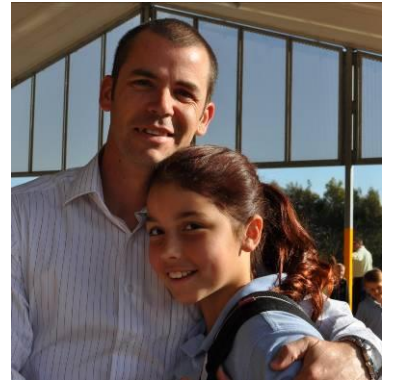


2011 Annual School Report Woongarra Public School

NSW Public Schools – Leading the way



Messages

Principal's message

It is with pleasure that I submit the Annual School Report for 2011.

This report reflects the self evaluation processes undertaken within Woongarra Public School throughout 2011 and summarises some of our priorities and achievements for the year. We have worked hard throughout 2011 to achieve our goals, as you will see reflected in this report.

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

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

P&C executive for 2011:

Name	Position
Leanne Sibthorpe	President
Wendy Bacon	Vice President
Kylee Pryor	Vice President
April Izzard	Secretary
Penny Bowen	Treasurer

Over the past seven 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, community and charities, but we don't just fundraise. We also hold events such as discos, Fathers' Day Breakfasts, Easter Parades, Mothers' Day Stalls and many more. We run a second hand uniform stall and assist with extra activities such as dance group, kindy orientation, carnivals and special events.

The focus of these events is on providing for the children and their families.

The P&C also has a strong voice in the school community and we are given the opportunity to put forward our opinions on decisions that will directly affect the education of our children and/or operation of the school.

This year, our school community successfully supported several promotional activities this year, with great gains for the school. We won \$2000 first prize in the Lake Haven Shopping Centre Better Schools promotion, collected 130000 vouchers for Coles Sport in schools to gain more sporting equipment and thousands of points in the Woolworths Earn and Learn promotion that were used to purchase musical instruments.

Thank you to all members of our school community for your effort on behalf of our students.



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

Student representative's message

Student Leaders for 2011:

Name	Position
Jayden O'Shea	Prime Minister
Bella Sibthorpe	Deputy Prime Minister
Logan Kubica	Youth Affairs
Liam Smith	Special Events
Makaylah Boyden	Technology
Teghan Irwin	Environment
Ethan Perricone	Charities
Ashlee Vickers	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.

Class issues and ideas are discussed at the meetings. Ideas and suggestions, such as the gardening club and recycling our fruit scraps with worm farms, have come from Parliament.

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

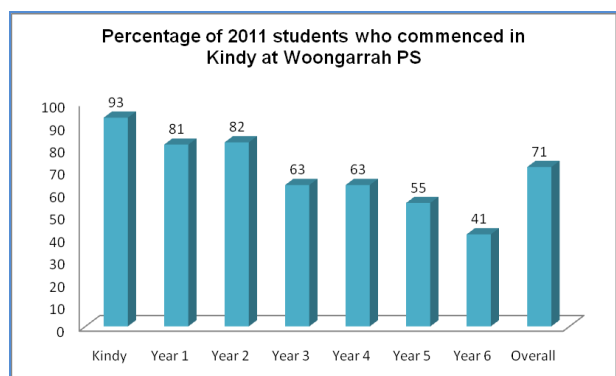
Current enrolment is 514 students consisting of 253 girls and 261 boys. There are 85 students in Kindergarten, 172 in Stage 1, 150 students in Stage 2 and 107 students in Stage 3.

Enrolments have continued to increase as the housing development continues in Woongarra.

	2006	2007	2008	2009	2010	2011
Male	135	160	181	213	243	261
Female	137	170	193	214	243	253

Student mobility remains high. 57 students arrived throughout the year and 30 left our school.

71% of students who are currently enrolled at the school have been enrolled continuously since Kindergarten:

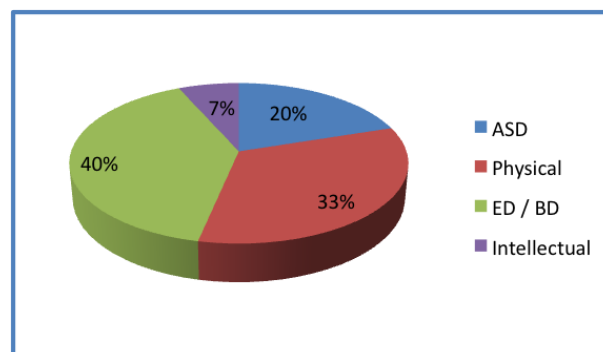


6% of students are Aboriginal, 4% have a language background other than English.

Students with Disabilities

In 2011, 25 students received a total of \$134 726 in funding support through the State Integration funding program. Funding is used to employ staff to assist teachers to make the accommodations and adjustments necessary for students to fully participate in learning.

The percentages of the types of disabilities are shown by the following graph:



Student attendance profile

The average attendance rate for students in Years K-6 is 95.1% which means that on any given day 95.1% of students are present for all or part of the day.

The school attendance rates are above that achieved by the region and state and have been every year since 2005.

	School	Region	State
K	95.6	94.7	94.7
1	95.5	93.9	94.2
2	95.9	94.0	94.2
3	95.5	93.8	94.4
4	94.7	93.9	94.3
5	93.9	93.6	94.2
6	93.6	93.2	93.8
2011	95.1	93.9	94.3
2006	95.2	93.9	94.0
2007	94.9	93.7	94
2008	95.8	93.7	94.1
2009	94.4	91.5	92.1
2010	95.2	93.9	94.4

Examination of school attendance practices indicates that there is a more consistent approach to the management and monitoring of student attendance is occurring via regular Student Welfare Team meetings, with actions communicated to all staff. Teachers send reminder notes promptly and most contact families after three days absence.

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 table shows our class sizes as reported at the 2011 class size audit conducted on Wednesday 16 March 2011.

Structure of classes

Twenty classes were formed to begin the year. A 21st class was formed at the beginning of Term 3 due to increased enrolments. There are four Kindergarten classes, eight stage 1 classes, five stage 2 classes and four stage 3 classes.

Classes are formed to maximise the school's ability to meet the needs of individuals and groups. Classes are of mixed ability with students clustered according to academic and social profiles. Careful consideration is given to the placement of students with disabilities. Classes are organised into distinct year groups where possible, although combined Stage 3 have been necessary over the past few years to best cater for social needs of students.

Class	Year	Total (year)	Total (class)
HB5	K	K = 83	21
HB6	K		20
HB7	K		21
HB8	K		21
HB9	1	Y1 = 90	23
HB10	1		22
HB11	1		23
HB12	1		22
HB13	2	Y2 = 75	24
HB14	2		21
HB1	2		23
HB2	2 / 3		7 / 21
HB3	3	Y3 = 67	28
HB4	3 / 4		18 / 10
HB20	4	Y4 = 80	30
HB17	4		30
HB18	4 / 5	Y5 = 58	10 / 17
HB19	5 / 6		14 / 16
HB15	5 / 6	Y6 = 46	12 / 17
HB16	5 / 6		15 / 13

Staff information

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

The school executive consists of the principal and four Assistant Principals. Increased enrolment numbers are expected to result in the establishment of a Deputy Principal position in 2012 to commence in 2013.

Twenty-four full-time and part time classroom teachers and a range of specialist teachers support the learning of students. These include a full-time teacher-librarian, Support Teacher Learning Assistance (3 days), a Reading Recovery teacher and RFF staff.

The National Education Agreement requires schools to report on Indigenous composition of their workforce. There is one indigenous teacher on staff.

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

Qualification	% of staff
Degree or Diploma	71
Postgraduate	29

Teaching staff years of experience:

Years	Permanent	Temporary
0-5	0	20%
6-10	16%	4%
11-15	0	4%
>15	52%	4%

Six School Learning Support Officers (SLSO) are employed to support students with disabilities.

Three SLSO, Mrs McCrae, Mrs Carmody and Mrs Broad, received permanent appointments in 2011.

The school has access to a counsellor for 2 days each week to support the emotional, social and academic needs of students.

A School Administration Manager is supported by one fulltime and two part time administration officers. The school purchases an extra day a week for a library administration officer.

We welcomed Mr Loker as a new permanent staff member in 2011.

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Classroom Teachers	17
Support Teacher Learning Assistance	0.6
RFF and part-time	1.8
Teacher Librarian	1
Counsellor	0.4
School Administrative & Support Staff	3.5
School Learning Support Officers	6
Canteen supervisor	1
General Assistant	1
Total	

Staff professional learning

Our staff maintain high professional standards through ongoing professional development.

Funding:

We received \$16 644 for teacher professional learning (TPL) in 2011. School funds were used to supplement the TPL grant.

Focus Area	Amount
Beginning Teachers	1912
Use of ICT	983
Quality Teaching	3289
Literacy and Numeracy	1735
Syllabus Implementation	525
Career Development	5472
Welfare and Equity	3620
Other	4426

Five school development days were completed. Staff also attended professional learning activities on topics related to school targets and personal professional learning plans.

Miss Patterson completed the Executive Leadership Development Program.

Staff were again actively involved in supporting NSWPSA activities:

Person	Roles
Mr Clemson	NSW Touch Convenor and State Team Manager.
Miss Patterson	Wyong , Region and NSW cross country, swimming and athletics.

Mr Demir	Wyong AFL convenor, NSW team manager
Miss Wigney	Wyong Tennis convenor
Mr Smith	Wyong Softball convenor

University students – staff show strong support for university training programs, providing opportunities for university students to complete practical experiences at our school:

Year	Interns	Other	Total
2011	5	2	7
2010	3	7	11
2008	1	6	7
2007	3	9	12

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.

School performance 2011

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 Kelly, Mrs Downey, Mrs Kempys and Mrs Zakaria led these groups.

The school choir participated in the Central Coast Combined Choir for the first time, performing at Mingara.

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

Bella Sibthorpe represented our school at the Future Voices Public Speaking Competition.

Sport

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

Years 3-6 students 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.

Two students represented our school at the highest state level – Kyle Schneider in rugby league and AFL and Liam Smith in athletics.

The boys AFL team (pictured below) won the Central Coast division of the Paul Kelly Cup and played in the State finals in September.



A range of coaching clinics were organised with association representatives from Central Coast Mariners, NSW AFL, NSW cricket and Rugby League.

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

Champion House Group 2011

Swimming	Dolphins.
Cross Country	Platypus
Athletics	Platypus

Age Champions - Swimming

Junior Boy	Bailey Allen
Junior Girl	Summah Black
Senior Boy	Riley Walkington
Senior Girl	Chloe Waddell

Age Champions – Cross Country 2011

8/9	Courtney Doyle	Jai Schneider
10	Hali Shiach-Scott	Bailey Vickers
11	Sarah Kirk	Liam Smith
12/13	Ashlee Vickers	Michael Maclachlan

Age Champions – Athletics 2011

Junior Boy	Joshua O'Shea
Junior Girl	Hali Shiach-Scott and Courtney Doyle
Senior Boy	Liam Smith
Senior Girl	Ashlee Vickers

House Captains

Dolphins	Madalen Clarke and Tyran Harris
Platypus	Kira Stanford and Jack Ormsby
Goanna	Jessica Smith and Lachlan Buhr
Kangaroo	Hannah Constantine and Wyatt Gavan

Sporting Blue 2011: Kyle Schneider and Liam Smith

Premier's Challenges

Premier's Reading Challenge – 203 students participated and 160 successfully completed the challenge. 21 students received gold awards for four consecutive years and 22 have completed more than four years.

Premier's Spelling Bee – students in Stage 2 and 3 classes competed in the spelling bee. Kye O'Brien, Aiden Collins, Bella Sibthorpe and Jai Hupton represented Woongarra in the Regional finals. Aiden Collins was the regional champion and competed at the highest state level.

Premier's Sporting Challenge – all classes K-6 participated in the challenge this year. .

Multicultural education

Multicultural education is taught within COGS units across all years.

4% of students have a language background other than English. There are no students requiring English as a Second Language (ESL) and, as such, we do not have an ESL teacher or program.

We enjoy an inclusive school community and racism-free learning and working environment. Mrs Pyle and Mr Demir are the Anti-Racism Contact Officers at our school. There were no complaints relating to anti-racism this year.

Respect and responsibility

The values of respect and responsibility are embedded in everything we do. Activities that promote respect and responsibility include:

Celebrating **ANZAC Day** and **Remembrance Day**.

Moving Into the Teen Years – our annual personal development program for Year 6

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

Crunch N Sip – actively supporting healthy lifestyles, through our successful daily fruit break.

Weekly behaviour awards and communication cards – used to acknowledge appropriate behaviour in class and the playground, accepting responsibility for one's own actions and positive attitudes to learning.

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

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

Walk Safely to School Day

Responsible Pet Ownership Program for K-2 students

School Citizenship Awards 2011	
K-2	Kate Greenwood
3-6	Teghan Irwin and Ethan Perricone

Student Representative Council 2011	
Mackenzie Hupton	Hayden Brabin
Tori Hain	Nicholas De Luca
Riley Nolan	Declan Nilsson
Aiden Collins	Summah Black
Sarah Sampey	Jake Harrison
Ally Kilpatrick	Jye English
Jai Hupton	Riley Walkington

Jack Ormsby	Ryan Stapley
Mikaela Larkin	Kyle Schneider

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 33 Aboriginal students have a Personalised Learning Plan (PLP). However, no parents or students participated in planning or reviewing PLPs. This is an improvement goal for 2012.

We celebrated NAIDOC Week by establishing a Bush Tucker garden:



Programs for students with additional educational needs

The school receives 0.6 STLA allocation (3 days per week) which is used to coordinate and implement programs as coordinated by the Learning Support Team (LST). In Semester 2, 2011, this allocation was increased to 1.0 using school funds as the needs far exceeded the allocation.

The LST works on a referral basis. In 2011, there were 234 students (46% of all students) with a current LST file. Support is prioritised, with a focus on early intervention in literacy.

State Integration Funding Support was used to employ six 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. The allocation of support staff employed through the State Integration funding program is strategic, with many STL students

benefitting from the additional support teacher in the classroom.

In addition, our Learning Assistance Program funding allocation of \$12900 is used to employ a SLSO to assist with the implementation of the Multi-Lit program and Kindergarten support programs in semester 2.

School-developed Occupational Therapy programs were provided via the Engine Room - a dedicated space filled with equipment and activities recommended by therapists to assist students with fine and gross motor skill development. Demand for this program exceeds available time and space places and placement was limited to K-4 students in 2011.

Life Skills programs (cooking, gardening etc.) and social skills programs were also provided for students receiving funding support and other students with needs in this area.

School funds were used to employ a speech therapist to coordinate a Kindy speech intervention program (see page 9) and a SLSO to implement programs.

A school counsellor was available 2 days a week.

Eight students attended 'Seasons for Growth' – a program to help students deal with grief and loss.

Excursions and Other Visits

Kindergarten visited Oakvale Farm to learn about needs and wants.

Stage 1 visited the Schoolhouse Museum to learn about school days in the past



Stage 2 visited the Australian Reptile Park and Norah Head lighthouse.

Stage 3 visited Myuna Bay Sport and Recreation Centre and CARES Bicycle Safety centre.

Academic Performance

Best Start

All Kindergarten students are assessed three times each year – Week 1 of school, end term 2 and mid term 4. Information is used by teachers to plan group, class and individual learning programs matched to student needs.

Statistical analysis of Best Start data shows positive growth in all aspects of literacy and numeracy, as shown in the following tables.

Aggregated literacy and numeracy data - % of students at each level: (NB. Level 0 is considered entry to Kindy level, Level 3 is the end of early stage 1).

	Level 0	Level 1	Level 2	Level 3
Literacy				
Term 1	39	54.3	5.6	1.1
Term 2	8.8	36.8	36.7	15.7
End 2011	1.4	16.7	25.3	56.6
Numeracy				
Term 1	23.5	41.8	15.2	19.5
Term 2	9.9	26.2	24.4	39.5
End 2011	2.1	10.1	18.8	69.0

6.7% of students entered Kindergarten in the top 2 levels for literacy and 34.7% for numeracy. By the end of the year, this has increased to 81.9% and 87.8%.

Average scores – Literacy (scores range from 0-3)

Literacy	T 1	T 2	T 4
Reading texts	0.64	1.65	2.53
Phonics	1.05	1.87	2.47
Phonemic Awareness	0.57	1.51	2.26
Concepts about print	0.72	1.84	2.69
Comprehension	0.56	1.29	2.08
Aspects of speaking	0.85	1.48	2.2
Aspects of Writing	0.42	1.65	2.34

The greatest improvements occurred in concepts about print, reading texts and aspects of writing.

Average scores – Numeracy (range from 0-3)

Numeracy	T 1	T 2	T 4
Forward number sequences	1.84	2.55	2.89
Backward number sequences	NA	2.13	2.73
Numerical identification	0.7	1.63	2.54
Early arithmetic strategies	0.7	1.30	1.83
Pattern and number structure	2.00	2.25	2.72

The strongest area of improvement was in numeral identification. Students are performing well in pattern and number structure and forward and backward number sequences.

Reading Levels

Percentage of students achieving benchmarks:

	2009	2010	2011
Kindy	84.8	75.8	65.0
Year 1	87.9	64.9	72.6
Year 2	70	74.3	50.6

Kindergarten students are generally reaching regional benchmark, although this was not achieved in 2011.

Year 1 did not reach benchmark in 2010 or 2011, although reading performance in 2011 improved from previous years

Only half of all Year 2 students achieved benchmark in 2011. This will need to be addressed in 2012.

Reading Recovery

The Reading Recovery program commenced this year, with one teacher in training. Our allocation has increased for 2012 to allow us to train a second teacher and support more students.

10 students participated in the Reading Recovery program in 2011:

Entry level	Exit level	Weeks
1	19	15
2	17	14
0	18	16
1	17	20
9	19	6
9	18	9
2	10	15
2	14	17
2	14	16
12	18	4
Average 4	Average 16.5	Average 13.2

A-E Assessment Data

School based assessment and reporting data indicates that 84% of students in Years 1-6 are achieving stage appropriate outcomes in English and 83% in maths:

% performing as expected, i.e. C or above		
	Semester 1	Semester 2
English	76	84
Maths	71	83

% performing below expectations, i.e. D or E		
	Semester 1	Semester 2
English	24	16
Maths	29	17

% performing above expectations, i.e. A or B		
	Semester 1	Semester 2
English	8	23
Maths	13	26

Multi-Lit

The Multi-Lit program is implemented via the Learning Support Team to provide extra support for students at risk of reading failure in Years 2-6. The program commenced in 2009.

95 students have accessed the program. Of these, 25 have left our school and 37 have graduated. 33 remain on the program.

In Year 5, 87.5% of students who completed Multi-Lit achieved over 100 points growth in reading in 2011 NAPLAN, far exceeding state average of 72 points. The average growth for the Multi-Lit students was 139 points.

Speech Program

In 2011, the school employed a speech therapist and SLSO to establish and implement an expressive and receptive language speech therapy program for kindergarten students. This is a long term, early intervention literacy strategy.

There are two main components to our program: articulation and expressive / receptive language.

Expressive / receptive language:

The Boehm Test of Basic Concepts was used to assess student's knowledge of basic concepts that are fundamental to understanding instructions for early learning. 50 concepts are tested. All students were tested in Term 1, and again at the start of Term 4.

The average score in Term 1 was 36.4 (out of 50). In Term 4, the average score had improved to 43.3. The percentage of students in the lowest performance band decreased from 47% to 8%, while the percentage of students in the highest band increased from 11% to 52%

22 concepts were identified that were known by less than 60% of all students and targeted for

explicit teaching. By the start of Term 4, this had reduced to 4 concepts.

Articulation:

All students were screened in Term 1 and again in Term 4.

27 students were identified for school-based intervention, with individual programs implemented by a dedicated SLSO.

Improvements in all areas are evident, as shown:

Articulation – number of students		
	Term 1	Term 4
Within Normal Limits	54	65
Mild, no intervention required	9	13
Moderate	11	3
Moderate / severe	6	2
Severe	6	3

As a result of school-based intervention, the percentage of students with moderate to severe articulation difficulties decreased from 27% to 9%. Three students have severe difficulties that require intervention from a qualified therapist.

NAPLAN

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)

Year 3

64 students in Year 3 completed the NAPLAN tests in 2011. NB. Scores highlighted in yellow are above state scores

Year 3 Mean Scores		
	School	State
Reading	431.7	423.7
Writing	449.4	429.2
Spelling	423.9	420.8
Grammar	448.5	430.7
Numeracy	404.8	406.6

In Year 3, the mean scores of students in all areas of literacy and numeracy were within or above state mean.

Year 3 – Percentage in each band						
Band	1	2	3	4	5	6
Reading	3	5	17	27	19	29
Writing	0	0	3	31	42	23
Spelling	0	5	17	22	38	19
Grammar	2	2	11	33	23	30
Numeracy	3	9	22	25	25	16

Year 5

56 students in Year 5 completed the NAPLAN tests in 2011.

Year 5 Mean scores		
	School	State
Reading	488.4	496
Writing	465.1	492.7
Spelling	469.3	498.3
Grammar	492.1	509
Numeracy	486.9	500.6

School means were below state means in all areas.

Year 5 – Percentage in each band						
	3	4	5	6	7	8
Reading	5	13	22	35	15	11
Writing	4	7	47	31	9	2
Spelling	5	12	34	36	9	4
Grammar	11	5	16	39	23	5
Numeracy	4	7	33	36	16	4

Proficiency Bands

The following tables show the percentage of students performing in the proficiency bands (top 2 bands) and the comparison between state and school from 2010-2011:

Year 3	2010 State	2010 school	2011 state	2011 school
Reading	48	43	47	48
Writing	66	53	61	65
Numeracy	38	35	40	41

In 2011, the percentage of Year 3 students achieving proficiency in 2011 has improved from previous years and is above the state in all areas.

Year 5	2010 State	2010 school	2011 state	2011 school
Reading	33	19	35	26
Writing	27	13	26	11
Numeracy	32	18	29	20

The percentage of Year 5 students achieving proficiency has improved in reading and numeracy, but remains lower than the state in all areas.

Lower Bands

The following tables show the percentage of students performing in the lower 2 bands and the comparison between state and school:

Year 3	2010 State	2010 school	2011 state	2011 school
Reading	14	12	14	8
Writing	6	3	6	0
Numeracy	15	14	15	12

There are less students in Bands 1 and 2 than in previous years and less than the state in all areas.

Year 5	2010 State	2010 school	2011 state	2011 school
Reading	120	24	18	18
Writing	13	19	12	11
Numeracy	16	20	14	11

There are less students in Bands 1 and 2 in 2011 than in 2010 and less than the state in all areas.

Progress in literacy and numeracy

Year 5 - Percentage achieving expected growth		
	School	Diff from State
Reading	57.1%	+6.7
Numeracy	62.5%	+6.2
Spelling	47.9%	-1.45
Grammar	52.1%	-0.74

Year 7 - Percentage achieving expected growth		
	School	Diff from State
Reading	48.1%	-0.1
Numeracy	44.9%	-7.17
Spelling	67.3%	+5.06
Grammar	51.9%	+1.66

The percentage of students achieving at or above expected growth between Years 3 and 5 was above state percentage in reading and numeracy and below in spelling and grammar. The opposite occurred between Years 5 and 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 percentages of our students achieving at or above these standards are reported below:

	Year 3	Year 5	Year 7
Reading	97	95	96
Writing	100	96	89
Spelling	100	95	95
Grammar	98	89	84
Numeracy	97	96	89

Progress on 2011 targets

Literacy and Numeracy Targets:

a) To improve performance in Spelling, Grammar and Punctuation in Year 3 and 5 from below HCC and state means to above HCC and state means.

Proficiency bands	School	HCC	State
Y3 Grammar	53	41	50
Y3 Spelling	57	42	51
Y5 Grammar	28	33	41
Y5 Spelling	13	26	36

This target was achieved in Year 3, with more students in the top 2 bands in grammar than in the state, HCC, and 2010 (30%) and more students in the top 2 bands in spelling than in the state, HCC and 2010 (13%)

This target was not achieved in Year 5, with significant differences between school and state percentages

Three students – Mason Izzard, Lara Niehues (Year 3) and Emma Garlick (Year 5) achieved 100% scores in Grammar and Punctuation.

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

This target was achieved, with 16% of students in lower bands.

Lowest bands	School	HCC	State
Y5 Grammar	16	20	15

Growth targets:

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

This target was achieved in Year 5, but not in Year 7 (see tables on page 11)

b) Improved average growth from Year 3-5 and year 5-7 from below state and HCC average to match or exceed HCC average: (NB. SEG = School Education Group)

Average Growth	2011 School	2011 SEG	2011 State	Target met?
Years 3-5				
Reading	79.0	79.0	72.2	Yes
Spelling	72.8	74.1	74.2	No
Grammar	81.4	81.8	82.2	No
Numeracy	100.5	89.7	94.3	Yes
Years 5-7				
Reading	40.6	36.4	40.7	Yes
Spelling	49.0	41.7	44	Yes
Grammar	31.8	29.1	30.1	Yes
Numeracy	39.6	44.8	46.8	No

This target was achieved in Year 5 in reading and numeracy and in Year 7 in reading, spelling and grammar.

Proficiency Target:

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

Proficiency bands	2011 School	HCC target	Target met?
Y3 Reading	48	41.8	Yes
Y3 Numeracy	41	34.8	Yes
Y5 Reading	26	36.0	No
Y5 Numeracy	20	27.2	No

This target was achieved in Year 3, but not in Year 5. This is the same result as in 2010.

Comparison 2010-2011:

% in top bands	WPS / state	Difference from 2010
Y3 Reading	48 / 47	+ 5%
Y3 Numeracy	41 / 40	+ 5%
Y5 Reading	26 / 36	+ 7%
Y5 Numeracy	20 / 29	+2%
Y7 Reading	29 / 31	-7%
Y7 Numeracy	21 / 32	-9%

More students achieved proficiency in Year 3 and 5 than in 2010, but less in Year 7

Target – Language

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

This target was achieved – see pages 9 and 10.

Target – Environmental Education

To lessen our environmental footprint

We have achieved a great deal in this area over the past three years in the management of resources, the management of grounds and curriculum.

A gardening club has been established with students now responsible for recycling, worm farms, the Bush Tucker garden, the vegie patch and caring for the school grounds and gardens.

Water tanks have been installed and solar panels are expected by the end of the year to further reduce our energy consumption.

Recycling programs for paper, cardboard and fruit waste (via worm farms) are operating in all classrooms K-6.

Students participate in various curriculum based initiatives including Wyong Council's Wipe Out Waste and Water Watch programs. Excursions to Rumbalara Environmental Education Centre and Buttonderry Recycling Depot are part of the bi-annual excursion schedule.

Our success in this area was acknowledged via:

- a Highly Commended Award in the Wyong Shire Gardening competition
- 2nd place in the Wyong Council Wipe Out Waste Environmental Education Competition
- Being noted as the most energy efficient of all the PPP schools in terms of electricity and gas consumption.



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.

1. Gifted and Talented Education

Background

We have recognised that we have outstanding procedures in place to identify and support students who are experiencing difficulty in learning and that we now need to look more closely at what we are doing to support our gifted and talented (GAT) students. Some parents have also identified this as an area for school improvement. As such, we examined our current practices using the GAT Policy Planning matrix provided by the Department.

Findings and conclusions

There are seven elements needed to ensure an effective GAT program operates in the school. We scored ourselves as operating at the beginning levels (Level 1 or 2) in all areas:

Identification - Level 1: there are some school level, data driven identification processes (e.g. via NAPLAN, competitions, cognitive assessment), but identification procedures are not widely known or used by teachers or parents. The school does not have a formal identification policy.

Grouping – Level 1: Gifted students are spread throughout mixed-ability classrooms

Acceleration – Level 2: there have been some attempts at subject acceleration but appropriate identification and monitoring procedures are not in place

Curriculum – Level 2: some members of staff have differentiated units, particularly for slow learners. Fast workers are usually given extra reading or activity sheets. Most students are tested only at year / stage level.

Professional learning – Level 2: a few staff members have attended courses and in-services on gifted education.

Policy – Level 2: school policy is in the process of being written to reflect the Department policy.

Parents – Level 1: some parents are vocal about what they see as the school not catering for their child's needs

Future Directions

A team has been established in Term 4 this year to work through a policy development process that will include:

Identification – clarifying and communicating principles and procedures for identification

Organising staff development to improve our skills, knowledge and ability to meet the needs of GAT students within-class programs and strategies by offering a differentiated curriculum; exploring teaching and learning activities; considering grouping practices and revising assessment practices

Exploring activities beyond the classroom – specialist activities, mentor activities, collaboration within region and other agencies

Determining organisational issues, e.g. management of programs within the school, role of the learning support team, curriculum team responsibilities.

Parents – planning and implementing strategies to ensure that parents understand and are well-informed about the needs of gifted children and the school's policy and programs which cater for these needs.

Resources – making sure that we have the resources we need to implement programs.

2. Quality Teaching

3. Student Engagement in English and Maths

Findings and future directions are shown on the following pages.



Aiden Collins was our first State Spelling Bee finalist

Quality Teaching

Findings of quality teaching surveys from staff are shown below. High ratings were taken to be 'always' and 'mostly' above 85%. Lower ratings were taken as 'always' and 'mostly' below 80%

Intellectual Quality	
Deep understanding and deep knowledge	High – students are given opportunities to connect what they know with wider concepts, to ask clarifying questions and to make relationships between central concepts and ideas Lower – students do not always understand that knowledge should be questioned and analysed
Higher order thinking and problematic knowledge	High – opportunities are provided to analyse and synthesize information and demonstrate understandings Lower – teacher awareness and use of higher order questioning techniques in lessons
Substantive communication and narrative	High – teachers explain connections between subjects and discussions are used regularly as a learning strategy Lower – there are less opportunities for sustained communication about concepts (oral, written or artistic)
Quality Learning Environment	
Explicit quality criteria and high expectations	High – students and teachers recognise a learning culture based on high expectations. Teachers make students aware of what makes good work and students do their best to achieve.
Engagement	Students and teachers rate the level of engagement in classrooms as very high, with the majority of students prepared, interested and engaged in class activities.
Social Support	High – teachers and students agree that an atmosphere of mutual respect and support exists.
Self-regulation	High – teachers indicate that the majority of students remain on task with minimal attention to discipline and although some students can disrupt the learning of others, the degree of disruption only sometimes affects lessons.
Student direction	This area was rated lowest by teachers, with over half indicating that students only sometimes or rarely have the opportunity to negotiate the form or direction of lessons, or set learning goals, or negotiate tasks and projects.
Significance	
Background and cultural knowledge	High – lessons are planned to build on background knowledge. Lower – lessons only sometimes incorporate cultural knowledge
Knowledge integration	Teachers plan lessons to integrate knowledge and skills across KLAs, particularly through COGS, (although students do not see the links between what they learn in English and Maths with other subjects -see student surveys)
Inclusivity	High – this area was rated highest by students and teachers (and is also highly valued by parents in satisfaction surveys). All students feel valued.
Connectedness and narrative	High – lessons include real life contexts Low – limited opportunities to share knowledge and understanding with the wider community. Teachers sometimes use narrative (story telling, real life connection) as part of lesson delivery.

Student engagement

Surveys on attitudes and learning experiences in literacy and numeracy were completed by all students in Years 3-6 with the following results:

ENGLISH	Always	Usually	Sometimes	Rarely
English is an important subject to learn	48%	29%	18%	4%
My teachers plan interesting class activities	28%	42%	25%	5%
The activities my teacher uses help me learn	57%	31%	11%	1%
My teachers tells me what I am learning and why	55%	27%	14%	5%
The school expects me to do my best	73%	19%	4%	4%
I try to do my best and take pride in learning	57%	33%	8%	2%
There is a balance working alone or with others	23%	41%	29%	7%
In class we do things that are new and different	40%	34%	21%	5%
My teachers find new ways to help me understand	51%	26%	18%	4%
The English I learn is used in other subjects	32%	37%	24%	5%
MATHEMATICS				
Mathematics is an important subject to learn	75%	16%	6%	3%
My teachers plan interesting class activities	48%	32%	16%	4%
The activities my teacher uses help me learn	60%	27%	12%	2%
My teachers tells me what I am learning and why	54%	30%	12%	4%
The school expects me to do my best	76%	16%	6%	1%
I try to do my best and take pride in learning	64%	23%	11%	2%
There is a balance working alone or with others	36%	37%	18%	7%
In class we do things that are new and different	41%	33%	19%	6%
My teachers find new ways to help me understand	57%	31%	9%	3%
The mathematics I learn is used in other subjects	43%	24%	23%	10%



> 25% sometimes or rarely



> 85% always or usually

93% of students believe that Maths is an important subject to learn, but only 77% for English.

Students believe that the activities planned by teachers help them to learn (88% in English, 87% in Maths) and that teachers find new ways to help them understand.

93% of students believe that the school expects them to do their best (high expectations) and they try hard to do so, taking pride in their learning.

29% of students responded that they only sometimes or rarely use the English they learn in other subjects. 33% of students responded the same way for Maths.

A third of students report that they sometimes or rarely do things that are new or different in English and that there is balance between working alone or in groups. A quarter of students said the same for Maths.

Future Directions:

When planning and delivering teaching and learning programs, teachers will ensure a renewed focus on explicitly clarifying the intended outcome and purpose of the learning experiences with students. This will be a focus when planning units of work, lessons and assessment tasks in stage teams.

Staff professional learning activities related to higher order thinking will be delivered, to improve teacher skills in setting learning goals, allowing input into the form and direction of lessons, negotiating tasks or projects and providing a wider variety of activities with a balance between group and independent work. This also links with professional learning activities as part of our Gifted and Talented Strategy.

Parent, student, teacher satisfaction

The school has sought the opinions of parents, students and teachers about the school by asking the following question for the past few years:

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 tables below show the responses from 2009 and 2011:

Staff:

	0-4	5	6	7	8	9	10
2009		5%	5%	0	15%	15%	60%
2011					17%	25%	58%

Parents:

	0-4	5	6	7	8	9	10
2009	2%			8%	11%	13%	66%
2011				5%	22%	5%	68%

Students:

	0-4	5	6	7	8	9	10
2009	4%	8%	4%	4%	8%	27%	45%
2011		6%	6%	9%	19%	8%	52%

Satisfaction Rating

	2009	2011
Staff	65%	81%
Parents	76%	72%
Students	55%	59%
Total Satisfaction	60%	72%
Promoters (9-10)	73%	72%
Detractors (0-6)	14%	4%
Neutrals (7-8)	13%	24%

The overall level of satisfaction with school programs, policies and procedures remains very high. We have far more promoters of the school (9-10), than detractors (0-6) or neutrals (7-8).

The number of detractors (0-6 scores) has decreased from 14% to 4%

Staff morale is high and staff are strong promoters of the school: "Just going into the staffroom shows how happy we are"

Students are happy at school: "Our class is a team and we all work together; We learn so much; The teachers make us smart because they teach us lots"

Parents are also very satisfied with the school. The relationships that exist between parents, students and teachers are very positive: "Great school, love it, I wish the school could become a high school as well; Friendly and effective principal and teachers; bully and violence free school; At a recent meeting, other parents complained about their schools. I didn't need to."

Common and frequent responses from staff, students and parents to the following questions included:

What is the school known for?

Standard of school facilities and grounds, sports programs, support for students with special needs, inclusivity, the way we nurture and support students - putting students first, supportive parents, approachable, friendly staff, quality students, technology, resources, welcoming, safe school environment, sound educational results, student welfare programs, listening to ideas, concerns, suggestions.

What would like the school to be known for?

Outstanding academic performance, environmental studies, innovative programs, high expectations, extra curricula activities

What should we continue doing?

Programs for special needs, dance, choir, sport, technology, whole school approach to every student, managing problems straight away, sharing ideas between teachers, simple activities and events, positive attitudes, supporting staff to pursue their interests, peer reading, interest groups, gardening club

What do you think we should stop doing?

Homework was by far the most common response from students!

What do you think we should start doing?

Integrate library with COGS and information skills, provide more support for students with maths difficulties, programs for gifted and talented students (see also evaluation on page 14), enforce school uniform with older students, promote ourselves in local media, visual literacy program, improve role of curriculum committees to include professional learning.

School development 2012-2014

Our school Strategic Plan includes three year targets that we will work towards in 2012-2014. 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 2012

NAPLAN Targets:

Numeracy:

To improve student performance in Numeracy in 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 and numeracy will equal or exceed the state percentage.

Proficiency Target:

The number of students achieving proficiency in the top two bands in reading and numeracy will match or exceed HCC targets in Year 3 and 5.

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 Number, Patterns and Algebra from 22% to 33% in Year 5.

Increased percentage of students in top 2 bands in Data, Measurement, Space and Geometry from 25% to 31% in Year 5.

Decrease the number of students in the bottom 2 bands in Number, Patterns and Algebra in Year 5 from 22% to 10%.

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

Strategies to achieve these targets:

All stage 2 and 3 teachers will participate in the DEC TOWN numeracy professional development program that focuses on place value, multiplication and division.

All K-2 teachers will be trained to enter and use Best Start Assessment data to guide teaching and learning in literacy and numeracy K-2.

Professional learning activities for all K-6 staff to improve understanding and use of numeracy continuum K-10

Aboriginal Education:

Increase the percentage of parental and student participation in the development and review of personalised learning pathways (PLP) from 0% to 50%.

This will be measured by:

At least 50% of students and 50% of parents participating in PLP process.

Strategies to achieve these targets:

Conduct a parent information workshop in term 1 to explain the PLP process and invite participation

Develop a new planning matrix and proforma to assist teachers, students and parents to set meaningful and smart goals.

Provide release time for teachers to meet with parents and students in Term 1 and to review PLPs at the end of semester 1 and semester 2 (based on the same review model as used for students with disabilities).

Gifted and Talented Education:

Develop, complete and implement a Gifted and Talented Education policy.

Strategies to achieve these targets:

See evaluation on page 13.



Our male staff embrace Movember once again in 2011.

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