2008 Annual School Report
Walla Walla Public School

NSW Public Schools – Leading the way
Principal's message

Walla Walla Public School has served the local community for 123 years and in 2010 we will proudly celebrate our 125 years of public education.

The school environment is calm, warm and welcoming. The focus of the school is on learning and ensuring that students achieve to their full potential.

At Walla Walla Public School we value:

- students who are actively involved in and enthusiastic about their learning, who display pride in their achievements and who take responsibility for both their learning and their behaviour.
- an attractive, stimulating, organised learning environment where students feel safe, valued and respected.
- partnerships with parents and our community. The strong collaborative links between our school, parents and community are obtained in a climate of shared understanding and goodwill.
- staff who are enthusiastic and support the continual development of their professional skills and knowledge, thereby making the school an effective organisation.

2008 has been another year of continued growth in the school population and the programs offered to students. Many of our programs have been refined and modified due to our ongoing evaluation of ‘what we are doing’ and ‘how we are doing it’.

As a result, we as a school community, are proud not only of the level of achievement but we are also proud of the diversity of opportunities offered to students.

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.

Amanda Smith
Principal

P&C and/or School Council message

The parent community makes an outstanding contribution to the life of the school.

The School Council and P and C assist the Principal with policy development, decision making and canvassing of parental and community opinion.

We look forward to continuing the partnership between ourselves and the school.

Anthony Lieschke – President P and C 2008

Student representative's message

Our school is an exciting place to be. There are always new things to look forward to do.

We enjoy participating in combined excursions with other schools, playing lots of sport and our concert this year was fantastic. We have terrific technology facilities and people are very helpful and caring at our school.

Samantha Wenke and Mikayla Heir

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

In 2008 our school population was 41 students consisting of 22 K/1/2 students and 19 3-6 students.

Student attendance profile

<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>91.0</td>
<td>94.1</td>
<td>92.8</td>
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</tr>
<tr>
<td>Region</td>
<td>93.5</td>
<td>93.5</td>
<td>93.9</td>
<td>93.4</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>

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>3-4-5-6</td>
<td>3</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>3-4-5-6</td>
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<td>5</td>
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<tr>
<td>3-4-5-6</td>
<td>5</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>6</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>K/1/2</td>
<td>K</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>10</td>
<td>22</td>
</tr>
</tbody>
</table>
Structure of classes

Students are organised into two classes – K/1/2 and 3-6. On Mondays to Thursdays we operate three stage based groups for Literacy and Numeracy. These smaller groups enable us to focus on the specific learning needs of these students. The school budget supplements our staffing allocation to achieve this.

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

According to the department’s staffing formula, the school is entitled to 2 classes

<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>1</td>
</tr>
<tr>
<td>Teacher Librarian/Support Teacher</td>
<td>0.3</td>
</tr>
<tr>
<td>Learning Assistance</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>2.3</td>
</tr>
</tbody>
</table>

Staff retention

There were no changes to staff this year.

Staff attendance

In consistency with privacy and personal information policies of the Department of Education and Training, staff attendance is not reported due to the size of our school.

Teacher qualifications

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

Financial summary

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

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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

In 2008 Walla Walla Public School students and staff put on another spectacular concert at the end of the year. Items included dance, drama and singing, around the theme of ‘A Christmas Surprise. Many hours of preparation, rehearsing and making of costumes and props took place and our cute pandas stole the show with their mischievous antics. A splendid signed rendition of 'I Still Call Australia Home' resulted in thunderous applause and tears of joy from our audience.
Our students entered art works into the annual Walbundrie Show. Samantha Wenke, and Kenna Watson received First Prize certificates and several other students received Highly Commended certificates.

Art works produced in class are prominently displayed in and around the school, and this year we produced some colourful permanent artworks for the side fence and a giant mural for the new vegetable garden area.

Sport

The school participates in a full range of sporting activities. As part of the Walbundrie Small School’s Network we are involved in swimming, athletics and cross country carnivals. Our students also try out for district representative netball, football and cricket teams.

Walla Walla Public School encourages all students to participate in and endeavour to reach their full potential.

Joel Merkel (Year 5) Jack Hall (Year 5) and Lucy Keith (Year 6) represented our school at the PSSA Carnival with Joel going on further at the Regional Carnival.

All students participated in an intensive swimming program for ten days in Term 4. Students were taught safety and survival skills, stroke development as well as learn to swim skills.

Development of Fundamental Movement Skills, continues to be a focus for daily fitness activities. Students are taught the basic skills of throwing, kicking, striking, catching and running in fun games.

In 2008 we received significant funding from the Active After School Sport Commission to run an Active After School program. The program provides our students with access to free, structured physical activity programs in the after school timeslot of 4.00pm – 5.00pm. The program is designed to engage traditionally non-active children in structured physical activities and to build pathways with local community organisations, including sporting clubs.

A variety of programs run by staff for one hour each week after school, included martial arts, frisbee games, table tennis, lawn bowls, swimming, basketball, initiative games and ten pin bowling.

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)

In 2008 four students in Year 3 and three students in Year 5 sat the NAPLAN tests.
Literacy – NAPLAN Year 3 and Year 5
In Year 3 most students achieved Band 3 and above and in Year 5 all students achieved Band 5 and above.

Numeracy – NAPLAN Year 3 and Year 5
In Year 3 most students achieved Band 3 and above and most students in Year 5 achieved Band 5 or above.

Progress in literacy and numeracy
For those students who were enrolled in our school in Years 3-5, all achieved growth in reading, language and writing and numeracy.

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.

All students who sat for the NAPLAN tests in year 5 were above the national benchmark.

Most students in Year 3 were above the national benchmark. Personalised learning plans are in place for those students identified as having areas of need.

Significant programs and initiatives
A number of programs and initiatives were part of our operations in 2008. These included Aboriginal education, Multicultural education, Values education, Live Life Well@School, Technology development and Community involvement.

Aboriginal education
Programs are designed to educate all our students about Aboriginal history, culture and current Aboriginal Australia and are incorporated into our COGs units each term.

Multicultural education
Learning and understanding about cultural differences and anti-racism education is also incorporated into our COGs units.

Respect and responsibility
Our Student Welfare Policy and School Discipline Code are strongly influenced by the teaching and learning of appropriate values that students need to operate in a democratic community.

Our School Rules promote the values of cooperation, responsibility, respect, honesty and a positive work ethic.

Other programs
Live Life Well @School
The Live Life Well @School program involves primary schools participating in professional learning workshops focusing on nutrition education, fundamental movement skills and physical activity. The program is a joint initiative of the Department of Education and Training and NSW health. This program takes a whole school approach and involves exploring partnerships with family and community. Our major focus is on nutrition education and we are working alongside our P and C to improve the well being of our students and their diets. The program will continue in 2009.

Technology Development
In 2008, there have been significant advances in technology.

We purchased ceiling mounted data projectors for our Library and classrooms as well as two electronic whiteboards. A third will hopefully be installed in 2009 as part of the NSW DET Connected Classrooms project. Video Conferencing equipment will also be installed as part of this project. A significant amount of professional learning was undertaken to ensure our students benefit fully from this new technology.

Community Involvement
Our Playgroup at School project continues to grow and significantly enhances our profile in the local community.

The project has been running for five years, is fully funded by our global budget and there has been a significant growth in the number of parents and their children attending the sessions which are held each term.

Every opportunity is taken to involve our students in community activities. In 2008 we participated in:

Clean Up Australia Day and community Anzac Day celebrations; and

School based activities including Book Week ‘Fuel Your Mind’ Activity Day, Science Fun Day and Education Week activities.

The cooperation and assistance of our supportive parents is a strong feature of all we do.
Progress on 2008 targets

Target 1
To further improve the teaching and learning of number

Our achievements included:

- 2007 BST results were analysed and teaching programs were adapted to reflect the students’ needs;
- Most students achieved all number outcomes for their stage of development and
- The purchase of teaching resources to support classroom teaching and learning.

Target 2
Further developing the use of Quality Teaching elements across all Key learning Areas

Our achievements included:

- Teaching and learning programs and professional learning plans now reflect QT elements and the development and implementation of teaching strategies have lead to improved practices;
- Most parents indicate that they are more aware of Quality teaching elements and how they are incorporated into their child’s learning.

Target 3
To further improve the sustainability of our school environment

Our achievements included:

- Obtaining a Junior Landcare grant to establish and maintain an extensive vegetable garden and fruit tree orchard and
- Obtaining a grant from the national ‘Greenvouchers’ project for $50000 to purchase and install water tanks. This project will be carried out in 2009.

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 Teaching and PDHPE.

Educational and management practice

Teaching

Background
The area nominated for evaluation this year was Teaching. School Map Best Practice Surveys regarding Teaching were issued to staff, parents and students.

Findings and conclusions
All families were issued with a survey about ‘Teaching, with fifteen surveys returned. The survey included questions about aspects of teaching including provision of relevant activities and content, assessment and reporting practices, classroom management and communication.

A majority of parents almost always felt that what students were asked to learn was important, class activities were interesting and appropriate and that teachers now what has to be taught and what children need to learn. They also felt that the school provided clear information about their child’s achievement.

A majority of parents usually felt classroom management assists their child to learn and that they understand how learning is assessed.

Future directions
The school will:

- Further improve communication to parents regarding methods of assessment and
• Improve communication with students regarding what and how they need to learn things.

Curriculum
PD/H/PE

Background
Personal Development, Health and Physical Education is one of the six key learning areas in the NSW primary curriculum. PD/H/PE is based on the broad notion of health that encompasses all aspects of an individual’s wellbeing, inclusive of social, mental, physical and spiritual health. Students, parents and teachers were surveyed about the teaching of PD/H/PE.

Findings and conclusions
All families were issued with a survey to determine their knowledge of PDHPE and how it is taught at school. Twelve responses were returned.

A high majority of parents strongly agree or agree that they are kept well informed about the teaching of PDHPE, that their children are developing new skills and understandings about the importance of personal health and safety and that the school is well resourced to facilitate learning.

The majority of students agree that PDHPE is an important subject and that they enjoy learning about how they grow and develop.

Teachers agree that there is a strong focus on PDHPE across the school, with a variety of programs operating and that they are supported in their professional learning.

Future directions
The school will:
• Work collaboratively with parents to develop strategies to improve the general well being of students with emphasis on good nutrition and
• Incorporate more activities relating to health and well being into COGs units.

Professional learning
All staff had access to high quality professional learning during the year. Staff attended activities relating to PDHPE, technology, supporting students with special needs, maths and the ‘Best Start’ project.

Training took place during school hours and outside school hours.

School development 2009 – 2011

The 2009-2011 Plan was developed by the staff in consultation with the school community following the mandatory guidelines. The plan was discussed with and approved by the Riverina South School Education Director.

Targets for 2009

Target 1: To improve student achievement in Reading

Strategies to achieve this target include:
• Benchmarking of ESI, Stage 1 and Stage 2 students
• Implement standardised reading comprehension tests to Stage 3 students
• Establish individual reading goals and implement home reading program K-6
• Initiate and develop Best Start Kindergarten assessment program.

Our success will be measured by:
• Analysis of NAP, Best Start and school based benchmarking data
• 80% of students achieving stage based outcomes in Reading

Target 2

To improve students’ ability to work and think mathematically with emphasis on the understanding of fractions and decimals

Strategies to achieve this target include:
• The organisation of the teaching program and timetable to reflect adequate time allocation for the teaching of fractions and decimals;
• The use of Department resources that support the teaching of fractions and decimals including the NAPLAN Teaching Strategies;
• The explicit teaching of Newman’s Error Analysis prompts to enhance students’ problem solving skills;
• Teachers in the Walbundrie Small Schools network regularly sharing best practice and evaluating current teaching methods;
• The implementation of Count Me In Too in K-2 and the tracking of SENA data.

Our success will be measured by:
• Improved student performance in fractions and decimals reflected in school assessment and NAPLAN results;

• The inclusion of Departmental resources and NAPLAN Teaching Strategies in the school’s teaching program, resulting in more effective classroom teaching;

• Students’ understanding of the Newman’s Error Analysis and their use of the strategy in problem solving;

• The sharing of knowledge and expertise between Walbundrie Small Schools Network teachers.

**Target 3**

*Technology will be used as a tool to support teaching and learning in all Key Learning Areas.*

Strategies to achieve this target include:

• The development of a technology plan within the Walbundrie Small Schools Network;

• The training of staff at targeted professional learning activities supported by DET staff;

• The development of a current technology skills matrix in consultation with DET Technology staff;

• The formation of teacher focus groups across the Walbundrie Small Schools Network to share expertise and provide support in using Activ Studio and other interactive whiteboard software;

Our success will be measured by:

• The existence and effective use of a suitable technology plan within the Walbundrie Small Schools Network;

• The training of staff and their ability to utilise technology effectively as a tool to support teaching and learning;

• The existence of a current technology skills matrix.

• The effective operation of teacher focus groups across the Walbundrie Small Schools Network to share expertise and provide support in using Activ Studio and other interactive whiteboard software.

**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.

Amanda Smith – Principal

Anthony Lieschke – President P & C

Shane Trimble – President School Council

Anne Noll – Teacher

Nadene Glenane - Teacher

**School contact information**

Walla Walla Public School

21 Commercial Street Walla Walla

Ph: 02 60292253

Fax: 02 60292162

Email: wallawalla-p.school@det.nsw.edu.au

School Code: 3352

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: