Messages

Principal's message

Again it is with great pleasure to present to you this report of our school for 2009. While you read this report you will see that the school has again enjoyed many successes and achievements in a large range of areas. In particular, you will be surely impressed with our work in continuing to successfully offer your children a world class educational experience at Wyong Public School.

2009 was in many ways a year of consolidation as we continued the delivery of a range of innovative curricular programs introduced to the school in the last several years. However, it was also a year where we set new horizons and embarked on a three year journey to strengthen and build the educational and social capital of the school. This being delivered by way of the strategies aligned to our key priorities as identified in the 2009-2011 School Management Plan.

The school upholds the key values of Respect, Responsibility and Excellence and reinforces the virtues of these values at all times. This year, all schools in the Wyong Local Management Group, of which there are eight, have adopted these core values which are seen as both defining and unifying our school communities through this common thread of values.

If I was to highlight any outstanding achievements of the school this year, two would spring to mind. The first was celebrated with the Minister for Education and Training, Ms Verity Firth who visited the school in August to congratulate the school for the strong performance of our students (particularly Year 3 students) in the NAPLAN tests attempted earlier in the year. Ms Firth commented that our school’s results were as strong as any other ‘like school’ in NSW. It was terrific that we received this accolade and certainly is testament to the hard work of the staff here at our great school.

The second would be the achievement of our girl’s soccer team who came in runners up at the State final in Newcastle in September. In excess of four hundred teams from throughout NSW compete in this competition and it is no mean feat that our senior girls were placed second overall. This result shows the real tenacity of our students and again, the tremendous guidance and coaching discharged by our teaching staff.

This report will provide you with a range of important information about our school, including academic performance and the achievements of students and groups in the considerable number of cultural and sporting programs conducted by the school. It will also report on our progress on the targets set by our school improvement committee for 2009 and will detail future directions for 2010. I trust you will enjoy reading this key school document.

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.

Graham Holmes

P&C message

We have an active P&C group here at Wyong Public School. The P&C are responsible for running the uniform shop and the canteen which is open 5 days a week. We hold many fundraising events throughout each year in the expectation that we are able to raise enough funds to help provide the school with some of the things that are just beyond the reach of the school budget. Our aim is to help as much as we can to enrich each student’s school experience.

We are regularly able to provide sporting equipment, resources and activities just for fun. Each year we hold an Easter Raffle, Mothers Day and Fathers Day stalls and Christmas Carols. With an ever increasing parent support group we are able to meet our goals to run this much needed service for the community.

Without the support of the families who attend the school, these events would not be possible. We appreciate everyone’s participation and welcome anyone who is interested in being involved.

Anita Sinclair, President

Student representative’s message

When Mr Holmes asked me to write about my last year at Wyong Public School, I wondered where to begin. 2009 was a fantastic year.

I arrived at Wyong Public School in February 2008. I was part of the Opportunity Class, and I was placed with 29 other children I didn’t know. I was very excited, but nervous at the same time. However, I had no need to be. The staff and students were very welcoming and kind to us ‘newcomers’ and right away we were accepted into the school. This is just one example of how Wyong Public School operates as a caring learning environment.

Anita Sinclair, President
From there, it was one good experience after another. As School Captain, I was given many opportunities to represent the school such as the Anzac Day ceremony, a visit to State Parliament, weekly assemblies and the Young Leader’s day. I enjoyed every moment and hope I did a good job of representing the school on these occasions.

2009 would not have been nearly as enjoyable, were it not for the teachers who do so much to create a happy, caring school, full of optimism and community spirit. We were supported and encouraged to help us reach our full potential.

Thank you to the staff, you were truly outstanding. All my memories of Wyong Public School are happy ones - with so many opportunities and good people surrounding me, how could they not have been? 2009 was an absolutely incredible year and I hope that all students that attended the school during this time will remember it always - and continue to still aim for “Personal Best”.

Ellie Taylor
School Captain 2009

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

Enrolments have remained relatively stable for the last couple of years with this trend expecting to continue with the anticipated enrolment number in Kindergarten in 2010 being larger than the number of students leaving Year 6. Student mobility is high with 66 students moving into the school through the year and 60 students moving out.

Student attendance profile

Attendance rates overall are slightly above both region and state levels and were improved as compared with 2008. Differences in specific grades between this school and both region and state were minimal except in Year 3 where attendance at this school was lower. Year 3 rates were lower than any grade within the school and kindergarten rates were highest.

Management of non-attendance

The school has an attendance policy that requires teachers to contact parents where absences have not been adequately explained. Parents work with teachers to develop strategies to encourage better attendance where students’ absences are of concern. Attendance is monitored by executive staff with the Assistant Principal.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.
This year the school executive team consisted of the Principal, Mr Graham Holmes and three Assistant Principals, Ms Roslyn Dawes, Ms Michelle Strang and Ms Rosslyn Raftery. Nineteen full and part time classroom teachers and a range of specialist teachers support the learning of students. The school is supported by 1 Senior Administration Manager and approximately 1.5 School Administration Officer positions. The school utilises funds from the global budget to increase this administration support. A number of specialist positions exist in the school to support groups of students and learning programs, these include an Aboriginal Education Assistant, a School Counsellor, a Support Teacher Learning Assistance, a Teacher of Mild Intellectual Disabilities and two Reading Recovery Teachers. Disability Support Funding added to the staffing entitlement by employing an additional full time classroom teacher and a number of teachers’ aides to support students on this funding program.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.8</td>
</tr>
<tr>
<td>Aboriginal Education Officer</td>
<td>1.0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>2.422</td>
</tr>
<tr>
<td>Total</td>
<td>22.842</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of the workforce. Wyong Public School currently employs one full time Aboriginal person in the support role of Aboriginal Education Officer.

**Teacher qualifications**

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

Beyond the professional learning program offered through the school there are a number of staff who were undertaking tertiary study with a view to increase their qualification level and to further their knowledge and skills about teaching and learning.

The following table shows the level of tertiary education held by our teaching and executive staff.
Qualifications | % of staff
---|---
Degree or Diploma | 87
Postgraduate | 13

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>121 272.62</td>
</tr>
<tr>
<td>Global funds</td>
<td>197 400.81</td>
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<tr>
<td>Tied funds</td>
<td>457 835.22</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>83 246.36</td>
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<tr>
<td>Interest</td>
<td>5 861.04</td>
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<tr>
<td>Trust receipts</td>
<td>30 661.55</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>896 277.60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>34 131.35</td>
</tr>
<tr>
<td>Excursions</td>
<td>44 021.54</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>13 792.81</td>
</tr>
<tr>
<td>Library</td>
<td>4 805.81</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4 387.95</td>
</tr>
<tr>
<td>Tied funds</td>
<td>351 218.42</td>
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<tr>
<td>Casual relief teachers</td>
<td>35 207.61</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>57 794.37</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>46 858.29</td>
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<tr>
<td>Maintenance</td>
<td>36 186.63</td>
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<tr>
<td>Trust accounts</td>
<td>30 478.52</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>658 883.30</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>237 394.30</td>
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</tbody>
</table>

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

The school conducts a broad range of programs to enhance the learning experiences of students attending the school. Parents/caregivers and students often remark about the breadth of opportunity available to students both within and beyond the classroom. The school is always a hive of activity with children being involved in sport, creative arts, committees, cultural activities, excursions, competitions and special celebrations.

Achievements

Arts

Wyong Public School provides opportunities for students to learn to work within each of the art forms of Visual Arts, Music, Drama and Dance, and to learn about them. The Creative Arts program at Wyong Public School offers students opportunities for creative action, aesthetic pleasure and emotional response in the expression of personal and cultural values and beliefs. Throughout the year the students were exposed to a number of creative opportunities to support their interests and develop their talents.

In Visual Arts students use a variety of expressive forms such as painting, drawing and sculpture. Many of these pieces of art work can be seen on display throughout the school.

In Music, students developed skills in composing and performing music. By singing, playing and moving they learnt music of different styles and from different times and cultures. Wyong School is fortunate to have an outstanding Music teacher who provides music lessons to every student in the school through the Release From Face to Face program. This program gave students the opportunity to sing and play such instruments as didgeridoos, keyboards, guitars, a baby grand piano and percussion instruments. In addition the music teacher conducted several strings groups and a string ensemble that performed for The Wyong Chamber Of Commerce, the Bendigo Bank Annual General Meeting and the Regional Music Festival in Newcastle. The school choir participated in the Central Coast Choral Festival as well as at nursing homes and pre-schools.

In Drama students worked collaboratively, taking on roles and creating imagined situations. Their performances were shaped by a variety of drama forms such as mime, puppetry and storytelling. These performances were showcased during assemblies, presentation days, education week and NAIDOC week.

In Dance, students composed and performed their own dances as well as performing dances choreographed by our teaching staff. The Senior Dance Group and the Junior Dance Group performed at the Laycock Street Theatre in the Central Coast Dance Festival.

Wyong Public School proudly showcased the outstanding talents of students, teachers and parents at such events as the Laycock Theatre Dance Performances, Education Week,
Presentation Day and Carols by Candlelight and school assemblies.

Dance and music groups from this school performed at the Wyong Local Management Group concert. The culmination of the year’s work was Wyong Public School’s “A Magical Musical”, in which every student took part, once again providing students with the opportunity to develop and display their creative talents. The show was a hit with a well attended Matinee and a sold out night performance. The Matinee was attended by Minister Verity Firth State Minister of Education who was very impressed by the quality and variety of talent at Wyong Public School, in which every child was given the opportunity to perform.

Sport

Sport is an important part of Wyong Public Schools’ culture. The school aims to increase the fitness and participation of students in a broad range of sports. It also aims to provide an inclusive program that caters for all physical and mental ability levels.

The school runs a stage sport program each week. It endeavours to teach students the fundamental skills required for a range of sports. Students participate in skills practice and team games. Sportsmanship is a focus in all games, which are designed to promote friendship and team building skills.

Alongside the sport program each class participates in daily fruit and fitness. Students take part in 15 minutes of fitness activities each day.

Fourteen teams were entered into the Primary School Sports Association (PSSA) knockout competition. These included boys’ and girls’ teams in softball, tennis, soccer, hockey, basketball and touch football and girls’ netball.

The school achieved excellent results in girls’ soccer. The team competed fiercely in each round gaining a place in the State grand final. Coached by Mr Graham McKinnon and Mrs Tracy Stevens the team was the State runner up for the entire competition, which consisted of over four hundred teams. Other notable successes were the girls’ basketball, hockey and netball teams who progressed to the 5th round of the competition, and the girls’ touch football team who progressed to the 6th round. One student from the soccer team qualified for both the Sydney North Regional and State soccer team, going on to win player of the tournament for her team in the state competition.

The major carnivals saw some impressive results this year. At the swimming carnival four school records were broken and twelve students qualified to represent our school at the Wyong Zone carnival.

At the athletics carnival three records were broken and twenty nine students qualified for the Wyong Zone carnival. After many washouts, twelve students represented our school at the Wyong Zone Cross Country carnival and two students qualified for the Sydney North carnival.

The school runs an Active After School sport program one afternoon a week that aims to increase student engagement levels in sport. It is run by qualified instructors and caters for up to forty five students every week. Students participate in a broad range of activities and are introduced to a variety of new sports. This year students took part in an orienteering course which culminated in an inter school competition with Wyong Grove Public School. The course was a great success and saw high engagement levels from the students.

This year Wyong Public School participated in the Premier’s Sporting Challenge. The program aimed to increase students’ activity levels in and outside of school. As part of the program Wyong Public School was successful in receiving the second round of the Premier Sporting Challenge Grant. The grant was used to provide new equipment for students.

In 2010 the school will see major updates to the playground including new goal posts on the bottom oval and new play and fitness equipment. Alongside this new equipment, purchased through the Premier’s Sporting Challenge, will continue to give students the opportunity to participate in a greater range of sports.

Other Programs

Wyong Public School involves itself in a large and varied number of activities that, put together, significantly enhance the learning community of the school. These initiatives depend on the students, staff and school community interacting with the local and wider community. Many of the more significant achievements being highlighted:

National and State Competitions – Premiers Spelling Bee, Premiers Reading Challenge, University NSW Competitions, Mathematics Olympiad, EDUPIC.

University of NSW Competitions

Students from Year 3 to Year 6 entered all 6 of the International Competitions & Assessments for Schools (ICAS) run by the University of New
South Wales. They are an opportunity for students to gain a measure of their own achievement in an external assessment situation.

The results were as follows-

**Computer**
- 6 Distinction, 18 Credit and 20 Participation Certificates.

**Science**
- 1 High Distinction, 4 Distinctions, 18 Credits and 12 Participation Certificates.

**Mathematics**
- 6 Distinctions, 18 Credit and 20 Participation Certificates.

**Writing**
- 5 High Distinction, 7 Distinctions, 7 Credit and 13 Participation Certificates.

**Spelling**
- 8 Distinction, 14 Credit and 21 Participation Certificates.

**English**
- 2 High Distinction, 12 Distinction, 16 Credit and 11 Participation Certificates.

**Regional Competitions** – Multicultural Public Speaking Competition, Premiers Debating Competition, Newcastle Permanent Mathematics Competition, Thinkfest, Chess Competitions, Art Work Competitions.

**Significant Achievements:** Of note here were the schools’ debating and girls’ soccer teams. The senior debating team reached the quarter finals in the Premier’s Debating competition. The girls’ soccer team competed in the state final, coming second in the state.

**Community Involvement** – PSPI, AECG, SACCS, WyWat, Book Week/Scholastic Fair, Choir, Dance Festival, Aboriginal Elder Speakers, Parent Workshops, Holiday Reading is RAD, In Class Tutors

**Special Celebrations** – Reconciliation Week, NAIDOC, Harmony Day, Education Week, Anzac Services, Christmas Carols Night

**Camps & Excursions** – Chinese Gardens and Art Gallery (Stage 2) Milson Island (Stage 3) Greenpoint Christian School Farm, Koala Park, Sydney (Stage 1)

**Academic**

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

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

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

**Literacy – NAPLAN Year 3**

Student performance in all aspects of literacy is shown by the following series of graphs.
Literacy – NAPLAN Year 5

Student performance in all aspects of literacy is shown by the following series of graphs.

Numeracy – NAPLAN Year 3

Student performance in numeracy is shown by the following graph.
Numeracy – NAPLAN Year 5

Student performance in numeracy is shown by the following graph.
Minimum standards

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

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

The following percentages in both Year 3 and Year 5 are inclusive of students who were absent or who were exempted from the test. In 2009 a considerable number of students did not sit the tests for these reasons.

### Percentage of Year 3 students achieving at and above minimum standard

<table>
<thead>
<tr>
<th>Subject</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>81</td>
<td></td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009.

<table>
<thead>
<tr>
<th>Subject</th>
<th>School</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>92</td>
<td></td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Wyong Public School proudly celebrates and promotes indigenous culture and is highly committed to achieving equitable educational outcomes for Aboriginal children. The school had 47 ATSI students enrolled this year.

The school conducts support programs such as ‘In Class Tuition’ and ‘Norta Norta’ to ensure these outcomes are secured for the children. Additional funds were provided by the DET to enhance these support programs in 2009. Personalised Learning Plans (PLPs) play a critical role in improving student performance with all students achieving set goals this year.
In NAPLAN performance all Year 3 indigenous students performed above minimum standard in both overall literacy and in numeracy. In Year 5 all students achieved at or above minimum standard in overall literacy and all but one student achieved at or above minimum standard in numeracy.

Wyong Public School actively includes parents and community members to participate in school governance and in the educational activities designed to support ATSI students. The school's Aboriginal Education Committee and the Aboriginal Parent Committee has membership from a broad base of community members.

These community members supported programs in our school, worked in the classroom, canteen and in the breakfast club. The Aboriginal parents attended P&C, AECG and parent meetings/information sessions. Wyong Public School have an executive position on the P&C dedicated to an Aboriginal parent/community member.

Significant days of celebration are always observed at our school. Apology Day was acknowledged in our school with representation from Mr Frank Potter, School Education Director. Harmony Day was held with Aboriginal Artist Kevin Duncan playing the Didgeridoo and raising Aboriginal Cultural Awareness for all students, staff and community. A Reconciliation Week and Public Education Day formal assembly was held with Darkinjung CEO Shaun Gordon as guest speaker. Wyong Public School received funding from Wyong Shire Council for Sorry Day and NAIDOC day activities.

Otitis Media screening for all Aboriginal students and selected non Indigenous students was held twice during the year with follow up audiologist appointments.

Kanyini, a film portraying the impact of white settlement on Aboriginal peoples, was held at Wyong Public School for all Local Management Group students, parents and community members, this was a successful night.

On presentation day assembly Aboriginal students were represented in all Stages at the awards ceremony.

With ongoing partnerships and communication with our Aboriginal parents and community members our school will continue to deliver outstanding educational outcomes for our indigenous students.

Multicultural education

During 2009 Wyong School employed practices to ensure an inclusive school community and racism-free learning and working environment. Teaching programs were checked for cultural inclusivity and maintained a strong focus on developing understanding of differences by explicitly teaching about racism and discrimination. Programs were differentiated to meet the needs of our students.

The School has two Anti Racism Contact Officers (ARCOs) with current training. All staff were directed as to the appropriate procedure to respond to any incident of racism in the school.

Harmony Day was celebrated under the theme of ‘The World in Wyong’ and saw many cultural groups attend the school to share their stories and food with the students.

The school does not currently attract the services of English as a Second Language (ESL) teacher. This being due to the decreasing number of ESL students enrolling at the school.

Respect and responsibility

Positive Behaviour for Learning

In Term 1 a team of teachers and community members attended a training course in Positive Behaviour for Learning (PBL). The aim of this program is promote positive behaviour by strengthening the application of our core expectations with our students. Expectations form the backbone of PBL. Students and staff will know exactly what is to be expected in all settings around the school.

The PBL team met with their coach, a teacher from Toukley PS, each fortnight throughout 2009. We quickly defined our core beliefs for the improvement of our school. These expectations are Respect, Responsibility and Excellence. The team designed an effective form of gathering data and reviewed the issues of concern within the school.

During 2009 the team remodelled our welfare system to reflect these new school expectations with reference to oneself, others and the earth. Data collection continued to be refined to reflect a true picture at our school. Expectations for all settings were formally stated. The whole school community, including students, teachers, ancillary staff, canteen staff, cleaning staff and parents then wrote explicit expectations for each individual setting in our school.
Students at Wyong PS were made aware of our new school expectations which were printed on all school stationery and on posters displayed around the school. A new school rap was written by students to be recited at all school assemblies.

Posters and banners were purchased during 2009. These will be introduced to the school community at a PBL launch in March, 2010.

The PBL team will continue to meet fortnightly during 2010 to provide a matrix of expectations for each setting of the school. This team will also source specific lesson plans to help deepen teachers’ and students’ understanding of our core expectations and their application in the many different settings around our school and beyond.

Other programs

Priority school program

Funds are provided to the school under the Priority Schools Program to enhance outcomes in literacy, numeracy and engagement. In addition to funding there is a staffing allocation of three teacher days per week.

In 2009 funds were used to supplement literacy resources, particularly for modelled and guided reading, with easels, sets of reading books and data projectors.

The school purchased a mathematics program called ‘Go Maths’ for students K-6 and implemented the Numeracy Games for Homework program.

To reinforce progress towards syllabus standards, a School Learning Centre was established where students could attend one day a week to work on their homework and Personalised Learning Plans (PLP) that identified student learning and behaviour goals were developed.

A Community Liaison Officer was employed for the year to develop training programs for parents and caregivers to enable them to better support their children’s learning.

Teachers report increased levels of engagement in Mathematics and English. There were a very high proportion of families who engaged in the PLP process and large numbers of students attended the School Learning Centre each week.

All programs will continue into 2010 with the addition of Accelerated Literacy as the school’s major literacy program. Values identified by the community will underpin the Positive Behaviour for Learning program. A strengthened approach to fostering community participation will be developed.

Environmental Education

2009 has been a very productive year in terms of our environment and the positive actions taken by the school and community.

Wyong P.S. has partaken in the National Solar Schools Program, which has allowed us to use the energy from the sun to contribute to the energy used in the school. The program has given Wyong P.S. the chance to help our environment through the use of an alternative power source. It also allows us to track the amount of energy we are using throughout the day.

The school’s recycling program has continued to work well during the year. All students have had an opportunity to participate in the program, which in part, helps to sustain our Sustainable Living project by using scrap food to feed our worm farms. The Sustainable Living project has gone from strength to strength in that it has shown the united effort of the school and community to achieve a common goal and an awareness of our environment.

Wyong P.S. participated in the Wyong Shire Council Environment Program in 2009. The work done by the students, teachers and parents in the Sustainable living project resulted in an award of monetary value has gone towards the schools ongoing environmental programs.

During the year, students, parents and teachers came together to improve the schools grounds. The working bee was very successful in clearing and moving plants and prepares areas for work, which will be ongoing in 2010.

Gifted and talented education programs

The school has conducted two Opportunity Classes, for gifted and talented students, at Year 5 and Year 6 level for many years. Review of programs to meet the needs of gifted and talented students across the school identified a need for a dedicated class program for students from Years 3-6. Students were identified for placement in the class using an individual IQ test and ‘off level’ testing (testing that would normally be used with older students) in English and Mathematics. A small group of students placed in the class have been ‘grade skipped’ and students work on accelerated programs across all Key Learning Areas.
Accelerated students have performed consistently above the mean of the stage they have entered and in many cases within the top ten percent of the whole grade. A group of year 5 and Year 6 students have successfully completed a Year 7 mathematics program with two students achieving well into Year 8. All students are reading well above grade expectations with some senior students achieving at Stage 5 level.

In addition to targeting academic outcomes the program is designed to provide social support for these students. Overall social outcomes have been positive with many students mixing across grades and with older students providing support and leadership for their younger peers.

The school will continue processes to identify gifted and talented students K-6. Off level testing will be extended into Early Stage 1 and Stage 1, particularly in reading and mathematics. Strategies will be developed to better meet the needs of students from Kinder to Year 2.

Progress on 2009 targets

Target 1
Improved literacy and numeracy levels for all students with a focus on writing in literacy and working mathematically in numeracy.

Our achievements include:

100% of all Year 3 students achieved at or above minimum standard in reading in NAPLAN testing. 97% of these same students achieved at or above minimum standard in both writing and numeracy.

A large percentage of Year 3 students were placed in the top two bands in reading (29%), writing (45%) and in numeracy (43%).

93% of all Year 5 students achieved at or above minimum standard in numeracy in NAPLAN testing. Many students in this group placed in the top two bands in reading (42%), numeracy (31%) and writing (30%).

87.5% of Kindergarten students, 66% of Year 1 students and 74% of Year 2 students achieved

Target 2
Improved teacher capacity in pedagogical practice resulting in improved student learning outcomes.

Our achievements include:
Professional learning plans were developed for all staff which aligned closely with student achievement data.

All Stage Learning Teams participated in the design and delivery of COG units which were constructed through a quality teaching pedagogy lens.

An increased number of lesson observations utilising a quality teaching coding strategy.

There was a measurable increase in participation by teachers in professional learning activities.

Improved student learning outcomes was particularly evident in Year 3 NAPLAN results in both literacy and numeracy and in the achievement of reading targets for students in Kindergarten to Year 2.

Increased engagement of students through the delivery of innovative teaching programs – Accelerated Literacy and Go Maths.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of the Personalised Learning Plan program and the school’s Reading Program.

Educational and management practice

Background

After experiencing considerable success in the development and implementation of Personalised Learning Plans (PLPs) with the school’s indigenous students it was decided that this year we would extend PLPs to include all students who attend Wyong Public School. This process involved parents/carers, teachers and students meeting in Term 1 to develop a student’s plan that would have at its centre three key learning goals set for the year. The plans would identify key strategies and activities that the teacher, the parents/carers and the student would do to help achieve these goals. A review meeting was scheduled for Term 3 and each student reported on their progress on achieving the goal on the Semester 2 report. An evaluation on the effectiveness of this educational practice was undertaken during Term 4. This evaluation involved the surveying of 52 parents/carers, 31 students and 12 staff members.

Findings and conclusions

The process serves to engage families in a far greater way than any previous strategy aimed at
developing a partnership in learning with families. In excess of 90% of families were involved in the PLP program. 100% of the parents/carers surveyed reported that the PLP provides a positive contribution to student learning and allowed them to be involved in the achievement of the learning goals. Interestingly, approx 50% of surveyed students did not feel that their parents/carers had a very strong interest or provided support of their personalised learning plan. Staff reported that the process was highly effective in the engagement of families and supported student learning as they pursued the achievement of their goals. They particularly commented on the process building that sense of ownership in students and seeing them being more responsible for their learning. Student feedback reflected a mixed view of the effectiveness of PLPs in improving student learning and this needs to be explored with them in a broader range of ways in 2010. They also commented that the reward/acknowledgement for achieving their goals was not strong from both their teachers and from their parents/carers.

Future directions

The PLP program will again be conducted in 2010 but the following improvements will be made.

It will be expected that the new PLP will incorporate a reading goal for all students; this being in line with the school’s reading targets for 2010. Set targets will be able to be directly measurable allowing for a point in time achievement to occur. Greater acknowledgement of the achievement of goals will take place by way of an achievers assembly once a month. Students will also report to their family each term about their progress on achieving their goals. Families will have the opportunity to make comment on this term report and return it to their child’s teacher.

I thank the families of Wyong Public School for supporting this initiative and look forward to you continuing to be involved in your child’s education in 2010.

Curriculum

Background

An extensive analysis of student performance data in the aspect of reading was conducted during after the receipt of the 2008 NAPLAN results. From this the school improvement team identified student reading as a targeted area for improvement in 2009/10. A school self evaluation was conducted by the team to identify key areas where improvements could be made in the school’s reading program.

In conducting this school self-evaluation on the reading strand the following methods were applied.

1) Online student and staff surveys on literacy 2) Data analysis of a) 2008/9NAPLAN school performance b) Quality School Life Survey Results c) K-2 reading recovery levels 2008/9 and d) Best Start Data 3) Focus groups were held with parents. 4) An analysis of the following key school documents:- 2009 Literacy Policy; Staff Supervision and Support Policy, Programming Policy; Teaching Programs; NAPLAN support package 5) Six Lesson Observations were conducted across all Stages

Findings and conclusions

As a result of this process the following findings and conclusions were drawn:-

1) Not all teachers aware of K-6 English Syllabus – Reading Strand Outcomes. 2) Communication and Engagement with parents/carers was found to be low and not serving to support student learning in reading. 3) Use of student performance data was found to be inconsistent in its application by classroom teachers.4) The school needed to strengthen the whole school approach to the teaching of literacy. 5) Key school documents and policies are not fully reflected in classroom, teaching and supervision practices. 6) Lack of engagement continues to be an issue for some groups, particularly for boys

Future directions

In response to these findings the following strategies are being implemented:-

1) Teacher professional learning for syllabus orientation on reading outcomes to be conducted. 2) Training program to be developed and implemented to support families in developing reading skills in children. 3) Teacher professional learning in analysing and using student assessment data to inform planning and tracking of students to be conducted. 4) Implement the Accelerated Literacy program K-6 as a whole school approach to literacy 5) Support those students at risk of not achieving reading benchmarks through the delivery of the Multilit and CARS and STARS programs. 6) Review key school documents supporting the teaching of literacy.7) Ensure that QT model is being implemented across the school K-6

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.

Each year the school surveys students in Years 2-6 using the Quality of School Life survey. This has occurred each year since 2006. With 2009 being the fourth year of data we are now not only seeing a yearly snapshot but the longitudinal view of student satisfaction with the school.

In 2009 a high rating from all students was reported in their sense of achievement in their learning. They see themselves as competent learners who are generally very successful in their education. They also see school as a very relevant experience in their broader life.

Consistent with other years, students are still reporting that their level of excitement in learning is not as strong as their other feelings about the school, with there being an obvious decline in this area in Years 5 and 6. New curriculum programs and strategies implemented in the last two years will hopefully address this issue.

Overall students reported a high level of satisfaction with their teachers, indicating that they enjoy a very real and valued connection to them. They also enjoy the school environment with the majority of students expressing that they have strong social connections and feel they belong in the school.

No formal surveys were conducted with staff and parents about their level of satisfaction in 2009. However, evaluations of professional learning days and parent information sessions provided strong comments in relation to the views held by these groups about the school. Both staff and parents continue to report a high regard for the school in terms of the programs the school offers and in terms of the friendly, approachable staff. Parent complaints remain particularly low, with all issues being resolved in a positive and productive fashion with families.

Professional learning

The school conducts professional learning with staff in accordance with the specified priorities identified in the school management plan. The school expended $18,310.00 for teacher professional learning in 2009. This funding was allocated to the professional learning of staff in areas such as Information Technology, Quality Teaching, Literacy and Numeracy, Leadership and Career Development, Welfare and Equity and Syllabus Implementation. As well, the school is involved in the National Partnerships – Literacy strategy and approx an additional $70,000 will be spent over the 2009/2010 period for professional learning activities in the key reform areas targeted by this strategy. Five school development days through the year covered a range of topics aligned with the priority areas identified in the school’s 2009 action plan. The school maintains a focus on the development of quality teaching pedagogy with classroom teachers and the school development days in Terms 1 and 3 saw this focus being further developed, particularly in the area of designing quality assessments tasks to drive student performance. In Term 2 the school staff participated in a local management group professional learning day on Mathematics at Wyong High School. All staff undertook three days training in Term 4 on Accelerated Literacy and participated in further planning days on the development of Accelerated Literacy programs. As well the staff routinely undertakes teacher professional learning at weekly staff meetings and willingly engages in lesson observations during their release from face to face time. Additional funds were provided through global sources to support the professional learning needs of School Administrative and Support staff.

School development 2009 – 2011

The 2009 school year commenced with a new management plan in place to drive the activities of the school for the next three years. The plan had been developed after considerable consultation with the school community at the end of 2008. Seven key priority areas were identified for inclusion in the plan. These areas are 1) Literacy 2) Numeracy 3) Student Engagement 4) Aboriginal Education 5) Teacher Quality 6) Connected Learning and 7) Environmental Sustainability. This plan which encompasses targets, intended outcomes and strategies can be viewed by visiting the school’s website at www.wyong-p.schools.nsw.edu.au. The school improvement committee is responsible for the monitoring of the school management plan and regularly meets to evaluate its progress.

Targets for 2010

Target 1
To reduce the proportion of students at or below the national minimum standard by 2.5% and to increase the proportion of students in the top two bands by 1.5% in the Year 3 and 5 NAPLAN reading test.

Strategies to achieve this target include:

Implement all the recommendations identified by the school self evaluation process conducted in Term 3, 2009 (see Educational and management practice section)
Implement the Accelerated Literacy Program in all grades K-6. Implement the Multilit program targeting students at risk of not achieving minimum standards in reading.

Conduct teacher professional learning in student data analysis.

Deliver the Team Leadership for School Improvement program to all members of the school’s improvement committee. Include reading targets as a performance measure for all staff.

Include reading targets in each student’s personalised learning plan.

Ensure reading assessments of all students are conducted at least once per term.

**Our success will be measured by:**

The achievement of the measurements embodied in this reading target.

The successful implementation of the Accelerated Literacy program in all classes K-6

Students involved in the targeted Multilit program achieve at or above minimum standard in reading.

Increased leadership capacity at all levels of the school.

Increased utilisation of student performance data in the development and delivery of teaching programs

**Target 2 (Two Year Target)**

*Improve the reading performance of Wyong Public School students in the Year 7 NAPLAN test undertaken at Wyong High School in 2011.*

Wyong Public School students are performing below State levels in the reading strand of the Year 7 NAPLAN test. This is particularly true of Aboriginal students. This trend has been apparent for the last several years despite these cohorts achieving above State levels in Year 5. The school has commenced a strong focus on this issue, building quality teaching systems and improved Year 6-7 transition processes to arrest this level of performance.

**Strategies to achieve this target include:**

Every student will have a measurable individual reading target included in their Personalised Learning Plan. Closer monitoring systems of working towards achieving this target will be put in place.

All Year 6 students who were in the bottom 25% in the Year 5 NAPLAN will have an individual learning plan developed. These students will be targeted for support through the Multilit reading program.

Assessment tasks will include opportunities and items for students to ‘apply’ their learning.

Year 6 assessment schedule to include regular reading tests, similar to NAPLAN style tests.

Student performance of targeted Year 6 students determined and is reflected in Year 7, Term 1, teaching programs.

NAPLAN analysis information and program to be forwarded by Year 6 teachers in Week 7 Term 4 to Year 7 Year Advisor.

Literacy in Science targeted through the BOS unit ‘Forensics’ which is to be commenced in Term 4 for Year 6 students and completed by Term 1 by Year 7 teachers.

Implement the Accelerated Literacy program as a whole class approach to improving reading.

The school will continue its focus on building strong teaching programs delivered by classroom practitioners who comfortably apply the Quality Teaching pedagogy in curriculum delivery.

A whole school Drop Everything and Read (DEAR) program will be implemented and for Stage 3 will also be the basis of the home reading program for each class.

**Our success will be measured by:**

In the 2011 NAPLAN the following targets will be achieved:-

- 50% of students achieve average growth in reading (Aboriginal students 45%)
- Increase the number of students in the >75th percentile from 11.1% to 25% in reading.
- Increase the number of students in bands 8 and 9 from 14% to 20%.
- Decrease the number of students in bands 4 and 5 from 43% to 25%.

The number of Aboriginal students that grow by minimum expected growth matches the regional target of 45%.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: