011
- State DEC % in Band 2011
Minimum standards

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

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

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<th>8</th>
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<td>7</td>
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<td>36.4</td>
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<td>21.2</td>
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<td>3.3</td>
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<td>26.8</td>
<td>34.1</td>
<td>13.8</td>
<td>7.3</td>
<td></td>
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<tr>
<td>SSG % in Band 2011</td>
<td>2.8</td>
<td>8.7</td>
<td>26.6</td>
<td>28.5</td>
<td>15.3</td>
<td>18.2</td>
<td></td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
<td>5.0</td>
<td>11.3</td>
<td>28.8</td>
<td>27.6</td>
<td>12.4</td>
<td>14.8</td>
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### Percentage of Year 3 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90.9</td>
</tr>
<tr>
<td>Writing</td>
<td>84.8</td>
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<tr>
<td>Spelling</td>
<td>93.9</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>87.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93.9</td>
</tr>
</tbody>
</table>

### Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93.8</td>
</tr>
<tr>
<td>Writing</td>
<td>87.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>96.9</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>90.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.9</td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97.0</td>
</tr>
<tr>
<td>Writing</td>
<td>93.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>93.9</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>93.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Significant programs and initiatives

#### Mathematics

In 2011, teachers at Wollongbar Public School continued to implement the North Coast Scope, Sequence and Support Document.

The Scope, Sequence and Support Document has enhanced teaching and learning programs by:

- Providing a Balanced Numeracy session that includes daily number activities and a combination of guided, modelled and independent learning opportunities.
- Ensuring all strands and syllabus content are covered throughout the year, allowing stage consistency and sharing of ideas and resources.
- Linking support material to the syllabus that is easily accessible. This includes incorporating a wide range of ICT resources such as interactive whiteboard activities, notebook lessons, learning objects and links to relevant websites.
- Enhancing NAPLAN preparation and the development of inferential questioning and comprehension by providing online, printable and interactive NAPLAN questions and resources.

Professional Learning and Stage meetings gave teachers an opportunity to reflect, analyse, develop and evaluate their teaching and learning programs. Teachers have continued to develop skills in analysing SMART Data and identifying NAPLAN trends to inform the targets identified in our Management Plan.

Annual testing was carried out in Term 4 for all students K-6. The information gathered from these assessments is used to enhance teaching and learning programs, improve student learning and support the tracking of student growth.
Technology opportunities in Mathematics expanded in 2011. Our whole school continued incorporating the program Mathletics into class and group activities as well as homework tasks. Teachers are more confidently and efficiently using Interactive Whiteboard activities and notebook lessons to enhance students’ engagement and learning.

**English**

**Reading**

A major goal during 2011 was to develop a depth of understanding and knowledge in reading so that students are better able to:
- make inferences based on what they have read;
- empathise with characters and events;
- draw connections between events characters and points of view within a text.

Professional learning and program supervision reflected explicit teaching of reading outcomes through a range of shared, guided and individual reading activities. Reading levels were assessed across the school in November 2011 and 223 students from K-6 were benchmarked. 87% of these students were reading at sound or above levels.

<table>
<thead>
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<th>2010</th>
<th>2011</th>
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<tr>
<td>Kinder</td>
<td>N/A</td>
<td>81%</td>
</tr>
<tr>
<td>Kinder</td>
<td>94%</td>
<td>Year 1</td>
</tr>
<tr>
<td>Year 1</td>
<td>72%</td>
<td>Year 2</td>
</tr>
<tr>
<td>Year 2</td>
<td>88%</td>
<td>Year 3</td>
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<tr>
<td>Year 3</td>
<td>82%</td>
<td>Year 4</td>
</tr>
<tr>
<td>Year 4</td>
<td>94%</td>
<td>Year 5</td>
</tr>
<tr>
<td>Year 5</td>
<td>97%</td>
<td>Year 6</td>
</tr>
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</table>

K to 2 teachers participated in a state trial to extend the use of the Best Start Data Collection Tool and the use of Best Start Resources. Executive staff attended regional training and Stage 1 classroom teachers explored the use of Early Learning Plans to inform and guide their selection of appropriate teaching strategies.

Throughout Term 3 teachers participated in six two hour workshops focused on grammar. The Prioritizing Grammar workshops were designed to provide structured opportunities to embed a more comprehensive knowledge of the scope and sequence of grammar into classroom teaching practices.

**Home Reading**

Home reading is a highly valued program run throughout the school. Students are encouraged to read every night from a variety of sources including books from the school’s home reading reserve, books from the library or home, newspapers, comics, or reading material sourced from the internet. Reading is recorded each night in a diary. On achieving 100 nights of home reading students receive a blue award, for 200 nights students may choose a book (kindly donated by the P&C/Canteen committee) and students who achieve 300 nights of home reading receive an engraved pen.

133 of students reached 100 nights of home reading and 60 students went on to achieve 200 nights of home reading. We also had eighteen outstanding students achieve 300 nights of home reading.

**Spelling**

Spelling continued to be a high priority during 2011. K-2 teachers implemented a consistent and sequential phonics program using the Literacy teaching guide: Phonics and the Literacy teaching guide: Phonemic awareness.

219 students Kindergarten to Year 6 were benchmarked in spelling using the South Australian Spelling Test. The results were recorded as part of the school annual data collection on individual tracking sheets and grade overview sheets.

46 students (21%) achieved a spelling age greater than their chronological age. 108 students (50%) achieved at their appropriate age level. 36 students (16%) performed below their expected spelling age and 29 students (13%) presented with a critically low spelling age.
Writing

Pre and post assessment data based on criteria for text type writing was collected and analysed from kinder to year 6. Teachers set specific criteria in writing tasks and pre tested to assess student capabilities within the criteria set. This was analysed and explicit teaching occurred to address any areas of need. The students were then assessed again on the same criteria. Analysis of a cross section of the school across all stages revealed an average improvement of 42% in the achievement of targeted criteria.

Library

The Building the Education Revolution refurbishment of our library was completed at the beginning of 2011. Refurbishment included new paintwork, carpets, lighting and fixtures for the Library, Audio-visual room and Library office. The new shelves have accommodated all existing resources and provided room for future resource growth. The ‘Big Book’ and games sections are now housed in easy to access roll out shelves.

The Library budget provided new signage and posters to complete our “new look”. Technology in the Library has had a great boost. The Library now boasts 6 desktop computers, 17 laptops, 2 electronic whiteboards and 1 web camera for student and teacher use. Researching topics has become much more comprehensive and engaging, with students effortlessly ‘surfing the net’, consulting other sources, recording information and presenting their findings with images and music.

The annual Book Fair proved to be extremely successful with total sales of $5101. The total profit was $2112, being commission of $1020 and donations by students and staff of $1092. The character parade was again very well supported with most students and staff dressing up. Staff dressed as characters from around the globe as part of the Book Week Theme of “One World Many Stories”.

The whole school was involved in the Premier’s Reading Challenge. 171 students completed the Premier’s Reading Challenge in 2011. 95 Early Stage 1/Stage 1 students completed the challenge through the library and their classrooms while 76 students from Years 3-6 independently completed the challenge through their borrowing, DEAR time, home reading and reading for leisure. 23 students received a gold certificate for completing the challenge for the fourth year.

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 for performances of music and drama. Major features of this year’s celebration were whole school visual art activities and whole school singing in Bunjalung language.

Personalised Learning Plans were completed for all Aboriginal students.
Multicultural education

Multicultural perspectives are reflected through classroom programs as well as featuring as a part of additional areas of study.

Celebration of Harmony Day brought multicultural issues into focus for our children, who created posters bearing messages about how they would like all people to relate to each other.

Our Values Education program frequently addresses how values are universally applicable to different cultures.

The CWA International Day continues to offer students an opportunity to research a nominated country in depth. In 2011 students in Stages 2 and 3 performed a dance from Iceland and created a display of working volcanos put on display at the CWA morning teas in Alstonville and Ballina.

Values Education 2012

Murals Project

The focus of Values Education in 2011 has been establishing a school environment with strong visual cues and high expectations around the ‘Wollongbar Way’. A part of this was achieved through combining Values lessons with a whole school murals art project, reflecting our school culture.

The last three days of Term One were jam-packed with artistic flair, cooperation and energy. Each class worked with Mrs Dyer, Mr Barker and Miss Cluff, either as a team or were given individual painting tasks to complete.

We are very proud of our students and the murals. The project really showcased our wonderful students and the Values they hold.

Class Focus

The focus of Values Education shifted from prepared activities developed for all staff to implement, to using issues or events to support and develop a Values focus in each class. Some classes found themselves revisiting activities where appropriate, other classes developed their own lessons, embedding these into all Key Learning Areas.

Values education was further embedded in our school culture with the revamping of our School Representative Council’s (SRC) meeting focus. Each SRC member facilitates meetings in their own class surrounding the values that they and other class members observe. This is then taken to the SRC meeting where ideas and strategies are discussed, solving issues and highlighting positive events.

It is apparent the knowledge and understanding students have throughout the school has increased, with the words ‘respect, responsibility and resilience’ forming part of the students’ vernacular.

Best Start

The Best Start initiative is an ongoing commitment in all government schools. It is intended to ensure that all students are on track in their literacy and numeracy learning by Year 3. The Best Start Kindergarten Assessment helps teachers identify the literacy and numeracy knowledge and skills that each child brings to school as they start Kindergarten.

In 2011 our students in Years 1 and 2 were also tracked using the Literacy and Numeracy Continuums. These continuums have been developed to extend the early literacy and numeracy continuums introduced as part of the Best Start assessment process. The continuums identify key markers of expected student progress and support teachers to assess, plan and teach literacy and numeracy systematically, reinforcing the need for continuity in teaching and learning.

K-2 teachers received professional learning around collecting data using the Best Start software and using the Literacy and Numeracy continuums to monitor student progress. This year reports, generated using data collected and entered in the
Best Start continuums for Literacy and Numeracy, formed part of Kindergarten, Year 1 and Year 2 end of year school reports.

Progress on 2011 targets

Target 1 – Literacy

To improve student results for Reading outcomes RS1/2/3.5, 6&7 to produce a positive variation from the state averages.

Our Achievements include:

- All outcomes, with the exception of Reading Stage 3 Outcome 6, reflected positive variation from the state scores achieved in NAPLAN testing for 2011.
- Best Start pre and post testing reflected significant growth in student reading and comprehension development, with 90% of students moving from the first two bands to the third and fourth bands between Terms 1 and 4.
- Participation in state trial extended Best Start and use of data tool and resources across 100% of ES1/S1 classes. Staff received explicit professional development.
- 100% of classroom teachers have indicated using a greater range of written comprehension tasks in their programs. Program supervision reflects explicit teaching of reading outcomes through a range of shared, guided and individual reading activities.
- 100% of classroom teachers were involved in additional Professional Learning in the use of criteria based marking, with particular emphasis on persuasive texts.
- Analysing SMART DATA and identifying NAPLAN trends enabled teachers to identify specific outcomes to be targeted and to develop explicit strategies to improve student outcomes.
- 100% of teachers attended professional learning over six two hour sessions relating to the teaching of Grammar. These sessions were conducted by the Literacy consultant and enhanced knowledge and understanding of the scope and sequence for grammar in the English syllabus.

Implications for 2012:

- Continue to use SMART DATA to identify yearly and cohort trends to be reflected in the targets of our Management Plan.
- Continue to build quality resources to support the teaching of explicit comprehension skills and cater to the diverse needs of our students.
- Continue professional learning in the use of technology to support the teaching of comprehension and reading skills.
- Further expand the use of Early Learning Plans as an integral and informative part of programming and assessment in Early Stage 1 and Stage 1 classes.

Target 2 - Numeracy

Improve teaching and learning outcomes through the analysis of SMART data and Professional Learning that includes a focus in specific elements of Inferential Questioning and Comprehension.

Our achievements include:

- Ongoing Professional Learning for all staff implemented through Professional Learning sessions and Stage meetings. This included explicit teaching of inferential questioning and comprehension and Problem Solving techniques as well as the use of the Scope, Sequence and Support document. A Maths Rubric for A-E grading assessment was shared and implemented by staff.
- All staff implementing the revised Maths Scope, Sequence and Support Document. This includes teaching daily number activities, a balanced numeracy session of weekly content that includes guided, modelled and independent learning.
opportunities, using support material such as online, printable and interactive activities.

- Pre and Post testing of Inferential Questioning took place using NAPLAN Numeracy papers. In between Pre and Post testing, teachers taught two inferential questioning lessons a week using past NAPLAN and BST questions emphasising the need to teach inferential questioning on a weekly basis. The questions revealed:
  - 71% of Stage 2 students remained constant or improved.
  - 25% of Stage 2 students improved by 4 or more questions correct.
  - 75% of Stage 3 students remained constant or improved.
  - 36% of Stage 3 students improved by 4 or more questions correct.

**Implications for 2012**

- Data analysis and additional Professional Development has emphasised the need for a continued focus on inferential questioning and comprehension in numeracy.
- Continue Pre and Post testing of Inferential Questioning using NAPLAN numeracy papers in Terms 2 and 4.
- Use SMART Data to identify annual and cohort trends to be reflected in the targets embedded in our Management Plan.
- Use SMART Data to identify the focal outcomes to be taught in the first 5 weeks of Term 1.

**Target 3 - Technology**

*Increase use of technology in 100% of classrooms and across the school setting, in the context of differentiated, high order learning.*

Our achievements include:

- Increased integration of technology in 100% of classrooms, including upgrade of classroom desktop machines as well as use of Interactive Whiteboards (IWBs) as a daily resource.
- Improved engagement through use of technology resources, with greater equity of access to resources and materials through use of the internet.
- Increased access to online resources and activities for 100% of students reflected in monthly login data and through the Release from Face to Face (RFF) program focus on technology as a learning tool.

**Implications for 2012**

- To better enable teachers to integrate whole class technology based tasks into their programs, improved access to the computer lab will be achieved by varying the focus of the RFF program.
- Ongoing support for the integration of technology into classroom programs to include continued input into IWB use, introduction of iPads into classroom and use of a broad range of online programming resources for teachers.

**Key evaluations**

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

**Educational and management practice**

**Teaching**

**Background**

Quality of teaching is broadly acknowledged as one of the major contributors to improvement of learner outcomes. Wollongbar Public School prides itself on strong commitment to the continual improvement of teaching practice within the school.

Students, parents and staff were surveyed on their perceptions of the way teaching occurs in our school.
Findings and conclusions

All surveyed groups acknowledged that what students are asked to learn is almost always or usually important.

More than 90% of students and parents recognized that teaching almost always or usually involves the development of skills and processes, not simply memorization of facts.

86% of students and 91.6% of parents and teachers felt learning activities presented were interesting, implying a target group of 14% of students would benefit from greater engagement in their learning.

Whilst all teachers were able to identify that learning programs are differentiated to address individual needs, 16% of parents surveyed suggested that only sometimes are learning tasks modified to match development.

83% of parents indicated they usually or only sometimes understood how children’s learning is assessed.

Future directions

- Provide feedback about how learning is differentiated for students at parent teacher interviews in Term 1.
- Teachers to include in class letters and parent teacher presentations information regarding how assessments are completed.

Curriculum

Literacy

Background

Literacy remains a strong focus of our school planning. This year parents, students and staff survey responses provide supporting information for NAPLAN and school based data already collected and analysed.

Findings and conclusions

Students and parents reported reading a broad range of materials at home, with more than 75% of parents and students indicating they actively participate in home reading. All teachers indicated that ‘Drop Everything And Read’ (D.E.A.R.) remains a valuable part of their daily routines.

All surveyed groups indicated spelling and grammar as highest priorities for improvement in students’ learning. 98.7% of students and 100% of parents nominated spelling as moderately to extremely important, citing clarity of communication, support of future learning and employment prospects as reasons to be a good speller.

The vast majority of parents and students surveyed indicated that children engage in writing tasks at home for enjoyment and to communicate with others. Activities included listing tasks, writing letters and cards and as a part of games. Email and online communication featured significantly.

Teachers prioritised significant successful modifications to their literacy programs over the last couple of years. Improvements included-

- greater engagement through integration of technology.
- Improvement in the teaching and learning cycle through use of Best Start and NAPLAN data and resources.
- Explicit focus on grammar through target programs e.g. ‘Sentence a Day’.

Future directions

- Incorporate a continued focus on spelling and grammar into future literacy planning
- Ongoing training and support in use of the Best Start program as it extends from Kindergarten to the end of Year 2, and then into NAPLAN beyond Year 2.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Students and parents identified teacher quality and performance as a particularly positive aspect of the school. Reciprocally students and their families were identified by teachers as a positive element of their work.

All surveyed groups identified a range of programs which they considered to be particularly positive in our school. Of particular interest was students’ mention of how highly they value programs which support social skills and foster healthy relationships with peers.

Staff identified a range of programs as having contributed to their positive levels of satisfaction, including the school’s focus on professional learning for staff.

Parent and student groups both identified the school playground environment as an area for ongoing improvement. Many students expressed an interest in
seeing improvements which would impact on their play activities in the grounds.

Parents suggested communication could be improved through increased use of the school website, with an emphasis on use of the calendar.

**Professional learning**

Teacher Professional Learning is an ongoing priority for Wollongbar Public School. In addition to School Development Days, the staff participate in weekly Professional Learning Meetings and Stage Meetings, as well as occasional courses and participation in Self Nominated Projects as a part of *Plateau to the Sea Learning Community*.

Professional Learning was attended by all thirteen teaching staff. Where appropriate, school administrative staff participated as well.

Professional Learning activities included:

- Development of School Management Plans.
- Teacher Annual Review processes - Key Learning Area focus.
- Grammar Workshops.
- Report Writing Workshop.
- Deep Analysis of NAPLAN data workshop.
- Welfare and Anti-Bullying Policy Review.
- Musica Viva Training.

In addition to these activities, School Development Days included:

- Adobe InDesign training
- Development of School Management Plans
- Upbeat Training (Music Program)

Professional Learning funds were sourced from the school’s Key Learning Area budgets, Tied Funds and regional funds sourced through Self Nominated Projects.

Average expenditure per teacher on professional learning at the school level was $1080.32

Total expenditure on teacher professional learning for 2011 was $14044.12.

**School planning 2012—2014**

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

**School priority 1**

**Outcome for 2012–2014**

Increased student understanding of the purpose and value of spelling in writing and communication.

**2012 Targets to achieve this outcome include:**

- Students to demonstrate progression of knowledge, skills and understandings in spelling
- A consolidated and consistent approach towards spelling across all KLAs, within the context of enriching, differentiated classroom programs K-6.
- Year 5 students show demonstrated value adding from Year 3 NAPLAN and school based assessment results in spelling/vocabulary and writing.

**Strategies to achieve these targets include:**

- Introduction of Spelling Matrix Program based on the work of David Langford. In particular staff will investigate the four stages of learning which are:
  - Information- this means you know an area of learning exists
  - Knowledge- this means that you can tell someone about the area of learning
  - Know-how- this means that you have achieved skills you are trying to learn
  - Wisdom- this means that you know the material so well that you can teach it to someone else or that you retain that information forever.
- Teacher and parent professional learning supported to develop and enhance explicit spelling programs K-6
- Collaboration with *Plateau to the Sea* focusing on the teaching of spelling.
- Ensure a focus on the spelling strand of the Literacy Continuum in differentiated classroom programs K-6
• Professional Learning to include North Coast Quality Teaching Conference, David Langford Quality Learning Seminar and Literacy Continuum.
• Embed technology as an integral learning tool in differentiated programs K-6

School priority 2

Outcome for 2012–2014

Staff supported to embed quality numeracy practices and the implementation of the Numeracy Continuum to ensure sustained development of numeracy skills K-6.

2012 Targets to achieve this outcome include:

• Ensure a focus on the number strand of the Numeracy Continuum in differentiated classroom programs K-6
• Year 5 students show demonstrated value adding from Year 3 NAPLAN and school based assessment results.

Strategies to achieve these targets include:

• School focus on evidence based numeracy practices and programs, and quality evaluation processes.
• Collaboration with Plateau to the Sea focusing on the teaching of numeracy.
• Professional Learning to include North Coast Quality Teaching Conference, David Langford Quality Learning Seminar and Numeracy Continuum.
• Embed technology as an integral learning tool in differentiated programs K-6

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: