



Education
& Training

4637

2010 Annual School Report Woongarrah Public School

NSW Public Schools – Leading the way





Messages

Principal's message

Woongarra Public School is a wonderful learning environment. I am proud to be both principal and a member of our learning community.

It is with pleasure that I submit the Annual School Report for 2010.

This report reflects the self evaluation processes undertaken within Woongarra Public School throughout 2010 and summarises some of our priorities and achievements for the year.

Woongarra is a strong, inclusive school community with high expectations, shared priorities and clear directions. Our aim is to give the best possible opportunities to our students to enable them to be literate, to have high self-worth, to make good choices and set good goals, to be tolerant of others and to value learning. We have worked hard throughout 2010 to achieve our goals, as you will see reflected in this report.

Our Building the Education revolution work was completed this year. The school has benefitted from the construction of a new Special programs room, an extension to the COLA, new interactive whiteboards for classrooms and picnic tables for the playground.



The COLA extension under construction

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.

Leonie Clarkson

P&C message

We currently have fourteen members, consisting of five executive members and nine financial members. We are small, but, along with the school, we are growing.

The P&C meet regularly on the first Wednesday of each month. Everyone is welcome and we warmly encourage you to come along.

Thank you to all members of the P&C for your commitment and effort on behalf of our students. Thank you also to the P&C executive for 2010:

Leanne Sibthorpe	President
Wendy Bacon	Vice President
Kylee Pryor	Vice President
Sharon De Luca	Treasurer
Penny Bowen	Secretary

Over the past six years the P&C has worked closely with the school to help create a genuine sense of community and shared interest in our student's learning environment.

The P&C have been involved with fundraising for the school and the community along with raising funds and awareness for other charities, but we don't just fundraise. We also hold events for the kids and the community such as discos, Fathers' Day Breakfasts, Easter Parades, Mothers' Day Stalls and many more. The focus of these events is on providing for the children and their families.

Through grants or fundraising, we have worked to acquire sufficient funds to provide picnic tables, lighting, curtains and stage equipment for the hall, BBQs, sports equipment for the students, the changeable sign, bike racks, gardens, equipment for the canteen and a lot more.

The P&C also has a strong voice in the school community. Recently we have discussed a Kiss and Drop Zone, the parking area and safety of the students. We are also given the opportunity to put forward our opinions on decisions made by the school that will directly affect the education of our children and/or operation of the school.

We run a second hand uniform stall and assist with costumes for the dance group and choir. We also help out at carnivals and events and in any other way that we can for benefit of the school and the children.

If you have any questions we are always available, in person, via a note left in our mailbox in the office or by email to woongarrapandc@gmail.com. Please come along to a meeting, we look forward to welcoming you and hearing your ideas!

Leanne Sibthorpe President

Penny Bowen Secretary

Student representative's message

The Student Leaders for 2010 were:

Dayna Scott	Prime Minister
Jack Sampey	Deputy
Charlie Scott	Youth Affairs
Chloe Bradford	Special Events
Jack Rawling	Technology
Amber Foy	Environment
Alex Gledden	Charities
Jack Bates	Sport

Student Parliament met twice each term to discuss issues of importance to students, organise charity events and to plan special activities for the school.

Throughout the year many fundraisers were carried out including Jeans for Genes and a mufti day to support the Cancer Council.

The SRC have also processed many requests from the student body in 2010 and we were successful in providing new soccer posts in the playground.

Overall it has been a successful year, with students and the school benefitting from our activities.

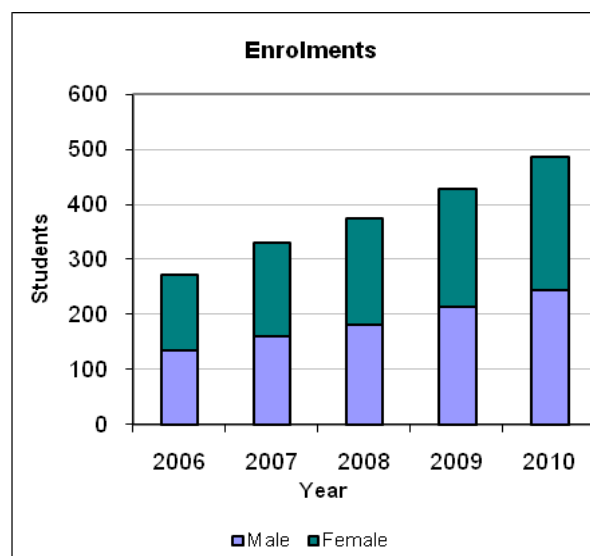
School context

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

	2006	2007	2008	2009	2010
Male	135	160	181	213	243
Female	137	170	193	214	243



Student attendance profile

The average attendance rate for students in Years K-6 is 95.2% which means that on any given day 95.2% of students are present for all or part of the day. This is above the state average of 94.4 and regional average of 93.9.

	School	Region	State
K	96.4	94.6	94.7
1	95.7	93.9	94.2
2	95.3	94.0	94.4
3	95.3	94.0	94.5
4	94.2	93.9	94.5
5	95.0	93.7	94.4
6	93.6	93.3	94.0
Total 2010	95.2	93.9	94.4
2009	94.4	91.5	92.1
2008	95.8	93.7	94.1
2007	94.9	93.7	94
2006	95.2	93.9	94.0

Management of non-attendance

Attendance concerns are managed via telephone contact in the first instance, reminder notes and meetings or interviews with parents to discuss any attendance concerns.

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.

Structure of classes

Nineteen classes were formed to begin the year. A twentieth class was formed at the beginning of Term 3 due to increased enrolments.

Roll Class	Year	Total per Year	Total in Class
KD	K	22	22
KB	K	22	22
KP	K	22	22
KZ	K	21	21
S1D	1	21	21
S1L	1	21	21
S1G	1	19	19
S1B	1	14	
	2	8	22
S1P	2	25	25
S1W	2	25	25
S12C	2	12	
	3	18	30
S2D	3	31	31
S2A	3	30	30
S2T	4	32	32
S2K	4	29	29
S3H	5	27	27
S3D	5	28	28
S3B	6	27	27
S3S	6	28	28

Staff information

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

We welcomed Mr Demir, Mr Mills, Mrs Kempys, Ms White and Mrs Guest as new permanent staff members in 2010. Mrs Thomas retired at the end of the year. Mrs Buhr is congratulated for 20 years of service.

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Classroom Teachers	16
Support Teacher Learning Assistance	0.6
RFF and part-time	1.6
Teacher Librarian	1
Counsellor	1
Home School Liaison Officer	1
School Administrative & Support Staff	3.5
School Learning Support Officers	7
Total	36.7

There is one indigenous teacher on staff.

Financial summary

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

Date of financial summary:	30/11/2010
Income	\$
Balance brought forward	139 568.09
Global funds	203 240.09
Tied funds	231 149.81
School & community sources	119 077.09
Interest	12 054.53
Trust receipts	45 899.40
Canteen	50 973.45
Total income	801 962.46
Expenditure	
Teaching & learning	
Key learning areas	69 505.76
Excursions	47 704.05
Extracurricular dissections	37 621.99
Library	10 749.08
Training & development	4 069.70
Tied funds	240 556.02
Casual relief teachers	81 187.90
Administration & office	30 314.50
School-operated canteen	43 132.61
Utilities	18 815.12
Maintenance	6 718.54
Trust accounts	34 517.02
Capital programs	0.00
Total expenditure	624 892.29
Balance carried forward	177 070.17

A full copy of the school's financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.



Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	60
Postgraduate	40

Staff professional learning

Our staff are experts in their field maintaining high professional standards through ongoing professional development.

Funding:

We received \$16218 for teacher professional learning (TPL) in 2010. School funds were used to supplement the TPL grant.

Beginning Teachers	\$1901
Use of ICT	\$0
Quality Teaching	\$3430
Literacy and Numeracy	\$6583
Syllabus Implementation	\$664
Career Development	\$1029
Welfare and Equity	\$2611

School Development Days

High quality professional speakers were engaged to work with staff:

Term 1: Brain Gym, with interstate consultant Claire Hocking

Term 2: Model Mapping, with renowned overseas presenter, Ian Harris.

Term 3: Autism Spectrum Disorder, with Sue Larky, acclaimed expert.



Over 100 teachers from 3 schools working with Ian Harris

We conducted mandatory training sessions in Child Protection, Code of Conduct, CPR and OHS. Our Term 3 school development day focus was Writing K-6.

Thirteen teachers completed the Targeted Early Numeracy (TEN) program. Staff also attended professional learning activities on various topics,

including Anti-Racism, Gifted and Talented Education, Behaviour Management, ICT, teaching students with disabilities, sport and games, communicating with your community and Aboriginal cultural awareness.

Administration staff, School Learning Support Officers the Principal and the Teacher / Librarian attended conferences.

Staff were actively involved in supporting NSWPSA activities:

Mr Clemson	NSW Touch Convenor and State Team Manager.
Miss Patterson	Wyong PSSA, Cross Country convenor, NSW Athletics
Mr Demir	Wyong AFL convenor LMG AFL convenor
Miss Wigney	Wyong Tennis convenor
Mr Smith	Wyong Softball convenor LMG T-Ball convenor
Mr Booth	LMG Soccer convenor
Mr Thompson	LMG Touch convenor

School performance 2010

Arts

Students had the opportunity to be involved in **junior and senior dance groups, junior and senior choirs**, a combined schools choir and the Talent Quest. Mrs Dezius, Mrs Downey, Miss Patterson and Mrs Zakaria led these groups.

486 students participated in **Music Count Us In**, led by Mrs Zakaria. We were excited to be part of this national program with thousands of students across Australia singing at the same time.



Dayna Scott, Georgia Culpin and Jack Rawling represented our school at the Future **Voices Public Speaking Competition**. Georgia finished 3rd overall.

The **Years 3-6 Talent Quest** was spread over three terms, incorporated in the weekly assembly roster. Students performed a variety of dance, singing, drama and instrumental acts.

Sport

Sporting programs are highly valued by the staff, students and parents at our school.

180 students (108 for the first time) participated in **LMG inter-school sports competitions** in AFL, soccer, touch and T-Ball with schools in the Wadalba Schools Learning Community.



Representative teams were selected to compete in **NSW PSSA Knock-out competitions** in soccer, cricket, softball, netball, rugby league, AFL and touch. A range of **coaching clinics** were also organised with association representatives from AFL, soccer, cricket, tennis and rugby league.

Swimming, cross country and athletics carnivals were held throughout the year.

Champion House Group 2010	
Swimming	Dolphin
Cross Country	Platypus
Athletics	Platypus

Age Champions - Swimming	
Junior Boy	Riley Walkington
Junior Girl	Chloe Waddell
Senior Boy	Jordan Waddell
Senior Girl	Brandy Allen

Age Champions – Cross Country 2010		
8/9	Anna Atkinson	Joshua O'Shea
10	Madison Baldwin	Liam Smith
11	Ashlee Vickers	Michael Maclachlan
12/13	Taylah Alderman	Scott Clarke

Age Champions - Athletics	
Junior Boy	Liam Smith
Junior Girl	Madison Baldwin
Senior Boy	Michael Maclachlan
Senior Girl	Chloe Bradford

Alex Gledden (tennis) and Kyle Schneider (rugby league) represented Sydney North Region

House Captains	
Dolphins	Mitchell Freeberg
	Ebonnie Deal
Platypus	Dylan Daddario
	Tahlia Shiach-Scott
Goanna	Georgia Culpin
	Aaron Graham
Kangaroo	Josh Westwood
	Anndrea Brown-Hansen

Sporting Blue 2010: Alex Gledden

Premier's Challenges

Premier's Reading Challenge – 214 students participated and 170 successfully completed the challenge. 24 students received gold awards for four consecutive years and 16 have completed more than four years.

Premier's Spelling Bee – students in Stage 2 and 3 classes competed in the spelling bee. Jacob McPherson, Jai Hupton, Georgia Culpin and Charlie Scott represented Woongarra in the Regional finals.

Premier's Sporting Challenge – all classes K-6 participated in the challenge this year. 287 students received gold awards, 196 received diamond awards.

Multicultural education

The school's scope and sequence plans ensure that multicultural perspectives are embedded in teaching and learning programs across all years.

The DET calendar for cultural diversity is used in each classroom to promote the acceptance of the cultural and religious diversity of Australia. School and class celebrations reflect our own community diversity.

Twenty-one students (4%) are from a language background other than English.

We have programs in place to ensure an inclusive school community and racism-free learning and working environment, including the nomination and training of an Anti-Racism Contact Officer (ARCO). Mrs Pyle and Mr Demir are the ARCOs at our school. There was one complaint relating to anti-racism this year.

Respect and responsibility

The values of respect and responsibility are embedded in everything we do. They are demonstrated through a focus on:

- the consistent use of good manners
- knowing and understanding the words of the National Anthem and School Song
- taking responsibility for maintaining an orderly classroom and a clean playground
- using an appropriate manner of speech when speaking to peers, parents and teachers
- appropriate behaviour on the sporting field
- celebrating days of cultural and historical significance such as Harmony Day, ANZAC Day and Remembrance Day.

We expect that these values will be upheld by every student in the school and supported by the community.

Other activities for 2010 that promoted respect and responsibility include:

Q4 H2O – a health promoting initiative aimed at teaching students about healthy drinks.

Crunch N Sip – we are a certified Crunch and Sip school, actively supporting healthy lifestyles, through our successful daily fruit break.

Weekly behaviour awards and communication cards – used to acknowledge adherence to our values. 85% of students received Super Gold awards and Stewart House dolphins.

Charitable fundraising – allowing students to select and support charities for children.

Clean Up Schools Day - teaching students the importance of looking after our environment.



School Citizenship Awards 2010	
K-2	Amanda Ghazawy
3-6	Jack Sampey and Jamie-Lee Collison

Student Representative Council 2010	
Jai Coleman	Taylah Alderman
Madalen Clarke	Hannah Constantine
Makaylah Boyden	Nathan Hocking
Tahlia Scott	Jake Handel
Kayla Daddario	Brayden Stairmand
Toby Culpin	Annie Ormsby
Brooke Cooper	Jai Hupton
Katie Brown	Victoria Beasley
Presley Rawling	Callum Bedford

Aboriginal education

Teaching and learning programs K-6 incorporate Aboriginal perspectives to ensure that we educate all students about Aboriginal history, culture and Aboriginal Australia.

We acknowledge the traditional owners of the land at assemblies and school events. We fly the Australian and Aboriginal flags.

All twenty-one Aboriginal students have a Personalised Learning Plan (PLP). The literacy and numeracy achievements of Aboriginal students match or exceed achievements of all students.

Resources with an Aboriginal perspective were purchased to supplement our literacy and COGS programs.

We celebrated NAIDOC Week with students from across the Wadalba Learning Community. Staff participated in Aboriginal cultural awareness training on a school development day.



KD celebrated NAIDOC week with a special assembly item

Programs for students with additional educational needs

Staff, students and parents highly value our inclusive school culture and that all students access and participate in the full range of curriculum and activities.

We catered for 23 students with varying disabilities this year and coordinated support for

over 150 students with additional learning or student welfare needs.

Integration Funding Support was used to employ seven School Learning Support Officers (SLSO) to assist with individual education programs and behaviour support plans for students. Over 6000 hours of SLSO support was allocated towards meeting additional learning needs via accommodations or learning adjustments.

90% of parents of students with disabilities participated in review meetings held twice each year.

A Support Teacher Learning Assistance (STLA) program operated for three days each week. Students in Years 2-4 received intensive remedial reading support via the Multi-Lit program. 51 students have successfully completed this program.

Excursions and Other Visits

Kindergarten visited Oakvale Farm to learn about needs and wants.

Stage 1 and 2 visited Wildlife Walkabout Park



Stage 3 visited Canberra and the Snowy Mountains.



Kindergarten Orientation

Eighty students and parents attended our orientation sessions in Term 4. This program gives students and parents a chance to get to know each other and to share information between home and school.

Peer Reading Program

Peer reading successfully continued in 2010. The program operates for 15 minutes after lunch, three days each week. A trial to extend the program with 'maths buddies' occurred in term 4.



Best Start

All Kindergarten students were assessed at the beginning of the school year and again in Term 3 in literacy and numeracy. The information gained was used by teachers to plan group, class and individual learning programs matched to student needs. Statistical analysis of Best Start data between Term 1 and Term 3 showed positive growth in all aspects of literacy and numeracy.

Parents received individualised reports in Terms 1 and 3.

Academic

In the National Assessment Program (NAPLAN), 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)

Yr 5: from Band 3 (lowest) to Band 8 (highest)

Literacy and Numeracy – NAPLAN Year 3

79 students in Year 3 completed the NAPLAN literacy tests in 2010.

The school mean was slightly above state average in writing and numeracy. Means were below average in reading, spelling and grammar.

There were no students in Band 1 in reading, writing and numeracy.

Year 3 Mean Scores		
	School	State
Reading	411.4	414.3
Writing	427.6	422.6
Spelling	400.9	408.3
Grammar	414.3	416.3
Numeracy	397.2	396.1

Year 3 – Percentage in each band						
	1	2	3	4	5	6
Reading	0	11.5	21.8	24.4	25.6	16.7
Writing	0	2.6	15.4	29.5	30.8	21.8
Spelling	2.5	8.9	24.1	32.9	19	12.7
Grammar	2.5	12.7	16.5	22.8	27.9	17.7
Numeracy	0	13.9	31.7	19	21.5	13.9

Literacy and Numeracy – NAPLAN Year 5

55 students in Year 5 completed the NAPLAN tests in 2010.

School means were significantly below state means in all areas. However, the average growth for matched students (i.e. students who were enrolled at our school in Year 3 and Year 5) between Year 3 to Year 5 was above state average in both reading, writing and numeracy (see next section).

Results in Grammar and Punctuation are below state average and below state average growth. This is an area for improvement.

Year 5 students in Band 3 will receive focused learning support in 2011.

Year 5 Mean scores		
	School	State
Reading	477.5	489
Writing	473.4	488.4
Spelling	476.2	498.2
Grammar	479.8	504.8
Numeracy	482	494.1

Year 5 – Percentage in each band						
	3	4	5	6	7	8
Reading	9.4	15.1	28.3	28.3	7.6	11.3
Writing	5.7	13.2	30.2	37.7	9.4	3.8
Spelling	3.8	22.6	26.4	26.4	15.1	5.7
Grammar	5.7	20.8	24.5	18.9	26.4	3.8
Numeracy	3.6	16.4	30.9	30.9	9.1	9.1

Literacy and Numeracy – NAPLAN Year 7

37 Woongarra Public School students now in Year 7 completed NAPLAN in May 2010 at various high schools. The mean scores for Woongarra students were above state means in all areas:

Year 7 Mean scores		
	School	State
Reading	551.0	549.3
Writing	533.4	532.9
Spelling	566.4	554.7
Grammar	546.5	539.9
Numeracy	556.9	551.9

Progress in literacy and numeracy

The average progress for matched students between Years 3-5 between 2008-2010 was above state average in reading, writing and numeracy. It was significantly lower in grammar.

(A "matched" student is a student who has been enrolled at our school to complete Year 3 NAPLAN 2008 and Year 5 NAPLAN 2010).

Average progress 2008-2010		
	School	State DET
Reading	94.0	83.4
Writing	68.9	66.8
Spelling	82.8	84.5
Grammar	77.5	95.7
Numeracy	93.4	89.3

The percentage of students achieving at or above expected growth was above state percentage in reading and numeracy and below in writing:

% at expected growth		
	School	State
Reading	58	55
Writing	56.9	57.1
Numeracy	61.5	55.7

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 (NAPLAN) is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below:

	Year 3	Year 5	Year 7
Reading	100	91	100
Writing	100	94	95
Spelling	97	96	95
Grammar	97	94	95
Numeracy	100	96	100

School Based Assessment Data

School based assessment and reporting data indicates that 79% of students in years 1-6 are achieving stage appropriate outcomes in English and 86% in maths:

% of students performing as expected, i.e. C (Satisfactory) or above		
	Semester 1	Semester 2
English	79	79
Maths	77	84

% of students performing below expectations, i.e. D (Basic) or E (Limited)		
	Semester 1	Semester 2
English	21	21
Maths	23	16

% of students performing above expectations, i.e. A (Outstanding) or B (High)		
	Semester 1	Semester 2
English	15	20
Maths	20	31

A-E Reporting to parents Summary – Semester 2

% of students overall Years 1-6 achieving A-E					
	A	B	C	D	E
English	2	18	59	19	2
Maths	4	27	55	13	3
PDHPE	0	26	67	7	0
CAPA	1	24	71	4	0
Science	0	21	73	6	1
HSIE	0	22	70	8	1

Progress on 2010 targets

Literacy and Numeracy Targets:

Target: The number of students achieving proficiency in the top two bands will match or exceed HCC targets:

% Top 2 bands	2010 School	HCC target	Target met?
Year 3			
Reading	43	41	Yes
Writing	53	43	Yes
Numeracy	35	34	Yes
Year 5			
Reading	19	35	No
Writing	13	21	No
Numeracy	18	27	No
Year 7			
Reading	38	26	Yes
Writing	29	21	Yes
Numeracy	30	22	Yes

...with 0 students in Band 1 (Year 3) or Band 3 (Year 5)

Was target achieved?	Year 3	Year 5
Reading	Yes	No
Writing	Yes	No
Spelling	No	No
Grammar and punctuation	No	No
Overall Numeracy	Yes	No

Target:

95% or more of both Year 3 and Year 5 students who undertake the NAPLAN tests achieve minimum standards...

This target was achieved in all areas in Year 3 and Year 7 and in Spelling and Numeracy in Year 5. Refer to the minimum standards table opposite.

Improved average growth from Year 3-5 and year 5-7 from below state and HCC average to match or exceed HCC average:

Note: In the following growth table, progress is for all students, not only students in DET schools.

Average Growth	2010 School	2010 HCC	2010 State	Target met?
Years 3-5				
Reading	94.1	80.8	83.7	Yes

Writing	70.3	65.3	66.5	Yes
Spelling	82.9	83.6	82.6	Yes
Grammar	78.4	91.5	95.4	No
Numeracy	98.1	85.7	89.1	Yes
Years 5-7				
Reading	54.5	50.7	54.2	Yes
Writing	31.7	32.2	37.1	No
Spelling	74.1	52.3	55.8	Yes
Grammar	22.4	29.8	34.5	No
Numeracy	72	57.8	61.9	Yes

Meeting or exceeding regional reading benchmarks: Kindergarten = level 6; Year 1 = level 16, Year 2 = level 25

This target was achieved in Kindergarten, but not in Year 1 or Year 2:

	HCC Target	School
Kindy Level 6	75%	76%
Year 1 Level 16	75%	65%
Year 2 Level 26	75%	74%

Target 2 – Connected Learning

100% of students will participate in at least one video conference this year...

This target was not achieved. Only 50% of classes participated in at least one video conference. Stage 2 and 3 classes were the most frequent users.

100% of students will log into the school's network and / or portal at least once each semester

This target was almost achieved (96.07% overall). This is a fantastic improvement from previous years, indicating that the use of technology is embedded in teaching and learning at Woongarra. The proportion of students for each year group is show below:

	% Logged on
Kindergarten	94%
Year 1	97.5%
Year 2	94%
Year 3	100%
Year 4	91.5%
Year 5	95.5%
Year 6	100%
2010 average	96.07%
2009 average	67.51%
2008 average	67.72%



Every classroom has an interactive whiteboard

100% of staff will use interactive technologies in literacy and numeracy teaching at least once each week

This target was achieved and exceeded. All classrooms and learning spaces are equipped with interactive technology. Seven classrooms were re-fitted with upgraded technology as part of our BER program. Teachers use interactive whiteboard technology daily.

All Stage 3 students will be able to use Web 2.0 technologies

This target was achieved. All stage 3 students used online Web 2.0 tools, such as Edmodo, to connect, communicate and collaborate.

Target 3 – Environmental Education

To lessen our environmental footprint

- Two water tanks have been installed to harvest rainwater. They are used to flush the toilets resulting in substantial savings in the use of town water.
- The school was the most energy efficient of all the PPP schools in 2010, in terms of electricity and gas consumption.
- 100% recycling of paper and cardboard has been achieved. All classrooms have recycling bins that are collected weekly by environmental education monitors.

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 2009 our school carried out evaluations of Culture and Mathematics.

Educational and management practice

Professional Learning

Background

Teacher Professional Learning (TPL) is a major contributing factor for improving student learning outcomes. We wanted to explore how effective our current practices are in contributing to professional growth of staff and improved student outcomes. To do so, we reviewed our TPL policy, reviewed TPL activities and analysed expenditure for the past five years and discussed needs and strategies with teams.

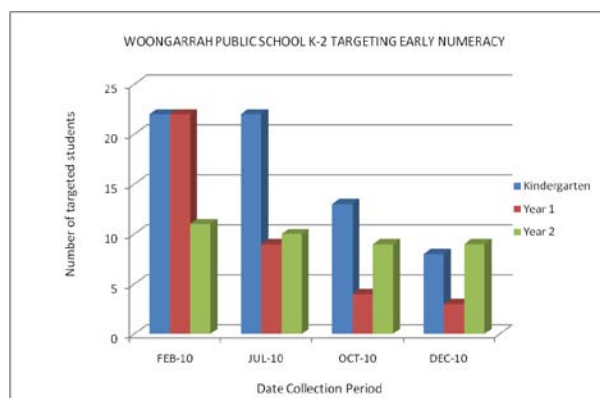
Findings and conclusions

All teaching and non-teaching staff demonstrate a responsibility to undertake ongoing professional learning that develops skills, knowledge and understanding in improving student performance and well-being. All staff participate in school development days and priority staff meetings. 88% of staff participated in one or more professional learning activities in addition to school-based programs.

TPL is closely aligned to DET priorities and school plans and targets. All mandatory training occurs on an annual basis.

TPL is occurring in informal and formal ways, individually, in teams or with the whole staff, face-to-face or online.

Evaluations indicate that professional learning that is provided by high quality speakers or consultants is most likely to have the greatest impact on student learning in the classroom. Examples include the Targeted Early Numeracy Program (TEN), facilitated by a DET maths consultant. This graph below shows the impact on student learning outcomes as a result of the TEN professional learning program for all K-3 staff, with the reduction in the number of students at risk of numeracy failure requiring intensive support clearly evident.



Specialised conferences (e.g. for SASS staff, librarians, learning Support officers) are well supported by our staff and highly valued.

Enrolment in courses offered by our DET Professional Learning and Leadership Directorate (PLLD) is lower than expected.

School development day programs rate highest with staff in terms of relevance, organisation, applicability, delivery and practicality (i.e. how likely is it that you will transfer your learning into the classroom).

Stage team meetings (3 per term, after school) also rate highly by all staff, particularly for collaborative planning and professional discourse.

TPL funds have been fully expended every year, with supplementation provided from other sources of funding when TPL funds are exhausted.

Future Directions

The following strategies will further improve our current practice:

Structure opportunities to improve classroom practice by observing the lessons of other teachers in other schools, particularly in target areas and at 'lighthouse' schools.

Structure opportunities for teachers to participate in and complete online training and modules, particularly PLLD courses, by providing time and support as required.

Further development of leadership capacity via targeted executive leadership development programs and local initiatives.

Curriculum

Writing

Background

School NAPLAN data for Years 3,5 and 7 clearly indicates that Writing, and particularly grammar and punctuation, continues to be an area for further investigation and targeted improvement. We set out to examine current practice in Writing K-6 in order to determine the way forward.

Findings and conclusions

Teaching and learning programs are developed to meet needs and quality teaching practices are evident. Writing programs include modelled, guided and independent activities, with a strong focus on teaching students about the various types of texts.

Spelling programs are structured and the school's scope and sequence is fully implemented.

Teachers plan together in teams and regularly assess writing tasks across stages to ensure consistency of judgement.

The use of rubrics (matrixes) to help students understand what is expected in a writing task and to help teachers assess writing is common practice K-6.

There are very few LST referrals made for writing, with the majority of referrals being for reading and mathematics.

Results and observations indicate that there needs to be a stronger focus on teaching about language features at the sentence, clause and phrase level.

Future directions

The improvement of Language Conventions results (particularly Grammar and Punctuation, but also including Spelling) is a target for 2011 (Refer to School development section following).

This will also be a priority area for staff professional learning and the English budget area.

A speech therapist is to be employed to coordinate an expressive and receptive language program beginning in 2011. Staff professional learning in this area will support improvement in language and grammar.

Parent, student, and teacher satisfaction

The school sought the opinions of parents, students and teachers about the school by asking the following question: How likely is it that you would recommend this school to a friend / neighbour / colleague? A rating from 1 (lowest) to 10 (highest) was requested. An option to provide written comments and feedback was available.

The survey was repeated with students in 2011, with the following results.

Results:

77% of students are active promoters of the school (9 and 10 ratings). 10% are detractors (1-6 scores) and 13% are neutral (7-8 ratings). These results are slightly lower than parents (81% promoters) and staff (90% promoters).

Students are happy at school. This is strongly reflected in the ratings and the comments, for example:

My teachers are awesome; This school is amazing; I love the school so much; I love the sport; We get a great education and have good teachers and our school is always clean; I have

many friends; I am proud to wear a Woongarra uniform – it is a wonderful school; I love the fun ideas and all the great things we get to do; There are great people here.

Students, staff and parents share the belief that the school is a great school. The relationships that exist between parents, students and teachers are very positive.

The overall level of satisfaction with school programs, policies and procedures remains very high.

Future Directions:

Survey results were analysed by a school team as part of a *Communicating With Your School Community* course, to determine the following directions and recommendations for promoting our school within the community:

- Successful programs for students with special needs and for students at risk to be shared more often, as this aspect of our school is highly valued and contributes to the positive reputation we enjoy in the community
- Train student leaders to provide tours of the school to new enrolments and visitors
- Create a new section “Just Arrived...” in our newsletter - use to promote our commitment to providing the latest technology, new resources, equipment, student parliament initiatives
- Encourage students write articles about sports and other activities and feature regularly on the website and newsletter
- Use changeable sign to promote key messages and positive relationships



One of the fun activities – 485 students signing together as part of Music Count Us In 2010

School development 2009 – 2011

Our school Strategic Plan includes three year targets that we will work towards in 2009-2011. The allocation of resources and professional learning has been linked to this plan. The plan aims to increase students' performance in literacy and numeracy and ensure quality learning for all students and teachers.

Targets for 2011 – Literacy and Numeracy

NAPLAN Targets:

Language Conventions:

To improve student performance in Language Conventions (Grammar and Punctuation and Spelling) in Year 3 and Year 5 from below HCC and state means to above HCC and state means.

Growth target:

The percentage of students achieving minimum expected growth in NAPLAN between Years 3–5, and Years 5–7 in reading, writing and numeracy will equal or exceed the state percentage.

Proficiency Target:

The number of students achieving proficiency in the top two bands will match or exceed HCC targets:

% Top 2 bands	2010 School	2011 HCC	2011 School
Year 3			
Reading	43	41.8	44
Numeracy	35	34.8	36
Year 5			
Reading	19	36.0	36.0
Numeracy	18	27.2	27.2

This will be measured by:

Meeting the proficiency targets above.

At least 75% of students in K-2 meet or exceed regional reading benchmarks: Kindergarten = level 6; Year 1 = level 16, Year 2 = level 26

Increased percentage of students in top 2 bands in Grammar and Punctuation from 46% to 56% in Year 3 and 30% to 40% in Year 5.

Increased percentage of students in top 2 bands in Spelling from 32% to 42% in Year 3 and 21% to 31% in Year 5.

Decrease the number of students in the bottom 2 bands in Grammar and Punctuation in Year 5 from 27% to 17%.

No students in Bands 1 (Year 3) or Band 3 (Year 5) in Reading or Numeracy.

Measureable improvement in expressive and receptive language in Kindergarten as demonstrated in speech assessment data from Term 1 to Term 4.

Strategies to achieve these targets:

- Employ a speech therapist and SLSO to implement an expressive and receptive language speech therapy program for all kindergarten students. This is a long term, early intervention literacy strategy.
- Utilise the expertise of the speech therapist to provide focused professional learning for staff.
- Introduce a 'Sentence a Day' Program in Years 2-6
- Purchase and use specialised IWB resources to support explicit teaching of language conventions
- Provide targeted support for students achieving Critically Low scores in standardised spelling test administered in Term 1 and 4 and students in Years 2-6 not reaching reading benchmarks
- Implement the Best Start Kindergarten Assessment Program to identify, plan and deliver quality early years literacy and numeracy teaching
- Establish Reading Recovery Program

Targets for 2011 - Connected Learning

Three year targets for Connected Learning were developed for the 2009-2011 School Plan.

Ongoing targets for 2011 are:

- 100% of students will participate in at least one video conference
- 100% of students will log into the school network and / or portal at least once each term (67% 2009; 96% 2010)
- 100% of staff will use interactive whiteboard technology in literacy and numeracy programs

Strategies to achieve these targets:

- Implement a responsible use of digital technology / cyber safety program for staff, students and parents
- Continue to ensure reliable access to current technology.
- Maintain ICT professional learning focus, e.g. Brekkie with a Tekkie, Using Notebook software, using digital images.

Targets for 2011 - Environmental Education

Three year targets for Environmental Education were developed for the 2009-2011 School Plan. Targets for reducing mixed waste, recycling paper and cardboard, reducing energy consumption and minimising use of town water have been achieved. Strategies are procedures embedded in practice and will continue.

In 2011, the school will explore new ways to lessen our environmental footprint and develop a new action plan and environmental targets.

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.

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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>