2010 Annual School Report
Wooli Public School

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

Students

Our school motto, Together We Learn, underpins our belief that learning is a lifelong process, where all members of the community are encouraged to achieve their full potential through education. This has never been more important than with the commencement of our participation in the National Partnerships program which commenced this year.

Our enrolment is currently 52 students which allowed the school to form a third class at the beginning of the year.

Students primarily come from the villages of Wooli and Minnie Water.

Staff

We are most fortunate to have a very dedicated and experienced staff.

Wooli Public School has three full time teachers as well as a teacher librarian and District Support Teacher Learning Assistance.

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

Significant programs and initiatives

A number of initiatives and programs operate at our school.

National Partnerships commenced the first of its four year funding.

The Priority School Funding Program (PSP), funds numeracy and literacy programs within the school.

The Cineliteracy program targets the development of literacy skills in stage 3 students via the medium of film.

Active After School Programs continues strongly with two sessions a week for all students K-6.

Environmental activities including dune care Weed Busters and WaterWise have raised the environmental awareness of the students.

Our excursion program continued with the senior students combining with Ulmarra Public School for an excursion to the Great Aussie Bush Camp.

2/3 recorder group performs at assembly

Angus, Broden and Rachel view the sugar glider.

Cody participates in lessons on World Vision.
Mani enjoys reading in the garden.

Student achievement in 2010

Literacy – NAPLAN Year 3
All eligible students sat the NAPLAN test in Literacy.
Spelling results in Year 3 were spread across the bands for Year 3.

All students met National Measurement standards in Reading and Writing.

Numeracy – NAPLAN Year 3
All eligible students sat the NAPLAN test in Numeracy.

Students performed better in Data, Measurement, Space and Geometry than Number, Patterns and Algebra.

All students met National Measurement standards in Numeracy.

Literacy – NAPLAN Year 5
All eligible students sat the NAPLAN test in Literacy.

A considerable improvement was shown in spelling.

Strong growth was evident in Grammar and Punctuation.

All students met National Measurement standards in all areas of Literacy.

Numeracy – NAPLAN Year 5
All eligible students sat the NAPLAN test in Numeracy.

All students met National Measurement standards in Numeracy.

Students performed better in Data, Measurement, Space and Geometry than Number, Patterns and Algebra.

Messages

Principal’s message
Throughout 2010 our school again focussed on delivering quality program for all students.

With the commencement of National Partnerships funding a number of new programs were initiated. We commenced our River to Sea Transition program. All students eligible to enroll in Kindergarten in 2011 were invited to join our school one day per week for the year. 7 enthusiastic students commenced the program.

Making up lost time in literacy (MultiLit) began with the aim of supporting students experiencing difficulties in literacy. This program supported work by the support teacher for learning difficulties and gave each student a more intensive program during the week.

Skye and Aarin present Lions Club president Mr. Bruce Bird with a donation raised by the school.
Our double classroom was completed under the Building the Education Revolution funding. This Federal Government funding allowed our school to have two permanent classrooms built. The K-1 classroom had an interactive whiteboard installed through School Pride funding and the senior classroom will have a connected classroom installed early 2011.

This year our school has achieved success in the arts, sport, debating and cineliteracy. This is due to the dedication of all the staff at our school, the support and encouragement of the parents in their children’s learning and the students who are committed to doing their best.

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.

Heather Wright

The SRC met with Regional Director of Schools, Mr. Peter Haigh.

P & C and/or School Council message

On behalf of the P&C I would like to thank all the teaching staff for their dedication and hard work in teaching, nurturing and guiding our children through their primary school education.

The P&C contribute, as much as possible, not just financially but also as a sounding board for new programs, and many new initiatives being adopted by the school. The P&C is a fantastic way for parents to not only become informed about your child’s education but also be involved in the types of programs that could be potentially offered to your child. The P&C has the potential to steer the culture of a school, so we really rely on as many parents to get involved help us all make our school the best that we can make it.

The money that we raise all goes straight back to the students. Each year we pay for the Student’s accident Insurance which is about $400. We also purchase uniforms so we can keep costs as low as possible for families. This year, we were able to make a considerable contribution towards the Great Aussie Bush Camp excursion that the senior students attended, which enabled costs to be kept to a minimum for families.

Each year the P&C like to farewell the outgoing year six students with a small gift to encourage them on their future educational journey into high school. We would like to offer Aarin Knight, Skye Meier, Kurtis Lane and Alex Griffiths a pen with their name engraved to remind them of their achievements and memories of their time at Wooli Public School. We trust that each of these students will go forward with enthusiasm and success.

I would like to welcome all parents to come along and show your support to our school so together we can make this school the best it can be for our children

Melanie Shanahan

P&C President 2010
Mufti Days are also held at our school. These mufti days happen nearly every term and we charge $1-$2 to wear your casual clothes apart from singlets and thongs. These days are very popular because nearly everyone comes in mufti. We make around $25-$40. This money is used for the causes we sponsor.

Smiles day is another fundraiser where you donate a gold coin and when you have enough money you can buy something for a village in Africa. We bought with our money 2 chickens, 1 mosquito net and a bag of vegetable seeds. This was a World Vision fundraiser.

As part of being school leaders we ran morning assemblies each day as well as whole school assemblies each fortnight. We also ran the icy pole in the canteen as well as organized sporting equipment and the compost as part of our roles as Sport and Environment Committees.

It was a great responsibility being school leaders in 2010. It was an excellent opportunity to develop leadership skills that we can carry on to high school.

It was a great experience.

Aarin Knight    Alex Griffiths
Kurtis Lane     Skye Meier

Award winners at our fortnightly assemblies.
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></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
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<td>22</td>
<td>26</td>
<td>24</td>
<td>29</td>
<td>28</td>
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<tr>
<td>Female</td>
<td>24</td>
<td>21</td>
<td>18</td>
<td>20</td>
<td>16</td>
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<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tr>
<td>Male</td>
<td>44</td>
<td>52</td>
<td>48</td>
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<td>Female</td>
<td>48</td>
<td>45</td>
<td>42</td>
<td>40</td>
<td>32</td>
</tr>
</tbody>
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Transition boys at the Book Week Parade.

<table>
<thead>
<tr>
<th>State DET</th>
<th>K</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>84.8</td>
<td>90.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>90.0</td>
<td></td>
<td>89.8</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>92.5</td>
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<td>91.1</td>
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<td>5</td>
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<td>86.8</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.4</td>
<td></td>
<td>91.7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.0</td>
<td></td>
<td>90.0</td>
<td>90.6</td>
</tr>
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</table>

Management of non-attendance

Strategies in place to improve student attendance include support from the HSLO and School Counsellor, inclusion of attendance articles in the newsletters and at parent meetings. The school also has procedures in place to enable the follow up of absences causing concern.

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 2010 class size audit conducted on Wednesday 17 March 2010.

<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>4</td>
<td>14</td>
</tr>
<tr>
<td>K-1</td>
<td>1</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>4-6</td>
<td>4</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>4-6</td>
<td>5</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>4-6</td>
<td>6</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>2-3</td>
<td>2</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>2-3</td>
<td>3</td>
<td>6</td>
<td>17</td>
</tr>
</tbody>
</table>

**Structure of classes**

We reached an enrolment of 52 students at census day and were therefore able to form 3 classes for the year. The structure of the classes was K-1, 2-3 and 4-6.

**Staff information**

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

Enter text here

**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>3</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Counselor</td>
<td>0.2pm</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. No staff identify as being Aboriginal at our school.

**Staff retention**

The 2 permanent teachers have been at the school for 9 or more years. 2 casual teachers have filled the classroom vacancies for the year.

**Teacher qualifications**

All teaching staff meets 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>50%</td>
</tr>
</tbody>
</table>

*Alex and Aarin create a solar cooker.*

*Caleb and Mia participate in Active After School.*
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>30/11/2010</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>59267.83</td>
</tr>
<tr>
<td>Global funds</td>
<td>63355.92</td>
</tr>
<tr>
<td>Tied funds</td>
<td>97171.33</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>8034.78</td>
</tr>
<tr>
<td>Interest</td>
<td>3576.71</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1047.05</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>232453.62</td>
</tr>
</tbody>
</table>

| **Expenditure**            |           |
| Teaching & learning        |           |
| Key learning areas         | 2179.87   |
| Excursions                 | 5554.36   |
| Extracurricular dissections| 1961.69   |
| Library                    | 1863.07   |
| Training & development     | 4663.09   |
| Tied funds                 | 87244.72  |
| Casual relief teachers     | 8401.40   |
| Administration & office    | 25190.61  |
| School-operated canteen    | 0.00      |
| Utilities                  | 7108.73   |
| Maintenance                | 12843.57  |
| Trust accounts             | 1047.05   |
| Capital programs           | 0.00      |
| **Total expenditure**      | 158058.16 |
| **Balance carried forward**| 74395.46  |

A full copy of the school’s 2010 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.

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Madison assists Magic Mike during his show

School performance 2010

Achievements

Arts

Guitar lessons were made available through the Clarence Valley Conservatorium. Students received tuition weekly in small group settings.

Students in the senior classes received recorder lessons.

Magic Mike entertained the school and preschool with his magic and comedy show.

The senior class made a film called Balls of Gum. This won Best Animation at the Big River Film Festival.

Our whole school travelled to Grafton to view the Jacaranda Acquisitive Art Exhibition at the Grafton Regional Gallery.
Sport

Alex Griffiths was named Sportsperson of the Year.

Kayne Randall, Isabelle Blemmings and Jackson Blacksell competed at the District Swimming Carnival.

Kayne Randall was named Senior Boy champion at the carnival.

Kurtis Lane, Connor Lane, Taj Skennar, Kalani Blemmings and Jackson Blacksell all gained selection to the district cross country.

Skye Meier, Kaitlyn Kavali, Elly Williams, Jimmy Chant, Kalani Blemmings and Ossian Dobra-Garrett represented our school at the Clarence Valley Handball Championships.

Angus Waern was named minor boy champion at the Small School’s athletics carnival at Junction Hill.

Carly Shanahan, Noah Armstrong, Ossian Dobra-Garrett, Lilly Harris, Cody Skennar, Kalani Blemmings, Jimmy Chant and Alex Griffiths all received placings at the carnival.

Cody Skennar and our PP5 relay team of Aarin Knight, Alex Griffiths, Taj Skennar and Kalani Blemmings competed at the mid North Coast athletics carnival.

Senior students joined with other Clarence Valley Schools for a Surf Awareness Day.

All classes enjoyed a visit from the junior rugby league development officers.

Learn to swim classes were conducted.

Kayne Randall proudly displays his district swimming championship trophy.

Environment,

Senior students and staff participated in the Clever Climate Energy Savers Challenge. Students combined with Tucabia Public School for a Sustainability Day to implement the challenge. The criterion for the challenge was to create a solar cooker which would cook an egg in the fastest time. Students also constructed solar cars and rowing boats.

Noah and Deacon work the compost during dune care activities.

River to Sea Transition students created their own vegetable garden as part of weekly environmental lessons.

The school’s environmental programs were featured in the first publication of the regional magazine Sample.

Kirsty and Ken, publishers from Green Living and Go Green magazines, visited the students to discuss their experiences during the filming of dirtgirlworld.

Mia Trevillian represented our school at the official launch of the dirtgirl CD at Grafton Shopping world.

Sharon Lehman from National Parks and Wildlife visited to discuss how to identify cane toads. All students were given a brochure to reinforce the differences between frogs and cane toads.
Our whole school participated in Keep Australia Beautiful Clean up Australia campaign.

Students visited Steve McEwan’s Reptile Park at Minnie Water. This was part of Wilderness Week that was organized for 5th year students from Newcastle University.

Senior students combined with EnVite for an excursion to the local salt marsh. This excursion linked directly to the 4-6 class unit on fishing called Get Hooked.

Gina Hart from National Parks and Wildlife visited our school and gave highly informative talks to the students on fruit bats, sugar glider possums and emus.

Nude lunchbox day was held. This day aimed to raise awareness of the need to reduce packaging. Charlotte was the winner of the lunchbox draw.

The Taronga Zoomobile visited the school. A variety of reptiles, insects and marsupials were on display.

**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)

Due to privacy legislation ten or more students must complete the NAPLAN testing for individual school percentages in each band; the three-year school average; and, average growth information to be publicly reported. At Wooli PS there were six students in year 3 and seven students in Year 5 that sat the NAPLAN test in 2010. Therefore, because there is insufficient data to draw comparisons, results cannot be fully advised in this report.
Literacy – NAPLAN Year 3
6 students participated in the National Assessment Program in 2010 in Literacy.
33% of year 3 students were in the top 2 bands in reading. This is commensurate with the district but below the state.
33% of students were in band 2, band 3 and band 4 respectively in writing. There was no representation of year 3 students in the top 2 bands in writing.
Spelling results in Year 3 were spread across the bands. 67% of students were in bands 3 and 4 and 36% of students were in bands 1 and 2.

Numeracy – NAPLAN Year 3
6 students participated in the National Assessment Program in 2009 in Numeracy.
Results in Data, Measurement, Space and Geometry were better than Number, Patterns and Algebra.

Literacy – NAPLAN Year 5
7 students participated in the National Assessment Program in 2010 in Literacy.
No Year 5 students were in the bottom 2 bands of Grammar and Punctuation. 57% were in the top 2 bands. This shows a growth of 100% in the past 2 years.

Numeracy – NAPLAN Year 5
7 students participated in the National Assessment Program in 2009 in Numeracy.
50% of Year 3 students were in band 5 for numeracy, 33% in band 4 and 17% in band 2. The percentage of students represented in bands 4 and 5 was considerably higher than the district and state. There were no students in bands 1 or 6. Results in Data, Measurement, Space and Geometry were better than Number, Patterns and Algebra.

Our SRC members for semester 1.

Progress in literacy
The highest growth from Year 3 to year 5 was shown in spelling. Grammar and Punctuation also showed good growth.
Writing showed the least growth.

Progress in numeracy
Results in Data, Measurement, Space and Geometry were better than Number, Patterns and Algebra.

Senior students off on the salt marsh excursion.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>83</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>83</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

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

Significant programs and initiatives

Aboriginal education

Wooli Public School incorporates the many facets of Aboriginal education in all curriculum areas with a particular emphasis on the syllabus areas of English and Human Society and its Environment and environmental education.

Students from Ulmarra Public School combined with Wooli for an Aboriginal Day to celebrate NAIDOC week. Students participated in a variety of aspects aimed at increasing awareness of Aboriginal cultural and traditions.

Multicultural education

Students combined with Ulmarra Public School for Harmony Day. The students’ participated in a variety of activities based around the themes of harmony and understanding of other cultures.

Ariana from World Vision visited the school and ran workshops with the senior class. The students looked at the global food crisis as well as child labor. Her visit replaced the Global leadership Convention which was only available in Sydney this year.

Our whole school participated in World Vision’s Smile day. Students had the opportunity to nominate what they would like their fundraising money allocated to. They chose two chickens as well as a bag of chicken feed, a bag of vegetable seeds and a mosquito repellent net.

All students participated in the CWA’s International Day at the Wooli Hall. The country of study for 2010 was Scotland. Michael Christian, Rachel Cooper, Sabian Bridge, Tara Heggarty, Ossian Dobra-Garrett, Charlotte Nash, Kaitlyn Kavali, Kurtis lane and Jackson Blacksell all received prizes for their flags and projects.

*Kurtis on the giant swing*
Respect and responsibility
Lessons continued on respect and responsibility. Core rules were reinforced via assemblies and peer workshops.

Students, via the SRC, were again encouraged to support charities therefore promoting civic responsibility. Students held a mufti day to support the Westpac Rescue Helicopter appeal and bought and wore bandanas and daffodil products to support the Cancer Council.

The MS Society visited the school. They spoke to the students on MS and its effects on the body. Students participated in the MS Read-a-thon.

Fundraising continued throughout the year to support our World Vision sponsored child Consolate.

Our whole school participated in Talk like a Pirate Day to raise money for the Children’s’ Hospital Brisbane.

Crazy Hair Day raised funds for the Leukemia Foundation.

Students represented the school at the annual ANZAC Day service in Wooli.

National partnership programs
This is the first year of our participation in the National Partnerships Program. Programs offered included the River to Sea Transition program, MultiLit (Making up lost time in Literacy) and the professional development program Reading 3-6.

Connected learning
Staff received training in the Connected Classroom program. Due to building constraints the connected classroom has not been installed in 2010 but is scheduled for installation early 2011. The K-1 room has had an interactive whiteboard installed as part of National School Pride funding.

Progress on 2010 targets
Target 1
To increase the percentage of inferential comprehension questions answered correctly in NAPLAN from 20% to 40% in Years 3 and 5 NAPLAN.

Our achievements include:
NAPLAN results as well as standardized testing and Best Start data were analyzed to benchmark students.

NAPLAN results indicated an improvement in percentage of inferential comprehension questions answered correctly this is still an area for improvement and growth.

Staff received professional development in the teaching of comprehension. Consultancy support was utilised and links with other schools was formed.

Appropriate resources to support classroom teachers were purchased.
Target 2
90% of students in 3-6 achieve 100% accuracy in times tables in less than 9 mins.

Our achievements include:
Explicit and systematic daily teaching of tables was evidenced through classroom programs.
Stage 2 student Taj Skennar and Stage 3 student Alex Griffiths participated in Clarence Valley Small Schools Tournament of the Times.
Evidence of increased tables knowledge was reflected in Number data.

Target 3
To decrease percentage of students in bottom 2 bands of NAPLAN writing in year 3 and 5 from 28% to 19%. To increase the percentage of students in Year 3 and 5 in top 2 bands of NAPLAN writing from 0% to 18%.

Our achievements include:
No Year 5 students were in the bottom 2 bands of Grammar and Punctuation. 57% were in the top 2 bands. This shows a growth of 100% in the past 2 years.
The highest growth from Year 3 to year 5 was shown in spelling. Grammar and Punctuation also showed good growth.

33% of students were in band 2, band 3 and band 4 respectively in writing. There was no representation of year 3 students in the top 2 bands in writing.
In Year 5 writing there were no students in band 3, 14% in band 4,14% in band 5, 57% in band 6 and 14% in band 8. There were no students in band 7.

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 2010 our school carried out evaluations of Planning and Cineliteracy.

Educational and management practice
Planning
Background
The school commenced its’ first year of National Partnership funding this year. A detailed Situational Analysis was prepared which studied the effectiveness of programs commenced with the funding. The staff also participated in the Analytical Framework which gave a detailed analysis of practices within the school. Staff completed a questionnaire and results were submitted online. A detailed analysis was returned for staff to work through in 2011.
**Key findings of the Situational Analysis included:**

Teacher professional learning was explicit and systematic in the teaching of literacy with an emphasis on inferential comprehension.

MultiLit program was implemented to support students experiencing difficulties. 100% of students showed improvement in scores on MultiLit program.

Teacher Professional Learning in all aspects of Transition was provided. Staff professional development in Early Years Learning Framework—Being, Becoming, and Belonging was completed by transition teacher and SLSO.

Analytic Framework was completed and returned. Parent reporting, Community reporting and Staff discussions were areas of lowest score.

**Future directions**

Reading 3-6 will continue in 2011
K-2 teacher will commence participation in the Language, Literacy, and Learning (L3) project. Consultancy support indicates L3 project will link well to Reading 3-6.

School Learning Support Officer (SLSO) will provide MultiLit 3 times per week to targeted students. SLSO will also provide support to classroom teachers during literacy sessions.

Transition program will be maintained in 2011. Best Start data for current Transition students will be analyzed in early term 1 2011. Results will inform program delivery. Additional staff development in Early Childhood will be investigated.

Staff will work to implement strategies provided in the Analytical Framework to progress school to next level. Funds will be allocated to assist this process.

*Ossian, Jonas and Angus enjoying lunch at Harmony Day*

**Cineliteracy**

**Background**

Cineliteracy has been a Priority School Funding program for a number of years. Each year students create a movie using all aspects of reading and viewing the screen. Students have used a variety of genre including comedy, drama and animation. Students were surveyed to gauge opinions and beliefs regarding the cineliteracy program.

**Findings and conclusions**

100% of students enjoyed participating in the cineliteracy program.

Students enjoyed the team work involved and the sense of pride achieved in presenting the film at the annual Big River Film Festival.

80% of students did not recognize a link between the making of a film and literacy skills involved. Students did not realize it was “Literacy” even though the name cineliteracy implies this.

Many students were happy to work behind the scenes rather than being in front of the camera.

Animation and acting genres were equally popular.

100% of students were enthusiastic about increasing their technology skills via the program.

Students had little knowledge of sound or troubleshooting techniques.

Staff reported a desire to program cineliteracy throughout the year and to program cineliteracy in term 3 rather than term 4.

Staff also expressed a desire to increase professional development in sound and troubleshooting techniques.

**Future directions**

Cineliteracy will be programmed in term 3 rather than term 4.

Professional development opportunities will be sought via Cineliteracy collegial meetings as well as Staff Development Days.
Opportunities will be created to provide students with the latest technology as well as training all students in the use of this technology.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Parents expressed a very positive and supporting attitude to existing school programs. We will maintain and continue to develop them.

Parents expressed desire to have workshops in Literacy, Numeracy and ICT where they could learn new skills to assist their children. These have been included in the 2011 Management Plan and will occur each term.

Parent and community reporting were targeted by staff as areas for improvement Analytical to implement improvement in these areas. Follow-up of Analytical Framework strategies will be held each term to gauge improvement.

Professional learning

All teachers participated in professional learning opportunities throughout the year. Courses in Quality Teaching, Best Start, writing, Reading 3-6, New Scheme teachers and environmental education were attended. Some courses were held out of school hours and attracted little or no cost to the school. Others were funded from National Partnerships PSP and others from Professional Learning funds and school global funds. Teachers at our school acknowledge that the quality of teaching that occurs every day in each of our classrooms is the single most important influence on student performance. Teacher professional learning is focused on continually strengthening teaching skills so as to improve student outcomes.

Year 4 maths group
School development 2009 – 2011

The school devises a three year plan which provides direction for school development. Focus targets for 2011 are listed below.

Targets for 2011
Target 1
To increase the percentage of inferential Comprehension questions answered correctly from 30% to 50% in Year 3.
Strategies to achieve this target include:
Systematic and explicit teaching of comprehension skills using Making Connections and Reading 3-6 will be evidenced.
2 classes organised into 3 staged Literacy sessions 3 times per week.
SLSO support will be provided in literacy groups to targeted students in stage 1 and 2.
Continue implementation of MultiLit program with targeted students.
Our success will be measured by:
Target will be achieved as evidenced through NAPLAN data.

Target 2
95% of students in 3-6 achieve 100% accuracy in times tables in less than 8 minutes 30 seconds.
Strategies to achieve this target include:
Daily practice of tables as evidenced in programming.
Purchase Mathletics computer program to enrich numeracy program and increase student engagement.
Continue participation in Targeting Early Numeracy (TEN) program.
Students needing assistance are targeted and needs addressed.

Explicit teaching of mathematical language as evidenced in teaching programs.
Our success will be measured by:
90% of students 3-6 achieve 100% accuracy in times tables in less than 8 minutes 30 seconds.
K-2 teacher trained and using TEN strategies in programming.
Target 3
80% of students K-6 have achieved grade appropriate skills in ICT as plotted on the Scope and Sequence.
To raise the CLAS phase level by 1 phase in 3 of the 8 elements for 100% of teachers.
Strategies to achieve this target include:
All staff completes CLAS surveys to map personal skills in technology usage and in technology-based pedagogy.
Train staff in use of interactive programs such as Stop Motion Pro.
Interactive curriculum programs (e.g. Mathletics) in use in literacy and numeracy.
ICT Scope and Sequence K-6 developed.

Our success will be measured by:
100% of staff using ICT as teaching tool for at least 25% of each day as indicated in CLAS assessment.
Classroom programs show appropriate use of technology.
Enhanced staff capacity in use of interactive whiteboards.
ICT Scope and Sequence K-6 developed and in use by all staff.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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.

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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: