Our school at a glance

Wallacia Public School is an integral part of the local community, and has many second and third generation students attending the school. With over 100 years of history, our school of approximately 85 students has an inclusive approach, with students in all grades involved in whole school activities. The school maintains a friendly, family-like atmosphere, and parents are encouraged to be involved in class and school activities.

Wallacia Public School offers students a caring, nurturing learning environment. The school has a strong focus on Literacy, Numeracy and Technology, as well as providing a range of opportunities and experiences in Creative and Performing Arts and sport. The school is part of the Glenmore Park / Mulgoa Valley Community of Schools, and the Penrith Valley Small Schools Network. These links with nearby schools enable access to broader professional learning opportunities for staff, as well as shared sporting and social activities for staff and students. Wallacia Public School has a small team of dedicated professionals who work tirelessly to provide a quality education for all our students.

Messages

Principal’s message

2011 was an eventful year for staff and students at Wallacia Public School. With no changes to teaching staff, we were able to continue to develop a strong, cohesive group, working productively for the benefit of all our students. We bid farewell to a small number of families through the year, and welcomed a few new families, but overall enrolments remained stable.

Throughout the year, students and staff participated in a broad range of exciting activities, such as the annual Easter Hat Parade, Book Character Parade, Education Week assembly and classroom visits, Life Education Centre visit, Swim School, Transition to School Program, sports carnivals, excursions, and school discos.

Once again our students joined with students from the other schools in our Small Schools Network for overnight camps. Stage 2 students traveled to Jenolan Caves for a one night camp which proved to be physically challenging for most of the students and all of the teachers. Students gained an understanding of the geological history of this great continent, and marveled at the beauty nature can produce.

Our Stage 3 students traveled to Canberra for a three day excursion, visiting a large number of venues in our national capital. A highlight of the trip was our visit to Parliament House, although Questacon and The Australian Institute of Sport seemed to be favourites among the students.

All of our students participated in a ‘Carols by Torchlight’ performance at the end of the year. Having postponed this event once due to poor weather, we were determined to go ahead on the second attempt. The weather was once again unkind to us, but due to the enthusiasm and commitment of our students, we were able to present most of our items despite the rain. The performances were well-received by an appreciative, if slightly wet, audience.

Late in the year, Senator Matt Thistlethwaite officiated at the Recognition Ceremony for our new library. The library was provided by the federal government as part of the Building the Education Revolution (BER) program. In 2012, a covered walkway linking the library to the existing buildings will be installed.

Senator Matt Thistlethwaite addresses the audience at the library Recognition Ceremony

I would once again like to thank the dedicated staff of Wallacia Public School for their enthusiasm, hard work and support throughout 2011. I would also like to thank the students for their commitment to their learning throughout the year, and commend them on their efforts. I extend my sincere appreciation to the parents, our many volunteers, and the broader community for their ongoing support.
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.

Jenny Ruge, Principal

P & C message

The Wallacia Public School P & C Association once again worked hard in 2011 for the benefit of students and staff. A large number of fund-raising events was held, as well as sourcing donations for the school. No funds were spent in 2011, as we are saving funds for the resurfacing and redevelopment of the school oval in 2012.

Major events in 2011 included:

- A BBQ was held on Election Day, as well as a cake stall and raffle.
- We held a very successful working bee, with many garden and maintenance jobs completed.
- We sold pancakes for Shrove Tuesday and held an Easter raffle.
- We held stalls for Mother’s Day and Father’s Day, and provided a BBQ lunch for the Combined Small Schools Cross Country Carnival.
- We held fund-raising BBQs at Bunnings and Gasweld.
- We re-established the Commonwealth Bank Dollarmite accounts school banking for students.
- We participated in both the Coles School Rewards Program and the Woolworths School Rewards Program.
- Our major fund-raisers included a Trivia Night at Wallacia Bowling Club, and a Cadbury’s Chocolate drive.
- We held a disco for students, and a shopping night at Ryan’s Toy Warehouse for parents.
- We collected old mobile phones for Canteen Australia and won a Handycam Digital Camera.
- We applied for two government grants to assist with the cost of upgrading the school oval.
- We had a water tank donated and installed.
- We initiated the Life Members of Wallacia Public School P & C to recognise outstanding support for us. The inaugural Life Membership was awarded to Mrs Lila Fowler.

We have had a great support network for all our fundraising events. Thank you to all our volunteers for this year’s efforts, and we look forward to seeing you again in 2012.

Jenny McBride, President

Student Representatives’ Messages

At Wallacia Public School, students are given a range of opportunities to develop leadership skills. Each year, two Captains and two Vice Captains are elected by students and staff. These students lead fortnightly assemblies and help and support staff in a number of ways. In 2011 the School Captains were Thomas Tritton and Curtis Schuldt, and our Vice Captains were Ella Merchant and Chantel Bugeja.

“My goals as a School Captain were to become closer to all students and be a role model. I have worked hard to follow my duties by leading assemblies and solving problems that have arisen. This year my fellow captains and I have worked hard to follow our duties and I thank them for being there for me. I most importantly would like to thank the entire school for helping me reach this position, so thank you.” Thomas

“My goals as a School Captains were to become closer to all students and be a role model. I have worked hard to follow my duties by leading assemblies and solving problems that have arisen. This year my fellow captains and I have worked hard to follow our duties and I thank them for being there for me. I most importantly would like to thank the entire school for helping me reach this position, so thank you.” Thomas

“My goals as a School Captain were to become closer to all students and be a role model. I have worked hard to follow my duties by leading assemblies and solving problems that have arisen. This year my fellow captains and I have worked hard to follow our duties and I thank them for being there for me. I most importantly would like to thank the entire school for helping me reach this position, so thank you.” Thomas

“Being School Captain is a great responsibility. I have had to look after every child in the school and respect my teachers. I liked representing my school in different activities like visiting the Mayor of Penrith.” Curtis

“It has been really fun being school Vice Captain. My favourite part is helping out the teachers in special jobs and organising the assembly with my other peers, Chantel, Thomas and Curtis. We have had a great year and have become good friends.” Ella

“I think that being a School Vice Captain is an awesome job to do in your last year of primary school.” Chantel
Sports Captains
Children are given the chance to represent the school as Sports Captains at Wallacia PS. They are given the responsibility of ensuring the smooth running of sport by getting equipment and encouraging all children to participate in sports carnivals. This year Nathan Vella, Matthew Senior, Allie Morehead and Rory Howard have been our Sports Captains.

“As Sports captain I have learnt to respect others and the sports equipment.”

Allie

Student Representative Council
“The SRC is an important job to have. We all meet up and have a discussion about what we can do to change the school. We have a book and we write down all the suggestions, then we make an arrangement to tell Mrs Ruge our plans. With all our hard work, we raised lots of money towards books for the library.”

Madison Gilham, SRC Leader

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 numbers at Wallacia Public School have remained stable over recent years, fluctuating only slightly between 85 -90. While there has been some mobility, with a small number of families moving into or out of the area, the total number of students has not changed significantly.

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>47</td>
<td>50</td>
<td>43</td>
<td>48</td>
<td>45</td>
</tr>
<tr>
<td>Female</td>
<td>46</td>
<td>43</td>
<td>38</td>
<td>38</td>
<td>45</td>
</tr>
</tbody>
</table>

Student attendance profile
Attendance of students at Wallacia Public School has remained relatively stable over recent years. In 2008 / 2009, the school’s average attendance rate was slightly above regional and state averages. However, over the past two years, regional and state attendance rates have improved, while the school’s attendance rate has not. Consequently, the school’s average rate is now slightly below regional and state averages.

Management of non-attendance
Analysis of student non-attendance revealed a number of issues which were addressed in 2011. First, several individual students with high absentee rates were closely monitored and specific strategies were implemented to improve their attendance.

Second, quite a large proportion of student absences were for unacceptable reasons such as celebrating a birthday, or being absent from school on sports days. The school engaged in a comprehensive program of informing parents about school attendance regulations, and communicating with parents about absences.

Finally, the attendance rate of Year 6 students was lower than other grades. While this is in keeping with trends across the region and state, it suggests lower student engagement in the year before high school. An increased focus on student engagement, particularly in the upper grades, will be a school priority area in 2012.

Class sizes
Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.
Structure of classes

<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/1</td>
<td>K</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>1/2</td>
<td>1</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>1/2</td>
<td>2</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>3/4</td>
<td>3</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>3/4</td>
<td>4</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>5/6</td>
<td>6</td>
<td>12</td>
<td>25</td>
</tr>
</tbody>
</table>

There were four classes at Wallacia Public School in 2011. All classes were multi-grade classes, and this is in line with other schools of similar size. When students in any particular grade cohort are split across two classes (as in the case of Grade 1 in 2011), teachers create opportunities to ensure that these students maintain strong relationships with each other. Students are not ‘graded’ into particular classes, with decisions about placement of individual students made on the basis of social development, friendship needs and sibling placement, rather than academic considerations.

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>Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>RFF / Part time</td>
<td>0.372</td>
</tr>
<tr>
<td>School Counselor</td>
<td>0.05</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>6.622</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. There were no Indigenous staff members employed at Wallacia Public School in 2011.

Staff retention

There were no changes in teaching staff at Wallacia PS in 2011. That is, the staff retention rate was 100%. There was one change in administrative staff, with the School Administration Manager, Mrs Susan Reid, winning a position on merit in a larger school. After a merit selection process, Mrs Debra Mullen was appointed to the position of SAM at Wallacia PS.

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>60%</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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>76334.33</td>
</tr>
<tr>
<td>Global funds</td>
<td>76639.64</td>
</tr>
<tr>
<td>Tied funds</td>
<td>36700.60</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>29423.87</td>
</tr>
<tr>
<td>Interest</td>
<td>4233.71</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7214.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>230546.80</td>
</tr>
</tbody>
</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>4904.47</td>
</tr>
<tr>
<td>Excursions</td>
<td>10225.12</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>12955.29</td>
</tr>
<tr>
<td>Library</td>
<td>2748.25</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>47723.21</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>15471.48</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>24971.26</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>13604.08</td>
</tr>
<tr>
<td>Maintenance</td>
<td>11437.74</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>10775.54</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>154816.44</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>75730.36</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 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 2011**

There were a number of special events and significant achievements for Wallacia Public School in 2011. Students excelled in a number of areas, in the Arts, in Sport, and in academic pursuits.

**Achievements**

**Arts**

During 2011, Wallacia PS had an active choir. The choir performed at numerous events including school assemblies and school ceremonies. There were 21 members of the choir who performed commendably at the Penrith Valley Performing Arts Festival. The choir, with the guidance of Miss Jackson, worked extremely hard to prepare for their many performances.

In 2011, a Dance Group was established as an additional extra-curricular activity for the students of Wallacia PS. The dance group comprised of 34 students, who were self-selected, ranging from Kindergarten to Year 6. The dance group performed at school assemblies, and in the Penrith Valley Performing Arts Festival. Mrs Sibary and Miss Jackson worked hard to prepare the dance group for their performances.

**Sport**

Each year, Wallacia PS students participate in combined sports carnivals with other schools in the Penrith Valley Small Schools network. Combined swimming, cross country and athletics carnivals provide students with opportunities to compete against a larger cohort of students. These carnivals are a highlight of our sporting year, and are always enjoyed by students and enthusiastically supported by parents.

As a result of their performances at the Small Schools Swimming Carnival, a number of students went on to represent Wallacia PS at the Penrith District Swimming Carnival. While all our swimmers performed well, the most outstanding result was achieved by Ella Merchant, who went on to represent our school at regional level.

Students also represented Wallacia PS at the Penrith District Cross Country Carnival and the Penrith District Athletics Carnival. All these students competed well and represented their school proudly.

Throughout 2011, Wallacia PS was part of the Active After School Communities Program. This program provided a variety of after school sporting activities free of charge for any enrolled students who wished to participate. The program operated two afternoons per week, with activities changing each term.

**Other**

Six students represented Wallacia PS at the annual Glenmore Park / Mulgoa Valley Writers’ Festival. This year’s theme was Narratives. The visiting author for the evening was popular children’s author Pamela Freeman. Students’ work was selected for publication in a book, along with the work of students from other local schools.

Students also represented Wallacia PS at the annual Glenmore Park / Mulgoa Valley Writers’ Festival. This year’s theme was Narratives. The visiting author for the evening was popular children’s author Pamela Freeman. Students’ work was selected for publication in a book, along with the work of students from other local schools.

***Spellathon***

This year Wallacia Public School conducted a whole school spellathon to highlight the importance of accurate spelling. All students participated in this fun event from Kindergarten to Year 6. It was a great day enjoyed by all the parents, guardians and grandparents who came to watch.
Students had been diligently learning their words for many weeks prior to the event. On the day, there were many tense moments when students stumbled over a word and then loud applause for such great efforts.

Other

Throughout 2011, we continued our involvement in the Glenmore Park / Mulgoa Valley Learning Community, developing partnerships with other local schools. In addition to the joint professional learning opportunities, and the Writers’ Festival discussed above, Year 5 students participated in a Science and Technology Day at Glenmore Park High School.

Academic

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

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

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

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5).
**Literacy – NAPLAN Year 3**

In 2011, our Year 3 students achieved outstanding results in all areas. For the first time in a number of years, our overall Year 3 scores were above state average scores on all measures.

**Reading**

In 2011, twelve Year 3 students completed the reading assessment at Wallacia Public School. The average scores for the school and the state DEC schools are shown below.

<table>
<thead>
<tr>
<th>Average mark, 2011</th>
<th>School</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average mark, 2011</strong></td>
<td>419.8</td>
<td>415.6</td>
</tr>
</tbody>
</table>

No students at Wallacia PS scored in Band 1 (the lowest band), and 50% achieved scores in Bands 5 and 6 (the top two bands.) This represents a significant improvement over previous years. The percentage of students in each band is represented below.

**Writing**

Eleven students completed the Writing component of the NAPLAN tests at Wallacia PS in 2011. Their average score, compared to the state DEC schools average score, is shown below.

<table>
<thead>
<tr>
<th>Average mark, 2011</th>
<th>School</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average mark, 2011</strong></td>
<td>429.5</td>
<td>422.4</td>
</tr>
</tbody>
</table>

No students from Wallacia PS scored in the lowest two bands, and 55% scored in the top two bands. In all, over 90% of our students achieved scores in Bands 4-6 (the top three bands).

Note that no school averages, 2008 – 2011, are calculated as the form of writing assessed changed from narrative to persuasive text and no valid comparisons can be made.

**Spelling**

As with all aspects of the literacy tests, Wallacia PS students achieved above state average scores in Spelling.

<table>
<thead>
<tr>
<th>Average mark, 2011</th>
<th>School</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average mark, 2011</strong></td>
<td>426.7</td>
<td>415.5</td>
</tr>
</tbody>
</table>

Over 55% of our students scored in Bands 5 and 6 (the top two bands), and no students scored in Bands 1 and 2 (the lowest two bands). However, a significant proportion of students achieved scores in Band 3, indicating that Spelling is an area for improvement for Wallacia PS. The percentage of students achieving in each band level is represented below.
Grammar & Punctuation

Wallacia PS results in Year 3 Grammar and Punctuation were well above state average results, as shown below.

None of our students was placed in Bands 1 or 2 (the lowest bands), and over 90% achieved scores in the highest three bands. These results are outstanding, and demonstrate that Grammar and Punctuation are strengths for these students.

Numeracy – NAPLAN Year 3

A total of thirteen Year 3 students at Wallacia PS completed the Numeracy component of the NAPLAN tests in 2011. These students achieved an average score well above the state average for DEC schools. This is an excellent result, and represents an outstanding improvement over previous years.

<table>
<thead>
<tr>
<th>School Average 2011</th>
<th>State DEC % in Band 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>447.9</td>
<td>422.9</td>
</tr>
</tbody>
</table>

In all, 77% of our students achieved scores in Bands 4-6 (the top three bands), with 46% in the top two bands. No student at Wallacia PS was placed in the lowest band.

Literacy – NAPLAN Year 5

In 2011, thirteen Year 5 students completed all components of the NAPLAN testing at Wallacia Public School. Their results in each component are presented below.

Reading

Wallacia PS Year 5 students achieved an average score slightly less than the average for all NSW DEC schools.
While no student achieved a score which placed them in the lowest band (Band 3), the majority of students placed in the middle two bands (Bands 5 and 6). This indicates that more work needs to be done to enable students to move into the upper achievement bands. The percentage of students scoring in each band is indicated below.

Writing
In 2011, Wallacia PS Year 5 students achieved excellent results in Writing. Their average score was significantly above the average score for students from all NSW DEC schools, as indicated below.

Analysis of the percentages in band data indicates that, while the students achieved excellent results overall, there is still room for improvement. While no students were placed in the lowest two achievement bands (Bands 3 and 4), there were also no students placed in Band 8 (the highest band). Almost 77% of our Year 5 students achieved scores in Bands 6 and 7. The percentage of students in each band is presented below.

Spelling
In the 2011 NAPLAN tests, Spelling proved to be a difficult aspect for Wallacia PS Year 5 students. Overall, our students achieved an average score below the average for all NSW DEC schools.

While the data shows that 62% of our students scored in the top three bands, most of these were clustered in Band 6. In addition, 15% of our students achieved scores in Bands 3 and 4 (the lowest bands.)
Grammar & Punctuation

This aspect of literacy also proved to be a challenge for our Year 5 students, with our school achieving an average score below the state average.

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2011</td>
<td>484.2</td>
<td>500.7</td>
</tr>
</tbody>
</table>

Analysis of the percentages in bands data reveals that the vast majority of Wallacia PS Year 5 students achieved scores in Band 6. While no student was placed in Band 3, several students were placed in Bands 4 and 5, indicating that this aspect of literacy is an area for improvement.

Numeracy – NAPLAN Year 5

Thirteen students participated in the NAPLAN Numeracy test at Wallacia PS in 2011. The overall results are presented below.

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2011</td>
<td>474.7</td>
<td>495.9</td>
</tr>
</tbody>
</table>

While no students achieved scores in Bands 3 and 4 (the lowest two bands), 92% of our students were placed in Bands 5 and 6. Overall, the average score for our students was below state average for all NSW DEC schools. The percentage of students in each band is represented below.

Progress in literacy

Students at Wallacia Public School continue to make outstanding progress from Year 3 to Year 5. In the past three years, progress on most measures has considerably exceeded state average progress. When compared to Statistically Similar schools (the SSG group), our growth has been particularly pleasing.

In 2011, students continued to make excellent progress. In Reading, Wallacia PS students achieved average growth of 113.5 points between Year 3 and Year 5, compared to state DEC average growth of 74.0 points.

In Spelling, Wallacia PS students achieved average growth of 103.9 points, compared to
75.4 points average across all NSW DEC schools. In Grammar and Punctuation, our students achieved an average of 88.9 points growth, compared to state average growth of 82.7 points.

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 Year 3 students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

The percentages of our Year 5 students achieving at or above the national minimum standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives
Aboriginal education
Our school is committed to ensuring that all staff and students have opportunities to increase their knowledge and understanding of Aboriginal history and culture. Aboriginal perspectives are included in all curriculum areas, with a particular emphasis on HSIE and literature. It is school policy that a major component of Aboriginal
education is included in at least one unit of work in each grade each year.

Visual Arts has been a major focus of Aboriginal Education in 2011 with the completion of an Aboriginal mural on the end of our new Library. Artist John Boney donated a large amount of time to this project which is meant to represent all Aboriginals and labels the library as a “meeting place” for students, teachers, parents and the wider community.

![Mr John Boney working on our new mural](image)

**Multicultural education**

Multicultural perspectives are integrated across Key Learning Areas, and particularly through the teaching of integrated units of work. Wallacia PS promotes inclusive teaching practices that recognise and value the cultural backgrounds of all students.

This year, students in Year 5 and 6 had the opportunity to learn Traditional Maori Dance and Art. We had a visiting helper from New Zealand who taught the students the Haka and Poi Dance. The children thoroughly enjoyed this time.

We also had Traditional Dancers from Indonesia come and perform for our school. The children loved watching the artists, especially the mask dance. The students were given the opportunity to join in with singing and dance, and developed their understanding of other cultures.

![Indonesian Dance Group performing at our school in 2011](image)

**Connected Learning**

In 2011, a number of major purchases were made to support connected learning. Three new Panaboard interactive whiteboards were installed in classrooms to replace our older Kookaburra boards. All classrooms at Wallacia Public School are now equipped with up-dated interactive whiteboards.

In addition to IWBs, a new server, UPS battery backup and two backup hard drives were purchased and installed to strengthen the computer network within the school.

Teaching staff were training in using blogEd and began using it to support their learning and teaching programs. The school also subscribes to several computer based programs, such as Mathletics, Spellodrome, Bug Club and Ziptales.

The school also purchased a digital video camera to be used by staff and students to further integrate technology into our teaching and learning programs.

**Progress on 2011 targets**

Priority areas for school development are identified as a result of rigorous school evaluations and data analysis. Each year, specific targets are set for the following year, with key indicators of success identified and monitored. Our school’s progress towards achieving our 2011 targets is reported below.
Target 1

To improve the writing skills of all students, with particular emphasis on students in Kindergarten to Year 3.

Evaluation of school-based and NAPLAN data had revealed a need to focus more explicitly on the development of writing skills, particularly in the early grades.

Our achievements include:

- Our Year 3 students achieved excellent results in the 2011 NAPLAN writing test, with an average score above state average for the first time in several years. Over 90% of our Year 3 students achieved scores in the top three bands.
- Our Year 5 students also achieved an average score above state average. No students achieved scores in the lowest two bands, and 77% of our students were in the top three bands, compared to 53% of students across the state.

Target 2

To increase the use of technology in teaching and learning across the school.

Prior evaluations of school practice had indicated a need to make greater use of the school’s extensive technology resources in teaching and learning programs.

Our achievements include:

- Staff engaged in considerable professional learning in the use of technology. In-service courses, sharing of ideas at staff meetings, and dialogue with other schools resulted in increased expertise among all staff in the use of technology.
- Increased focus on the use of technology in the classroom has resulted in all students having increased opportunities to develop their technology skills. A broad range of computer-based programs and resources are now used across all curriculum areas.
- Increased use of technology in the classroom has contributed to improved student engagement in learning.

Key evaluations

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

Educational and management practice

In 2011, Wallacia Public School conducted an evaluation of its Assessment and Reporting Practices. The results of this evaluation are presented below.

Background

In 2009, the format of student reports was changed to ensure that it is in line with Department of Education and Communities requirements. The new format contains significantly more comment in relation to Key Learning Areas than the previous format. At the same time, parent/teacher interviews were moved to the end of Term 1 to ensure that teachers and parents had an opportunity to discuss students’ progress early in the school year.

In 2011, school parents and staff were surveyed to gain their opinions about the school’s current assessment and reporting practices. Responses were received from 17 families and 5 staff members.

Findings and conclusions

Overall, parents were very satisfied with the school’s assessment and reporting practices. They overwhelmingly agreed that they understood the student reports, and that their child’s reports accurately reflect their child’s achievements. They agreed that the reports contain informative comments about their child’s progress, as well as areas for improvement or development.

Most parents supported the change to the timing of parent/teacher interviews, although a few indicated that they would prefer to have the interviews at the end of Term 2, along with the written reports. Although a few parents indicated that they would like to have parent/teacher interviews more often, they also indicated that they were aware they could
arrange this at any time simply through contacting the school office.

Although teachers were generally happy with the reporting practices, and liked the timing of the parent / teacher interviews, they had some reservations about the report format. Several teachers felt that the comments for each Key Learning Area were too long, and imposed a considerable workload on teachers. They also pointed out that, in many instances, they have frequent informal conversations with parents regarding student progress, and that this should be recognised as part of the reporting process.

Staff were generally satisfied with the school’s assessment practices, although they indicated that they would appreciate increased opportunities to view work samples from students in other schools. This would assist teachers in ensuring that they are applying the A-E grading system fairly and appropriately.

Future directions
While there will be no changes to the school’s reporting practices, teachers will be given additional support to ensure that the length of comments on students’ reports does not become too onerous. In addition, opportunities for inter-school comparison of work samples will be sought within the Small Schools Network and the local Learning Community.

In response to parents’ requests for more frequent interviews, an additional parent / teacher interview time will be scheduled for the end of Term 3 each year.

Curriculum
As a result of evaluations in previous years, the development of students’ writing skills was a key target for 2011. In order to fully analyse the results of our efforts to improve writing skills, an evaluation of teaching and learning practices in writing was undertaken.

Background
Teachers met to compare student writing samples across classes, to analyse NAPLAN data, and to identify key strengths and areas for development in student writing skills. Comparison of samples and results from several years was conducted.

Findings and conclusions
While there is ample evidence that, overall, students’ writing skills have improved over time, there remains a number of key issues. Students are now better able to produce extended writing samples, and are generally able to structure their writing according to the text type most appropriate to the task. However, many students have difficulty in remembering the structure of different text types, and need assistance in determining which text type to use in given situations.

Students across all grade levels continue to have difficulty in incorporating accurate spelling in their writing. While students mostly make an effort to learn the correct spelling of words, and tend to do well in weekly spelling tests, they continue to have difficulty in transferring these spelling skills to their writing. Similarly, while students are often able to explain the correct use of grammar and punctuation, there is a significant gap in their ability to apply this knowledge in their written texts.

Finally, many of our students have much more success in writing factual texts rather than narratives. Students struggle to find ideas for narratives, and tend to write short simple narratives, even in the higher grades. This difficulty may be related to the fact that many students express a dislike of reading, and do not choose to read fiction for pleasure.

Future directions
Teachers will continue to focus on the development of students’ writing skills, with particular emphasis on the correct use of spelling, grammar and punctuation in context. An increased emphasis on the joys and benefits of reading quality literature for pleasure will hopefully encourage students to expand their horizons in this area.
Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Overall, most parents are satisfied with the efforts of the school and its staff. In particular, parents value the increases in academic achievement in recent years. However, some parents would like to see increased emphasis on opportunities for students to participate in activities outside the school, particularly sporting activities.

Students value the efforts of teachers, and express the belief that their teachers know them well and teach them effectively. Students enjoy the high level of technology use in classrooms. However, some students would like more opportunities to participate in a broader range of sports activities, both within and beyond the school.

Teachers generally express satisfaction with the school, and in particular its high level of technology resources. However, teachers feel the pressures inherent in conducting the full range of school activities with only a small staff. Teachers express the view that parents often don’t understand the unique situation of small schools, and expect that teachers will be involved in many activities both within and outside the school. While teachers are certainly prepared to work hard, they find that they are sometimes expected to do far more than teachers in larger schools.

Professional learning

Wallacia Public School staff are committed to engaging in relevant professional learning across all curriculum areas. In 2011, staff participated in First Aid and CPR training, Anaphylaxis and Epilepsy training, Occupational Therapy assistance for students with disabilities, and a range of literacy and numeracy sessions. Staff attended a range of workshops sessions, staff meetings, and in-service days. Teachers also attended a number of professional learning opportunities with other staff from the Small Schools Network.

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

To improve literacy achievement across all grade levels.

2012 Targets to achieve this outcome include:

- Improved performance in both spelling, and grammar and punctuation in Year 3 and Year 5 NAPLAN tests.
- At least 85% of all students assessed as ‘Sound’ achievement level in all aspects of literacy.
- Improved reading comprehension skills, especially in Grades 3-6.

Strategies to achieve these targets include:

- More collaborative planning and programming in literacy across classes.
- Additional use of technology in teaching, especially spelling.
- Increased emphasis on literature-based programming in all grades.
- Focus on improving student engagement in reading and writing.

School priority 2

Outcome for 2012–2014

To improve numeracy achievement across all grade levels.

2012 Targets to achieve this outcome include:

- Greater proportion of students performing in the higher bands in Year 3 and Year 5 NAPLAN numeracy tests.
• Improved recall of basic number facts across all grades.
• At least 85% of all students assessed as ‘Sound’ achievement level in all aspects of numeracy.

Strategies to achieve these targets include:
• More focused assessment of students experiencing difficulty in numeracy, as well as the development of individual support programs as needed.
• Greater emphasis on mathematical reasoning skills in the higher grades.
• Continued use of the Mathletics computer program, with increased emphasis on students using the program at home.
• Provision of parent support sessions to enable parents to better assist their children with homework (this is in response to parent requests).

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 Jenny Ruge       Principal
Mrs Fiona Tritton    Teacher
Mrs Amanda Stubbs    Teacher
Miss Laura Jackson   Teacher
Mrs Kelly Sibary     Teacher / Librarian

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