2008 Annual School Report
Wallacia Public School

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

Students
Wallacia Public School has a long history and is an integral part of the tranquil rural community it proudly serves. There is a strong emphasis on high standards of student behaviour, and teachers and students working together to promote a safe and happy learning environment.

As a small school, there is an emphasis on caring relationships between all students and staff, and the wider community. There has traditionally been strong parent and community involvement in the school.

Staff
The school staff includes a mix of experienced, long-serving teachers, and younger, less-experienced teachers. This mix helps to maintain an innovative and dynamic approach to teaching and learning.

The dedicated and professional staff work hard to ensure that the school provides a safe and nurturing learning environment for each and every child entrusted to its care. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
Wallacia PS continued to implement a number of significant programs in 2008.

• Student Welfare Program
This program underpins all teaching and learning programs and focuses on developing tolerance, understanding and support among students. There is a strong emphasis on recognition of students’ efforts and achievements.

• Student Leadership Program
This program provides opportunities for senior students to develop and utilise leadership, interpersonal, teamwork and communication skills. It also provides opportunities for younger students to begin to develop these skills.

• Music and Creative Arts Program
Students are provided with a range of opportunities to participate in music and creative arts programs, including Choir and guitar lessons.

• Healthy Lifestyles Program
This incorporates both the ‘Crunch and Sip’ program and the ‘Active After School Communities’ Program. Students are encouraged to maintain a healthy lifestyle by eating a healthy diet and participating in physical activity.

• Parents as Teachers Program
The program continued to provide opportunities for students to participate in a wider range of creative activities, including beadwork, pottery, cookery, drama and dance.

• Peer Tutor Program
Older students are trained to work with younger students to assist them to develop fluent oral reading skills. As well as enhancing reading skills, this program helps to develop strong supportive relationships between students of different ages.

• Transition to School Program
With the assistance of Penrith City Council, this program provides a structured transition to school program for young children in the year prior to school. The program operates one morning per week during Terms 3 and 4. In 2008, approximately 15 children and parents participated in this program on a regular basis.

Student achievement in 2008

Literacy – NAPLAN Year 3
In 2008, students from Wallacia Public School achieved performance levels in Literacy slightly higher than in 2007, although the results were below state average performance levels. Overall, students performed significantly better in Writing than in Reading, Spelling and Grammar & Punctuation. Girls at Wallacia PS achieved higher average scores than boys on all measures of Literacy, and this reflects a state trend.

Numeracy – NAPLAN Year 3
Year 3 Numeracy performance levels were slightly lower than in 2007, and remain below state average achievement levels. Boys from Wallacia PS outperformed girls in Number, and overall Numeracy, but the results of boys and girls were very similar in Measurement, Data and Space.

Literacy – NAPLAN Year 5
In 2008, there were only 9 students in Year 5 at Wallacia PS. Under state guidelines, this restricts the reporting of NAPLAN results to prevent the identification of individual students’ results. There is insufficient data to compare the performance of boys and girls. Overall, Year 5 students achieved performance levels below state average, although comparable to the school’s performance in recent years.
Numeracy – NAPLAN Year 5

Year 5 students at Wallacia PS achieved performance levels below state and regional average on all measures of Numeracy in 2008. These results indicate that Numeracy needs to be an area of focus for the school in the future.

Messages

Principal's message

Wallacia Public School is a small school situated in a semi-rural community. The school actively promotes community involvement in its daily work and enjoys enthusiastic support from parents.

The continued success of the school, and a strong performance in all areas, is a credit to the students, staff, parents and the community.

Literacy, Numeracy and the total well-being of our students will always remain a high priority and sustain an integrated approach to all Key Learning Areas.

We have had many changes over the year, starting with our Principal Mrs Joanne Marshall receiving a promotion to another school at the end of 2007. Several other staff changes followed, necessitating changes of teacher for some students. Our long-serving School Administration Manager, Mrs Rodgers, retired and we thank her for her enormous contribution to the school. Mrs Susan Reid was appointed as our new Administration Manager, and she has taken up her role admirably.

It has been an intense and challenging year at Wallacia PS but due to the guidance, support and whole school community cohesion the school has continued to develop in a positive direction.

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.

Mrs Fiona Tritton (Relieving Principal)

P&C message

Wallacia Public School’s small P&C Association once again had a busy year in 2008. The major fund-raising event for the year was the very popular and successful Gala Day. Other fund-raising activities included Mothers’ and Fathers’ Day stalls, sausage sizzles, and raffles.

The P&C Association also managed the expenditure of funds provided through the Federal Government Water Grant and Investing in our Schools grants. Improved IT cabling and the installation of playground equipment, begun in 2007, was completed in 2008.

Student representative's message

Student leadership is an important aspect of school life at Wallacia Public School. The leadership team consists of two Captains and two Vice Captains, as well as Sports Captains and SRC representatives.

The school also benefits from groups of students working to assist staff and parents in a variety of ways, including library and canteen. The school's Class Captain program provides an opportunity for all students in the school to experience a leadership role. Students are proud of their selection as Class Captain, and carry out their duties responsibly.

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

The student enrolment numbers have remained relatively stable over recent years. While there is some mobility, with families moving in and out of the area, the total numbers have not changed significantly. However, there is significant variation in grade cohorts, with grades ranging from as small as 9 students to as large as 19 students.

Student enrolment numbers over the past five years are presented in the table below.

<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>60</td>
<td>51</td>
<td>49</td>
<td>47</td>
<td>50</td>
</tr>
<tr>
<td>Female</td>
<td>41</td>
<td>42</td>
<td>40</td>
<td>46</td>
<td>43</td>
</tr>
</tbody>
</table>

Student attendance profile

The attendance rates of students at Wallacia PS have remained steady and continue to be slightly above both Region and State averages.

This may be partly due to the school's efforts to provide a safe and happy environment for all students. It is also testimony to parents' commitment to their children's education.
Student attendance levels over the past five years are presented in the table below.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>93.5</td>
<td>95.0</td>
<td>95.0</td>
<td>95.0</td>
</tr>
<tr>
<td>Region</td>
<td>93.7</td>
<td>93.8</td>
<td>93.9</td>
<td>94.1</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

The school’s total entitlement for teaching staff is presented in the table below.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>RFF / Part time</td>
<td>0.3</td>
</tr>
<tr>
<td>Total</td>
<td>4.5</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>2</td>
<td>2</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>3-4</td>
<td>4</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>3-4</td>
<td>3</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>5/6</td>
<td>6</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>K-1</td>
<td>1</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>K-1</td>
<td>K</td>
<td>9</td>
<td>21</td>
</tr>
</tbody>
</table>

Structure of classes
The school year began with 3 composite classes and one single-grade class (Year 2). As the year progressed, changes in student numbers in some grades necessitated a slight change, with the 5/6 class becoming a 4/5/6 class.

Where composite classes exist, teachers create opportunities to ensure that all students in a particular grade participate in activities that allow them to maintain strong relationships with each other.

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies. The following information gives an overview of the staffing entitlements of the school, as well as relevant issues pertaining to staffing.

Staff establishment
Total enrolment numbers at Wallacia PS entitle the school to a full-time Teaching Principal, plus three classroom teachers. Additional entitlements include a part-time Teacher Librarian, and an allocation to cover teachers’ RFF entitlements.

Wallacia PS is a small school and, as such, does not have a set allocation for Support Teacher Learning (STL) and School Counsellor. However, staff and students are assisted by a STL two mornings per week, as well as a School Counsellor for half a day per fortnight. These staff members also work in a number of other schools, and are available to assist Wallacia PS when needed.

Members of the teaching staff were supported by a School Administration Manager, one part-time School Administration Officer, a Teachers’ Aide, and a General Assistant one day per week.

Staff retention
There were significant changes to staffing in 2008, due to promotion, resignation, maternity leave and long service leave for various staff members. This necessitated the employment of a number of temporary teachers and, due to the unforeseen nature of some of the changes, continuity of temporary staff was not always possible.

However, all temporary positions were able to be filled quickly, and disruption to school routines was kept to a minimum.

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 94.6%.

Teacher qualifications
All teaching staff at Wallacia PS 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>
</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.
### Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>98,920.27</td>
</tr>
<tr>
<td>Global funds</td>
<td>66,668.37</td>
</tr>
<tr>
<td>Tied funds</td>
<td>36,920.98</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>36,357.78</td>
</tr>
<tr>
<td>Interest</td>
<td>6,034.86</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>11,558.10</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>256,460.36</strong></td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>23,867.54</td>
</tr>
<tr>
<td>Excursions</td>
<td>4,639.24</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>5,060.56</td>
</tr>
<tr>
<td>Library</td>
<td>0.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>78,308.37</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>17,353.40</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>21,188.44</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>10,427.64</td>
</tr>
<tr>
<td>Maintenance</td>
<td>5,628.83</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>8,556.40</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>175,030.42</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>81,429.94</strong></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

Wallacia Public School's achievements in 2008 have been significant in all Key Learning Areas. Students have also been provided with a range of opportunities to succeed in extra curricular activities.

#### Achievements

**Arts**

In 2008, all students were provided with regular classroom experiences in all forms of creative and practical arts so that syllabus outcomes could be achieved.

In addition to whole class lesson delivery, students were given opportunities to join specialist groups in choir and guitar.

Our achievements in 2008 include:

**Choir:** The choir was extremely active in the school community and performed at a number of school and community events.

**Guitar:** Many students improved their proficiency in guitar, and several students performed at school assemblies and events.

**Dance:** All students participated in a 10 week Dance program which culminated in a wonderful display during the special assembly for Education Week.

#### Sport

The school’s sport program aims to promote healthy lifestyles, develop games skills and promote physical fitness in competitive and non-competitive environments.

Students have participated in skill development sessions in Oz Tag, soccer, cricket, Rugby League and basketball.

Students in Grades 3 – 6 participated in the annual Swimming, Cross Country and Athletics Carnivals, with several students going on to represent Wallacia PS at district level.

A very successful intensive Learn to Swim Program was conducted, with a large number of students improving their proficiency.

All students also participated in a 10 week Gymnastics program. Qualified instructors were employed to conduct the sessions, which students enjoyed immensely.

#### Other

**Public Speaking:** Several students represented the school admirably in the Penrith Valley Public Speaking Competition. Kianah Harman was particularly impressive and was declared the Winner of the Year 6 division of this competition.

**Senior Camp:** Students in Years 4 / 5 / 6 enjoyed a three-day excursion to Canberra. This excursion was the culmination of a unit of work on Government, and also incorporated activities in Science and Sport.
Academic

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

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

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

Literacy – NAPLAN Year 3

In 2008, 16 Year 3 students from Wallacia Public School completed the NAPLAN in Reading, Writing, Spelling and Grammar & Punctuation. The graphs below represent the percentage of students at the school performing in each skill band, as well as a comparison with other similar schools (Like Schools Group or LSG).

The results show a slight improvement in Overall Literacy, with no student scoring in Band 1 (the lowest Band) and only 6% of Wallacia PS students scoring in Band 2 in 2008, compared with 20% of Wallacia PS students scoring in Bands 1 or 2 in 2007. Further, 63% of Wallacia PS students scored in Bands 4, 5 & 6, compared with 76% of the state, and 70% of the region.

Results in Reading were very similar to results in 2007.

In 2008, Year 3 students at Wallacia PS achieved significantly higher results in Writing than in 2007. No students scored in Bands 1 & 2 in 2008, compared to 40% in 2007. Also, 38% of Wallacia PS students scored in Bands 5 & 6 (the top two Bands) compared to 7% in 2007.
Numeracy – NAPLAN Year 3

Year 3 students from Wallacia PS showed improvement in Numeracy in the lower bands in 2008 compared to 2007. No student scored in Band 1, and only 6% scored in Band 2, compared to 13% in 2007. However, this improvement was not sustained at the higher achievement levels. No students scored in Bands 5 or 6 in 2008, compared to 26% in 2007. Overall, 94% of Wallacia PS students achieved Bands 3 & 4, the middle achievement bands.

Literacy – NAPLAN Year 5

Percentages in skill bands cannot be presented in graphic format for Year 5 students, as there were less than 10 students in Year 5 at Wallacia PS in 2008. Overall, 55% of our students achieved Bands 6, 7 & 8 (the top bands) in Reading, compared to 56% of the state.

In Writing, 100% of Wallacia PS students achieved Bands 4, 5 & 6. That is, no student was placed in Band 3 (the lowest band), but there were also no students in Bands 7 & 8 (the top two bands). Overall, students performed better in Writing than in Reading and Spelling.

Numeracy – NAPLAN Year 5

Given the small cohort of Year 5 students at Wallacia PS in 2008, it is difficult to make meaningful comparisons with previous years. However, students’ overall results indicate that Numeracy is an area that requires considerable improvement.

Progress in literacy

Student progress in Literacy and Numeracy from Year 3 to Year 5 is not presented in graphic form in this report, as there were less than ten Year 5 students at Wallacia PS in 2008.

However, students achieved growth in Reading comparable to state average growth. Overall, girls made more progress than boys, and 71% of students achieved growth of at least one skill band. In Writing, boys and girls achieved similar growth, and 43% of students achieved growth of at least one skill band.

Progress in numeracy

In Numeracy, Wallacia PS students achieved growth below the state average growth for all students. Only 29% of Wallacia students achieved growth of at least one skill band. Numeracy will become a focus for these students in 2009.

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>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

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

Significant programs and initiatives

**Aboriginal education**

Wallacia PS is a member of the Dare to Lead leadership program, and in 2008 purchased additional resources to assist in teaching students about Aboriginal history and culture.

During NAIDOC Week, an Aboriginal performer enhanced students’ knowledge of the lifestyles and culture of Aboriginal people, with particular emphasis on storytelling, music, examination of artefacts, and dance. Teachers are familiar with the Aboriginal Education Policy, and ensure that Aboriginal perspectives are included across all Key Learning Areas.

**Multicultural education**

Multicultural perspectives are integrated across Key Learning Areas, and particularly through the teaching of Connected Outcomes Groups (COGs) units of work. The school promotes inclusive teaching practices that recognise and value the cultural backgrounds of all students. There is particular emphasis on promoting understanding of cultural, linguistic and religious differences.

**Respect and responsibility**

In 2008, Wallacia Public School participated in a Values Forum with other schools in the Glenmore Park / Mulgoa Valley Community of Schools. The Forum was held at Glenmore Park High School and included students and staff from seven schools.

The Forum showcased ways in which each school was incorporating Values Education into their school programs. The explicit teaching of respect and responsibility permeates all aspects of our school's student leadership, resilience and anti-bullying programs.

Progress on 2008 targets

Wallacia PS staff and students worked hard in 2008 to address the priorities identified for the school. Significant progress was made towards meeting the 2008 targets.

**Target 1**

*To improve student performance in Reading with a particular emphasis on reading for meaning and demonstrating comprehension in verbal and written forms.*

Our achievements include:

- Staff participated in professional learning sessions with a focus on effective Guided Reading lessons.
- Individual programs were developed for students experiencing difficulty with reading and reading comprehension.
- Running records and other reading assessments indicate an increased proportion of students meeting stage appropriate outcomes and target reading levels.
- An increased proportion of students met stage outcomes in reading.

**Target 2**

*To improve student performance in Writing, with a focus on increased knowledge of text structure, and improved spelling and sentence structure in student writing samples.*

Our achievements include:

- All students have greater knowledge of text type structures and language features. Students are able to incorporate aspects of various text types appropriately in their written work.
- Student writing samples indicate improvement in sentence structure and complexity.
- Teachers report greater confidence in their ability to teach writing skills effectively.
- Students demonstrated improvement in spelling skills, and great proficiency in using correct grammar and punctuation in their writing samples.
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 School Culture and Mathematics.

Educational and management practice
The school conducted an evaluation of School Culture through the use of the SchoolMap survey. A total of 9 parents, 18 students and 4 teachers responded to the survey.

Background
As a result of the previous school principal gaining a promotion at the end of 2007, the position of Principal became vacant. A current staff member was acting in the position for Term 1, 2008, then a new Principal was appointed at the beginning of Term 2. Unfortunately, due to health and personal reasons, the Principal was forced to relinquish the position after a very short time. This resulted in changes to staffing in the school, with a number of staff members relieving in positions for the remainder of the year.

Findings and conclusions
All respondents reported that the culture of the school was supportive of student learning, and that they were proud of the school. Parents indicated that they believed students were encouraged to do their best, and that they were being taught well. All respondents indicated that students behave well and respect each other and staff. Overall, the school was acknowledged as a caring and effective school.

Parents, staff and students all agreed, however, that the issues pertaining to staffing in 2008, particularly the Principal position, did not have a positive influence on the school. Parents, in particular, felt that the difficulties impacted on classroom programs and students’ learning. Some expressed a view that the school needed greater support at this time.

Future directions
With the appointment of a permanent Principal for the beginning of the 2009 school year, as well as more stability in other staffing positions in the school, it is expected that these concerns will be overcome. In particular, the staff and community needs to work together to ensure that any negative perceptions are overcome. Improved school / home communication will be critical.

Curriculum
Student performance in Mathematics over the past few years has caused some concern. The Count Me In program was introduced at the beginning of 2007, but students’ results in Numeracy in state / national testing in 2007 and 2008 indicate declined achievement levels in this area.

Background
Staff, parents and students were surveyed on their perceptions of Mathematics teaching and learning at the school. In all, 4 teachers, 9 parents and 18 students responded to the surveys.

Findings and conclusions
Staff indicated that, while they were ‘mostly confident’ about their ability to teach Mathematics effectively, they required more professional development on how to effectively implement the Count Me In program. They felt that the resources available for teaching Mathematics need to be improved, and reported a significant level of ‘disinterest’ from students in learning Mathematics.

Parents indicated that they were not sure about how Mathematics is taught in the school, and that they were not confident about their ability to help their child with Mathematics at home. They indicated that they would like to participate in information sessions about teaching and learning in Mathematics, and would appreciate more frequent feedback from teachers about their child’s learning.

While some students expressed confidence in their learning in Mathematics, others indicated that they find it hard. Some comments from students suggested that they did not see the connection between Count Me In ‘games’ and learning in Mathematics.

Future directions
Parents need to be provided with opportunities to gain information about the Mathematics curriculum and how it is implemented for their child. Teachers need greater professional development in Mathematics, and additional resources for both assessment and classroom programs will be purchased. Teachers will focus on explicit teaching of Mathematics concepts, with a particular emphasis on linking different aspects of Mathematics and ensuring students understand the relevance of Mathematics to their everyday lives.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.
Parents’ responses indicated that they were generally satisfied with the quality of education provided at Wallacia PS. However, some parents expressed concern at the difficulties caused by changes in the Principal position. Many parents felt that the instability caused by delays in appointing a new Principal impacted on students’ learning.

Some parents expressed a view that more emphasis on sport, and on the creative arts, was desirable. They would also appreciate more frequent opportunities to discuss their child’s progress with staff.

Students expressed pride in their school, and indicated that they felt safe and happy at school. However, a few students indicated that they found some lessons ‘boring’. In general, students expressed satisfaction with the school and the support they receive from teachers, but a very small number of students indicated that they do not always feel encouraged to do their best.

Staff generally expressed satisfaction with the school. However, they indicated that the school leaders did not always have a positive influence on the school, and that the school culture did not always support a sense of ownership of the school.

**Professional learning**

Staff participated in a range of professional learning opportunities in 2008. Most of this was school-based, and focused on further developing aspects of the school curriculum. For example, staff developed their skills in implementing the Count Me In program, and gained expertise in using the Interactive Whiteboards and associated technology.

Staff also participated in professional learning sessions on reading comprehension, teaching writing (with a particular emphasis on text structures), First Aid, syllabus implementation and quality teaching.

**School development 2009 – 2011**

The targets listed below are part of a three year plan. Literacy and Numeracy will continue to be an emphasis at Wallacia PS. In addition, there will be an increased focus on professional learning and student outcomes in the use of ICT in the classroom.

**Targets for 2009**

**Target 1**

*To improve the performance of students so that 80% of all students achieve grade / Stage outcomes in Reading.*

The target is to have 80% of students in Grade K-2 meeting regional targets for Reading (ie. Kinder – Reading Recovery Level 8, Year 1 – RR Level 18, Year 2 – RR Level 26). In Grades 3 – 6, achievement will be measured against syllabus outcomes.

**Strategies to achieve this target include:**

- Purchase additional resources for Guided and Modelled Reading, particularly non-fiction texts.
- Provide intensive guided reading programs for all students K-4.
- Provide professional development for staff to increase the range of strategies for teaching reading comprehension.
- Increase focus on explicit reading instruction across all Key Learning Areas.
- Develop individual reading programs for students at risk of not meeting the targets.
- Encourage participation in the Home Reading Program and Premier’s Reading Challenge.

Our success will be measured by:

- Running records at the end of each term indicating progress towards the targets.
- Improved performance in Reading for Year 3 and Year 5 students in NAPLAN.
- Increased participation in library borrowing, Home Reading, and PRC.

**Target 2**

*To improve the performance of students so that 80% of all students achieve Stage outcomes in Numeracy.*

**Strategies to achieve this target include:**

- Increased professional development of staff in the area of Numeracy. In particular, this will focus on more explicit teaching of ‘Thinking Mathematically’ strategies.
- Development of a K-6 scope ad sequence for Mathematics.
- Information sessions for parents about the Mathematics syllabus and how numeracy is taught in the school.
- Purchase of additional resources for classroom numeracy programs.
Implementation of the computer-based Mathletics program as part of the school and home numeracy activities.

Development of intensive support programs for students experiencing difficulty in learning numeracy skills.

Regular assessment and data collection to inform decision making and planning.

Our success will be measured by:

- All staff participating in professional development in numeracy.
- All staff reporting greater confidence in their ability to teach Mathematics effectively.
- An increased proportion of students meeting or exceeding stage outcomes in numeracy.
- Students expressing greater confidence and satisfaction with their own learning in Mathematics.
- A decreased gap between state average and school average performance levels in Year 3 and Year 5 NAPLAN testing.

**Target 3**

*To increase the use of ICT in all classrooms.*

The school is equipped with an excellent computer lab and an Interactive Whiteboard in every classroom. In 2009, we aim to ensure that all teachers are competent in the use of the Interactive Whiteboards, and incorporate their use into daily learning programs. We also aim to increase student use of computers across all Key Learning Areas.

Strategies to achieve this target include:

- Professional development for all staff members in the use of Interactive Whiteboard technology.
- Development of a scope and sequence of technology skills for students.
- Implementation of the computer-based Mathletics program for all students K-6.
- Increased emphasis on explicit teaching of technology skills K-6.

Our success will be measured by:

- All teachers using the Interactive Whiteboards on a daily basis.

- Incorporation of the Whiteboard technology into teachers’ programs across Key Learning Areas.
- All students using technology in a range of KLAs, including Mathematics.
- Increased student proficiency in ICT as measured against syllabus outcomes.

**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.

Mrs Fiona Tritton Relieving Principal
Mrs Denise Brell Teacher
Mrs Susan Reid School Admin. Manager
Mrs Judy Stove-Wilson Community Rep.

**School contact information**

Wallacia Public School
1573-1585 Mulgoa Road
Wallacia 2745
Ph: 02 4773 8433  Fax: 02 4773 9050
Email: wallacia-p.school@det.nsw.edu.au
School Code: 3346

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: