

2008 Annual School Report Wallabadah

NSW Public Schools – Leading the way



Our school at a glance

Wallabadah is a caring, community based K-6 school. The community takes great pride and interest in the school. The students come from a rural background and enjoy a variety of outside school activities.

Wallabadah Public School students, teachers and parents have nurtured an atmosphere of cooperation, encouragement and pride in the school. This atmosphere enables each child to achieve their best and successfully meets the school motto of "Excellence in Learning"



Wallabadah school students at Quirindi ANZAC service

Significant programs and initiatives

At our school students learn in a stimulating and challenging environment and are encouraged to reach their full potential.

Aboriginal education

While we do not have any Aboriginal students enrolled at the school, aspects of the Aboriginal culture are taught across the curriculum to all years. The school uses funds to support teaching and learning

Multicultural education

Multicultural Education is integrated into all KLA areas. Children are also encouraged to participate in the Multicultural Perspectives Speech competition and a number have been successful in this program.

Respect and responsibility

Our school is steeped in traditional beliefs and values which is encouraged by the wider community. Our students prosper in a safe, inclusive and nurturing small school learning

environment that develops respect, understanding and responsibility.

Messages

Principal's message

This term my class and I have been working on a unit in Human Society and its environment called "Beliefs". One of the activities we did last week was based on an old Hindu story about an elephant and six blind men. I would like to share the story with you tonight. Once upon a time, there lived six blind men in a village. One day the villagers told them, "Hey, there is an elephant in the village today." They had no idea what an elephant was. They decided, "Even though we would not be able to see it, let us go and feel it anyway." All of them went where the elephant was. Everyone of them touched the elephant. "Hey, the elephant is a pillar," said the first man who touched his leg. "Oh, no! it is like a rope," said the second man who touched the tail. "Oh, no! it is like a snake," said the third man who touched the trunk of the elephant. "It is like a big hand fan" said the fourth man who touched the ear of the elephant. "It is like a huge wall," said the fifth man who touched the belly of the elephant. "It is like a solid spear," said the sixth man who touched the tusk of the elephant.

They began to argue about the elephant and everyone of them insisted that he was right. It looked like they were getting agitated. A wise man who was passing by stopped and asked them, "What is the matter?" They said, "We cannot agree to what the elephant is like." Each one of them told what he thought the elephant was like. The wise man calmly explained to them, "All of you are right. The reason is that every one of you is telling it differently because each one of you touched the different part of the elephant. So, actually the elephant has all those features that you all said." "Oh!" said the blind men. There was no more fight. They all felt happy that they were all right. "The Blind men and the Elephant" is a great example of how easy it is for us to close our minds and fill in the blanks with sweeping generalisations. The moral of the story is that there may be some truth to what someone says. Sometimes we can see that truth and sometimes not because each one of us has a different perspective which we may not agree with. So, rather than arguing like the blind men, we should say, "Maybe you have your reasons." This way we don't get into arguments. Recently in class I was able to apply this concept to an English lesson. We are studying a book

called "Wreck" about two children trapped on a sinking freighter with a "Thing" onboard with them. The descriptions author Alan Baillie gives the reader are only snippets of the "Thing" which like the blind men gives a very strange image of the creature. We discussed the need to look at the whole image, which is what I would like to talk about tonight.

Let's apply this concept to the school situation.

At school we are always managing two or more projects. There will always be one key project that we will pour our life and soul into but there will be a few secondary projects that we just can't ignore. These may be school targets that we set over the three year plan.

But there are also times when we may not have a choice of what projects we can work on, they are handed to us. These may be State or Regional priorities.

Nobody can deny the need to look at the big picture on every project. We all know it's easy to miss the forest for the trees. If we are not convinced about the need to look at the big picture, remember the blind men and the elephant. Just think about what the Director General at Head Office will be interested in. I bet he is not looking for the minute details of our projects. The trunk, the tusks or the ears. I have just drafted our School Plan for the next three years and when I do this I always ask myself six questions.

1. Why is this target important? One quick way to figure this out is to see who is the target for? If the answer isn't kids, then it's not worth doing. The golden rule is that all targets are important but some are more important. Which category does this target fall under?

2. Why is this target important now? Timing is important. Why embark on this target now? Why not wait for another term? Another year? Obviously there is a strong reason to start on the target now and you need to know what that is, so ask yourself, what happens if the school does not focus on this target right now?

3. Have we the right people to reach the target? For example, what skills and experience do I bring to the table that will make me the right person to play a role? Perhaps we need to bring outside skills to assist us to reach this target? How can we be sure that we can add measurable value to the target in reasonable time?

4. Do we have the resources to successfully reach the target? What human resources do we need to bring in? Can we meet the financial costs to successfully and effectively reach the target? If not where else can we source funds to make it work?

5. Is everyone going to benefit from the target? I want a target that is going to improve learning

outcomes for all students from all walks of life. Equal opportunities for all. Wallabadah Public will be promoting a new focus in 2009 "Small school BIG opportunities", where all students at our school have the opportunity to be actively involved. Our targets reflect this.

6. Is this target exciting for all? Our target needs to be engaging and relevant. You need everyone on board to successfully reach a target. How can I explain this project to someone and make them ask me for more information? So what can I do to make it a "Wow" target?

The targets we choose are the parts that make up the big picture. What is the big picture? The children and the quality education, the environment and opportunities we can provide them. The big picture must make sense to me from both school and personal viewpoints.

So I know the Big picture in 2009 will bring wonderful challenges and opportunities for everyone. The ears, tusk and tail will take us there, making up the whole.

I would like to take this opportunity to thank the parents and community for their support throughout 2008. To my staff, I am always amazed and in awe of the commitment and dedication you put into everything you do here at Wallabadah Public School. So thanks to you all.

But most importantly I would like to thank the 47 children I see before me who make all we do here at Wallabadah Public School worthwhile. Your enthusiasm, enjoyment and love of learning inspire me as a teacher to simply do my 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.

Christopher Jackson



K-1-2 children dressed as pirates for CAPERS 08

P&C message

The P&C has again been working hard together as a team to raise funds for our children. We started off the year being involved with the Australia Day Fair holding a barbecue lunch. We decided to start a Cattle Account. At present, we have one calf which will be sold next year.

We had a sheep manure drive and a shopping trip to Sydney. We also raised funds through catering for the school's athletics carnival.

Money raised by the P&C this year has gone towards helping our children in many different ways. The bus for the Canberra excursion as well as intensive swimming costs and presentation night expenses were activities supported financially by the P&C. We have also supported Far West and World Vision charities.

We have received financial sponsorship through B.H.P and A.M.P. which has been used to extend storage facilities in the school.

I would like to take the opportunity to thank my hard working P.&C executive and committee members .Andrew Makeham, Helen Smith, Nikki Robertson and Principal Chris Jackson for their time and effort. Thank you also to the hard working members of the P&C who ran our weekly canteen.

Ken Black, the local hotel proprietor, provided a welcoming venue for our monthly meetings and fund raising opportunities.

The P&C would like to say thankyou and goodbye to those families who are leaving us as their children move into high school.

Rory Sherwood



K-1 students at 2008 Easter Hat parade.

Student representative's message

2008 started well as we welcomed five kindergarten children to our school. We had great fun with our Easter hat parade and a money drive at our school swimming carnival.

A lot of our students marched at Quirindi Anzac Day ceremony. Sophie and I placed flowers on the cenotaph to pay respect to our fallen soldiers.

We had a great excursion to Canberra even though it was cold. During winter we also competed in chess tournaments, athletics carnivals and soccer competitions.

All the little kids had fun when they chased happy Harold around the Life Education van. Dressing up as pirates was exciting when we joined with other small schools at Capers.

We enjoyed being school captains and farewell all our good friends at Wallabadah Public School.

Will Jackson Sophie Clarke

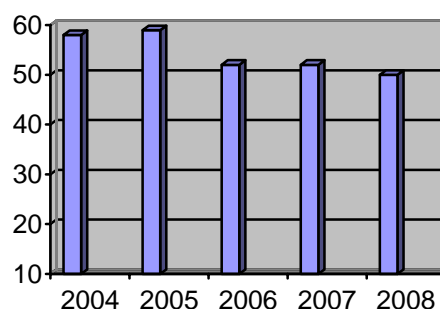
School context

Student information

Student enrolment profile

Our enrolment throughout 2008 has stabilised in the low 50's. As a result, the school's numbers are regularly monitored. We anticipate a kindergarten enrolment of four in 2009.

School Enrolments



Student attendance profile

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.

Class Sizes

Roll Class	Year	Total per Year	Total in Class
2-3ST	2	8	12
2-3ST	3	4	12
4-5-6	6	7	21
4-5-6	4	8	21
4-5-6	5	6	21
K-1	1	11	16
K-1	K	5	16

Structure of classes

Three classes operated five days a week. These were K-1 ,2-3,and 4,5,6.

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

Position	Number
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teachers	0
Classroom Teachers	2
Teacher of Emotional Disabilities	0
Teacher of Mild Intellectual Disabilities	0
Teacher of Reading Recovery	0
Support Teacher Learning Assistance	0
Teacher Librarian	.6
Teacher of ESL	0
Counsellor	0
Total	3.6

Staff retention

Mrs Tongue began part time maternity leave at the beginning of 2008. Mrs Saunders takes part time leave on a Monday and Tuesday. Their classes have been covered by Mrs Godden and Mrs Musgrave.

Staff attendance

Staff has access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 88.9%.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	

Financial summary

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

Date of financial summary:	30/11/2008
Income	\$
Balance brought forward	49 538.56
Global funds	56 538.06
Tied funds	23 717.00
School & community sources	34 492.99
Interest	3 741.89
Trust receipts	1 012.99
Canteen	0.00
Total income	169 041.49
Expenditure	
Teaching & learning	
Key learning areas	13 134.89
Excursions	8 280.07
Extracurricular dissections	4 671.92
Library	1 346.62
Training & development	200.00
Tied funds	54 819.17
Casual relief teachers	5 294.91
Administration & office	27 550.89
School-operated canteen	0.00
Utilities	7 553.35
Maintenance	1 893.74
Trust accounts	1 014.99
Capital programs	9 562.54
Total expenditure	135 323.09
Balance carried forward	33 718.40

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.



Education Week 2008 Publicity photo.

School performance 2008

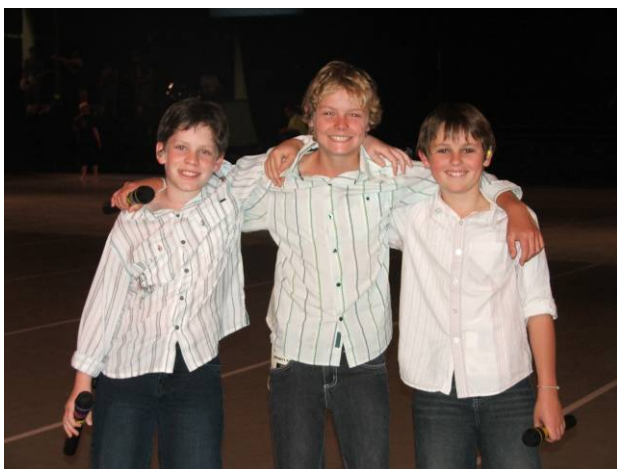
Wallabadah has had a very successful school year. Children have achieved a high standard on the sporting field, academically, creatively and in community service endeavours.

Achievements

Arts

Wallabadah Public School has a strong commitment to the Creative Arts. Highlights of the year in 2008 included;

- all children participated in local art shows with several winning awards at the Currabubula small schools art show and Quirindi Show.
- Musica Viva once again was successfully integrated into the whole school music program with two performances in June and September.
- Kinder and Year 1 children participated in small school's dance item at CAPERS. School Captain William Jackson was a Featured artist.



William Jackson (centre) with other soloists CAPERS 2008

Sport

- Five children competed at the NSW PSSA State swimming championships. William Jackson, Todd Maunder, Petria Slade and Sophie Saunders were the reserves for the Small Schools relay, coming 12th. Sophie also swam in the 50m Freestyle, finishing in the top 20 and the Junior Girl relay.
- Sophie Saunders won the NSW PSSA 8/9 years silver medal in the State Cross Country.

- Five children attended the NSW PSSA Athletics carnival. William Jackson, Emily Daly Lincoln Clark and Charles Sherwood were reserves for the Small Schools relay coming 12th. Sophie Saunders finished in the top 20 for the Junior girls 800m and Junior girls discus. William Jackson finished in the top 20 in High jump and Long jump.



Our State Athletics team 2009

- The school soccer team were the runners up in the Small Schools PSSA Knockout competition in the North-West.
- Sophie Clark was selected to attend North-West Netball trials.

Other

- Six Chess teams competed at the Tamworth Chess tournament with the senior team coming 8th.
- Sophie Saunders, Angus Macdonald achieved a Highly commended at the New England Multicultural Perspective competition.
- Sophie Clark and Sophie Saunders were Regional finalists in the NSW Spelling Bee.
- Nine students competed in the Australian Speech and Communication Awards in December. Sophie Saunders, William and Angus Macdonald, Henry Saunders and Kai Clark each received Academy medals which were presented in Sydney; and
- parent helpers and community members assisted and supported the school in a variety of events from Athletics and Swimming carnivals to fundraising events such as the "Biggest Morning Tea", where a total of \$250 was raised.

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.

Literacy – NAPLAN Year 3

Four students sat the tests in Year 3. Half the group were in Band 5 for spelling. In grammar and punctuation, 75% were in Band 5 or higher. In reading, 75% of students were in Band 5 or higher.

Year 3's writing was outstanding with 100% of students in Band 5 or higher.

Numeracy – NAPLAN Year 3

Four students sat the tests in Year 3. In numeracy, 75% of students were in Band 4 or higher.

Literacy – NAPLAN Year 5

Six students sat the tests in Year 5. 60% of students were in Band 5 or 6 in Spelling. In grammar and punctuation, 100% of students were in Band 5 or higher. In reading, 30% of students were in Band 8 whilst 50% of students were in Band 5.

In writing, 50 % of students were in Band 7 or higher.

Numeracy – NAPLAN Year 5

Six students sat the test in Numeracy. 50 % of students were in Band 6 for numeracy.

Average progress in reading for matched students*

	2004 - 2006	2005 - 2007	2006 - 2008
School	78.7	43.6	72.2
LSG	87.6	84.4	89.9
State	87.6	87.5	86.8

Average progress in writing for matched students*

	2004 - 2006	2005 - 2007	2006 - 2008
School	62.8	49.3	44.2
LSG	52.6	73.5	69.1
State	69.6	77.5	71.2

Average progress in numeracy for matched students*

	2004 - 2006	2005 - 2007	2006 - 2008
School	60.9	70.1	47.2
LSG	83.1	77.8	74.3
State	76.9	83.7	80.4

Minimum standards

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

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

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

Percentage of Year 3 students achieving at and above minimum standard	
Reading	100
Writing	100
Spelling	100
Punctuation and grammar	100
Numeracy	100

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

Percentage of Year 5 students achieving at and above minimum standard	
Reading	83
Writing	100
Spelling	100
Punctuation and grammar	100
Numeracy	100



Mrs Roseby helping a 2-3 student with reading.

Progress on 2008 targets

Target 1

To continue to support the successful Literacy and Numeracy programs in the school

Our achievements include;

- ASCA program continued in the school, with four children achieving high distinctions and the remaining five children achieving Distinctions. Five of them were presented with medals in Sydney.
- Results from 2008 NAPLAN above the State average in Literacy and Numeracy
- Individual programs supported through community volunteer helpers and regional assistance to improve reading levels
- Language and writing activities incorporated into the internet.
- Presentation of speeches focussing on text types in the Year 2-3 classroom to promote talking and listening; and
- Three students out of four who sat the University of NSW Mathematics competition were above National average.



ASCA awards were presented to four students in Sydney.

Target 2

To enhance technology in the school

Our achievements include;

- Purchase of three laptops for teacher and student use
- Installation of Electronic whiteboard in senior room from school budget

- Students in all classes confident in using school email and internet for research; and
- Increased use of computer presentation in senior room using Smartboard.



Mrs Goddens K-1 class cooking ANZAC biscuits

Target 3

To continue to promote the school in the wider community.

Our achievements include;

- Kindergarten invitation printed and posted to all prospective families
- Coverage in the local paper reporting our success in Eisteddfods, sporting events and debates.
- Our small choir performed Christmas carols in the Main street of Quirindi in December.
- Community feedback from activities such as Australia's Biggest Morning Tea, P&C Bush Fair and the ANZAC service.
- Promotion of our school through our new prospectus at Real Estate agents, surgeries and local business houses.
- School stand at local show along with childrens artwork
- Display boards exhibiting childrens work in main street of Quirindi during Education week.
- Prime TV coverage and interview of students who achieved well in various extra-curricula activities (PSSA sport and chess).

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 Leadership.

Educational and management practice

Background

As part of the schools evaluation cycle, leadership was the evaluation area for 2008. Information was gained through parent and child written surveys, term surveys and informal discussions.

Findings and conclusions:

Staff and parents actively promote the school in the wider community, redeveloping a new prospectus and distributing it throughout the area. An updated vision and plan has been set which was developed from several staff meetings and enthusiastically promoted by staff and parents alike.

Parents felt that the surveys issued at the end of each term were an excellent avenue for them to praise the school generally, the staff and students individually or make comments and suggestions about school activities and routines.

Students and parents felt inclusive in most school decisions. This was supported by the P&C.

Staff are encouraged and supported in leadership roles with one staff member Zone PSSA President (for the last 13 years). Students also have had opportunities to be involved in leadership initiatives with our two school captains travelling to Sydney for the National Youth Leadership course in March, and Year 6 students involvement in the Quirindi High School interaction days.

Future directions

At Wallabadah we would like to extend opportunities for students to be involved in leadership roles. Using the already successful "Stop Think Do" program children will attend workshops to develop co-operation, and negotiation skills along with self esteem and motivation strategies.

Staff are always encouraged to take on leadership roles not only within the school but within the local area as well.

Curriculum

Background

This year the teaching of P.E/P.D and Health has been a focus. As part of this focus, a school wide

evaluation of this KLA was conducted. This process included the evaluation of student, parent and staff surveys

Findings and conclusions

P.E/P.D and Health is taught in three classes on a weekly basis. Whole school P.E is conducted daily except for Thursdays. Sport is held on Friday afternoons.

Timetables are drawn up each Term which follows the Primary syllabus with an overview of current PSSA events. Eg: Cross country and soccer.

The teachers feel confident in implementing this timetable. Outside consultants and coaches are utilised for skills instruction such as soccer, Gymnastics and Netball.

Students enjoyed daily P.E with over 90% of responses stating how much fun the activities are.

"I like it how you get a chance to practice skills so you can get better" Year 2 student

Parents, staff and students feel that our current P.E/P.D and Health program is effective due to our whole school involvement and success in PSSA support. This year more students were successful in going on to Area events than ever before.

"At Wallabadah we have more opportunities to be successful in Sydney" Year 6 student.

Future directions

The evaluation of P.E/P.D and Health has identified the following areas of action:

Staff training will be sought to further the understanding of this subject. The whole school plan will be regularly reviewed and updated to reflect the current student needs at the time.

Continue to promote special clinic days for all students. Eg: AFL, Basketball and cricket.



Students at Parliament House during 2008 3-6 excursion to Canberra.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Each term parents are provided with an opportunity to respond to the successes of the term just gone. While we didn't receive many responses, they were always positive and constructive. Most parents feel our school caters for individual students needs and genuinely cares about every student.

School development 2009 – 2011

Targets for 2009

Target 1

To further improve Literacy and numeracy results in the school.

Strategies to achieve this target include:

- teacher involvement in implementing NAPLAN writing,
- continued focus on talking & listening through ASCA program,
- implementation of Quicksmart,
- targeting children with special needs in reading, number and writing,
- involvement in outside competitions in Literacy & numeracy. Eg: UNSW English & Maths tests; and
- involvement of parents in children learning.

Our success will be measured by:

- improved NAPLAN results,
- utilising of Literacy and Numeracy resources accordingly,
- continuation of enjoyment by students; and
- improvement in teaching & learning in English and mathematics.

Target 2

To continue to promote the school in the wider community

Strategies to achieve this target include:

- regular school news in local and regional paper including photographs,
- ensure school foyer promotes student achievements and work,
- update web page and make it more user friendly,
- erect new signage out the front of the school,
- encourage students to wear uniform with pride; and
- promotion school at local functions.

Our success will be measured by:

- positive feedback from the community about the school and its achievements; and
- students show happy and confident attitudes about themselves and towards the school.

Target 3

Provide opportunities for children in Creative Arts.

Strategies to achieve this target include:

- school music program taught across the school,
- visiting creative arts specialists for workshops,
- opportunities for children to exhibit work,
- school Musical. "Wizard of Oz"; and
- involvement in Quirindi Small Schools Arts Festival.

Our success will be measured by:

- successful performances at school and in wider community,
- success of children in outside events and competitions; and
- positive feedback from audience at musical.

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.

Christopher Jackson	Principal
Bronnie Saunders	Staff Member
Rory Sherwood	P&C President
Glenn Maunder	Parent Representative
Cheryl Bray	Parent Representative
Di Dillon	Community Member

School contact information

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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:

<http://www.schools.nsw.edu.au/asr>