2010 Annual School Report
Wiangaree Public School

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

Wiangaree Public School is located in the village of Wiangaree, approximately 10 kms from the town of Kyogle, in northern New South Wales. It is a small P6 school with one full time teacher. The school community is involved and committed to ensuring that the students achieve to the best of their abilities across all areas of the curriculum.

Since 2009, the school has been on the PSP funding program. Students attending the school come from Wiangaree village and local rural areas. Some students travel from out of area to access our school's programmes.

Significant programs and initiatives

Wiangaree Public School is involved in the Priority Schools Program (PSP) for low socio-economic school communities. Funding from this has enabled us to employ extra staff to split literacy and numeracy sessions into primary and infants groups.

The school combines with other local small schools for sporting, cultural, social and academic activities, and professional development for staff, forming a Community of Learning known as COLOURSS (Community of Learning on the Upper Richmond, Small Schools).

In 2010 the school began preparations for involvement in National Partnerships – Low SES.

Student achievement in 2010

2 Year 3 students sat the NAPLAN tests of Literacy and Numeracy. No students were enrolled in year 5 at the school. Due to the small numbers of students involved we are unable to report on their achievement as such reporting may make it possible to identify individual students.

Messages

Principal’s message

Wiangaree Public School is a place where students feel safe and secure. We pride ourselves on our ability to provide programs for students based on individual needs, whether it be a child with learning difficulties, or a gifted and talented student requiring a challenge.

As a Principal, it has been a pleasure to lead these students, with the full support of the parents and community.

2010 was a year of “building”, and by term 4 we were able to use our long awaited new library. We look forward to the installation of our connected classroom to further enhance our strong technology program.

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.

Annette Clarke
P & C message

In 2010, the Wiangaree P&C focused on raising funds to assist and support students to continue participating in excursions, camps, and two weeks of Intensive Swimming at Kyogle Memorial Baths. We pride ourselves in the fact that every student at Wiangaree has the opportunity to participate in everything regardless of their home financial situation. Our fundraisers included the standard raffles and pie drives, but we also catered the small schools social and spent a day sizzling sausages at Bunnings. Our families and even extended family members helped out on the day and it was our most successful fundraiser of the year. We managed to ensure we were able to offer financial assistance for school activities and by the end of the year our bank balance remained on par with what it had been at the beginning of the year. By maintaining a healthy bank balance, we provide the P&C a foundation to start fundraising in the upcoming school year.

Susan Cornell
President, Wiangaree P&C

Student representative’s message

During 2010, my last year in Wiangaree public school, I felt that it was a very welcoming school in which we were able to participate in a lot of different activities and that all the teachers got to know you. This makes it a very comfortable working & learning environment. All of the previous year sixes stated that they enjoyed their years at school. Wiangaree is a very different school compared to big schools because the teachers develop a sense of comfort with the students. I came from a big school and I really felt the difference.

Matthew Cornell

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

Student Enrolment

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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Student attendance profile

Student Attendance

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<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
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</tbody>
</table>
Management of non-attendance

Students at Wiangaree attend school regularly. Small numbers of students can make percentages less informative. At Wiangaree we award certificates every term at an assembly to those students who have high attendance rates.

Class sizes

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

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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</thead>
<tbody>
<tr>
<td>K-6</td>
<td>K</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>K-6</td>
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<td>2</td>
<td>16</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>K-6</td>
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<td>16</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>K-6</td>
<td>6</td>
<td>5</td>
<td>16</td>
</tr>
</tbody>
</table>

Structure of classes

Wiangaree Public School has one permanent full time teacher. Funds were allocated to ensure that an additional teacher was able to be employed for three days per week, as well as a Student Learning Support Officer (SLSO) for two days a week.

Three days per week classes were able to be split into K-2 and 3-6 groups for mathematics and literacy. On the 2 other week days students were in one K-6 class with an SLSO to assist.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>as required</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>.5</td>
</tr>
<tr>
<td>Total</td>
<td>1.7</td>
</tr>
</tbody>
</table>

Wiangaree Public School does not have an Indigenous composition in its workforce.

Staff retention

In term 3, 2010 the permanent part time RFF/librarian teacher retired. Her position was filled by a temporary teacher already employed in the school.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td></td>
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</tbody>
</table>
Financial summary

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

Date of financial summary: 30/11/2010

<table>
<thead>
<tr>
<th>Income</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>35320.13</td>
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<tr>
<td>School &amp; community sources</td>
<td>7044.48</td>
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<tr>
<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>126814.44</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
<td>2178.91</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>4407.17</td>
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<tr>
<td>Maintenance</td>
<td>4148.84</td>
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<tr>
<td>Trust accounts</td>
<td>1451.30</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
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<tr>
<td>Total expenditure</td>
<td>70577.09</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>56237.35</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

During 2010, visual and creative arts were a major focus.

In 2010 Wiangaree Public School students participated in a range of visual art opportunities. Some of these included the combined COLOURSS art exhibition held at the Roxy art gallery in Kyogle, the Bentley Art Prize, and a feature in Side by Side online.

Students spent time focusing on the theme of “Colour”, with an in-depth look at Dorothea McKellar’s “My Country” and the colours involved in the Australian landscape.

Students, families and community members celebrated the students’ artistic achievements at the Wiangaree Primary School Art Exhibition and opening of our new school library. Student art works were framed and sold.

During term 3 and 4 we continued our pottery lessons with another talented volunteer in the school.
Students in years K-6 continued to have access to a high quality music program. The school retained the services of a volunteer qualified teacher to take small groups of students for music tuition. Students, new and old, continued using descant, treble and tenor instruments to play 3 and 4 part harmony songs on recorder. They also had lessons in musical theory.

Students performed for a wider audience on a number of occasions throughout the year. In addition to Cultural Day with the combined small schools, we performed at the Easter Bonnet Luncheon at Lynches Creek, Aged care at Kyogle Hospital and at the Roxy Art Gallery in Kyogle. The students also performed a full length musical for their end of the year performance entitled “The Starfish Centre Prize”

All students K-6 participated in the Intensive Swimming Scheme for 2 weeks in term 2 with excellent results.

Athletics
At the COLOURSS athletics carnival all students performed well. Three students received awards for Champion or runner up of their prospective age divisions.

In Cross Country we were proud of the level of participation from all students, all striving to achieve personal best performances.

Students participated in a yoga program with one session a week over 10 weeks. Students were taught a variety of stretching and relaxation exercises.

Other
Visiting Performers
During the year students participated with other small school students in two visiting shows. Both of these performances were of a high quality and complemented learning in the classroom. The shows were Richard Bradford – puppeteer and the Samba Experience – a hands on drumming workshop.

Excursions
Students in year 6 went to Lake Ainsworth for a week long Sport and Recreation camp. They participated with students from Collins Creek, The Risk, Afterlee and Old Bonalbo.

The whole school went on an educational visit to Currumbin Wildlife Sanctuary as part of our study of Minibeasts.

COLOURSS Year 6 camp
This year saw the first year of an annual year 6 camp involving students from all the COLOURSS learning community. Students in year 6 from Afterlee, Barkers Vale, Collins Creek, Rukenvale, The Risk and Wiangaree went to Toonumbar Dam on an overnight excursion. Students were given opportunities in visual arts, sport and science to get to know students from the other schools. Student and teacher representatives from Kyogle High School also attended for half a day to deliver a fun filled peer support program.

Sport
Wiangaree Public School students have again shown a high level of sportsmanship in all areas.

Swimming
Wiangaree students performed well in swimming events this year. In our annual small schools swimming carnival, the school won the percentage point score award based on enrolment numbers. Two students were awarded Champion or runner up of their age group.
Dress Up Days

To complement learning in the classroom, students had the opportunity to have two “dress up” days at school. All students participated with fantastic learning opportunities taking place throughout the days. The first day was for Roald Dahl day with students coming as their favourite character from one of his books and the second was to celebrate the completion of the stage one unit of work “Collies Garden Party”. Students could come dressed as their favourite Minibeast.

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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

Literacy – NAPLAN Year 3

2 year 3 students sat the NAPLAN test for Literacy. Due to the small numbers of students involved we are unable to report on their achievements, as individual students may be identified.

Numeracy – NAPLAN Year 3

2 year 3 students sat the NAPLAN test for Numeracy. Due to the small numbers of students involved we are unable to report on their achievements, as individual students may be identified.

Literacy – NAPLAN Year 5

The school had no students enrolled in year 5 therefore there are no reports.

Numeracy – NAPLAN Year 5

The school had no students enrolled in year 5, therefore there are no reports.

Minimum standards

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

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.
Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

No students were enrolled at Wiangaree Public School in year 5 2010.

Significant programs and initiatives

Aboriginal education

Aboriginal perspectives are taught across the curriculum in an integrated and meaningful way and in accordance with the NSW Department of Education and Training mandatory Aboriginal Education Policy. The students are taught about Aboriginal history, culture and contemporary Aboriginal Australia as part of HSIE lessons. We acknowledge the traditional owners, the Bundjalung people, at all major school celebrations and participate in specific celebrations such as Sorry Day and Harmony Day.

Students also celebrated reconciliation and NAIDOC week by undertaking activities in class to incorporate aboriginal art and culture. Students also participated in a Reconciliation ceremony in Kyogle with other schools from the COLOURSS learning community.

Multicultural education

Our literacy and HSIE programs have included aspects of multicultural Australia. Students in years 3-6 researched a range of countries in the online Collie project “Collie’s Neighbours”, using this knowledge to complete online questions across a whole term. Students participated in weekly discussions of the current affairs program “Behind The News”.

Each year our school participates in the CWA competition researching a country. The country for 2010 was Scotland, with all students K-6 learning and researching information. Three students from the school were awarded prizes from the CWA branch in Kyogle.

We also celebrated a range of events including Chinese New Year and Harmony Day.

Students in years 3-6 participated in fortnightly teleconferences with a teacher from Kyogle High School to learn Indonesian.

Respect and responsibility

During 2010 a review was undertaken into the school’s welfare and discipline policy. The reviewed information was made available to all families.

Our school rules and welfare policy promotes respect for people, property, environment and self. Aspects of this are taught informally on a daily basis with great results.

Our student of the week award recognized responsible and respectful behavior.

National partnership programs

Wiangaree Public School will be participating in the National Partnerships – Low Socio- Economic program for 2011.

Connected learning

During term 1 2010, staff attended Advanced Interactive Whiteboard training to enhance learning already taking place in the classroom. Students use laptops in all areas of the curriculum, on a daily basis.

During 2010 staff also received training as part of the connected classrooms initiative. Unfortunately due to our new connected classroom being put into a BER impacted room, we still had not received our connected classroom by the end of the year.
**Other programs**

**Priority Schools Program (PSP)**

The Priority Schools Program (PSP) is a government sponsored equity program providing financial support to qualifying schools based on economical and educational data obtained from surveys of the local community.

PSP funds in our school are used to enable more individualised teaching programs, particularly in the areas of Literacy and Numeracy.

**Environmental Education**

Our environmental education program continued in 2010. Students are involved in learning about the three R's – reduce, reuse and recycle, and this is supported by growing a vegetable garden and raising chickens to produce eggs and fertiliser for the gardens.

**Progress on 2010 targets**

**Target 1**

*Improvement in writing, leading to more complex, structured and cohesive texts.*

Our achievements include:

- Students in year 3 achieved higher than minimum standards in NAPLAN testing for Writing. Due to a small cohort we are unable to report more detailed results as these could identify individual students.

**Target 2**

*Improvement in speed and accuracy of calculation, and thinking mathematically to apply mathematics to problem solving.*

Our achievements include:

- Students have shown some improvement in recall of basic number facts through school based testing.
- All students in year 3 achieved higher than minimum standards for numeracy. A small cohort of students means that we cannot report more specific data than this, as it could identify individual students. We did not have any students enrolled in year 5 and therefore cannot report on improvements.
- Due to NAPLAN testing occurring early in the year it is more accurate to report progress on NAPLAN in 2011. This target is part of a three year plan and will continue for 2011.

**Target 3**

*Improvement in student efforts to produce quality work items, demonstrating deep understanding and personal pride in achievement.*

Our achievements include:

Students participated in a wide range of visual art opportunities. They have reported being proud of their art achievements this year. We measured this through discussions with students, families and the general public. Student art works were entered into the COLOURSS art exhibition in Kyogle. Students art works were framed and there were many fantastic comments recorded in the visitors book about the quality of the exhibition.

Students were able to explain and demonstrate a deep understanding of uses of various media and types of artworks. This was measured through verbal recall in class lessons and to the wider community. Students featured in a video in the online Side by Side e-magazine, explaining the art elements they have applied to their own work.

Nearly all the students attended the official COLOURSS gallery opening, outside of school hours, bringing many families and friends to view the exhibition. A school exhibition held to showcase the students’ talents, and to sell framed artworks for a small fee, was very well attended by all students, families and friends.
Many parents/friends of the students gave verbal feedback regarding the quality of work being produced by all students from K-6.

Throughout the year we printed a range of cards to sell at the school Art Exhibition as well as a range of Christmas cards, which could be purchased at the end of year concert. Sales of these items were high.

**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 2010 our school carried out evaluations of school promotion and Literacy – raising awareness of achievement levels.

**Educational and management practice**

**School Promotion**

**Background**

Wiangaree Public School will be a National Partnerships Low Socio-Economic school in 2011. As part of this process parents, students and staff were invited to participate in formal and informal surveys to ascertain their thoughts on the school and its practices.

**Findings and conclusions**

Parents completed a survey and all families with a child attending school in 2011 were represented at an afternoon tea in term 4 to discuss the future directions for the school. From this meeting, it was ascertained that all families and students were very happy with the education being offered at the school.

Of concern however was the decrease in future enrolments. Further discussion showed that the parent body were interested in finding ways to promote our wonderful school to encourage more families to the area.

The location of Wiangaree Public School is such that it is not easily recognisable as a school from the highway, especially now with the addition of the new BER library. Responses have also indicated that new families to the area are not being informed of the school’s location when making enquiries regarding accommodation in the nearby town.

**Future directions**

In regard to the location of the school it was determined to research having a very large new sign painted onto the bottom half of the BER library. This will be a joint project between the school and the P&C.

Wiangaree school students already participate in a range of performances in the local area, however we will extend these to include more involvement in the local village, ie performances in the Wiangaree Hall, specifically for the community.

**Curriculum**

Literacy – raising awareness of achievement levels.

**Background**

Staff, students and parents were surveyed regarding aspects of numeracy and literacy.

**Findings and conclusions**

Overall, students indicated Literacy and Numeracy learning was important to them. Students in all surveys were positive about their skills and learning experiences at this school, however, the surveys showed that students felt more confident learning Numeracy than Literacy skills.

In Literacy students had less confidence in their abilities in specific subject areas particularly talking and listening. They indicated that the activities provided by the teacher helped them to learn. Students felt supported by staff in improving their work.

Community surveys showed that families were aware and appreciative of student learning in creative arts and sport, however were not really as aware of student outcomes and learning strategies for other KLA’s.

**Future directions**

From the findings and discussion with families, we will produce a School Newspaper to be distributed at the end of the year. Students will submit articles throughout the year. Families and community will also be encouraged to submit articles and other items.

At school assemblies, students will showcase the learning of specific KLA’s, for example Literacy, Numeracy. This information being presented by
students for their parents will help to consolidate 
learning for students and keep parents informed.

Students will participate at least once per term in 
formal public speaking opportunities, with clearly 
outlined assessment criteria.

Parent, student, and teacher 
satisfaction

In 2010 the school sought the opinions of 
parents, students and teachers about the school. 
Their responses are presented below.

The surveys show that parents are happy with 
the school in general. Parents believe that the 
school is good at communicating information 
between home and school. Parents felt the 
school excels in Creative Arts – including visual 
art and performing arts. They also feel that 
students receive a lot of individualised attention 
which helps them with their learning.

While parents reported satisfaction with their 
children’s learning in general, it was noted that 
there were no additional comments given in 
relation to Literacy or Numeracy.

Students were surveyed regarding aspects of the 
curriculum and school culture. Students reported 
a high level of satisfaction with the opportunities 
given to them, and strongly agree that Wiangaree 
Public School is a happy place to learn.

Professional learning

Staff at the school participated in a range of 
Professional Learning opportunities throughout 
2010.

Some of these included:

- Best Start training
- Quality Teaching conference
- Connected Classroom training
- Advanced Interactive whiteboard training
- Team Leadership for School Improvement
- SMART 2 training

School development 2009 – 2011

Targets for 2011

Target 1

*Improvement in speed and accuracy of calculation, and thinking mathematically to apply mathematics to problem solving for students in year 4 and above*

Strategies to achieve this target include:

- Using additional funds to enable students to 
  be given more immediate assessment 
  opportunities to provide individual, specific 
  programs.
- Purchase and implement the Quick Smart 
  maths program to deliver to all students in 
  years 4 and 5.

Our success will be measured by:

- Data generated from QuickSmart assessment 
  tools, showing a significant improvement in 
  students speed and accuracy.
- All students in year 5 to achieve above 
  minimum standards for growth from year 3 
  to 5.

Target 2

*Students in early stage 1 and stage 1 to be reading at a level consistent with stage expectations.*

Strategies to achieve this target include:

- Additional funds to be allocated ensuring 
  Kindergarten and year 1 students have small 
  group Literacy sessions 3 times per week.
- All staff to be trained in the implementation 
  of Best Start.
- Utilisation of local Best Start Literacy 
  Coordinator to ensure that the Best Start 
  software is understood and being used as an 
  ongoing assessment tool.
- Teacher mentor to help implement specific 
  Literacy programs for Kindergarten and year 
  1 students.
Our success will be measured by:

- Ongoing assessment and reading records for individual students.
- Students improving in Best Start ongoing assessment.

**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: