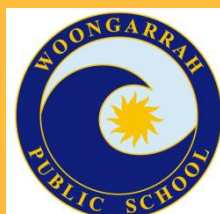


Woongarra Public School Annual School Report 2013



School context

Woongarra Public School is located on the Central Coast of NSW. The school opened in 2005 as one of the first nine schools constructed under the Public Private Partnership (PPP). The PPP Unit of Asset Management is responsible for managing a contract with a private consortium that finances, designs, constructs and provides facilities management for the school over a 30 year period. In 2014 we will enter our 10th year of this partnership.

The school enrolment has grown considerably in this time, from 150 students in 2005, to 540 in 2013, including 43 Aboriginal students. New housing development continues in the suburb of Woongarra. Most students live locally in middle income privately owned housing.

Personal excellence, high expectations and motivating students to achieve their best are significant aspects our school culture. The delivery of quality teaching and learning programs to equip students with the necessary literacy skills to be successful 21st century learners and to develop sound mathematical skills to carry students throughout their education are ongoing strategic priorities. A genuine commitment to continual improvement is a forte.

An experienced and committed staff work in partnership with a supportive school community, equally committed to providing a positive, inclusive and caring environment that engages and challenges students to reach their potential. We value remarkable levels of participation from parents and community in all aspects of school life. We enjoy a proud reputation for our strong commitment to student welfare and inclusive education. Our four school rules summarise what we expect and illustrate what we see in our students – Be Fair, Be Kind, Be Safe and Be Great.

NAPLAN data shows that the school consistently achieves results at or above state and national averages in all areas of literacy and numeracy. In line with our commitment to continual improvement, areas of need are identified annually and over time, with strategic plans developed to address these needs for individuals, groups, and the school.

The current principal established the school. The staff are very stable, with only new staff arriving as a result of increasing enrolments. Teachers are

experienced, with 56% having taught in excess of 15 years. Six temporary staff are New Scheme teachers.

Principal's message

It is with pleasure that I submit the Annual School Report for 2013. The purpose of this report is to provide parents and the community with information about Woongarra Public School. You will find in this report information about the academic achievement of students, details about the school's major achievements during 2013, an assessment of progress towards our targets and the priorities that have been established within the three year (2012-2014) planning cycle.

At Woongarra Public School, student learning is our number one priority. Our Learning Support and Student Welfare teams coordinate high quality programs and procedures to meet the needs of all students, from our gifted and talented students to our most vulnerable. Programs for student leadership, learning support and students with disabilities are examples of our commitment to meeting the diverse needs of each of our students.

When you examine our NAPLAN results for 2013, you will see that Woongarra Public School students continue to perform well in national assessments. 100% of students in Year 3 and 95% of students in Year 5 who completed NAPLAN are performing at or above minimum standards in Literacy and Numeracy.

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 and/or School Council message

The P&C executive for 2013 were:

Name	Position
Lauren McGuigan	President
Katrina Tuhega	Vice President
Leanne Sibthorpe	Vice President
Penny Allen	Secretary
Amy Crowther	Treasurer

Student representative's message

Student Parliament includes eight elected Year 6 ministers and two representatives from each class in Years 3-6 (called the Student Representative Council, or SRC).

The full parliament meets every 4 weeks. In between, the eight ministers attend weekly 'cabinet meetings' to discuss matters and complete jobs arising from Parliament meetings.

This year, we have organized events for charity, including Crazy Day, Pink Day for the Cancer Council, Jeans for Genes and The Great Book Swap for the Indigenous Literacy Foundation.

We raised funds to provide a school drink bottle for each child to encourage a healthy lifestyle. We also contributed towards the cost of new outdoor speakers. We organized an OzTag tournament for lunchtime.

We listened to ideas from each class and helped to make sure that we kept the school happy and safe.

It has been a successful year.

Student Leaders for 2013:

Name	Position
Aiden Collins	Prime Minister
Olivia Clarkson	Deputy Prime Minister
Ministers:	
Rylee Cassidy	Bailey Allen
Luke Bacon	Presley Rawling
Sarah Sampey	Annie Ormsby



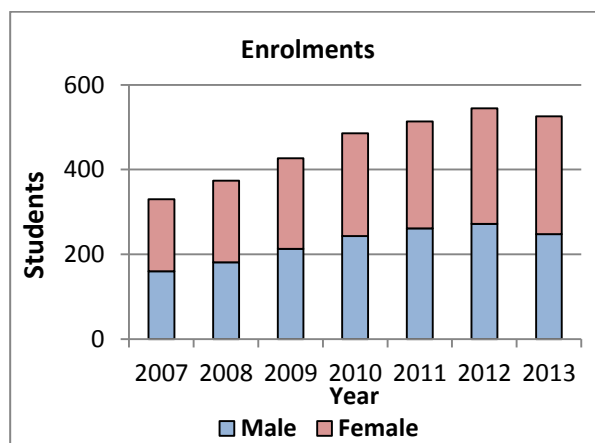
Student information

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

Student enrolment profile

The total enrolment at Woongarra Public School decreased slightly for the first time, from 545 in 2012 to 526.

	2008	2009	2010	2011	2012	2013
Male	181	213	243	261	272	248
Female	193	214	243	253	273	278
Total	374	427	486	514	545	526



8% of students are Aboriginal. 4% have a language background other than English.

Student attendance profile

Our attendance rate of 95.4% is better than both state and region. This is consistent with previous years.

	Year	2008	2009	2010	2011	2012	2013
School	K		95.3	96.4	95.6	94.9	96.4
	1		94.7	95.7	95.5	95.1	94.7
	2		95.0	95.3	95.9	94.9	96.1
	3		94.5	95.3	95.5	94.9	95.6
	4		95.4	94.2	94.7	94.9	94.7
	5		91.5	95.0	93.9	93.9	95.3
	6		93.5	93.6	93.6	92.5	95.1
	Total	95.8	94.4	95.2	95.1	94.5	95.4
Region	K		94.3	94.6	94.7	94.4	95.1
	1		93.6	93.9	93.9	93.8	94.3
	2		93.7	94.0	94.0	93.8	94.4
	3		93.7	94.0	93.8	94.0	94.3
	4		93.5	93.9	93.9	93.7	94.2
	5		93.4	93.7	93.6	93.6	93.8
	6		93.0	93.3	93.2	93.2	93.6
	Total	93.7	91.5	93.9	93.9	93.8	94.3
State DEC	K		94.3	94.7	94.7	94.3	95.0
	1		93.7	94.2	94.2	93.9	94.5
	2		94.0	94.4	94.2	94.2	94.7
	3		94.1	94.5	94.4	94.4	94.8
	4		94.0	94.5	94.3	94.3	94.7
	5		94.0	94.4	94.2	94.2	94.5
	6		93.6	94.0	93.8	93.8	94.1
	Total	94.1	92.1	94.4	94.3	94.2	94.7

Management of non-attendance

We regularly monitor attendance via Student Welfare Team meetings every 3 weeks. Teachers follow up on concerns through regular communication, including phone calls and notes home.

Workforce information

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

Workforce composition

Position	Number
Principal	1
Deputy Principal	1
Assistant Principals	4
Classroom Teachers	18.8
Teacher of Reading Recovery	0.7
Learning and Support Teacher	0.9
Teacher Librarian	1
School Counsellor	0.4
School Administrative & Support Staff	4
School Learning Support Officer	3
Total	34.8

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. Two staff members are Aboriginal.

Staff retention

New staff were appointed in 2013 as a result of increased enrolments:

Mr Jennings was appointed as Deputy Principal via merit selection in 2013.

Mrs Preece was appointed as a class teacher.

Mr Loker and Mrs Pyle left the school during 2013. Mrs Dyga received a transfer closer to home to commence in 2014.

All other permanent staff will remain at Woongarra in 2014.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	82%
Postgraduate	18%
NSW Institute of Teachers Accreditation	21%

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	30/11/2013
Income	\$
Balance brought forward	228869.20
Global funds	229141.61
Tied funds	111563.99
School & community sources	125565.86
Interest	12596.52
Trust receipts	44835.69
Canteen	47247.70
Total income	799820.57
Expenditure	
Teaching & learning	
Key learning areas	40091.64
Excursions	47252.87
Extracurricular dissections	48356.35
Library	9683.73
Training & development	469.86
Tied funds	119731.99
Casual relief teachers	99499.71
Administration & office	37497.68
School-operated canteen	44144.89
Utilities	42503.61
Maintenance	329
Trust accounts	57521.25
Capital programs	0.00
Total expenditure	547082.58
Balance carried forward	252737.99

A full copy of the school's 2013 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

NAPLAN

In the National Assessment Program, the results across Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

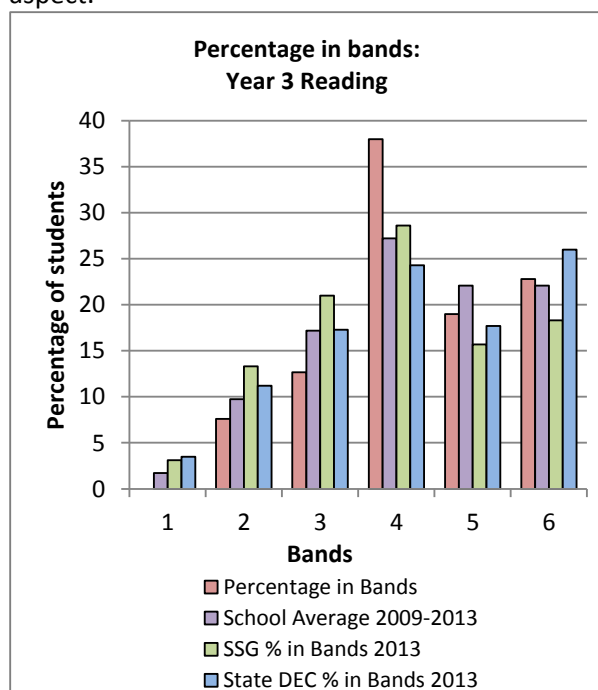
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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* to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

86 students completed NAPLAN in 2013. 100% of students achieved National Minimum standards in all aspects of literacy. School means were above state and region in all areas. There were no students in Band 1, the lowest band in any aspect.



Year 3 NAPLAN Reading

Average score, 2013	School	SSG	State DEC			
	425.9	403.2	418.7			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	6	10	30	15	18
Percentage in Bands	0.0	7.6	12.7	38.0	19.0	22.8
School Average 2009-2013	1.7	9.7	17.2	27.2	22.1	22.1
SSG % in Bands 2013	3.1	13.3	21.0	28.6	15.7	18.3
State DEC % in Bands 2013	3.5	11.2	17.3	24.3	17.7	26.0

NAPLAN Year 3 - Numeracy

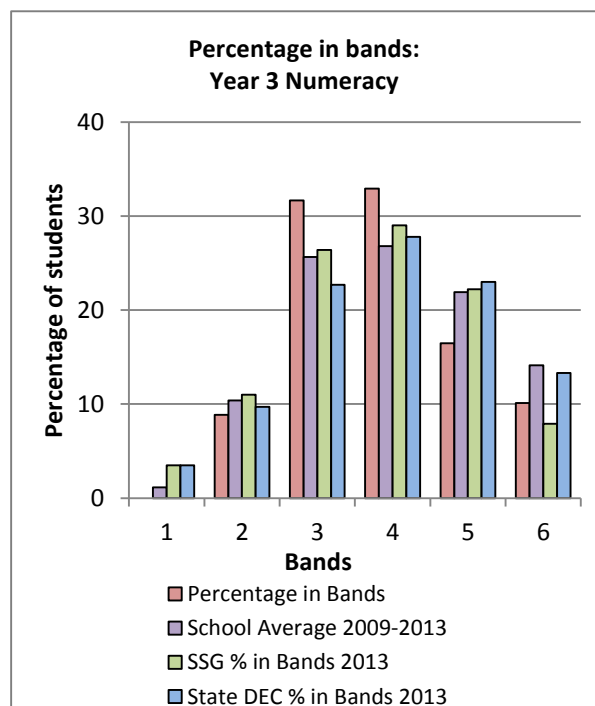
86 students completed NAPLAN. 100% achieved National Minimum Standards.

Boys performance was significantly better than girls and above state. Girls performance was significantly below state which is cause for concern.

Students performed better in Measurement and Geometry, than in Number, Patterns and Algebra. This was common in Years 3, 5 and 7 and requires attention.

Year 3 NAPLAN Numeracy

Year 5 Math Literacy						
Average score, 2013	School	SSG			State DEC	
	394.9	388.0			399.7	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	7	25	26	13	8
Percentage in Bands	0.0	8.9	31.6	32.9	16.5	10.1
School Average 2009-2013	1.2	10.4	25.7	26.8	21.9	14.1
SSG % in Bands 2013	3.5	11.0	26.4	29.0	22.2	7.9
State DEC % in Bands 2013	3.5	9.7	22.7	27.8	23.0	13.3



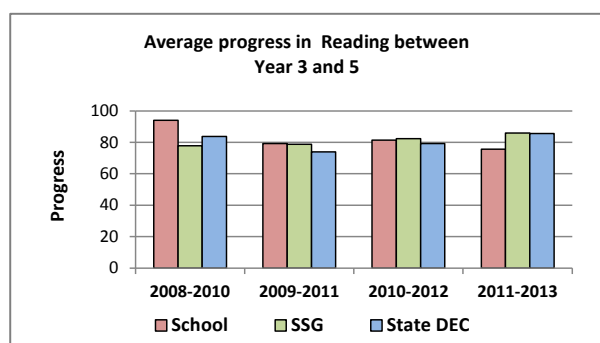
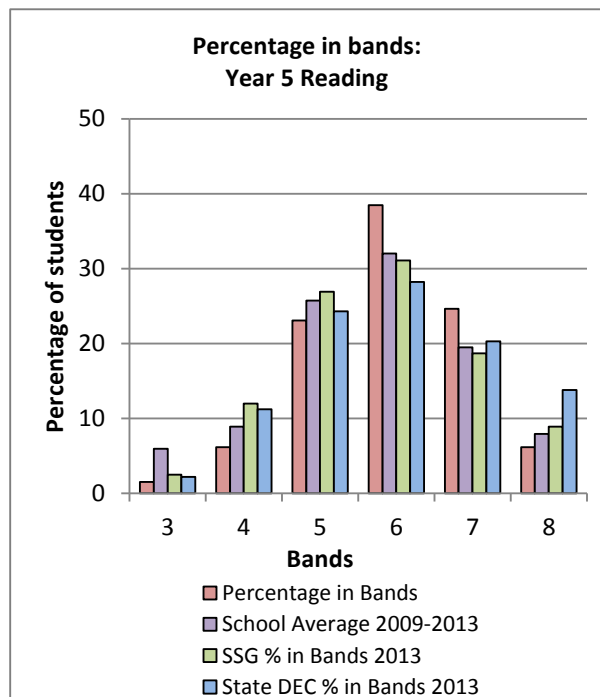
NAPLAN Year 5 - Literacy

67 students completed NAPLAN in 2013. Over 95% achieved National Minimum Standards in each aspect of literacy, with 98% in Reading.

School means were below state means. There are more students in the top two proficiency bands in Reading and Grammar than in previous years.

Year 5 NAPLAN Reading

Year 5/6/7/8/9 Reading							
Average score, 2013	School		SSG		State DEC		
	498.3		490.4		500.6		
Skill Band Distribution							
Band	3	4	5	6	7	8	
Number in Bands	1	4	15	25	16	4	
Percentage in Bands	1.5	6.2	23.1	38.5	24.6	6.2	
School Average 2009-2013	5.9	8.9	25.7	32.0	19.5	7.9	
SSG % in Bands 2013	2.5	12.0	26.9	31.1	18.7	8.9	
State DEC % in Bands 2013	2.2	11.2	24.3	28.2	20.3	13.8	



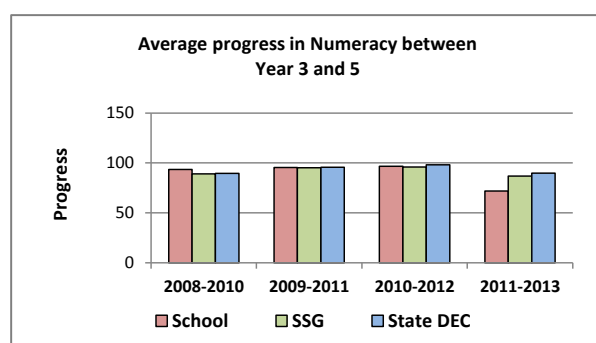
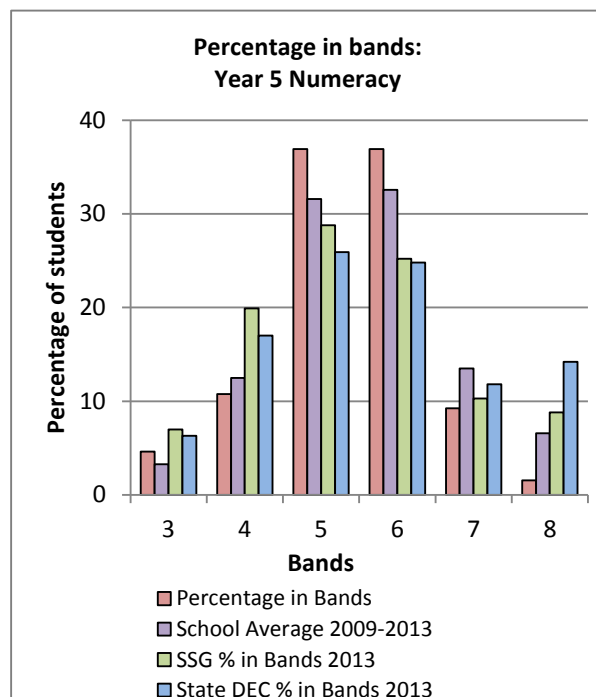
NAPLAN Year 5 - Numeracy

Of the 67 students who completed the Numeracy test, 95.4% of students achieved National Minimum Standards.

There were less students in the bottom 2 bands than state. Less than half of the students achieved expected growth between years 3 and 5, which is of concern.

Year 5 NAPLAN Numeracy

Year 5 Math Literacy						
	School	SSG		State DEC		
Average score, 2013	471.5		474.6		490.1	
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	3	7	24	24	6	1
Percentage in Bands	4.6	10.8	36.9	36.9	9.2	1.5
School Average 2009-2013	3.3	12.5	31.6	32.6	13.5	6.6
SSG % in Bands 2013	7.0	19.9	28.8	25.2	10.3	8.8
State DEC % in Bands 2013	6.3	17.0	25.9	24.8	11.8	14.2



Other school based assessments

Speech and Language Program

Our speech program continues to provide excellent results and support for students entering Kindergarten.

The Boehm Test of Basic Concepts is used to assess student's knowledge of basic concepts needed for early learning. Fifty concepts are tested in Term 1 and again in Term 4.

The average score in Term 1 was 39 out of 50. In Term 4, the average score had improved to 44. The percentage of students in the lowest performance band decreased from 31% to 6%, while the percentage of students in the highest band increased from 42% to 62%. This program will continue in 2014.

	Highest band (Term 1)	Highest band (Term 4)
2011	11%	52%
2012	21%	58%
2013	42%	62%
	Lowest band (Term 1)	Lowest band (Term 4)
2011	47%	8%
2012	51%	12%
2013	31%	6%

A-E Data

School based assessment data indicates that 86% of students in Years 1-6 are achieving stage appropriate outcomes in English and Maths:

% performing at expected level		
	Semester 1	Semester 2
English	83%	86%
Maths	83%	86%
% performing below expectations (i.e. D or E)		
English	17%	14%
Maths	17%	14%
% performing above expectations (i.e. A or B)		
English	9%	19%
Maths	11%	22%

Other achievements

Sporting Achievements

Sporting programs at Woongarra Public School are highly regarded and we continue to achieve great results as a school and from individuals.

We had outstanding results as a school at zone level in 2013, becoming the champion school in

Cross Country for the second year in a row and being the runner-up in Athletics for the first time.

Two students represented at state level – Jai Schneider in rugby league and Cooper Mortimer in hockey.

Years 3-6 students participated in the friendly LMG interschool sport competition in AFL, soccer, touch and T-ball. Teams were selected to compete in PSSA competitions in soccer, cricket, netball, rugby league, AFL and touch.

All classes participated in the Premier's Sporting Challenge.

Champion House Group 2013	
Swimming	Platypus
Cross Country	Platypus
Athletics	Kangaroo

Age Champions – Swimming 2013		
Junior	Kai Doalman	Shay McBeath
Senior	Ethan Writer	Morgan Booth

Age Champions – Cross Country 2013		
8/9	Jordan Ebdon	Kianna Bright
10	Bryce Hyde	Emma Bates
11	Jye English	Skye Sherman
12/13	Bailey Vickers	Hali Shiach-Scott

Age Champions – Athletics		
Junior	Jye English	Sarah O'Shea
Senior	Tyler Heymans	Hali Shiach-Scott

House Captains	
Dolphins	Morgan Booth, Callum Bedford
Platypus	Hali Shiach-Scott, Chance Hamon
Goanna	Ebonni Bright, Bailey Vickers
Kangaroo	Courtney Doyle, Riley Locker



Other

Major school award winners for 2013 include:

Dux of School	Aiden Collins
Citizenship Award	Madeleine Welsman
Citizenship Award	Charley Ebdon
100% NAPLAN spelling	Jerome Abrahams
Sporting Blue	Hali Shiach-Scott
Premier's Sporting Medal	Rylee Cassidy

Excursions

Kindergarten visited Oakvale Farm in Term 3. It was the first school excursion for students and they were very excited. They got to milk a cow, feed lambs, learn about different farm animals, have a tractor ride and pat a koala.



Year 1 and 2 students went to the NSW Schoolhouse Museum at North Ryde. Here they were able to supplement work done in the classroom on life in the past and heritage. They had the opportunity to experience an 1880's school lesson, write on slates, observe early classroom resources, play with toys and perform a maypole dance.



Stage 2 visited Norah Head to study the coastal environment and the effects of erosion. They learnt about water safety from the local life-

savers. Stage 2 students also enjoyed a visit to the Australian Reptile Park to learn about native animals, life cycles and how animals adapt to changes in the environment.



Stage 3 visited Myuna Bay for a week long camp. They learnt about road rules and how to ride bicycles safely through a visit to CARES and they learnt about the natural environment with a visit to Katandra Reserve.



Wyang Shire Gardening Competition

Our school received first place in the Schools and Colleges section of the Wyong Shire Gardening competition. Our grounds are beautifully maintained and cared for by the whole school community.

Spelling Bee

Students in Stage 2 and 3 classes competed in the Premier's Spelling Bee. The competition winners who represented our school at the Regional finals were:

Stage 2	Stage 3
Loren Kriss	Phoebe Hyde
Mackenzie Klein	Saskia Ormsby

Public Speaking Competition

The Public Speaking competition held in Term 3 based around the theme of Water, Water Everywhere. The competition winners were:

Stage 2	Stage 3
Kate Greenwood	Madeleine Welsman
Matthew Greenwood	Bailey Allen
Ellie Raubitshek	Saskia Ormsby
Meghan Hocking	

Performing Arts

In June, selected Year 4, 5 and 6 students participated in 'Rainbows Under the Spotlight' at Laycock Street Theatre, under the direction of Mrs Downey. They performed their dance to the tune of 'Circus' by Brittany Spears.

All students from K-6 participated in the 'Music Count Us In' program. This was the 6th year that Woongarra students have joined in with others all over Australia. This year, the coordinator, Mrs Zakaria, created interest in the project during assembly time by using the Countdown Choir to perform past songs over a three week period. This culminated with the performance of this year's song 'Keep On' on October 31.



530 beautiful voices joined over 2000 other schools

The Christmas Choir was formed once again by Mrs Kelly and Mrs Sadler. Kinder to Year 6 students sang at a local church and the school Carols Night.

Significant programs and initiatives

Language, Learning and Literacy (L3)

This year we were fortunate in being able to access and implement the L3 program. L3 is an early intervention literacy program that involves all kindergarten classes and their teachers.

Teachers attended 10 half day staff development activities throughout the year, implemented what they learnt in the classroom and were continuously mentored and critiqued by an L3 tutor.

Students received explicit teaching in reading and writing through guided, interactive and independent activities. Student work was closely monitored using the literacy continuum and English syllabus. Students' ever changing needs were identified and lessons developed to work towards achieving individual goals. Data was collected regularly to monitor progress.



Guided writing in action with a L3 group

Aboriginal education

Personal Learning Plans for all 41 Aboriginal students were developed in Term 1. 100% of students and 70% of parents participated in this process. This is pleasing progress towards our goal of 100% participation. These plans were evaluated in Term 4. Students identified achievements and areas they wish to continue to strive for success. Through these meetings it was clear that students are achieving their academic, social and cultural goals.

We celebrated NAIDOC Week in Term 3 with Indigenous games conducted by our Year 5 and 6 Aboriginal student leaders. We participated in the Great Book Swap for the second time, raising \$350 for the Indigenous Literacy Foundation.

We introduced a didge group this year, supported by students from Wadalba Community School. This was an initiative across our local group of schools.

Teachers include an Aboriginal perspective in teaching and learning programs K-6 to allow students to increase their understanding of the

histories, cultures and experiences of Aboriginal people as the first people of Australia.

Our NAPLAN data for Aboriginal students was impressive. Year 3 results were significantly above state results in all areas of literacy and numeracy. Year 5 results were above state results for Aboriginal students in Reading, Writing and Numeracy.

Attendance rates remain high at 94%, on par with the rate for all students.

Multicultural education

Multicultural education is delivered through the Human Society and its Environment Key Learning Area where students learn about cultural diversity and the contribution to Australian society of people from many different backgrounds.

4% of students have a language background other than English. There are three students requiring English as a Second Language (ESL) support as part of the New Arrivals Program.

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

Personalising learning and support for students with additional educational needs

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

We catered for over 50 students who required tailored educational programs or personalised adjustments to learning or school environment through developing and implementing Individual Education Plans in consultation with parents.

Funding Support provided by the Department was used to employ three part-time School Learning Support Officers and to provide time for teachers to meet with parents, plan and consult with other specialists working with students.

245 students (45%) from K-6 have individual files that are used to maintain records of interventions, programs, meetings, specialist reports and other information. The Learning and Support Team (LST) coordinates and prioritises programs and support across the school to best meet these needs. The LST also supports teachers

with ongoing professional development and provides guidance and support regarding individual students.

The Learning and Support Teacher (LAST) provided additional support for literacy. 25 students participated in the MultiLit program, a remedial reading program designed for students in Year 2 or above at risk of reading failure. The growth in NAPLAN Reading scores between Year 3 and Year 5 for students who have completed Multilit was 131 points – significantly above the state average growth of 83 points. This result is similar to previous years and provides a good indicator of the strength of the program.

A permanent LAST teacher was selected this year to commence in 2014.

Respect and Responsibility

The values of respect and responsibility are embedded in our school culture. Activities that promoted respect and responsibility in 2013 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. We also supported Jeans for Genes, the Cancer Council and the Indigenous Literacy Foundation.
- Clean Up Schools Day, Gardening Club, recycling, and worm farms - teaching students that it is the responsibility of all to keep the environment clean.



The Easter Parade is a popular annual event

Kindergarten Orientation

We welcomed 73 new Kindergarten students and their families to Kindergarten Orientation at the end of 2013. Students visited the Kindergarten classrooms and completed activities with the Kindergarten teachers. Parents attended information sessions about our school and Kindergarten. The evaluation surveys completed by parents were all positive and indicate that the orientation program is meeting parent and student needs around transition to school.

Buddy Reading

After initial teacher assessment, 84 Year 1-4 students needing help with reading were assigned Year 6 helpers. During Term 2 and 3, three fifteen minute sessions per week were given to this task. Students were able to read levelled books and work on sight words during this time.

Students completed feedback questions at the end of Term 3. Students agreed Peer Reading helped them become better readers. Students enjoyed the sessions and would recommend Peer Reading to others.

School planning and evaluation 2012—2014

School evaluation processes

Our school conducts evaluations to support the effective implementation of the school plan. Planning and self-evaluation processes are evidence based and rely on the careful analysis of a broad range of data, including quantitative and qualitative data. The processes used include:

- Analysis of external data, such as AEDI data and NAPLAN results
- Analysis of school based data such as attendance rates, behavior records, suspension rates, mobility data, reading levels, work samples, student assessments, Best Start, Reading Recovery, A-E tracking, literacy continuum K-6, numeracy continuum K-6, student reports and LST data
- Focus groups with students and staff; staff, student, parent and community surveys and questionnaires; use of planning matrixes.
- Surveys and questionnaires

- Observation of work samples, programs, teacher records and documentation
- Document analysis

As a result of school self-evaluation processes an evidence base is developed using school evaluation and student performance data.

School planning 2012—2014: progress in 2013

School priority 1: English

The school will deliver quality teaching and learning programs to equip students with the necessary literacy skills to be successful 21st century learners.

Outcomes from 2012–2014

To improve English outcomes for all students

Evidence of progress towards outcomes in 2013:

- Our target 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 was met, with 79.8% of students achieving this goal.
- Our target 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 was also met, with 30.8% of students achieving Band 7 or 8.
- Our reading benchmarks were met in Kindergarten, Year 1 and Year 2, far exceeding our target of 75% in all years:

	2010	2011	2012	2013
Kindy	76	65	81	95.5
Year 1	65	72.5	85	81
Year 2	74	50.5	70	85

- Our target of 97% of Year 3 and 5 students achieving at or above minimum standards in literacy was met in all areas in Year 3 and in Reading in Year 5:

Year 3

% of students achieving at or above minimum standard	
Reading	100%
Writing	100%
Spelling	100%
Grammar and Punctuation	100%
Numeracy	100%

Year 5

% of students achieving at or above minimum standard	
Reading	98.5%
Writing	96.9%
Spelling	95.4%
Grammar and Punctuation	95.4%
Numeracy	95.4%

Strategies to achieve these outcomes in 2014

- Continuation of L3 program in Kindergarten
- Professional learning for teachers to support the implementation of the new English K-6 syllabus
- Tracking student performance against the literacy continuum from K-6
- Continued implementation of programs to support students, including Kindy Speech and MultiLit.
- See Priority 1 of the School Plan 2014 Update

School priority 2 - Mathematics

To deliver quality teaching and learning programs that develop sound mathematical skills and support all students to become competent mathematicians

Outcomes from 2012–2014

To improve numeracy outcomes for all students

Evidence of progress towards outcomes in 2013:

- Our target 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) was not achieved with only 10.7% of students achieving this goal
- Our target for 97% of Year 3 and 5 students to achieve at or above minimum standards in numeracy was achieved in Year 3 (100%), but not in Year 5 (95.4%).

Strategies to achieve these outcomes in 2014:

- Introduction of the new Maths syllabus K-6
- Tracking student performance against the numeracy continuum K-6
- Participation in professional learning for teachers in Count Me In Too Online and the new Maths syllabus
- Revisiting school-based intervention programs including TEN and TOWN

- Developing a bank of assessment strategies for, as and of learning in Maths K-6
- Including release time for lead teachers to coach and mentor teachers, support program implementation and facilitate professional learning
- See Priority 2 of the School Plan 2014 Update



School priority 3 – Quality Teaching and Learning

Outcomes from 2012–2014

Quality teaching and learning, personalised for every student

Evidence of progress towards outcomes in 2013:

- The new Thinking Skills scope and sequence is fully implemented in all classes K-6
- The Quality Start program is being successfully implemented in all classes K-6
- We continue to move to higher levels of attainment of the Gifted and Talented Education matrix, showing continued improvement in curriculum, differentiated learning and professional learning.

Strategies to achieve these outcomes in 2014:

- Continue to build staff capacity to implement Every Student, Every School policy strategies
- Personalised Learning Plans for all Aboriginal students and Individual Education Plans for students with additional learning needs

Professional learning

Priorities in 2013 included preparation for the new English syllabus K-6 for 2014, introduction to L3 for Kindergarten and the ongoing provision of support for teachers in recognising and responding to additional learning needs.

Various teachers nominated to complete specialised training in a number of courses, including Understanding and Managing Behaviour, Dyslexia, Understanding Autism and Speech and Communication Needs. At least two teachers were trained for each course to become in-school 'experts' able to support other teachers if required.

All teachers completed mandatory training on the Disability Standards for Education, Child Protection, Code of Conduct, Asthma, CPR and Emergency Care.

Mrs Guest successfully completed an Executive Leadership Program.

Mrs Buhr, Mrs Dezius, Mrs Kelly and Mrs Guest completed the first year of the L3 program.

Mrs Kempys and Mrs Sadler qualified as Reading Recovery teachers.

We received \$24920 for teacher professional learning in 2013.

Focus Area	Amount
Use of ICT	631
Quality Teaching	751
Literacy and Numeracy	11078
Syllabus Implementation	2177
Career Development	5023
Welfare and Equity	4052
Other	1206

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

The school plays a key role in supporting the accreditation of New Scheme Teachers. In 2013, the school employed 8 New Scheme Teachers. Three teachers are working towards and five are maintaining accreditation at Professional competence. One teacher is working towards accreditation at Professional Leadership level.

The school also provides strong support for university training programs, providing

opportunities for five university students to complete practical experiences at our school.

Program evaluations

Background

The school conducted an evaluation of Mathematics Assessment K-6 in 2013 as we recognised a need for a coordinated, consistent approach K-6. We wanted to check that the assessment strategies being used in Mathematics were:

- aligned to current best practice
- valid and based on syllabus outcomes
- enabling students to demonstrate their learning in a range of different contexts
- providing evidence of students' knowledge, understanding and skills
- inclusive of and accessible for all students

The evaluation involved collecting information from a variety of sources and using a variety of methods including:

- focus groups with 4-5 students randomly selected from each class K-6
- using a GAP analysis tool to survey staff regarding assessment practices at whole school, stage and classroom level. The survey provided an opportunity to rate each element in terms of its importance to impact on outcomes as well as assessing its current effectiveness
- document analysis, including teaching and learning programs and class assessment records, NAPLAN data, current policy, procedure and implementation statements

Findings and Conclusions:

- The school culture values learning in Mathematics and recognises the importance of effective assessment to inform the planning of future learning activities or tasks
- assessment activities or tasks allow for demonstration of learning outcomes
- teachers use assessment to identify what a student can already do – assessment of learning
- students receive feedback that helps them make further progress

- Students at Woongarra like maths. They demonstrate interest, enjoyment and confidence.
- Students are sometimes uncertain of the criteria for assessment and expectations for lesson success.
- Mathematics assessment in K-2 is largely based on the numeracy continuum.
- Observation and monitoring of student work, with mastery based checklists of indicators, is the most common strategy evident.
- Opportunities for students to undertake mathematical challenges, demonstrate A-E achievement and complete open ended tasks are rare.

Recommendations:

Facilitate teacher professional learning to:

- Strengthen and embed the idea that you do not have to administer a pen and paper test to assess
- Increase knowledge of the numeracy continuum and how to track students using PLAN software
- Build a repertoire of simple assessments to assist teachers to plot students on the continuum, ensure assessment opportunities are included in daily maths rotations and take away the feeling of having to assess being overly time consuming
- Build a repertoire of quality assessment tasks that give students the opportunity to demonstrate A-E achievement, are flexible, authentic and open ended
- include student self-assessment and reflection activities to identify what they have learnt, what they still need to learn and act on feedback.

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
Mark Jennings	Deputy Principal
Sharon Buhr	Assistant Principal
Lorne Smith	Assistant Principal
Lyn Wigney	Assistant Principal
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>

