

Woongarrah Public School Annual School Report



Education &
Communities

Public Schools NSW

4637

2022

Our school at a glance

Students

In 2012 there were 545 students from Kindergarten to Year 6 enrolled at Woongarra Public School. These enrolments made up a total of 22 classes.

Staff

We have an experienced, highly professional and dedicated staff committed to the continual improvement of student learning outcomes and well-being.

2012 teaching staffing consisted of one principal, four Assistant Principals, 18 classroom teachers, two Reading Recovery teachers, two RFF teachers, a Learning and Support teacher and a teacher-librarian.

The teaching staff are supported by four School Administrative staff and five School Learning Support Officers.

Student achievement in 2012

Students continue to perform well in national assessments. 97% of students in Year 3 are performing at or above minimum standards in Literacy. 99% are performing above minimum standards in Numeracy. 94% of students in Year 5 are achieving at or above national standards in Literacy. 96% of students are performing above national minimum standards in Numeracy.

Messages

Principal's message

It is with pleasure that I submit the Annual School Report for 2012. The report details the school's major achievements during 2012, an assessment of our progress towards our targets and the priorities that have been established within the three year (2012-2014) planning cycle. I commend this report to you.

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.

P&C executive for 2012:

Name	Position
Amy Crowther	President
Leanne Sibthorpe	Vice President
Michele Collins	Vice President
Penny Allen	Secretary
Taryn Gribbin	Treasurer

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!

Student representative's message

This year, Parliament continued to meet twice each term. Parliament includes the eight Year 6 ministers, as well as two representatives from each class in Years 3-6 (Student Representative Council). We also introduced weekly 'cabinet meetings' where the Ministers met to discuss matters and complete jobs necessary as a result of the Parliament meeting.

We have participated in many things around the school. We formed a dance group, led by one of the Ministers. We conducted a table tennis competition. We helped set up new lunchtime clubs, such as chess, Lego, drawing, French knitting and card making. We wrote articles for the newsletter, helped to keep the sports shed tidy, took photos of school events and helped classes solve any issues that were raised at Parliament.

It has been a successful year.

Student Leaders for 2012:

Name	Position
Jai Hupton	Prime Minister
Rhys Barwick	Deputy Prime Minister
Ministers:	
Victoria Beasley	Jake Harrison
Chloe Waddell	Jacob McPherson
Isabelle Taylor	Alex Buhr

School context

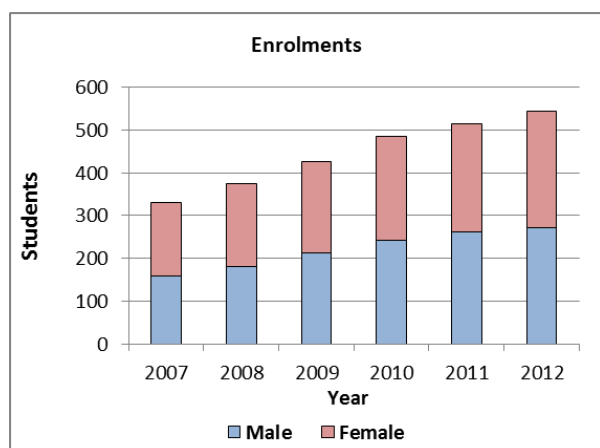
Student information

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

Student enrolment profile

The total enrolment at Woongarra Public School increased from 514 in 2011 to 545 in 2012.

	2007	2008	2009	2010	2011	2012
Male	160	181	213	243	261	272
Female	170	193	214	243	253	273
Total	330	374	427	486	514	545



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

Student attendance profile

Year	2009	2010	2011	2012
K	95.3	96.4	95.6	94.9
1	94.7	95.7	95.5	95.1
2	95.0	95.3	95.9	94.9
3	94.5	95.3	95.5	94.9
4	95.4	94.2	94.7	94.9
5	91.5	95.0	93.9	93.9
6	93.5	93.6	93.6	92.5
Total	94.4	95.2	95.1	94.5

Management of non-attendance

We regularly monitor attendance via our Student Welfare Team meetings. Teachers follow up on concerns through regular communication, including phone calls and notes home.

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
Assistant Principal(s)	4
Classroom Teachers	19
RFF and part-time	2
Reading Recovery	0.8
Learning and Support Teacher	0.9
Teacher Librarian	1
Counsellor	0.4
School Administrative & Support Staff	4
School Learning Support Officers	5
Total	38

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Two staff members are Aboriginal.

Staff retention

Mrs Nicolas and Mrs Rawson were appointed to the school through merit selection in 2012.

Ms Ella was appointed as a class teacher. Mrs Kerr-Thomson was appointed as an Assistant Principal. Mr O'Hara was appointed as General Assistant.

Mr Clemson was promoted to a Principal position in 2012.

Mrs McCrae and Mrs Broad received transfers for 2013 as School Learning Support Officers.

All other permanent staff will remain at Woongarra in 2013.

Teacher qualifications

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

Qualification	% of staff
Degree or Diploma	70
Postgraduate	30

The school plays a key role in supporting the accreditation of New Scheme Teachers. In 2012, the school employed seven New Scheme Teachers and supported four of these teachers to complete accreditation.

The school also provides strong support for university training programs, providing opportunities for university students to complete practical experiences at our school. Six university students completed practicums in 2012.

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	30/11/2012
Income	\$
Balance brought forward	203420.43
Global funds	233123.48
Tied funds	212885.57
School & community sources	110842.36
Interest	11319.59
Trust receipts	68753.15
Canteen	48715.65
Total income	889060.23
Expenditure	
Teaching & learning	
Key learning areas	75344.52
Excursions	36156.74
Extracurricular dissections	45389.11
Library	8805.12
Training & development	2078.43
Tied funds	219028.60
Casual relief teachers	87823.02
Administration & office	54044.30
School-operated canteen	43558.62
Utilities	40462.03
Maintenance	5891.44
Trust accounts	41609.10
Capital programs	0.00
Total expenditure	660191.03
Balance carried forward	228869.20

A full copy of the school's 2012 financial statement is tabled at the P&C annual general meeting. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

All students K-6 participated in Music Count Us In for the sixth year in a row.

We established a signing choir, who performed at our Public Speaking finals and Kindergarten Orientation.

The Christmas choir was very popular, performing at Warnervale Uniting Church and at the end of year K-6 assembly.

We conducted our first ever Public Speaking competition this year, with the finals held during Education Week. We were thoroughly impressed by the standard of the competition.

	Stage 2	Stage 3
1	Tanaysha Newton-Carr	Jai Hupton
2	Amelia Ruskin	Jacob McPherson
3	Sophie Farmer	Sarah El-Sayed

Sport

The 2012 Sporting Blue was awarded to Rhys Barwick for outstanding achievement in Sport.

The inaugural Premier's Sporting Challenge medal was won by Sarah Kirk.

Three students were Sydney North representatives: Rhys Barwick (soccer) Isabelle Taylor (tennis) and Jai Hupton (AFL).

The school won the Wyong Zone Cross Country Carnival – the first time that we have won a major carnival event.

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.

All classes participated in the Premier's Sporting Challenge.

We held a K-6 Olympic Day where students were divided into countries to compete in games and activities, and an opening and closing ceremony.



The torch relay and lighting of the flame provided a great start to Olympic Day

Champion House Group 2012	
Swimming	Dolphin
Cross Country	Dolphin
Athletics	Goanna

Age Champions - Swimming	
Junior Boy	Ethan Writer
Junior Girl	Shay McBeath
Senior Boy	Riley Walkington
Senior Girl	Chloe Waddell

Age Champions – Cross Country 2012		
8/9	Tanaysha Newton-Carr	Lachlan West
10	Presley Rawling	Jye English
11	Hali Shiach-Scott	Bailey Vickers
12/13	Sarah Kirk	Jai Hupton

Age Champions – Athletics 2012	
Junior Boy	Jye English
Junior Girl	Courtney Doyle and Presley Rawling
Senior Boy	Rhys Barwick
Senior Girl	Hali Shiach-Scott

House Captains		
Dolphins	Sarah Kirk	Riley Walkington
Platypus	Ashlee Stanford	Kyle McGilvray
Goanna	Chloe Ray	James Kampas
Kangaroo	Hannah Norman	Harry Bates

Other

Other major award winners for 2012 include:

School Awards 2012	
Dux of School	Jai Hupton
Citizenship Award	Victoria Beasley
Citizenship Award	Sophie Noble
Environment Award	Emma Garlick
Science Award	Lachlan Neiheus
Mathematics	Jai Hupton
Lifelong Learning	Jessica Kilgour
100% NAPLAN Spelling	Olivia Clarkson, Aiden Collins, Anna Chenda

Students in Stage 2 and 3 classes competed in the Premier's Spelling Bee. Saif-Dean Jarrar, Bailey Hodges, Aiden Collins and Andrew Hocking represented Woongarra in the Regional finals. Aiden Collins finished in second place in the stage 3 competition.

Academic

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select GO.

In NAPLAN, the results across the Years 3 to 9, 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)

Reading – NAPLAN Year 3

In 2012, 76 students participated in NAPLAN Literacy tests. 97% or more of our students achieved above National Minimum standards in all aspects of literacy, with 100% in Writing.

Reading results were lower than results in other test areas. Student performance in all other areas of literacy was above state and region.

Reading results were lower than in previous years and boys results significantly lower than state which is cause for concern.

Average score, 2012	School	SSG		State DEC		
	410.5	414.7		419.6		
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	2	9	18	15	16	16
Percentage in Bands	2.6	11.8	23.7	19.7	21.1	21.1
School Average 2008-2012	2.5	10.2	18.8	26.2	23.1	19.1
SSG % in Bands 2012	3.3	10.9	19.0	24.3	22.9	19.6
State DEC % in Bands 2012	4.3	11.7	16.8	20.5	22.3	24.5

Numeracy – NAPLAN Year 3

Average score, 2012	School	SSG		State DEC		
	409.3	395.4		400.2		
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	1	8	12	20	20	12
Percentage in Bands	1.4	11.0	16.4	27.4	27.4	16.4
School Average 2008-2012	1.2	10.2	24.8	27.0	22.7	14.0
SSG % in Bands 2012	3.1	10.5	24.2	31.3	19.0	11.9
State DEC % in Bands 2012	4.8	10.6	21.1	26.9	19.9	16.6

76 students participated in NAPLAN Numeracy tests. 98.6% of students achieved above National Minimum standards.

Student performance in all areas was above state and region.

44% of students were ranked in the top two bands, above the state result of 40%.

Girls performed significantly above the state in all areas.

Trend data is very encouraging and superior to state and regional trends.

Reading – NAPLAN Year 5

85 students participated in NAPLAN Literacy tests. 94% achieved above National Minimum standards in Reading.

Reading results have improved from previous years, with less students in Bands 3 and 4, and more students in bands 5, 6 and 7. We need to see this trend continue in a positive direction.

There were less students in the bottom two bands (13%) than the state (18%), but only 22% in the top two bands (36% in state).

Average score, 2012	School	SSG	State DEC			
	491.3	486.2	492.4			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	5	6	24	31	15	4
Percentage in Bands	5.9	7.1	28.2	36.5	17.7	4.7
School Average 2008-2012	6.7	9.3	26.5	29.9	18.3	9.3
SSG % in Bands 2012	8.8	12.0	24.7	24.7	20.9	8.9
State DEC % in Bands 2012	9.3	11.2	23.7	24.0	19.7	12.1

Numeracy – NAPLAN Year 5

85 students participated in NAPLAN Numeracy tests. 96.5% achieved above National Minimum standards in Reading.

Girls performance is significantly lower than boys, which is a reversal from previous years.

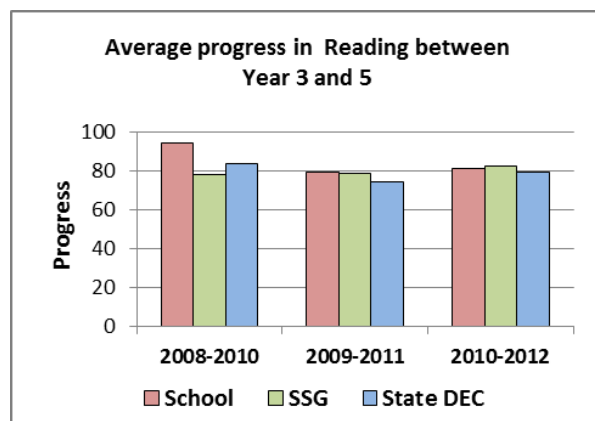
There are more students in the top two bands than in previous years and less students in the bottom two bands.

Average score, 2012	School	SSG	State DEC			
	487.5	482.9	493.6			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	3	7	32	23	12	8
Percentage in Bands	3.5	8.2	37.7	27.1	14.1	9.4
School Average 2008-2012	2.6	13.0	30.5	30.9	15.2	7.8
SSG % in Bands 2012	5.8	13.0	28.8	30.3	12.9	9.2
State DEC % in Bands 2012	6.4	13.2	24.6	26.7	14.2	15.0

Progress in reading

Average scaled growth is above state average.

The proportion of students achieving expected growth (68%) is higher than those who are not (32%).

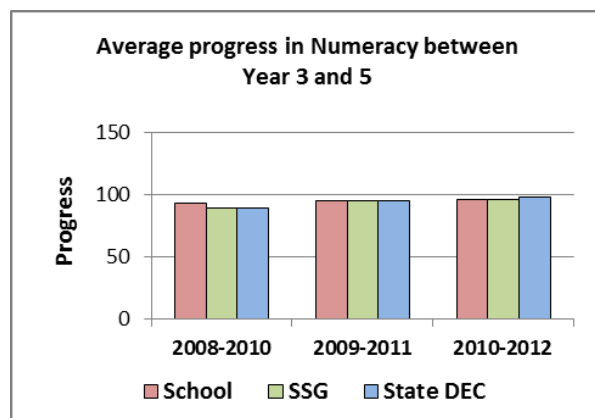


Average progress in Reading between Year 3 and 5			
	2008-2010	2009-2011	2010-2012
School	94.0	79.3	81.4
State DEC	83.7	74.0	79.2

Progress in numeracy

Average scaled growth is above state average.

The proportion of students achieving expected growth has increased from 47% in 2011 to 57% in 2012.



Average progress in Numeracy between Year 3 and 5			
	2008-2010	2009-2011	2010-2012
School	93.4	95.5	96.6
SSG	89.1	95.1	96.0
State DEC	89.6	95.8	98.2

National Minimum Standards

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	97.4
Writing	100.0
Spelling	97.3
Grammar & Punctuation	97.3
Numeracy	98.6

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	94.1
Writing	97.6
Spelling	97.6
Grammar & Punctuation	90.5
Numeracy	96.5

Significant programs and initiatives

Aboriginal education

Teachers in all classes include an Aboriginal perspective in their teaching and learning programs. Studies in Human Society and Its Environment and Creative Arts allow students to increase their understanding of the histories, cultures and experiences of Aboriginal people as the first people of Australia.

In Term 1 we developed Personal Learning Plans for all 46 Aboriginal students. 100% of students and 65% of parents participated in this process. This is pleasing progress towards our goal of 100% participation. In Term 4, we evaluated our plans to discover that students are achieving their academic, social and cultural goals.

During National Aboriginal and Torres Strait Islander Day (NAIDOC) Week in Term 2, we celebrated with Indigenous games conducted by our Year 5 and 6 Aboriginal leaders. We also participated in the Great Book Swap for the first time and raised over \$400 for the Indigenous Literacy Foundation.

Our Year 6 students decorated stones to add to our Bush Tucker garden – the start of an annual activity for Year 6. As they placed the stones in the garden, each student reflected on something that they can now do as they leave our school.

Our NAPLAN data indicates that the achievement of Aboriginal students was above state and region in Year 3 and Year 5 in Reading and Numeracy.

Multicultural education

Multicultural education is delivered through the Human Society and its Environment Key Learning Area. Learning about cultural diversity and the contribution to Australian society of people from many different backgrounds is critical to the development of informed and responsible citizenship.

4% of students have a language background other than English. There are no students requiring English as a Second Language (ESL).

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.

Environmental Activities

Many K-6 students have enjoyed a wide range of environmental activities during 2012. Students are involved in activities such as environmental litter pick-up, pulping fruit scraps, tending to the worm farms, recycling the worm tea for environmentally friendly fertilizer, weeding and mulching all of our beautiful gardens and school grounds.

We extended our vegetable patch and planted new fruit trees. A Sensory garden is being created with raised garden beds for plants that students will be able to taste and touch.

Thanks to the wonderful enthusiasm shown by the gardening students they have won two prizes in Wyong Council Schools Gardening Competitions.

Local businesses, including Bunnings, are very generous in their support of environmental education at Woongarrah PS.



Our keen gardeners show off the newest addition to the vegie patch

Speech Program

In 2011, we established a speech therapy program for kindergarten students as an early intervention literacy strategy.

The Boehm Test of Basic Concepts is 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 out of 50. In Term 4, the average score had improved to 43. The percentage of students in the lowest performance band decreased from 51% to 12%, while the percentage of students in the highest band increased from 21% to 58%. This program will continue in 2013.

Respect and Responsibility

The values of respect and responsibility are embedded in our school culture. Activities that promoted respect and responsibility in 2012 included:

- Celebrating ANZAC Day, NAIDOC Week and Remembrance Day.
- Charitable fundraising – allowing students to select and support charities for children, with Stewart House as our main charity.
- Participating in Jump Rope for Heart for the first time this year. We have the most generous community at Woongarra having raised \$7581.86 for the Heart Foundation – an outstanding effort!
- Clean Up Schools Day and Waterwise program - teaching students that it is the responsibility of all to keep the environment clean

Progress on 2012 targets

2012 was the first year of a three-year planning cycle.

Target 1

To improve literacy outcomes for all students

Our achievements include:

- 81% of Kindergarten students and 85% of Year 1 students achieved at or above regional benchmark for reading:

	2010	2011	2012
Kindy	76	65	81
Year 1	65	72.5	85
Year 2	74	50.5	70

- 97% of Year 3 students and 94% of Year 5 students achieved at or above national minimum standards in Reading
- 60% of students in Year 3 achieved the top two proficiency bands in writing, 56% in spelling and 57% in grammar and punctuation.
- Growth between Year 3 and 5 was substantially above state average in Reading.
- 21 students who completed the MultiLit program achieved an average growth of 103 points – far exceeding average state growth of 77.8 points.

Target 2

To improve numeracy outcomes for all students

Our achievements include:

- 98.6% of Year 3 students and 96.5% of Year 5 students achieved at or above national minimum standards in Numeracy
- Growth between Year 3 and 5 was above state average in Numeracy
- The number of students achieving proficiency in the top two bands in numeracy exceeded HCC targets in Year 3 and 5.
- There are more students in the top two bands in numeracy in Year 5 than in previous years.
- Less students in the lower two bands in Year 5 than state
- Enthusiastic teacher support for new ways to improve the school's approach to supporting lower achievers in mathematics as a result of the TOWN program.



Hands-on activities and games are used to support learning in Mathematics

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Learning and Support, Gifted and Talented Education and the new English K-6.

Learning and Support

Background

Recent changes to funding models and staffing allocations used to support students in regular classes with additional learning and support needs and their teachers resulted in a need to evaluate our programs, policies and procedures for Learning and Support. We used a matrix to assist planning and evaluation and met with parents and teachers.

Findings and conclusions

It is apparent that the learning and support planning processes are an integral part of the school plan and priorities and that there is effective, coordinated planning in place to identify and accommodate the specific learning and support needs of students.

Parents are supportive of our organisation and programs and recognise the inclusive nature of the school. This is also an identified positive feature of the school on annual satisfaction surveys.

Future directions

The results of the evaluation were very pleasing, highlighting that the school is operating at the 'Best Practice' level in all focus areas – identifying student need, learning and support adjustments, and management of learning and support.

Our challenge is recognised as finding innovative solutions and ways to continue to provide the same quality of support with reduced resources available.

We will continue to provide professional learning for staff and to provide support for students, parents and teachers through the Learning and Support Team, Learning and Support Teacher and focus programs and activities, such as Kindergarten speech and structured play.

English K-10

Background

The new English K-10 Australian Curriculum is due to begin implementation in 2014. We asked teachers to complete a self-audit to develop a profile of their strengths and gaps in relation to the new syllabus in order to inform our planning and

ensure that we are prepared for implementation in 2014.

Findings and conclusions

The audit identified a clear need for professional learning to ensure teachers have a clear understanding of the requirements of the new syllabus and realise the opportunities presented by the new syllabus.

The audit identified the need for a review and reworking of scope and sequence plans.

Future Directions

We will provide time for teachers to work in teams to realign current teaching and learning programs to the new syllabus.

We will provide a program of professional learning using school development days, staff meetings, professional learning funds and online resources being offered by the Board of Studies and Curriculum Learning and Innovation Centre.

Gifted and Talented Education

Background

In 2011, we evaluated Gifted and Talented (GAT) education prior to embarking on a 3 year plan for improvement. In 2012, we reviewed and evaluated our progress.

Findings and conclusions

There are six focus elements required for an effective GAT program. We have improved in most areas.

Identification 2011 = Level 1; 2012 = Level 3

We have improved the ways in which we identify and nominate students for GAT programs and enrichment activities.

Grouping 2011=Level 1; 2012 = Level 2

We have introduced some enrichment activities for Years 3-6 students.

Curriculum 2011 = Level 2; 2012 = Level 3

The staff have begun the process of differentiating units in some key learning areas. We have developed a Thinking Skills scope and sequence.

Professional learning 2011 = Level 2; 2012 = Level 3. The staff have been involved in professional learning in gifted education, including work with the regional consultant and a school development day.

Policy 2011 Level 2; 2012 = Level 3

A draft policy is in place.

Parents 2011 Level 1; 2012 = Level 2

Because of parent support, some provisions for gifted and talented students have been set up, e.g. enrichment activities. The P&C have funded the establishment of the Tournament of Minds program in 2013.

Future Directions

We have decided to fund the release of GAT program coordinators in 2013, with a different focus area each term, including Writing enrichment, GAT maths, Tournament of Minds and science and technology.

We will establish the Tournament of Minds program.

The Thinking Skills scope and sequence developed this year will begin implementation K-6.

Refer also to School Priority 3



Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. We had over a 200% increase in the number of surveys returned from previous years. Responses are presented below.

Eight domains are reported on the surveys. Our results are as follows:

Domain	Parent	Teacher	Student
Safety	Very satisfied	Very satisfied	Very Satisfied
Learning	Very satisfied	Extremely satisfied	Very satisfied
Behaviour	Very satisfied	Extremely satisfied	Very satisfied
Consultation	Very satisfied	Very satisfied	Extremely satisfied
Approach-ability	Very satisfied	Extremely satisfied	Satisfied
School Image	Very satisfied	Extremely satisfied	Very satisfied
School improvement	Very satisfied	Very satisfied	Very satisfied
Relationship	Very satisfied	Extremely satisfied	Very satisfied

There were many positive comments, as well as some sound suggestions for improvement that we can work on together.

The weekly behaviour cards and the use of ICT in the classrooms featured highly in responses.

Continuing our work on teaching students how to deal with teasing and bullying was also a common theme.

Consultation in school decision-making was identified as an area for improvement by staff, although parents and students are very satisfied. This is a reversal from the last time this survey was used in 2009, where staff were extremely satisfied and parents less so. We need to get the balance right.

The gist of the comments is reflected in the following examples:

My children love coming to school and are excited about the lessons provided.

Lovely grounds. Good teachers. Good discipline for children. Very happy with all the positive things the school does.

As a new member to this community, I have found this school to be very welcoming and the teachers extremely approachable. We have been very impressed with the speed that our child has settled in. Thanks.

The use of technology in the classroom is fantastic. I also love how welcome I feel in the classroom when I come to help out.

Communication with parents has been open and honest. This is much appreciated.

This is a positive working environment where staff opinions and views are heard. Staff feel happy which filters into the classroom. Woongarra feels like a family.

I enjoy coming to work each day. I feel that I am continually supported, mentored and developed by the whole range of skilled teachers at our school.

Professional learning

Our staff maintain high professional standards through ongoing professional development. We received \$18794 for teacher professional learning in 2012.

Focus Area	Amount
Beginning Teachers	737
Use of ICT	265
Quality Teaching	2418
Literacy and Numeracy	7272
Syllabus Implementation	1449

Career Development	2317
Welfare and Equity	1663
Other	3690

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

All stage 2 and 3 teachers completed the Taking Off With Numeracy (TOWN) professional development program.

All K-2 teachers were trained in using the literacy and numeracy continuums and Best Start assessment data to guide teaching and learning in literacy and numeracy. The Best Start consultant worked closely with teachers throughout the year.



The staff entered into the spirit of Book Week

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

School priority 1

Outcome for 2012–2014

To improve literacy outcomes for all students

2013 Targets to achieve this outcome include:

- To increase the percentage of Year 3 students in Band 4 or higher in Reading to 75% from an average of 67.7% in 2010-2012
- To increase the percentage of Year 5 students achieving Bands 7 or 8 in Reading to 25% from an average of 22% in 2010-2012
- 75% or above of students in K,1,2 achieve at or above regional benchmarks in Reading

- 97% of Year 3 and 5 students achieve at or above minimum standards in literacy

Strategies to achieve these targets include:

- Implementation of L3 program in Kindergarten
- Continuation of Reading Recovery in Year 1
- Continuation of MultiLit program in Years 2-4
- Continued implementation Best Start K-2
- Implementation of Kindergarten Speech program

School priority 2

Outcome for 2012–2014

To improve numeracy outcomes for all students

2013 Targets to achieve this outcome include:

- To increase the percentage of Year 5 students achieving Bands 7 or 8 in Numeracy to 25% (from an average of 20.5% in 2010-2012)
- 97% of Year 3 and 5 students achieve at or above minimum standards in numeracy

Strategies to achieve these targets include:

- Implementation of TOWN program (2nd year)
- Continue to develop staff understanding of the numeracy continuum and Best Start to support teaching of mathematics

School priority 3

Outcome for 2012–2014

Increased time in quality learning for students

2013 Targets to achieve this outcome include:

- A Gifted and Talented Education Policy is implemented

Strategies to achieve these targets include:

- Implementation of the Tournament of Minds program in Stage 3
- All teachers to implement new Thinking Skills scope and sequence K-6
- Professional learning to improve skills and ability to meet the needs of GAT students through a differentiated curriculum
- Introduction and implementation of the Woongarra PS 'Quality Start' program for the first weeks of school K-6.

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.

Leonie Clarkson	Principal
Sharon Buhr	Assistant Principal
Lorne Smith	Assistant Principal
Michele Kempys	LAST

School contact information

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Web: www.woongarra-p.schools.nsw.edu.au

School Code: 4637

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>