Walla Walla Public School
Annual School Report
Messages

Principal’s message

Walla Walla Public School is committed to creating a safe and positive learning environment for its students. The school has an experienced, dedicated staff who focus on the achievement of high standards, excellence and the implementation of modern teaching practices. Walla Walla promotes outcomes based teaching, learning and reporting. Our aim is to develop the whole child. The year 2011 featured many activities that provided a diverse range of educational opportunities for our students. These activities included academic, cultural, recreational and sporting. It was pleasing to see our students benefiting from a wide range of experiences. We are proud of our school. We thank the parent body for its support and hard work. We are grateful to the parents who gave up their time to support educational programs and to raise money to improve our facilities. Thank you also to the community of Walla Walla for your continuing interest in our school.

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 June Bahr

P & C message

2011 has once again been a busy year for the P&C including the Fathers’ and Mothers’ Day stalls, Henty shed cleaning, canteen and Friday night catering at the Bowling Club as well as catering for Kotzur’s Opening and other local events. In total this year we raised $10,261.00, which is a fantastic effort. Our funds will be used to give the students extra learning opportunities and help subsidise the cost of travel and excursion fees. Thank you to the Executive committee members and to the school staff for their hard work this year. I would like to wish our Year 6 students, their parents and families all the best and hope their transition to secondary school is smooth and enjoyable.

Mr Anthony Lieschke (P&C President)

Student representative’s message

During 2011 the SRC held a number of events to raise money and support the community. We held an Out of Uniform Day to support Flood Victims in Queensland and Victoria. We marched in the Anzac Day Parade and attended the Walla Walla Anzac Day Service. We participated in excursions with other small schools including three challenging and exciting days at Howman’s Gap Sport and Recreation Camp. We helped to make Walla Walla Public School a happy and safe place for all students to attend. We looked after our environment and our equipment.

SRC Members

Casey Lezis, Emma Klingisporn, Jaxon Neagle, Melissa Heir and Jereko Jackson enjoyed the Year 6 Farewell.

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

<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>17</td>
<td>20</td>
<td>20</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>Female</td>
<td>18</td>
<td>22</td>
<td>25</td>
<td>25</td>
<td>23</td>
</tr>
</tbody>
</table>

Student attendance profile

Management of non-attendance

Students who are absent from school for any reason are required to provide an explanation within 3 days of returning to school. Each year parents are provided with absence slips to use for this purpose. The school makes contact with the parents or guardians of students who have unexplained absences. The Home School Liaison Officer is notified of any student whose attendance patterns are causing concern.

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 Audit held on the 21st March 2011.

<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/1/2</td>
<td>K</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>3</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>6</td>
<td>5</td>
<td>23</td>
</tr>
</tbody>
</table>

Structure of classes

Walla Walla Public School is organised into two classes. Kindergarten, Year 1 and Year 2 form the infants’ class. Years 3, 4, 5 and 6 make up the senior class.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.336</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.026</td>
</tr>
<tr>
<td>Total</td>
<td>5.326</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

No Indigenous people are employed at Walla Walla Public School.

Staff retention

All teaching staff from 2010 returned to the school to teach in 2011.

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>33%</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><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>56048.22</td>
</tr>
<tr>
<td>Global funds</td>
<td>60416.07</td>
</tr>
<tr>
<td>Tied funds</td>
<td>58562.6</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>3942.00</td>
</tr>
<tr>
<td>Interest</td>
<td>2690.22</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5010.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>186,669.61</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 31896.51   |
| Excursions                 | 2101.00    |
| Extracurricular dissections| 2427.45    |
| Library                    | 1063.41    |
| Training & development     | 279.19     |
| Tied funds                 | 62839.73   |
| Casual relief teachers     | 3623.71    |
| Administration & office    | 9767.52    |
| School-operated canteen    | 0.00       |
| Utilities                  | 10523.89   |
| Maintenance                | 9889.07    |
| Trust accounts             | 4490.0     |
| Capital programs           | 5454.55    |
| Total expenditure          | 144,356.03 |

Balance carried forward 42,313.58

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

During 2011 our students were actively engaged in the arts, sports and community events.

Achievements

Arts

Monkey Baa Theatre Company visited the school to conduct drama sessions with the students. Students from Walla Walla and other small schools also enjoyed a wonderful performance called ‘Drumbeat’. The students attended a Variety Concert at St Paul’s College and entertained the community during Presentation Night. The infant children’s theme was ‘Bears’. The senior class performed ‘Hooray for Henrietta’.

Mrs Krowicky from the Murray Conservatorium continued lessons with each class. Mrs Krowicky also wrote an article about music at Walla Walla Public School for the Conservatorium’s Newsletter.

Students thoroughly enjoyed Dance lessons taught by Ebony Newton. Dances performed during Presentation Night were greatly appreciated by the audience. We thank the P&C for funding this extra curricula activity.

The senior class also sang at the opening of the District Red Cross Meeting. We received a certificate of appreciation from the Red Cross.

Sport

The year 2011 was a very successful sporting year. Jaxon Neagle was named 11 years Boy Champion and Nate Kohlhagen Infants Champion at the Small Schools Athletics Carnival.

Jaxon Neagle, Jacob Wilson, Lydia Wenke, Joshua Lieschke, Ty Voss and Olivia Merriman competed at the Regional Athletics Carnival.

The whole school participated in a Gymnastics Program conducted by School Gymnastics. The development in the student’s skills was amazing.

All students participated in the Premier’s Sporting Challenge. We held an interschool sports afternoon and K/1/2 learned martial arts with Mrs Wenke. The senior class also participated in the Rand Super 8 Cricket Carnival.

The children enjoyed cricket and football clinics and participated in an Intensive Swimming Program at GT Aquatics.

We would like to thank the community for supporting our school by collecting shopping vouchers during the Coles Sport for Schools Program. Due to community and parent efforts we received a Motor Skills Development Kit and a Flexible Field Marker Set.

Other

During 2011 we held Playgroup Sessions where preschoolers were invited to come to our school for a morning of games and social interaction. We
held a great Christmas Craft sewing afternoon, sent entries to the Walbundrie Show and participated in a special education session about Armistice Day.

Years 5 and 6 students attended Peer Support Training and implemented Peer Support lessons at the school. They are to be congratulated on their organisational skills and their work with younger students.

The NSW Rural Fire Brigade brought the Smoke House to our school so that the children could learn to ‘Get down low and go, go, go.’

The school would also like to congratulate Mr John Jacob who was named Greater Hume Shire Council Citizen of the Year. Mr Jacob is Walla Walla Public School’s General Assistant.

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

Six students completed the Year 3 Naplan Literacy Tests. Between 2008 and 2011, 88% of students achieved Band 3 or above in spelling, 89% in grammar and punctuation, 89% in reading and 83% in writing. The average 2011 score in literacy for Year 3 was on a par with like sized schools and slightly below the state average.

Numeracy – NAPLAN Year 3

Six students completed the Year 3 Naplan Numeracy test. Between 2008 and 2011, 72% of students achieved Band 3 or higher in the numeracy test. The average score in 2011 was lower than like-size school scores. More explicit teaching of numeracy concepts in the infants section of the school will improve these results in the future.

Literacy – NAPLAN Year 5

Five students completed the Year 5 Naplan Literacy tests. Between 2008 and 2011, 88% of students achieved Band 5 or above in spelling, 89% in grammar and punctuation, 89% in reading and 83% in writing. The 2011 tests results indicated above state average results for most students. Persuasive writing practice will result in even better scores in 2012.

Numeracy – NAPLAN Year 5

Five students completed the Year 5 Naplan Numeracy test. Between 2008 and 2011, 70% of students achieved Band 5 or above in numeracy. The 2011 test results indicate that our school is achieving similar results to other like sized schools.

Progress in literacy

The average progress for most students between 2008 and 2011 has been very significant. Improvement has occurred in all areas of literacy including reading, spelling, grammar, punctuation and writing. Particular improvement has occurred in grammar and punctuation.

Progress in numeracy

Significant improvement between Year 3 and Year 5 results has occurred in numeracy. We will continue to follow the North Coast Scope and Continuum and ensure that explicit teaching of mathematical skills result in even greater improvement in the future.
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.

<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>
<tr>
<td></td>
</tr>
<tr>
<td>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</td>
</tr>
<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

Programs are designed to educate all of our students about Aboriginal history, culture and current Aboriginal Australia. These aspects are included in our COGs units each term.

During 2011 we held a special celebration during NAIDOC week. Mrs Cathy Egan from the DEC, John and Derek Murray from the Albury Aboriginal Community and students from James Fallon High School helped our students to learn about Aboriginal culture and history.

Multicultural education

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

Respect and responsibility

Walla Walla’s Student Welfare Policy and School Discipline Code are strongly influenced by the teaching and learning of appropriate values that students need to live successfully in a democratic community.

Our School Rules promote the values of co-operation, responsibility, respect, honesty and positive work ethic.

Progress on 2011 targets

Target 1

To improve the literacy skills of all students, particularly in the areas of spelling and comprehension.

Our achievements include:

- Best Start testing results were used as a guide to effectively plan for and teach Kindergarten
and Year 1 students. The Best Start Literacy Continuum helped teachers to plot the progress of all students in the school. K-2 teachers from the Walbundrie Small Schools Group attended professional learning activities to improve their skills resulting in better strategies being implemented in the classroom.

- Reading Comprehension skills were systematically taught and assessed throughout the year. Assessment results were used to guide future lesson planning. The school purchased standardized test materials. The results of these diagnostic tests gave teachers an overview of what each student could do, the aspects they needed to improve and a reading age.

The Spellodrome on-line spelling program was purchased. This program enabled the students to practice spelling skills and develop their understanding of all aspects of spelling. Naplan tests indicate an overall improvement in the standard of student’s spelling.

Walla Walla students are happy to do their school work. Look at the smile on Chloe Creek’s face!

Target 2

To improve student’s ability to work and think mathematically, with emphasis on the understanding of space and geometry and measurement.

Our achievements include:

- Full use of the North Coast Mathematics Scope and Continuum. Teacher’s programs reflected the use of the continuum and its linked resources.
- Space, Geometry and Measurement skills and strategies were explicitly taught. Naplan test and other assessment results indicate that this explicit teaching must continue to gain further improvement

- The Maths Buddy On-line program was purchased by the school. Students worked through areas of the mathematics curriculum as set by the teacher. Student results were forwarded home to parents with students half-yearly reports.

Students visited the Doctor’s House in Walla Walla to learn about Armistice Day.

Target 3

To implement interactive technology in the classroom

- Interactive whiteboards were used daily in the classrooms. Teachers made excellent use of interactive whiteboard resources available on the internet and also developed their own
- Students were involved in a Connected Classrooms’ Video Conferencing assembly with Rand Public School
- Teachers attended training sessions with Mr John Gill to further their knowledge of interactive technology.

Jacob Wilson and Brendan Hale working on one of the school’s computers
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 School Management and English.

Educational and management practice

In 2011 the school evaluated School Management.

Background

Schools are established under legislation to provide education for students. The principal occupies the pivotal position in the school and must be an educational leader whose major focus is the provision of quality educational experiences and outcomes for students. These outcomes will be realised through the effective and efficient management of the school as a total educational enterprise.

Findings and conclusions

Surveys were sent to members of the parent body, staff held discussions and students were asked their opinions.

Most parents agreed that the school continually looks for ways to improve its performance and makes changes where necessary. The school tries to meet the educational needs of all students and that the staff care and show fair discipline. Teachers undertake extra training to improve their skills and that the allocation of money and other resources are managed effectively. Most parents agreed that communication between the school and parents was effective.

Staff discussed the importance of communication and knowing exactly what their roles are. They agreed that being part of a co-operative team and being supportive of each other was vital to the functioning and happiness of the school.

They agreed that the school discipline policy needs to be both effective and manageable for both student and staff welfare.

The students indicated that they were happy with the school. They said it had good resources and was a nice place to learn. They agreed that good discipline was important for everyone to feel safe and that the teachers cared about their welfare.

Future directions

We will continue to improve the management of the school. We will focus on the implementation of the National Curriculum and try to ensure that all students benefit from their days at school.

Curriculum

In 2011 the school evaluated English.

Background

The English syllabus stresses the need to develop students’ ability in talking, listening, reading, viewing and writing. Students learn how to interact productively with their peers, to speak confidently in class discussions, to listen strategically, to read with comprehension, and to write well-structured, coherent texts. It is the responsibility of the teaching and support staff to effectively program and teach students in a manner that suits their individual learning styles. Parents, students and staff were surveyed. The school’s English resources, library stock and NAPLAN results were considered.

Findings and conclusions

Staff, students and parents agreed that English is an important subject. Most parents and students felt that students had developed new skills in reading, writing, spelling, talking and listening throughout 2011. All parents believed that their children received extra support when it was needed. They felt that home reading was a valuable part of the reading program. Staff considered that the school was well resourced and that the library contained a diverse range of reading and reference materials. They considered that resources available through the internet and the use of the Smartboard enhanced their teaching. They also felt that the introduction of Best Start testing enabled teachers to better program for the needs of individual students from the time they entered school in Kindergarten. After analysing the NAPLAN test results all staff agreed that we needed to continue the focus on reading comprehension skills and to teach more explicit lessons about persuasive writing.

Future directions

In 2012 we will implement the Sunshine On-Line reading program. We will investigate the use of the Multilit program to assist some students who require extra help and we will continue to make
Alyssa Lieschke researched Germany for her major project.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

The majority of parents agreed that Walla Walla Public School is an attractive and well-resourced school, which is connected to the community and welcomes parent involvement. Parents are encouraged to contact the school to discuss concerns relating to their children and that the teachers and community care about the students.

Nearly all parents agree that the school has supportive welfare programs, including access to the school counsellor and that the school maintains a focus on literacy and numeracy and offers extra curricula activities. The school has great technology available to its students and promotes a healthy lifestyle.

One parent did not feel that the school was a friendly place and one parent felt that the teachers did not do their best to assist all students with their learning.

The teachers believed that they do their best to meet the needs of all students. They felt supported by the parents and community and believed that they were able to hold open and honest discussions with most families. They believed that the school was well resourced and that the children had great access to technology.

Most students said they were happy at school. They believe they have the right to learn in a safe and caring environment and that the teachers were there to support them. They appreciated the hard work of the P&C whose funds help to buy equipment and pay for excursions.

Professional learning

Teachers and other staff members are invited to attend Professional Learning activities each year. All staff members were trained in Child Protection, Anaphylaxis, Cardio Pulmonary Resuscitation, Asthma Management and Emergency Care. Individual staff members attended network meetings, technology training, Best Start training and Count Me in Too training. Regular staff meetings were held to update staff on Departmental requirements and changes.

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 student achievement in reading comprehension across all KLA’s

2012 Targets to achieve this outcome include:

- Benchmark all student comprehension levels
- Upskill teachers in strategies for teaching reading comprehension skills
- Explicit teaching of comprehension skills during literacy sessions and all other KLA programs
Strategies to achieve these targets include:

- Utilise Best Start assessment tools, Waddington’s Reading Tests and Reading Box Leveling tests
- Professional Learning activities to be included in Walbundrie Small Schools Network meetings and School Development Days.
- Class programs must show series of lessons specifically aimed at improving reading comprehension skills. Assessments must indicate level of improvement for each child. Purchase and use of Sunshine On-Line readers and activities to improve comprehension and grammar. Purchase and use of Multilit reading program from Macquarie University to assist students with reading difficulties.
- DEC consultants will be involved in consultation and professional learning activities with teachers to assist them to accurately benchmark students
- DEC Consultants will be involved in one Staff Development Day per year to up-skill teachers. Walbundrie Small Schools Network meetings will involve sessions on Space and Geometry teaching
- Teaching programs and classroom practice will reflect explicit teaching of Space and Geometry in line with the North Coast Region Scope and Continuum. The Walbundrie Small Schools Network students will participate in an annual practical Space and Geometry Day

Years 3-6 participated in Science in the Bush. They had a great time learning about Robotics.

School priority 2

Outcome for 2012–2014

Measurable individual growth in knowledge and understanding of the Space and Geometry strand for students not achieving expected stage-based outcomes

2012 Targets to achieve this outcome include:

- Benchmarking all students knowledge, understanding and application of Space and Geometry
- All staff to be engaged in professional learning activities to improve teaching of the Space and Geometry strand
- Explicit teaching of Space and Geometry skills during mathematics sessions

Strategies to achieve these targets include:

- DEC consultants will be involved in consultation and professional learning activities with teachers to assist them to accurately benchmark students
- DEC Consultants will be involved in one Staff Development Day per year to up-skill teachers. Walbundrie Small Schools Network meetings will involve sessions on Space and Geometry teaching
- Teaching programs and classroom practice will reflect explicit teaching of Space and Geometry in line with the North Coast Region Scope and Continuum. The Walbundrie Small Schools Network students will participate in an annual practical Space and Geometry Day

Our students have a lot of fun growing vegetables

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.

June Bahr (Principal)
Anne Noll (Teacher)
Gloria Dittko (School Administrative Manager)
Anthony Lieschke (P&C President)
Craig Wenke (School Council President)
School contact information
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21 Commercial Street. Walla Walla 2659
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Fax: 02 60292162
Email: wallawalla-p.school@det.nsw.edu.au
Web: www.wallawalla-p.schools.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:

Road Safety lessons are very important

Mrs Noll’s Class learned about ‘Water Bugs’

Book Week was lots of fun too!

Years 5 and 6 had a big adventure at Howman’s Gap