Messages

Principal’s message

2011 was indeed another successful year with the school continuing to enjoy significant achievements in all areas. Despite the considerable disruption caused by the Building the Education Revolution (BER) program the school was able to maintain a steady course and deliver an educational program that resulted in good achievement levels and growth for all students.

The year saw the development of a new school vision, which you find on the cover page of this report. This statement was a result of over twelve months of consultation with families, staff and students. It stands for our belief that that we as educators can build the foundations of the love of learning so that our students can experience a future that is full of hope, promise and potential.

To achieve this the school remains responsive to the diverse and sometimes complex needs of our students and through thorough, ongoing evaluations of the school's educational programs is able to accurately identify what resources and programs are required to maximise student learning outcomes. We also work hard to provide a supportive and inclusive environment that welcomes and encourages community partnerships.

The main stage of the BER program was completed during Term 2, returning to us greatly enhanced facilities, with almost every area of the school receiving some sort of upgrade. These new facilities will be formally opened in 2012.

The year also saw the commencement of the National Partnerships Low SES program. This program will, over a four-year period, provide $1.6 million dollars to provide additional resources and programs to ensure good outcomes for our students. A number of new positions such as a Highly Accomplished Teacher, Paraprofessionals and Aboriginal School Learning Support Officer positions were introduced and delivered tailored programs and initiatives to support our students.

New curriculum programs such as Learning Language and Literacy (L3) and Quicksmart added to the already innovative and exciting educational programs the school delivers.

All in all 2011 was another rewarding year for all concerned and as such, I take enormous pleasure in presenting this annual 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.

Graham Holmes, Principal

P & C and/or School Council message

Wyong Public School (WPS) P&C consists of a group of parents, carers and community members who are dedicated to an education system that is inclusive of all, irrespective of culture, gender, academic ability and socio-economic class. With this in mind 2011 saw a roll out of the Code of Conduct which is signed by all Financial Members. All parents and carers of students enrolled at Wyong Public School and citizens living within the boundaries of the school are eligible to be members. Membership is slowly increasing in numbers.

The school canteen is run by WPS P&C and has continued to maintain its great name in 2011 by once again gaining the prestigious Healthy Apple Award. The variety and quality of food is outstanding and the prices have remained low while still recording a small profit. A huge thank you goes to our current team who continually give up their time to ensure our children are looked after.

The Uniform Shop is also facilitated by WPS P&C. We are committed to keeping costs down for families by adding only a small margin to the cost price. Keeping the prices low and making the uniform more affordable for all families helps promote school image and brand identity.
Many successful fundraising events were organised by the P&C during 2011. Traditional events such as the Easter Raffle, Mother’s Day Stall and Father’s Day Stall were held alongside new events such as a Bunnings BBQ, Community Christmas Fair and even a BBQ at the Athletics Carnival. All funds raised are spent directly on projects and programs to enhance the educational outcomes for all students. We work closely with the school to find out what is needed and decisions to spend funds are voted on at P&C General Meetings.

During 2011 the P&C continued their support of Breakfast Club, Reward Day activities, the ANZAC Day wreathe, Student Insurance and the Strings Program. In addition our volunteers helped actively with Harmony Day, an Election Day BBQ, Grandparents Day, Reconciliation Week Activities and Parent Teacher evening just to name a few.

The P&C has also worked closely this year with Wyong Grove PS on the following events; Harmony Day, Pie Drive, Father’s Day Stall and the Community Christmas Fair. We look forward to more opportunities to strengthen the relationship between the two P&C’s.

In Term 3 we worked alongside the school and other community members to create the PBL (Positive Behaviour for Learning) Matrix for Parents & Carers. It is run on the same model and framework that is being used for our children in school and is based on the three key principles of “Respect”, “Responsibility” and “Excellence”. We look forward to the Matrix being rolled out to all parents and carers in 2012.

Vivien Drysdale, President, Wyong PS P&C

Student representative’s message

Being school captain of Wyong Public School provided me with an enormous opportunity to develop rich leadership skills. The duties I held responsibility for included running school assemblies, being the speaker & Prime Minister for the student parliament and discussing with students how we can improve the school and make it a better place for everyone. These experiences helped me with my confidence and public speaking became easier.

I felt honoured getting up each morning, putting on my badge, being proud of my school and knowing that it is an outstanding school where students feel safe and happy each day. I really enjoyed being a role model to my fellow school friends, I hope they found me to be caring and approachable.

I also was given opportunities to represent my school doing what I love the most singing.

So I thank you very much Mr. Holmes and the fantastic teachers for providing myself and the all the other students such a great education in a caring and supportive learning environment. This is the best school on the Central Coast and I know I will miss it.

Amber Shearan, Girl’s School Captain

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

Student enrolment in 2011 was 375 students, this consisting of 201 boys and 171 girls. Early Stage 1 and Stage 1 had 145 students. Stage 2 had 74 students and Stage 3 had 156 students.

Enrolments have remained relatively stable for several years with a slight decline in female enrolments since 2005.

Students predominantly are from Anglo Australian backgrounds but there is an increasing number of students representing a range of ethnic backgrounds. In 2011 these included – Afghani, German, Italian, Maori, Tongan, Arabic, Chinese, Khmer, Vietnamese, Korean, Indian and Japanese. This represents approximately 6% of the student population.

16% of students identify as being of Aboriginal background.

The mobility rate is considered to be relatively high and remains so from year to year.

In 2011 there were 30 students who received support through the State Integration Funding Program.
Student attendance profile

The school’s attendance rate of 93.2% was 0.7% below the Regional level and 1.06% below State levels in 2011. However, this rate represents an increase in overall attendance from previous years.

Management of non-attendance

The school has an attendance policy that requires teachers to contact parents where absences have not been adequately explained. Staff work with families to develop strategies to encourage better attendance. Executive staff monitors attendance.

In 2011 a paraprofessional was employed under the National Partnerships Low SES program to conduct a ‘phone home’ initiative to ensure good student attendance and to reduce the number of overall partial absences occurring. As a result the overall attendance rate improved by 1% over the year. This represents on average an increase of 2 days for each student for the year.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Class Sizes</th>
<th>Roll class</th>
<th>Year</th>
<th>Total per class</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>K/1H</td>
<td>K/1</td>
<td>6/9</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>KA</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>KL</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>4</td>
<td>S1P</td>
<td>1/2</td>
<td>13/12</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>S1CM</td>
<td>1/2</td>
<td>17/2</td>
<td>19</td>
</tr>
<tr>
<td>6</td>
<td>S1JC</td>
<td>1/2</td>
<td>9/11</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>S1SC</td>
<td>1/2</td>
<td>9/13</td>
<td>22</td>
</tr>
<tr>
<td>8</td>
<td>S2F</td>
<td>3/4</td>
<td>17/12</td>
<td>29</td>
</tr>
<tr>
<td>9</td>
<td>S2/3P</td>
<td>3/4/5</td>
<td>7/5/5</td>
<td>17</td>
</tr>
<tr>
<td>10</td>
<td>S2S</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>11</td>
<td>S2FS</td>
<td>4</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>12</td>
<td>S3MAC</td>
<td>5/6</td>
<td>12/17</td>
<td>29</td>
</tr>
<tr>
<td>13</td>
<td>S3R</td>
<td>5/6</td>
<td>10/19</td>
<td>29</td>
</tr>
<tr>
<td>14</td>
<td>S3S</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>15</td>
<td>S3SS</td>
<td>5/6</td>
<td>8/18</td>
<td>26</td>
</tr>
<tr>
<td>16</td>
<td>S3G</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

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

<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>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Assistant Principal – Hearing Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.71</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>Counsellor</td>
<td>.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.022</td>
</tr>
<tr>
<td>Total</td>
<td>26.132</td>
</tr>
</tbody>
</table>

In addition to this establishment the school has ongoing access to a range of regional personnel including, school counselors, support teachers behavior and integration, school learning support coordinators, home school liaison officers, and other itinerant personnel who support the specific needs of the student population.

The school utilizes funds from various tied programs to employ additional staff. In 2011 this included eight full and part time school learning support officers and a full time teacher who supported students with disabilities and conducted a behavior support program for students experiencing difficulties in classrooms.

This year the school considerably increased the number of indigenous people employed to support students. This included one classroom teacher, one Aboriginal education officer and three school learning support officers.

Staff retention

The staff remained relatively stable with little movement in 2011. The Stage 1 Assistant Principal left to take up a Principal position at the end of 2010. More than 60% of staff having taught in excess of 15 years. Five staff members are new scheme teachers.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>94</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>6</td>
</tr>
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</table>

Date of financial summary 30/11/2011

Income

<table>
<thead>
<tr>
<th></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>184718.55</td>
</tr>
<tr>
<td>Global funds</td>
<td>228973.59</td>
</tr>
<tr>
<td>Tied funds</td>
<td>394044.58</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>124182.68</td>
</tr>
<tr>
<td>Interest</td>
<td>12130.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>20966.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>965,016.00</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>29117.82</td>
</tr>
<tr>
<td>Excursions</td>
<td>53327.07</td>
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<tr>
<td>Extracurricular dissections</td>
<td>37760.47</td>
</tr>
<tr>
<td>Library</td>
<td>13032.45</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>432170.57</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>45676.62</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>87604.24</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>52021.94</td>
</tr>
<tr>
<td>Maintenance</td>
<td>34949.98</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>21093.50</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>806,754.66</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>158,261.34</td>
</tr>
</tbody>
</table>

Balance carried forward 158,261.34
Financial summary

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

A full copy of the school’s 2011 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 2011

Achievements

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.

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

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

In Year 3, Wyong students scored below means for the region and state in all aspects of literacy. The strongest result was in the strand of Reading and the lowest was in writing, with this being an ongoing improvement focus area. There were differences between the performance of girls and boys with girls scoring substantially higher than boys in writing, spelling and grammar and punctuation.

Aboriginal students’ scores in grammar and reading were similar to those of Aboriginal students across the state but Wyong Aboriginal students scored lower than the state mean in spelling.

In reading 50% of students scored in the top three bands, 96% of students achieved at or above minimum standard.

See graphs below for further detail.
Numeracy – NAPLAN Year 3

There has been a decrease in the percentage of students achieving in the top bands in numeracy with over 60% scoring in Bands 2 and 3.

Literacy – NAPLAN Year 5

Wyong Year 5 students’ means exceeded the means for state in all assessed areas. This was the case for both boys and girls in every strand except writing, in which the mean for Wyong boys was slightly below the state mean for boys. Particular strengths were reading and grammar, with both means being more than thirty points above the state mean. Wyong girls score substantially above the boys in reading.

Wyong Aboriginal students scored above the state mean for Aboriginal students, in reading and writing but were slightly below state means for spelling and grammar and punctuation.

Percentages In Bands

In reading, there has been decrease in the number of students scoring in the bottom two bands and a slight increase in the number in Bands 7 and 8. In writing 58.8% of students scored in the top three bands that is higher than the percentage of the state who scored in the top three bands.
Numeracy – NAPLAN Year 5

In numeracy there has been a steady decrease in the percentage of students in the lowest two bands with 48% achieving in the top two bands, almost four times the percentage for like schools.

Growth

A substantial number of Wyong students achieved expected growth from Year 3 to Year 5, however the percentage of students achieving expected growth was not as high as for the state. The largest percentage of Wyong students achieving expected growth was in grammar and punctuation. In reading and numeracy the mean growth for girls was higher than growth for boys. In spelling, the group of students matched within the school achieved higher growth than that of the state.

Progress in literacy
Progress in numeracy

![Average progress in Numeracy between Year 3 and 5]

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.

**Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>87.5</td>
</tr>
<tr>
<td>Writing</td>
<td>96.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>92.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>84.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.0</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88.7</td>
</tr>
<tr>
<td>Writing</td>
<td>87.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>88.9</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>88.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91.9</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

**Aboriginal education**

In 2011 there were 57 Aboriginal students enrolled in the school, representing 16% of total enrolment. One third of Kindergarten students were Aboriginal.

Wyong Public School acknowledges the Traditional Custodians of the land and pays respect to the Elders past, present and future at weekly assemblies, meetings, school newsletters and on special occasions. The school’s Management Plan incorporates Aboriginal Education as a priority area within the Inclusive School Community Annual Plan.

The school employs an Aboriginal Education Officer and two Aboriginal Student Learning Support Officers and actively participates in the Wyong Aboriginal Education Consultative Group with parents and community. We continue to be involved in the ‘Dare to Lead’ coalition.

Aboriginal students were represented at the school Presentation Day, Wyong High School ATSI Assembly Day, Koori Choir, Dance groups, Young Black & Ready for school program and Leap Into Learning. Years 3-6 Indigenous and non-Indigenous students participated in the National Indigenous 3 on 3 Basketball and Hip Hop Challenge.

NAIDOC, Sorry Day, Harmony Day and Reconciliation Week were marked with community involvement in assemblies and through student engagement in cultural activities.

A high level of commitment is upheld in improving academic performance for Aboriginal students by providing programs such as Norta Norta, Quicksmart, Multilt, Reading Recovery and Accelerated Literacy. The outcome being a number of students successfully placed in the Opportunity Class, selective high school and the Yearning for Learning classes as well as receiving a Galuwa Scholarship. All students have Personalised Learning Plans developed in partnership with the students and the families.

**Multicultural education**

During 2011 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 through a full school assembly.

The school does not currently attract the services of English as a Second Language (ESL) teacher. This being due to the decreasing number of Phase 1 ESL students enrolling at the school.

**National partnership programs**

In 2011 the school joined the National Partnership, Low SES program. This federally funded program aims at reducing the disparity in educational achievement between socio economic groupings. The school will receive $1.6 million dollars over the period 2011 -2014 for this purpose.

Working across six key reform areas the school undertook a full situational analysis at the end of 2010 to determine what areas required additional resourcing and programming as a way to increase student achievement levels. A major report of the findings and conclusions of this analysis was released in November 2010.

In response to the outcomes of the analysis the following strategies were implemented in 2011.

1) The employment of a Highly Accomplished Teacher as a leader of quality teaching.

2) Resourcing a two day a week community engagement officer (specialist paraprofessional) to drive the WyTeam initiative – an interagency early intervention approach to supporting families and children with complex issues.

3) Employ an educational paraprofessional to: a) provide high quality support to classroom teachers and to support students as they transition into the school b) oversee the development and implementation of a personalised learning plan for all students c) fully implement the school’s home reading program d) implement the phone intervention program and monitor the school attendance policies and e) support classroom teachers in the design and delivery of language programs for targeted speech students.

4) Upgrading of an AP to a DP to ensure Quality Teaching is occurring in every classroom by conducting TPL and managing and overseeing curriculum design and implementation.

5) The employment of school learning support officer (technology) four days per week to: a) assist in the development and implementation of school data management systems b) work with teachers on instructing students on how to utilise software embedded in the school’s technology scope and sequence c) support teacher learning and use of technology d) develop and implement a school promotion and communication plan

6) Employment of an additional Reading Recovery teacher in Year 1

7) Employment of a speech pathologist one day per week.

8) Upgrading a classroom teacher to AP level to oversee the development and implementation of successful early learning initiatives in the school.

9) Purchasing of one laptop for each classroom teacher to drive teacher use of technology.

10) Employment of a school based community person (SLSO) to develop teacher awareness and to create the linkages to services for Aboriginal children and their families.

11) Implementation of a ‘homework hub’ for targeted students across the school community

12) Employment of a School Learning Support Officer (Aboriginal Education) to build and implement a strong cultural program at Wyong PS.

A full evaluation of these strategies was conducted by the school improvement team in Term 4. Strategies from the recommendations from this evaluation have been embodied in the 2012 - 14 School Management Plan. The plan can be found on the school’s website.

**PSP 2011**

In 2011 the school continued the ‘Return to Class’ program that targets students at risk of suspension from school. A teacher was employed two days per week to develop students’ self-regulation of behaviour, social skills and work habits.

Executive teachers were released for one day a week to support classroom teachers. This included team planning and programming, and
modelling and reviewing lessons including Accelerated Literacy lessons. In addition, visiting authors worked with students to expand their skills and aspirations as writers.

The highly successful Personalised Learning Plan strategy was continued so that in collaboration with class teachers and parents, students created and managed personal learning, social and behaviour goals.

A Community Liaison Officer was employed to develop parent skills and participation in the school’s programs. The CLO developed a class parent representative program and a classroom volunteer program in addition to conducting training sessions to assist parents to support their students’ learning at home.

Progress on 2011 targets

Target 1

Reading and writing levels of all students across the school are improved.

Our achievements include:

- 97% students K-6 had a PLP developed collaboratively with teachers and parents that incorporated a literacy goal for each student.
- The Accelerated Literacy and the Multilit programs continued to be implemented with all staff receive ongoing training and support by the Highly Accomplished Teacher.
- The L3 literacy program was implemented in Kindergarten.
- Whole school training was conducted for all teachers in analysing and using student assessment data, particularly SMART, to inform teaching programs, individualised programs and the tracking of student performance.
- 49% of Year 5 students were placed in the top two bands in reading compared to 34% across the State. 39% of Year 7 students from Wyong PS were placed in the proficiency bands compared to 30% across the State.
- 28% of Year 5 students were placed in the top two bands in writing compared to 25% across the State.
- 85-92% of students in K-2 achieved reading levels 6, 16 and 26 respectively by the end of the year. In Kindergarten 92% of students achieved target level or higher.
- 96% of Year 3 students tested in NAPLAN writing was at or above minimum standard in writing.

Target 2

Numeracy levels of all students across the school are improved.

- The school’s curriculum coordinator and the highly accomplished teacher lead the design and implementation of a new Mathematics scope and sequence K-6.
- All students PLP’s will incorporated a numeracy goal for each year.
- Quick Smart was implemented to target students in the bottom 30% of numeracy performance in Years 4-6.
- Assessment schedules and processes were reviewed across the school.
- The professional learning program in 2011 focused on the development of teacher quality in a mathematics classroom.
- 48% of Year 5 students were placed in the top two bands in NAPLAN numeracy compared to 29% across the State.
- 96% of Year 3 students; 93% of Year 5 and 96% of Year 7 students tested were at or above minimum standard in NAPLAN numeracy.
- All but one Aboriginal student were above minimum standard in both Year 3 and Year 5 Numeracy.

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 2011 our school carried out evaluations of a range of areas but of interest to this report two areas were investigated. A new school leadership model –
Target Teams and with the employment for the first time of a Highly Accomplished Teacher a review was undertaken to see the influence this position was having on improving teacher quality.

**Educational and management practice**

**School Target Teams**

**Background**

The implementation of the target team concept in 2011 has shown its effectiveness in distributing leadership across the school. Cyclic evaluations required by normal operational planning processes, alongside the ongoing requirement for these to take place during the life of the National Partnership program, have provided the opportunity to develop a structural process that aligns with the school management plan and draws all staff into the process of ongoing school improvement.

The school improvement team undertook ‘Team Leadership for School Improvement’ training in July in a two day conference at Kooninda Waters.

This team utilised a range of qualitative and quantitative data to identify key priority areas for the next three year management plan.

The principal provided staff with thorough and detailed rationale for school improvement priorities. Target teams align with these key priority areas and have members from parents, community and staff.

The School Improvement Team members lead each team through evaluations and from their findings, set targets (hence the name) and develop key strategic actions.

Target teams write the priority area of the school management plan with assistance from Principal.

**Findings and conclusions**

All staff reported that the target teams led to a greater influence by all staff in the development and delivery of key programs and actions and facilitated a greater feeling of involvement in how the school conducts its business.

They also reported that they feel more valued and believed that this structure provided a vehicle to develop leadership skills and to genuinely lead a key area of the school.

Parents and community members involved in this structure all reported that they too felt valued and as they had a significant input in the development of the school management plan expressed that they better understood the school and how it operated. They too felt like leaders in the school. All target teams have parent and community membership.

All target teams believed that the development of their priority area of the management plan built a greater knowledge of planning processes, and a great sense of ownership over that priority area. They also reported that their knowledge of the National Partnership program and its intent was improved through planning. They own the targets and all said that they were looking forward to tracking their progress over the coming years.

This operational structure has facilitated the development of a broader and deeper base of leadership across the school.

The purpose and mission of the school is better understood and the responsibility for delivering on this is shared by all staff.

School committees (target teams) make more sense, have a clear purpose, and the work they do is more legitimate than that of previous committees they had been on.

**Future directions**

Target Teams will implement, monitor and evaluate key priorities each year.

A Wyong Public School conference will be held on Term 3 2012 School Development Day, conducted by the target teams. During this conference each team will present a report on the progress of their key priority area. They will also present a report on recent research in their priority area. All staff will undertake the Team Leadership for School Improvement program. Professional learning goals will be aligned with target team priority focus area.

**Curriculum**

**Teacher Quality to deliver a quality curriculum**

**Background**

The appointment of a Highly Accomplished Teacher (HAT) to work with teachers and in classrooms with the aim of raising students’ learning outcomes by improving teacher quality is a National Partnerships strategy implemented by
the school for the first time in 2011. The HAT was appointed to advise on the implementation of teaching strategies that are pedagogically sound and research based in the areas of literacy and numeracy. A whole school situational analysis found through QT surveys of staff and students that there was a significant difference in student beliefs about the quality of curriculum and how it was delivered, to those held by the teaching staff. Other data indicated that engagement in curriculum for students decreased over the time that students moved through the school.

Findings and conclusions
An increase in teacher collaboration has resulted, both within and beyond the school.
Teacher feedback and observation also indicate that attitudes to professional development have changed.
Teachers are seeing ongoing support, through assessment, programming and classroom observations, including lesson studies, as key to the process of professional development.
The pre and post literacy assessments have established that the students are engaged, the teaching and learning is appropriate to student’s current levels and good reading growth is evident. The EMSAD data confirms the reading growth data.
This intensive support has led to the development of high-quality teaching programs and increased teacher capacity to develop, implement and assess literacy programs.
Ongoing support has allowed time for embedding new learning and so has increased sustainability and leadership capacity.
The staff understand the role of the HAT and are willing to work with the HAT as a way of reflecting upon and changing their practices where needed.
High quality professional learning is occurring and the staff values the process, particularly the collaborative approach to developing teaching and learning programs.
The use of quality assessment tasks is more frequent and teachers have increased their capacity to create these tasks and link them to the cycle of teaching and learning and the NSW Syllabus.

Quality systems and processes that are collaborative and ongoing are becoming embedded into the school’s professional learning strategies and directions

Future directions
Continue to provide Professional Learning in which programs are evaluated in regards to links with the syllabus and current assessment.
Continue collaborative professional development at the school level to develop programming strategies for linking all literacy, numeracy and COGS teaching to the syllabus.
The DP, and the HAT to lead the collaborative development of procedures for utilising the Learning Continuums to; a) track student learning b) assist with linking teaching and learning to the syllabus c) provide valuable information for planning, programming and reporting to parents and d) to facilitate professional discussions around consistent teacher judgement (CTJ)

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.
Overall responses to surveys and interviews indicated that the community holds the school in very high regard. There are high levels of satisfaction with programs and practices within the school and with the school’s willingness to engage in innovation and renewal.
The PLP process, through which students, teachers and parents collaborate to set meaningful learning goals, is still valued highly by all participants.
Parents reported that there is sufficient opportunity to be involved in school programs and that they are well informed about programs.
Parents whose students attended the Leap into Learning program reported high levels of satisfaction with how well the process supported their children in transition to school and also with the programs offered to support and inform parents.
Families of Aboriginal students reported that there is a high level of commitment to promoting culture within the school. They expressed
satisfaction with the employment of two Aboriginal school learning support officers.

Parents generally report that they are well informed about the school’s processes and are regularly invited to participate in the decision-making structures of the school.

Many parents were very positive in their comments about the support that the phone home program provides to them. Parents responded positively to the introduction of the PBL matrix for parents. Parents appreciated the welcoming nature of the ‘meet and greet’ sessions that provided an opportunity to talk with staff in a less formal setting.

Parents of students who have a diagnosed disability again expressed their satisfaction with the program options offered by the school to meet the individual needs of their students.

Each year the school surveys students in Years 2-6 using the Quality of School Life survey. Surveys in 2011 indicate a continuing high level of satisfaction with the school. ‘Adventure’ was the only dimension in which our students did not rate programs consistently high. There was a slight drop in satisfaction in Year 6 in all aspects.

Teachers indicated continuing high levels of satisfaction with the Accelerated Literacy program and were very positive about the new scope and sequence adopted for mathematics. There were also positive responses to the continuation of MultiLit and the introduction of Quiksmart to support learning needs in numeration. They were also very appreciative of the professional learning in mathematics throughout the year.

Professional learning

The school conducts professional learning with staff in accordance with the specified priorities identified in the school management plan. In 2011 $159,49 was spent on teacher professional learning from allocated teacher professional learning funds. This equated to $664.54 per teacher. The school had four teacher maintaining accreditation at Professional Competence level and none working towards accreditation.

Funding was allocated to the professional learning of staff in areas such as Information Technology, Quality Teaching, Literacy, Leadership and Career Development, Welfare and Equity and Syllabus Implementation.

Under the National Partnership Low SES program, the major focus of teacher professional learning has been the training of staff in Accelerated Literacy, Mathematics, MultiLit and QuikSmart. A number of new members of staff were trained in Accelerated Literacy and three teachers were trained at the tutor level. Regional support personnel provided ongoing training and continuing a classroom leader affected professional support.

School Development Day in Term 1 was devoted to the development of the school vision statement. School Development Day in Term 2 covered...

For the School Development Day in Term 3 Wyong staff combined with the staff from Wyong Grove Public School to work together with the Aboriginal Consultant to develop staff expertise in implementing the DET Aboriginal Education Policy. The School Development Days at the end of Term 4 were used to develop staff in utilising Accelerated Literacy strategies in the teaching of factual texts. All Wyong Public School teachers participated in School Development Days.

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

Literacy and Numeracy

Outcome for 2012–2014

Increased levels of overall literacy and numeracy achievement in line with State and Regional targets.

2012 targets to achieve this outcome include:

- Decrease the number of students not achieving benchmark reading levels in Year K-2.
- Reduce the number of Year 3, 5 and 7 students at or below national minimum
Strategies to achieve these targets include:

- Increase the number of Year 3, 5 and 7 students in the proficiency bands in NAPLAN reading, writing and numeracy
- Reduce the percentage of students in the bottom quartile of growth in Year 5 and 7 across all NAPLAN tested areas.

**School priority 2**

**Student Creativity**

**Outcome for 2012–2014**

Opportunities for creative expression are evident in all areas of the school's curriculum

**2012 Targets to achieve this outcome include:**

- 100% of integrated teaching units will include opportunities for creative expression through arts and problem solving activities.
- 100% of English and mathematics units will have opportunities for problem solving and creative thinking.
- There will be a 20% increase in the number of students participating in choir, string ensemble and band.
- Using the Langrehr creative thinking tests there will be an increase in scores for 75% of students from pre-test in 2011 to post-test in 2012)

Strategies to achieve these targets include:

- Conduct a broad range of creative arts programs that are highly engaging and appealing to students
- Design curriculum programs that include broad scope for creative development
- Maximise opportunity for creative expression and performance
- Develop quality literacy and numeracy programs that develop thinking and problem solving strategies in all students.

**School priority 3**

**Inclusive School Community**

**Outcome for 2012–2014**

Student achievement is enhanced through the application of school practices, programs and procedures that are genuinely inclusive of all

**2012 Targets to achieve this outcome include:**

- Increase in positive response (always or mostly) in at least 50% of items measured in the Quality Teaching student surveys from 2010 to 2012
- Increase in the rating of 'Adventure' to 85% as measured in Quality of School Life survey from 2010 to 2012.
- Improve the whole day attendance rate from the current level of 94% to 95% in 2012 and continue to reduce the morning partial absence rate from the current 2011 level of 9 per day to 7 per day in 2012.
- All literacy and numeracy targets also apply to Aboriginal students
- Increase the attendance of Aboriginal community members in the Aboriginal Community Interest Group from the current level to at least 5 members at 75% of scheduled meetings throughout 2012.
- By the end of 2012 there will be a move from the current level 2 (participation) to level 3 (partnership) in three more of the seven strands in the School Community Partnerships Reflection and Planning Matrix.
Strategies to achieve these targets include:

• Build meaningful connections with parents/carers, community groups and local businesses
• Deliver world class, innovative and effective early learning and transition to school programs to support children and families.
• Fully implement the Aboriginal Education Policy
• Ensure the academic, social, emotional and physical needs of all students with disabilities are being met by all staff.

School priority 4

Student Wellbeing

Outcome for 2012–2014

Student are well supported, engaged and have opportunities to achieve all educational and affective outcomes.

2012 Targets to achieve this outcome include:

• Increase in positive response (always or mostly) in at least 50% of items measured in the Quality Teaching student surveys from 2010 to 2012
• Increase in the rating of 'Adventure' to 85% as measured in Quality of School Life survey from 2010 to 2012.
• Improve the whole day attendance rate from the current level of 94% to 95% in 2012 continue to reduce the morning partial absence rate from the current 2011 level of 9 per day to 7 per day in 2012.

Strategies to achieve these targets include:

• Implement innovative educational support programs that are highly engaging, challenging and build a love of learning.
• Continue the implementation of the PBL strategy
• Design and implement a range of pro-social programs that are responsive to the social, emotional and health needs of the students attending WPS.

School priority 5

Quality Teachers/Quality Curriculum

Outcome for 2012–2014

Strengthened quality teaching programs and practices being delivered in a 21st Century learning environment.

2012 Targets to achieve this outcome include:

• Increase in positive response (always or mostly) in at least 50% of items measured in the Quality Teaching student surveys from 2010 to 2012
• Increase in the rating of 'Adventure' to 85% as measured in Quality of School Life survey from 2010 to 2012.
• All teachers move one band on the Levels of Technology Implementation Scale (The LoTI Scale) by the end of 2012 where 7% are awareness; 29% are at exploration; 50% are at infusion and 14% are at integration
• School rating on Integration Information and ICT Technologies (ICT) into Teaching and Learning Matrix increased to band 4 in 50% of the strands by the end of 2012.

Strategies to achieve these targets include:

• Design and implement strong technology programs that facilitate 21st century learning
• Improve teachers' capacity to deliver an innovative and responsive curriculum that meets the needs of all students.
• Employ a Deputy Principal to lead a target team to implement and monitor curriculum over a three year period.
• Structure classes and curriculum in line with student's strengths and interests
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.

Graham Holmes  Principal
Roslyn Dawes  Deputy Principal
Michelle Strang  Assistant Principal
Vicki Arnot  Assistant Principal
Anne Bailey  Assistant Principal (R)
Robin Whitehouse  Highly Accomplished Teacher
Rachel Garland  Classroom Teacher
Jeanelle Bundy  AECG President
Linda Kidd  SaCC Facilitator
Deborah Sirone  Community Connector
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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: