2008 Annual School Report
Wiangaree

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

Students
In 2008 Wiangaree Public School had 17 students enrolled in all grades from K-6.

Staff
With one class, teaching staff consisted of one permanent full-time teaching Principal and one permanent part-time teacher for one day each week. Two casual teachers were employed for 1 and a half days each week to assist with specific programs.

A part-time School Administrative Manager (SAM), teacher’s aide and a General Assistant were also employed.

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

Student achievement in 2008

Literacy – NAPLAN Year 3
Two 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 able to be identified.

Numeracy – NAPLAN Year 3
Two 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 able to be identified.

Literacy – NAPLAN Year 5
Five Year 5 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 able to be identified.

Numeracy – NAPLAN Year 5
5 Year 5 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 able to be identified.

Messages

Principal's message
2008 was an extremely rewarding year for the school and community in general.

2008 was the year of the schools Centenary. In June we officially celebrated this achievement with an open day at the school followed by a dinner.

Approximately 600 people attended the celebration and the feedback was that the day was an overwhelming success!

Special thanks must go to the hardworking Centenary Committee, school staff and students. With only 17 students, they were kept busy all day entertaining the crowds and running the official component of the day.

In addition to the Centenary, students again participated in a wide range of extra curricular activities across all KLA’s.

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
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>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>26</td>
<td>21</td>
<td>12</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
<td>8</td>
<td>12</td>
<td>11</td>
<td>7</td>
</tr>
</tbody>
</table>

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 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>6</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>K-6</td>
<td>1</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>K-6</td>
<td>K</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>5</td>
<td>17</td>
</tr>
</tbody>
</table>

Structure of classes

Due to only having 17 students, all students were in one class - K-6. Using school funds, additional teaching staff were employed for 1 ⅔ days a week to reduce class sizes for specific KLA's.
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/class room teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Librarian/ release from face to face</td>
<td>.2</td>
</tr>
<tr>
<td>Total</td>
<td>1.2</td>
</tr>
</tbody>
</table>

Staff retention
There have been no permanent staff changes for 2008.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was N/A.

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

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

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>56 819.97</td>
</tr>
<tr>
<td>Global funds</td>
<td>45 476.44</td>
</tr>
<tr>
<td>Tied funds</td>
<td>19 229.25</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>9 356.94</td>
</tr>
<tr>
<td>Interest</td>
<td>2 790.80</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3 582.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>137 255.40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>6 291.51</td>
</tr>
<tr>
<td>Excursions</td>
<td>3 843.30</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>4 600.27</td>
</tr>
<tr>
<td>Library</td>
<td>821.41</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1 232.55</td>
</tr>
<tr>
<td>Tied funds</td>
<td>54 865.72</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>2 404.98</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>17 932.02</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>3 721.51</td>
</tr>
<tr>
<td>Maintenance</td>
<td>1 758.59</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>3 624.50</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>101 096.36</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>36 159.04</td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 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 2008

Achievements

Arts

The school has been lucky to retain the services of a volunteer qualified teacher to take small groups of students for music. These lessons have included singing and percussion for K-1 and recorder, percussion and reading music for years 2 – 6.

This year selected students also had lessons with tenor and treble recorders.

All students were involved in performing for the schools Centenary celebrations. Performances included a dance/singing routine entitled “A Centenary of Song”, other dance routines, percussion, singing and recorder groups with harmonies.

Students also prepared and presented a clay tiled replica of the school emblem to the school.

As with other years, students were again involved in the Small Schools Cultural Day, performing a singing and dancing number and combined choir items for the audience and other schools.

All students participated in entering exhibits for the Kyogle show, with all students being awarded prizes. They were also involved in making art exhibits for the sustainability expo at Lismore show.

The school curriculum was enriched by several local and interstate performances including –

- The Outback Spectacular
- Hansel and Gretel – Queensland Opera
- Matthew Doyle – Murindiri Show
- Science Circus – Questacon
- Paradise Country performances
- The Happy Prince
- Byron Bay Writers Festival

Our Christmas concert featured a variety of items based around the theme of “Australia” as a follow up to an excursion to “The Outback Spectacular”.

Sport

Athletics

In athletics over 40% of students progressed to the Zone carnival. 5 students went on to represent our Zone at a regional level.

Swimming

Our P6 relay team qualified to represent our region at a State level. The four girls on the team swam a personal best time at Homebush.

Touch Football

This year our school hosted the regional Small Schools Touch Football Knockout competition. Six schools participated. Our school performed well and with great sportsmanship.

Premiers Sporting Challenge

This year our school participated in the Premiers Sporting Challenge. As a combined group, our school was awarded a Gold award. This means that on average our students were being active for 1 hour per day.

Other

Premiers Spelling Challenge

Four students entered the Premiers spelling challenge in 2008. In the Junior section (years 3-4), Danny Carbery made it through all the rounds to be in the final 4 students for our region.
In 2008 seven students from 3-6 sat the UNSW Computer Skills Competition. Of these seven students, 3 students gained a Distinction, while 4 students gained a credit. This is an achievement which we are very proud of.

Small School Public Speaking Competition
In term four, students were chosen to represent the school in the Eureka Public Speaking Competition.
Jayden King was selected as Highly Commended in this competition.

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

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

In a very small school it is difficult to comment generally on academic results without identifying individuals.

The ability of any grade may vary considerably from year to year where the grade is a small group, so averages and other statistics are not usually relevant, nor useful for comparison.

In 2008, two year 3 students and five year 5 students completed the National Assessment Program.

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 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>80</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education
During 2008 Wiangaree had no aboriginal students enrolled.

Aboriginal education is incorporated into the curriculum.

This year we invited an aboriginal elder to open and participate in our Centenary Celebrations.

Along with other local small schools we held a reconciliation march in Kyogle. We followed this up at school with NAIDOC day celebrations.

Our students watched Kevin Rudd’s “sorry” speech and followed up with lessons in the classroom regarding the stolen generation.
Multicultural education

The staff of Wiangaree Public School remain committed to ensuring that all students are aware of the diverse, multicultural nature of our modern Australian society, and that students show empathy and understanding towards others.

In 2008 we utilised the skills of a casual teaching staff member to teach spoken French to the students.

Students are taught units of work, with a multicultural perspective, as part of the Human Society and its Environment (HSIE) program.

Respect and responsibility

Significant programs and initiatives

Below are some of the additional programs carried out in our school:

- Intensive swimming
- Life education
- Environmental Education – incorporating sustainable energy, gardening and project work
- Combined small schools URRA group – lake ainsworth camp, sports carnivals, cultural day, toonumbar dam year 6 camp

Progress on 2008 targets

Target 1

*Development of a positive attitude towards spelling as an essential component of effective communication.*

Our achievements include:

Students have begun to show some improvement in using specific spelling strategies in their work. Through testing we have found that while students have improved in their knowledge of sound blends, some students still have difficulty transferring this knowledge into practical situations. Students who sat the NAPLAN test in year 5 have shown significant growth in the areas of spelling.

Students have reported that they are now more able to work out a words spelling by thinking about root words.

Students were all involved in the process to select four students to represent the school at the Regional Spelling Bee in Alstonville. One student managed to make it through to the final four competitors. All students reported more confidence in attempting to spell unknown words.

While we have achieved our target of developing a more positive attitude towards spelling, we will also be including the area of spelling as a school focus for the next 3 years to continue improvements.

Target 2

*To develop a sense of belonging in the local community and history of the area.*

Our achievements include:

Students were actively involved in preparations for our school centenary. Students had opportunities to research the local community. We were fortunate to have local community members come into the school and send emails to give us an insight into their experiences. Students were very engaged in learning about these similarities and differences.

Students learnt songs, dances and other music relevant throughout the last century. They enthusiastically and with great pride performed a number of items for the Centenary Celebrations in June.

Over six hundred people attended the event. Feedback from staff, students, parents and community members was that the day was extremely successful. Students helped to set up displays within the classroom of photographs and memorabilia. Feedback was sent in the form of emails, phonecalls and newspaper articles.
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.

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 2008 our school carried out evaluations of parent participation and reading comprehension.

Educational and management practice

Background

During the year we took an informal look at the way parents participate in the school.

Findings and conclusions

Throughout 2008 we had a lot of contact with parents and the wider community, working in consultation to prepare our centenary celebrations.

We found that there were a lot of supportive parents at the school, however due to work commitments they were only able to help with events and meetings held out of school hours.

Parents worked diligently to help the school run an extremely successful centenary celebration. Feedback from parents was that it was enjoyable to be able to spend time together working for the school. They were able to do so because the event was on the weekend.

Our P&C were also finding that the traditional meeting time through the school day was not attracting enough members for a quorum, which had put the P&C in jeopardy.

As a follow on from this we have discussed with parents ways that they are able to assist their childrens learning at school.

We found that while parents are interested in their child's education, they felt that they were sometimes unable to help them with their schoolwork as the curriculum content has changed since they were at school.

Future directions

After discussions with parents it has been decided to offer workshops in relation to a variety of KLA’s. Areas highlighted as of most usefulness to parents include

- Successfully helping children to read
- Helping students with numeracy – particularly subtraction and division
- Literacy – spelling
- Basic computer/internet skills

Opportunities will be offered for parents to help in the classroom in the form of listening to students read and interest groups.

Discussions regarding holding a fete, Carols by Candlelight or family fun day have been had as an opportunity for family and community to get together.

Curriculum

Background

It was noted that there are a lot of different reading programs and readers already available within the school so it was decided to research options that would be most appropriate to use.

Findings and conclusions

Staff trialled the use of readers in the classroom setting and while some were good texts there were only individual copies making it difficult to plan guided reading sessions.

The PM+ Computer program had been purchased to allow students to be able to do independent reading and comprehension activities in literacy sessions. While the program was good we found that it was really important to have the appropriate texts in a hard copy as well as on the computer.

Future directions

For 2009 we will purchase multiple copies of the PM+ readers to use with guided reading groups in order to introduce the PM+ computer software.

The momentum readers for older students have good comprehension worksheets however there are no multiple copies. We will use these as a homework program.

The momentum readers for younger students have multiple copies and will be used for guided reading groups.
School magazines will be purchased and contract work developed to provide primary students with a quality reading comprehension programme to supplement guided reading groups.

**Professional learning**

During 2008 staff were given opportunities to attend professional learning.

- Literacy – Keeping them going
- Numeracy in the Middle Years
- Combined small Schools SDD
- ARCO training
- PPA Conference

**School development 2009 – 2011**

**Targets**

**Target 1**

**Students improve in school based testing in the area of spelling.**

Strategies to achieve this target include:

- Focussed teaching and learning programs to improve students spelling skills
- Utilising the North Coast Spelling strategy to assess students needs.
- Specific daily lessons to develop spelling skills

**Our success will be measured by:**

- Students improve in school based testing.
- Results in NAPLAN on average to increase by 1 band level.

**Target 2**

**To improve student learning outcomes in mathematics.**

Strategies to include this target include:

- Split infant and primary groups for Mathematics lessons
- Staff to specialise in the teaching of mathematics – focus on K-6 mathematics for 2 sessions on most days.
- Staff participation in Getting Ahead in Numeracy (GAiN) workshops.

- Focus groups for Mathematical Thinking.

**Our success will be measured by:**

- NAPLAN results in Numeracy to improve by at least 1 band.
- Students recognise how to use a variety of mathematical skills in everyday situations.

**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.

Annette Clarke  Principal
Kay Berthier  Teacher
Anne Carbery  P&C Secretary

**School contact information**

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Web: www.wiangareeschool.com
School Code: 3439

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: