Wollongbar Public School
Annual School Report
Our school at a glance

Students
The total school enrolment in Term 4, 2012 was 222 students. This consisted of 114 girls and 108 boys.

Students were grouped into 9 classes.
The average class size was 25.

Staff
The school had a staffing allocation of 15.115 consisting of a principal, two assistant principals a range of classroom and specialist teachers and administrative staff.

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
- Student Principals
- Schools Spectacular Dance Group

Student achievement in 2012

Literacy - NAPLAN Year 3
In Year 3, the percentage of students (including exempt students) achieving at and above minimum standards was 96.4% in reading, 100% in writing, 96.7% in spelling and 96.7% 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 100% in numeracy.

Literacy - NAPLAN Year 5
In Year 5, the percentage of students (including exempt students) achieving at and above minimum standards was 83.3% in reading, 83.3% in writing, 91.7% in spelling and 91.7% 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 95.8% in numeracy.
Messages

Principal’s message

During 2012 Wollongbar Public School was successful in its application to participate in the Empowering Local Schools National Partnership (ELSNP). ELSNP will be used to explore innovative Community of Schools management and teaching and learning practices between Wollongbar PS, Alstonville PS, Fernleigh PS, Teven-Tintenbar PS and Alstonville High School. It will also be used to support the implementation of the new Learning Management and Business Reform (LMBR), and professional learning for all staff, including the implementation of the new NSW Syllabus for the Australian Curriculum, Focus on Reading and Every Student, Every School.

Throughout 2012 our staff has continued to focus on quality teaching and learning and high expectations for student success. Congratulations to all students and teachers on their dedication to learning and active participation in the life of the school. My thanks to all parents and community members who have so positively contributed and supported school events and fund raising.

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

Community spirit has been a significant factor within the work of the WPS P&C this year. There has been an amazing amount of support from school families and businesses in our local area to help provide our children with the best possible learning environment.

We collaborated with Alstonville High School earlier in the year to hold a community Fun Run, combining resources and man power to produce a wonderful family event. There was a 10km & 5km challenge for the serious athletes, a 1 km dash for the kids and a 5km walk for the participants who were happy to exercise both legs and vocal chords.

For the first time in 5 years we hosted a school fete. “A Fair to Remember” will be remembered as a happy, friendly, fun filled day for the whole family. A great success, not only financially, but one that generated a positive sense of community. One of the kids said, “it was the best day of my life”. That response alone makes organising such an event worthwhile!

The canteen has continued to operate 2 days each week, serving a tasty selection of lunches and snacks. We are extremely grateful to the parents who volunteer to support the canteen. The canteen has also catered for special events like sports carnivals and picnic days. Funds earned from the canteen are significant in providing extra facilities for our children.

The uniform shop has been well managed and supplies the smart school uniform and accessories to ensure our students look and feel proud.

The P&C members have organised a range of other activities throughout the year. Stalls for Mother and Father’s Day, various discos, Election Day BBQ and the end of school picnic day.

Collective profit from all of these events has reached approximately $15000.

This year we have funded improvement of the gardens in the school grounds. It is providing a wonderful space for children to play and interact. Further developments of playground equipment and furniture are being discussed. The installation of picnic tables and seating is the beginning of
outdoor classrooms and areas where children can sit at break times.

Creative Arts has been high on our contributions agenda. The choir, dance group and one class all performed at “Coastal Kids” and local festivals and we are very proud to have been able to provide assistance with the costs involved. We pledge that this support will continue.

Some of the talented dance students from WPS were selected to participate in the “Schools Spectacular” concert in Sydney. An amazing honour and experience for those teachers and students. P&C helped with the costs of getting the students to Sydney, their costumes and their accommodation.

We continue to support the school’s literacy and home reading program. Awards are given for both 200 and 300 nights of home reading and it is pleasing to see the number of students achieving this goal continues to increase.

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 are nurturing a community spirit and look forward to enriching the lives of our WPS students in the years to come.

Susan Dyer, P&C President.

Student representative’s message

Being one of the school captains of Wollongbar Public School was a great experience. It was fun and enjoyable, but also very challenging. It was fantastic to be able to work with other students and teachers to help them and get to know them better. Being school captain involved a lot of privileges such as special events, like participating in the ANZAC Day march and being able to lay a wreath at the memorial. Also little things like having morning tea every Tuesday with Ms Thomas while talking as a group about Jessica Watson’s book that we had been reading, and how we as school captains could relate to the sort of leadership roles that Jessica undertook.

I think that Wollongbar Public School is a wonderful place to learn and achieve your goals. It is a school that has fantastic and hard working teachers that are able to help and support you through your primary school years. There are also some very amazing students that attend Wollongbar School who can inspire you and just be there as a great friend any day.

I wish the rest of Wollongbar Public School students and teachers a happy and enjoyable 2013.

Casey Kershaw,
on behalf of the School Captains 2012.
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>
<th>2012</th>
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<tbody>
<tr>
<td>Male</td>
<td>118</td>
<td>119</td>
<td>114</td>
<td>117</td>
<td>115</td>
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<td>Female</td>
<td>121</td>
<td>107</td>
<td>98</td>
<td>108</td>
<td>110</td>
<td>114</td>
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Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>K</td>
<td>95.2</td>
<td>93.9</td>
<td>95.6</td>
<td>96.3</td>
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<tr>
<td>1</td>
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<td>92.7</td>
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<tr>
<td>4</td>
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<td>5</td>
<td>95.6</td>
<td>94.1</td>
<td>91.6</td>
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<tr>
<td>6</td>
<td>92.2</td>
<td>93.9</td>
<td>92.6</td>
<td>92.3</td>
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<tr>
<td>Total</td>
<td>93.8</td>
<td>93.8</td>
<td>93.8</td>
<td>93.1</td>
<td>93.5</td>
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</table>

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.

Class Sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
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<tbody>
<tr>
<td>KH</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>K/1A</td>
<td>K</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>K/1A</td>
<td>1</td>
<td>10</td>
<td>22</td>
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<tr>
<td>1/2I</td>
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</tr>
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<td>1/2I</td>
<td>2</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>1/2M</td>
<td>1</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>1/2M</td>
<td>2</td>
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<td>2</td>
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<tr>
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<td>3/4O</td>
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<tr>
<td>3/4O</td>
<td>4</td>
<td>5</td>
<td>26</td>
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<tr>
<td>4W</td>
<td>4</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>5/6M</td>
<td>5</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>5/6M</td>
<td>6</td>
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<tr>
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<td>5</td>
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<td>30</td>
</tr>
<tr>
<td>5/6T</td>
<td>6</td>
<td>18</td>
<td>30</td>
</tr>
</tbody>
</table>

Staff information

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

Wollongbar PS 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 through quality teaching.
## Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7.778</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.315</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.522</td>
</tr>
<tr>
<td>Total</td>
<td>15.115</td>
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</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

2012 saw some exciting moves amongst staff.

One staff member in a temporary teaching role successfully applied for the permanent role of Assistant Principal in our school.

One temporary teacher gained a permanent position through interview at another school within our Community of Schools. Another temporary teacher went on maternity leave. Both of these roles continue to be filled by talented temporary staff.

Additional allocation of General Assistant (GA) time required the engagement of a second GA.

One of our School Administration Officers took up a part-time relieving role in higher duties as a School Administration Manager, requiring the engagement of a temporary office staff member.

### 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>
</tr>
<tr>
<td>Postgraduate</td>
<td>8%</td>
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</tbody>
</table>

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## Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
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<tr>
<td>Balance brought forward</td>
<td>97342.99</td>
</tr>
<tr>
<td>Global funds</td>
<td>130062.21</td>
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<tr>
<td>Tied funds</td>
<td>312879.92</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>112998.24</td>
</tr>
<tr>
<td>Interest</td>
<td>5634.01</td>
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<tr>
<td>Trust receipts</td>
<td>29509.90</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>688427.27</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>2986.35</td>
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<tr>
<td>Excursions</td>
<td>46847.09</td>
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<tr>
<td>Extracurricular dissections</td>
<td>16924.00</td>
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<tr>
<td>Library</td>
<td>999.67</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
<td>318270.47</td>
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<tr>
<td>Casual relief teachers</td>
<td>44979.50</td>
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<tr>
<td>Administration &amp; office</td>
<td>47605.72</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>32072.43</td>
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<tr>
<td>Maintenance</td>
<td>15908.61</td>
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<tr>
<td>Trust accounts</td>
<td>32087.19</td>
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<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>569177.32</td>
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</table>

| Balance carried forward   | 119249.95  |

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Achievements

Arts

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

Choir

In 2012 our Junior Choir, consisting of Kindergarten to Year 2 students, performed at school events such as NAIDOC Week assembly and the End of Year School Concert. The Senior Choir, consisting of Year 3 to Year 6 students, performed at the Ballina Coastal Kids Concert, The North Coast National Agricultural Show in Lismore and Education Week at Ballina Fair shopping centre. The Choir showcased their talents at school events such as ANZAC Day, Education Week assembly and the End of Year School Concert. The groups were conducted by two of our teachers. Their aim is for our students to produce performance quality items whilst enjoying the experience. Two students presented a duet at the Lismore Performing Arts Festival and at Education Week in Ballina Fair.

Dance

Our Senior Dance Group, made up of selected Year 4 to Year 6 students was selected to perform at Schools Spectacular in Sydney. This group performed for Education Week at the Ballina Fair shopping centre and The North Coast National Agricultural Show in Lismore, sharing their talent with the local community. The Senior Dance Group also performed at school events such as assemblies and the End of Year Concert. The choreography for this group was a combined effort between the students and their teacher.

A senior class in our school performed a dance item at the Coastal Kids Concert in Ballina to ‘Aladdin’. The classroom teacher choreographed the item and designed outstanding costumes for their performance. They also performed a traditional Timorese dance at Alstonville and Ballina CWA International Days.

Visual Arts

All of our students participate in making and appreciating visual arts as part of our classroom programs and as a focus for the Release From Face to Face (RFF) program this year.

Our school prides itself on being active in our local community. Our students have completed artworks that are permanently on display in our community such as at Ballina Fair and the Ballina Hospital.

This year students from Kindergarten to Year 6 displayed a range of art pieces completed in RFF lessons, as part of an outside gallery for Education Week. Visitors and parents enjoyed the creativity and variety of ideas on display. Our students enjoyed creating visual artworks for our School Fete poster competition, with posters being used in the wider community to promote the fete.

Our senior students have continued to participate in the ‘Arts Smart’ program which is run by a local experienced art teacher. Students enjoy the opportunity of going to another school, learning new skills and techniques and bringing them back to share with their peers.

Visiting performers

At Wollongbar Public School we aim to provide our students with a range of cultural experiences. As part of our 2012 program, the Musica Viva group “Fada”, performed at our school. “Fada” is one of Australia’s top Irish bands who present a delightful union of traditional Irish songs and high-energy dance tunes. 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
In 2012, Wollongbar's End of Year Concert included two performances (matinee and evening). The theme of the concert was “Colour Our World”. Every class presented an item, as well as our Senior and Junior Choirs and Dance Group. This year the concert also included student buskers, ushers and popcorn sales too.

Professional Learning
As part of our staff professional learning in Term 2, all teaching staff were familiarised with materials and resources to teach the Musica Viva package in the classroom. This professional development ensured the readiness of students for the live performance in Term 4.

Sport
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 with 2012 being a most successful year.

School Knockout Teams were involved in netball, girls & boys football, cricket and girls and boys touch football. The boys touch football, cricket and boys soccer teams all progressed to the final of Far North Coast competition.

A number of students made it through to District Carnivals and Trials, including Swimming (38), Cross Country (60), Athletics (47), Boys Cricket (4), Boys Hockey (4), Girls Hockey (1), Boys Football (3), Netball (3), Rugby League Open (1), Rugby League 11’s (1), Rugby Union (4), Girl’s Touch Football (2), Boy’s Touch Football (4) and Girls Football (1).

Students also made it through to the Far North Coast Zone Carnivals and Trials: Swimming (10), Cross Country (12), Athletics (17), Girls Football (1), Boys Football (3), Boys Hockey (4), Girls Hockey (1), Tennis (2), Netball (1), Rugby League Open (1), Boy’s Touch Football (2), Rugby Union (4) and Boys Cricket (3).

Seventeen students made it through to North Coast Carnivals and Trials: Swimming (Maddyson Lloyd, Matthew Job), Cross Country (Joshua Mumford, Scott Fleming, Rory Oliver, Lachlan Mumford, Ethan Gray), Athletics (Joshua Mumford, Scott Fleming, Lachlan Mumford), Boys Cricket (Matthew Job, Kyle Yager), Rugby League (Matthew Job), Hockey (Kye Brown), Rugby Union (Jayden Lynch, Blair Ryan) and AFL (Matt Job).

A number of students have represented North Coast at State Titles in Cross Country, Athletics, Cricket, Hockey and AFL in 2012.

Three students were selected to compete at the State Carnival for Athletics. Scott Fleming, Joshua and Lachlan Mumford all competed in 800m for their respective ages. Joshua came 12th, Lachlan came 14th and Scott 16th.

Kyle Yager and Matthew Job, represented in Cricket at the State Carnival in Armidale.

Matthew Job competed in AFL at the State Carnival held in Griffith.

Kye Brown represented in Hockey at the State Carnival in Bathurst.

Scott Fleming, Rory Oliver, Joshua Mumford and Lachlan Mumford were selected to compete in Sydney at the State Carnival for Cross Country. Joshua Mumford came 5th in 11 years division. From this carnival, Joshua was selected in the NSWPSSA team to compete in Adelaide for the National Cross Country Titles.

Joshua came 7th in his event overall and was a member of the teams event where NSW came 3rd. He was then selected to compete in the relay event (4 x 1500m) where his team placed 1st.
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 2012.

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

Leaders have been a tremendous help with many activities throughout the year e.g. The Wiggle, setting up equipment across all stages for Gross Motor programs and keeping balls consistently pumped up for use during lunchtimes and class PE sessions.

The students involved in 2012 have been: Kyle Yager, Jordan McNally, Casey Kershaw, Jarrod Sherlock, Olivia Kerry, Lauren Boss, Jacinta Reade, Brooke Hofmeyer, Joshua Mumford, Ty Walls, Edward Pearce and Matt Hill.

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)

Reading – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Reading</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2012</td>
<td>434.0</td>
<td>430.7</td>
<td>419.6</td>
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<table>
<thead>
<tr>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
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<td>1</td>
<td>2</td>
<td>9</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Percentage in Bands</td>
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<td>3.6</td>
<td>7.1</td>
<td>32.1</td>
<td>35.7</td>
<td>17.9</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>3.9</td>
<td>11.0</td>
<td>11.0</td>
<td>25.0</td>
<td>28.6</td>
<td>20.1</td>
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<tr>
<td>SSG % in Bands 2012</td>
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<td>8.1</td>
<td>15.1</td>
<td>21.5</td>
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<tr>
<td>State DEC % in Bands 2012</td>
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<td>16.8</td>
<td>20.5</td>
<td>22.3</td>
<td>24.5</td>
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Numeracy – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Year 3 NAPLAN Numeracy</th>
<th>School</th>
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<th>State DEC</th>
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<td>409.4</td>
<td>400.2</td>
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<table>
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<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Number in Bands</td>
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<td>5</td>
<td>7</td>
<td>10</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>16.7</td>
<td>23.3</td>
<td>33.3</td>
<td>26.7</td>
<td>0.0</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>4.5</td>
<td>15.3</td>
<td>22.3</td>
<td>28.7</td>
<td>21.0</td>
<td>8.3</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>3.9</td>
<td>7.5</td>
<td>19.0</td>
<td>29.9</td>
<td>21.9</td>
<td>17.9</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>4.8</td>
<td>10.6</td>
<td>21.1</td>
<td>26.9</td>
<td>19.9</td>
<td>16.6</td>
</tr>
</tbody>
</table>
The school priority in English during 2012 was to support staff to embed quality literacy practices in their classrooms. There was a strong focus on implementing an enriched differentiated curriculum and monitoring student growth in Reading Texts, Comprehension, and Writing.

Strategies used to achieve this priority included:

- Developing teaching and learning programs using the K-10 Literacy continuum and support material;
- Identifying individual abilities using the Literacy Continuum K-10;
- Teaching programs to reflect Best Start and Literacy continuums;
- Consistent and rigorous assessment and evaluation of student progress along the Literacy continuum;
- Implementing the strategies identified in Best Start Early Learning Plans;
- Sustained Professional Learning for teachers in using the Literacy continuum.

Indicators of success include continued growth in NAPLAN data, student progression through clusters of the Literacy continuum and school based assessments reflecting positive student achievement. All teachers K to 4 are implementing the Literacy continuum and
tracking student progress using the continuum clusters. This has been a focus in stage meetings and is reflected in program supervision. 100% of staff undertook Professional Learning to ‘unpack’ the Literacy continuum. K-3 teachers worked with Melissa Giddins, Learning and Development Consultant, Literacy K-12 to moderate writing samples and place students on the writing continuum.

Kindergarten teachers received Professional Learning in planning and teaching the literacy session with particular emphasis on guided reading and comprehension strategies and the use of ‘rich’ texts.

Reading levels were assessed across the school in November 2012 and 217 students from K-6 were benchmarked. 84% of these students read at sound or above levels.

### Percentage of students K-6 who achieved satisfactory or above reading levels in each year level:

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>N/A</td>
<td>66%</td>
</tr>
<tr>
<td>Kinder</td>
<td>81%</td>
<td>Year 1</td>
</tr>
<tr>
<td>Year 1</td>
<td>79%</td>
<td>Year 2</td>
</tr>
<tr>
<td>Year 2</td>
<td>83%</td>
<td>Year 3</td>
</tr>
<tr>
<td>Year 3</td>
<td>92%</td>
<td>Year 4</td>
</tr>
<tr>
<td>Year 4</td>
<td>88%</td>
<td>Year 5</td>
</tr>
<tr>
<td>Year 5</td>
<td>95%</td>
<td>Year 6</td>
</tr>
</tbody>
</table>

### 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 received a blue award, for 200 nights students were awarded a book chosen from a bank of books that were kindly donated by the P&C/Canteen committee. Students who achieved 300 nights of home reading received an engraved pen. 125 of students reached 100 nights of home reading and 74 students went on to achieve 200 nights of home reading. We had 33 outstanding students achieve 300 nights of home reading.

### Spelling

Spelling Matrix work based on David Langford’s four stages of learning – information, knowledge, know-how and wisdom was implemented across K-6 at the beginning of 2012. Teachers’ received Professional Learning on how to implement the matrix system in their classroom and all students were pre-tested and placed on a matrix level, according to their test results. Teachers trialed the use of this method of teaching spelling in conjunction with teaching an explicit spelling program based on the four spelling knowledges; phonological, visual, morphemic and etymological knowledge. Professional dialogue and close monitoring of student progress resulted in some modifications being made to the Matrix program and a commitment to continue using Matrices in 2013.

### Mathematics

In 2012, teachers at Wollongbar Public School focused on implementing key components of a Balanced Numeracy Session whilst employing the North Coast Scope, Sequence and Support Document.

The key components of a Balanced Numeracy Session have enhanced teaching and learning programs by:

- Embedding the Syllabus, support documents, key ideas and technology to enhance quality teaching.
- Including daily counting drills and facts to help students retain knowledge.
- Better identifying students’ prior knowledge and understanding of concepts. This supports eliminating misconceptions and enables teachers to engage learning at students’ level of need.
- Explicitly outlining to the students the outcome of lessons, the aims/expectations from the Syllabus and exposing them to technical language and vocabulary.
• Developing students’ Mathematical comprehension by explicitly teaching components of problem solving, engaging in 2 or/and 3 way problem solving, decoding visual literacy, increasing technical language and interpreting inferential questioning. This includes the deconstruction and analysis of past NAPLAN questions.

• Increasing concept development through modelled, guided and independent opportunities using hands on, mental, technological and written activities.

• Reflecting and reviewing concepts and understandings through blogs, writing, presentations, questionings, discussions and feedback.

• Providing constructive assessments that allow students and teachers to gain feedback and reflection to enable growth in understanding of concepts and processes.

Some staff members collaborated with the Community of Schools Mathematics group sharing Mathematical teaching and learning programs and resources. This group worked closely with the regional mathematics consultant, providing professional learning and development across the Community of Schools.

School fundraising allowed us to continue integrating technology in Mathematics such as providing students with the opportunity to use Mathletics at home and school. Staff continue to build on their learning using technology by teaching using interactive white board lessons, computer and internet activities and iPad applications.

K-2 teachers have focused on using Best Start data and Numeracy Early Learning Plans, embedding the Numeracy Continuum in teaching and learning programs.

Mathematic resources were updated and replenished providing staff with a variety of concrete materials, interactive resources, texts and black line masters.

Professional learning and program supervision reflected teaching and learning using the Balanced Numeracy Session and K-2 Numeracy Continuum. Emphasis was placed on mathematical comprehension as part of the Balanced Numeracy Session in Professional Learning to ensure increase in students’ mathematical vocabulary and language, problem solving, visual literacy and understanding of inferential comprehension. Professional learning allowed teachers to continue to analyse SMART data, embedding focus areas in teaching and learning programs to increase individual, group, class and cohort growth. Professional learning and development enabled teachers to collaborate on assessment approaches and develop consistent techniques and proformas. The use of matrices in Mathematics allowed teachers and students to assess progression and growth to suit individual students’ abilities.

Annual testing took place in Term 4 for students in K-6, with K-2 completing SENA and 3-6 completing Diagnostic test. These assessments provide opportunity to enhance teaching and learning programs, increase student learning and sustain tracking of student growth.
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. Major features of this year’s celebration were whole school visual art activities, a visiting Aboriginal speaker who was also an ex-student of Wollongbar PS, a focus on Aboriginal and Torres Strait Islander literature in classrooms and whole school NAIDOC Assembly which was hosted by our Aboriginal students.

Personalised Learning Plans were completed for all Aboriginal students, including some innovative work with different formats for the plans completed with parent input.

In Term 3 WPS hosted a Community of Schools professional learning session presented by our Regional Aboriginal Education Consultant, focusing on the Aboriginal Education Policy and support materials.

Multicultural education

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

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 2012 students in Stage 2 performed a dance from Timor L’Este at the CWA morning teas in Alstonville and Ballina.

In addition, The Ambassador from Timor L’Este visited our school and spent time joining in some higher order thinking activities with the class about his country.

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.
Progress on 2012 targets

Target 1

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

Our achievements include:

- Spelling Matrix program was introduced and implemented across Grades 1-6. Wollongbar PS hosted a School Development Day open to our Community of Schools (CoS), presented by the author of the Spelling Matrix Program, Lindy Podzuweit. Pretesting helped to define appropriate starting levels. Post testing contributed to end of year tracking sheets, providing data which will inform programming for the next year’s teacher.

- Information about spelling programs was provided for parents. Matrix lists were sent home to provide families the opportunity to support the program.

- Classroom teachers trialed a number of different spelling programs featuring explicit teaching of the four spelling knowledges. End of year assessment and evaluation informed whole staff decision making around which program would provide the whole school focus the next year, ensuring consistency and continuity of learning.

- Program supervision ensured a range of differentiated learning opportunities for students in the area of spelling.

- Collaboration with other schools in our CoS provided focused professional learning about the explicit teaching of spelling, including integrated use of technology in the classroom.

Target 2

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

Our achievements include:

- An increase from 91% (in Year 3) of our Year 5 cohort, to 95.8% achieving minimum standards in Numeracy NAPLAN testing.

- Staff engaged in a series of professional learning activities around the numeracy continuum.

- K-6 Teachers maintained a focus on the North Coast Maths Scope and Sequence, ensuring all strands of the syllabus are addressed in consistent and ongoing manner.

- Online resources aligned to the NSW Maths syllabus were used across the school, including whiteboard activities, learning objects from the Teaching and Learning Exchange and proprietary software.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of learning, and literacy with a focus on spelling and comprehension.

Learning

Background

Improvement of student learning is at the centre of all we do at Wollongbar Public School, with the goal of every student reaching their fullest potential.

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

Findings and conclusions

- 96% of parents and 78% of students believed that Wollongbar’s classrooms are almost always or usually interesting places to learn.
- 76% of parents acknowledged that teachers talk with them about their child’s learning. This would imply that to reach the further 24% of parents, we need to further publicise processes and opportunities for discussion with teachers e.g. parent information evenings, our “Approaching Your School” policy.
- 20% of parents and 32% of students indicated that only sometimes or rarely did people other than the class teacher contribute to students’ learning. This identifies a need to raise the profile of additional programs within the school e.g. Library and Release from Face to Face (RFF) and to explicitly identify support roles within the school to students and parents.
- 88% of parents, 95% of students and 100% of staff believe that the school almost always or usually has high expectations for learning. These expectations are reflected in the fact that 89% of students and staff felt that Wollongbar students show pride in their learning.
- 100% of teachers indicated that students are required to reflect on their learning and engage in self assessment. 79% of students and 65% of parents were aware that samples of work over time are frequently used to demonstrate and support learning.
- 83% of parents and students had a strong awareness of the collegial nature of teaching and learning in the school.

Future directions

- Continued promotion of the range of opportunities for parents to access information about their child’s learning.
- Include in newsletters information about the range of programs and staff in place to support students learning collaboratively with their classroom teacher.

Literacy – Spelling and Comprehension

Background

The teachers at Wollongbar Public School have acknowledged that improvement of spelling skills is a long term goal, not one that will be achieved within a 12 month period. This year we have trialled a “Spelling Matrix” program based on the research of David Langford. Alongside this we have trialled a range of explicit spelling programs.

In addition, school plans have included close scrutiny of the way comprehension develops in students. We continue to look closely at the pervasive impact of improved comprehension across all Key Learning Areas, and how to develop programs which best promote this improvement.

Students, parents and staff were surveyed on their perceptions of students’ spelling and comprehension development.

Findings and conclusions

- 80% of students indicated there had been moderate to huge improvement in their spelling ability this year. When asked how they had achieved this, most students indicated the spelling matrix program had had a positive impact on their learning. A significant number of students made reference to using explicitly
taught strategies as a way they learn to spell new and unfamiliar words.

65% of parents felt their children had made a moderate to huge improvement in their spelling. The same number of parents were aware that their child had worked with the spelling matrix program at home this year.

Teachers indicated a need for further focus on the development of inferential and evaluative comprehension skills. This included the teaching of explicit strategies to students, information sessions for families and sustained professional learning for staff.

**Future directions**

- Staff to select a school wide, consistent explicit spelling program to be used alongside continued implementation of the “Spelling Matrix” program.
- The staff have committed to undertaking a year long course of professional learning through the program “Focus on Reading”, which focuses on research based learning around the development of comprehension skills.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Students were very focused on events when identifying what they found best about our school year. Featured in their praise was;

- Sporting events and programs,
- Participation in Schools Spectacular in Sydney,
- Stage 2 and 3 camps.

Students suggestions for improvement in our school were heavily focused on sport, events and the canteen menu. There were however, references to continuing work around anti-bullying and to fundraising to help others.

Three very strong themes emerged in parent satisfaction comments;

- The high standard of teachers,
- The school fete, “A Fair to Remember”, expertly run by our P&C in collaboration with the broader school community
- The positive tone and nurturing and caring culture of our school.

Parent suggestions for improvement did not reveal strong common threads, but included ongoing work in spelling, quiet spaces in the playground for social interaction and for the school to try and reduce the number of composite classes in the school.

Staff identified two significant areas of satisfaction. These were;

- The collegial and cooperative nature of the staff as a team,
- Professional learning in a range of modes, which has lead to improved learner outcomes.

In discussing improvement, staff identified a need to minimise disruption to classroom programs where possible. They also expressed a desire for ongoing professional learning including peer modeling and support in classrooms.

**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 teaching staff. Where appropriate, school administrative staff participated as well.
Professional Learning activities included:

- Spelling Matrices
- Catering to Vision Impaired students
- Mandatory Professional Learning schedule
- David Langford Training
- Best Start and Literacy & Numeracy continuums
- Open to Persuasion – Persuasive writing
- Aboriginal Education Policy
- Empowering Local Schools training

School planning 2012—2014

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

School priority 1

Outcome for 2012–2014

*Improve student performance in comprehension*

2013 Targets to achieve this outcome include:

- All teaching staff to indicate and model improved capacity in the explicit teaching of comprehension skills.
- Students to demonstrate value added in their levels of comprehension across a range of Key Learning Areas.

Strategies to achieve these targets include:

- Focus on Reading, a year long professional learning program, teachers K-6 focused on comprehension.
- Analysis of 2012 NAPLAN data to target specific areas for further development.
- All students’ comprehension levels plotted and tracked via Best Start K-2 and Continuum 3-6.
- Sustained, focused program of professional learning, preparing for the implementation of the NSW English Syllabus for the Australian Curriculum, in 2014.

School priority 2

Outcome for 2012–2014

*Improve Numeracy standards for all students*

2013 Targets to achieve this outcome include:

- Increased numbers of K-2 students to achieve at chronologically appropriate cluster levels on the numeracy continuum.
- An increase in the number of students achieving at or above minimum standards for numeracy.
- Improved student inferential comprehension through explicit teaching of KLA specific language and strategies.

Strategies to achieve these targets include:

- Plotting student data using the Numeracy Continuum to inform explicit and systematic teaching and learning.
- Increased integration of technology in classroom context through use of an increased range of devices.
- Analysis of 2013 NAPLAN data to identify groupings within cohort requiring specifically targeted support or extension within the area of numeracy.
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.

Jennifer Thomas, Principal
Benjamin Barker, Assistant Principal
Katie Munro, Assistant Principal
Susan Dyer, P&C President
All teachers participated in the preparation of this report.

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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: