Wyong Public School
Annual School Report

Our Vision...
'Inspiring our Community to be Successful Lifelong Learners'
EVERY STUDENT   EVERY TEACHER   EVERY FAMILY
Messages

Principal’s message

The Annual School report is an overview of the school’s achievements, programs and activities for 2012. It describes and details the progress and success of students at the school, brought about by the commitment and dedication of the staff and enhanced by parent support and participation.

Students across the school should be proud of their achievements in the broad range of areas offered through the curriculum in the school. Throughout 2012 the students really lived up to the school motto of ‘personal best’ which they gave at all times.

The school holds high expectations of the students and both staff and families understand the value in working in partnership to develop the full potentials of students here at the school.

The staff delivers a wide range of additional support programs to foster and promote the very best in our students. Parent and community helpers assist teachers to deliver the full range of academic, cultural and social development programs being conducted in safe and caring learning environments.

Additional programs such as the National Partnership, Low SES initiative have facilitated the development of innovative and effective curriculum programs that are now embedded into day to day practice. Student learning results bear testament to the value this program has had for the students at our school.

Significant enhancements in the communication and technology program funded through the Low SES program have led to a greater level of engagement by students in their learning.

We continue to commit large investment in staff training, believing that every classroom should have the best quality teacher in front of the students. New curriculum programs such as Language, Learning and Literacy (L3), Accelerated Literacy (AL) and Targeting Early Numeracy (TEN) are proving to enhance the levels of literacy and numeracy attainment.

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 and/or School Council message

My first year as President of the P&C has been a busy one, with a small, but dedicated band of volunteers bringing events, ideas and fundraising efforts to make the school a more rewarding experience for everyone.

We were successful, in conjunction with the school, in achieving a dollar for dollar grant from the Department for our courtyard upgrade and it’s been wonderful to see how enchanted the children have been watching Ljae bring our lovely murals to life around the canteen area. We still have more works to complete in this area, so watch for more improvements in the early part of 2013.

The new signage at the front of the school has brought a new clean and professional image to the school and we are delighted with the response from everyone.

For the first time this year, the P&C also initiated Care Packages for Australian soldiers serving in Afghanistan and we proudly sent off 52 packages on behalf of the community of Wyong Public School.

As usual the P&C has continued to support the Breakfast Club and Strings Program; we offered our usual raffle for Easter (with over 40 prizes) as well as the Mother’s Day and Father’s Day stalls. In addition we added a Movie Day at Event Cinemas at Tuggerah which was well received. We assisted with two Bunnings BBQ days at Tuggerah this year – one for the P&C and helped with logistics in organising the school’s date as well, both very busy and profitable days.

The P&C also hosted and supported the discussions in conjunction with Wyong Grove regarding the future of primary public schools in the Wyong area – in conjunction with the Department of Education. We have also worked
with Wyong Council for improvements to the parking zones outside the school, the footpaths and the parkland across the road from the school.

Both the canteen and uniform stall are operating well and profitably and I thank John Doran and Kerri Beavan for their efforts in keeping these teams working so well.

Our Second annual Community Christmas Fair was held this year and once again was a most enjoyable evening with performances from students, staff and local church groups. We continue to appreciate the efforts of Wyong Lions Group in supporting this event.

Joanne Tracey

**Student representative’s message**

My time spent at Wyong Public School has truly influenced who I am today. I have made many friendships that I will carry with me through my high school years.

Wyong offers many programs, excursions and activities such as ‘Thinkfest’ and ‘Murder Under The Microscope’ that I never would have been a part of if it were not for the wonderful staff and teachers who really help the children.

I was lucky enough to be elected into the parliament team which taught me valuable lessons about teamwork and leadership. I remember being so nervous when I came to Wyong in Year five, but feeling so confident about what was ahead at the end of Year six. I love the sense of community that the school brings to all of the students and anyone who visits. Wyong Public is a fantastic example of a local school at its best.

Bronte De Zilva (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 2012 was 390 students consisting of 208 boys and 182 girls. K-2 enrolment was 151 students and Years 3-6, 239.

Enrolments have remained relatively stable with a slight increase in enrolments over the last few years.

Students predominantly are from Anglo Australian backgrounds but there is an increasing number of students representing a range of ethnic backgrounds. In 2012 these included – Afghan, German, Italian, Maori, Tongan, Arabic, Chinese, Khmer, Vietnamese, Korean, Indian and Japanese. This represents approximately 11% of the student population.

17% of students identify as being of Aboriginal background.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.0</td>
<td>92.1</td>
<td>93.6</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>91.3</td>
<td>92.5</td>
<td>93.3</td>
<td>94.3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>93.9</td>
<td>91.0</td>
<td>92.5</td>
<td>93.1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>90.6</td>
<td>91.4</td>
<td>92.7</td>
<td>94.4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>91.8</td>
<td>92.9</td>
<td>93.6</td>
<td>92.2</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>92.8</td>
<td>93.8</td>
<td>93.6</td>
<td>94.1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.3</td>
<td>91.2</td>
<td>92.9</td>
<td>93.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>92.0</td>
<td>92.5</td>
<td>92.2</td>
<td>93.2</td>
<td>93.7</td>
</tr>
</tbody>
</table>

Management of non-attendance

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

Again in 2012 a paraprofessional was employed under the National Partnerships Low SES program to conduct a ‘phone intervention program’ (PIPS) to ensure good student attendance and to reduce the number of partial absences occurring. As a result the overall attendance rate improved by .5% over the year. This represents on average an increase of 1 day for each student for the year.

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>Highly Accomplished Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>2</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>.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.2</td>
</tr>
<tr>
<td>Total</td>
<td>28.5</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 2012 this included several 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.

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

This school maintained the number of indigenous people employed to support students in 2012. This included one classroom teacher, one Aboriginal education officer and two school learning support officers.

Staff retention

The school enjoys a stable staff with relatively little movement from the previous year. One Assistant Principal and one classroom teacher were redeployed to higher duties positions away from the school for the year, being replaced by temporary teachers who had worked in the school for several years.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>92</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>8</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
Date of financial summary 30/11/2012

**Income**
- Balance brought forward 158,261.34
- Global funds 255,432.64
- Tied funds 492,435.55
- School & community sources 119,040.20
- Interest 9,885.65
- Trust receipts 20,529.65
- Canteen 0.00
- Total income 1,055,585.03

**Expenditure**
- Teaching & learning
  - Key learning areas 40,034.46
  - Excursions 61,595.03
  - Extracurricular dissections 28,634.04
- Library 13,691.51
- Training & development 218.20
- Tied funds 406,980.81
- Casual relief teachers 56,435.24
- Administration & office 90,436.38
- School-operated canteen 0.00
- Utilities 61,434.00
- Maintenance 36,708.19
- Trust accounts 236,182.6
- Capital programs 0.00
- Total expenditure 819,786.12

**Balance carried forward** 235,798.91

A full copy of the school’s 2012 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 2012**

**Achievements**

**Arts**

Creative arts are managed within the school’s Creativity Target Team. All students from Years 1-6 participated in CAPA groups each week. These groups offer students choices in creative arts activities with rotation each term. Activities included Manga Art, painting, drama, music, scrapbooking, digital art, percussion, djembe drumming, keyboards, sculpture, photography, cheer leading, beginners’ strings and Aboriginal art.

The school continued to run a choir, brass band, string ensemble and senior and junior dance groups. The string ensemble performed at the NSW Public Schools’ Instrumental Festival at the Sydney Opera House. Junior and senior dance groups participated in the Central Coast Dance Festival and the senior group performed at the Hunter Central Coast Performing Arts Showcase. The choir joined the combined schools choir to sing at the Central Coast Choral Festival.

Creative arts have long been offered to all students through the Release from Face to Face program. In 2012, students studied music in Semester 1 and drama in Semester 2. In addition to lessons students were exposed to a range of performances including Musica Viva, Sculptures by the Sea and the Australian Ballet.

The school again conducted a successful art exhibition in which every student exhibited two artworks and a K-6 concert that included all students K-6. Selected items also performed at the LMG Showcase.

Creative Arts will continue to be a strong focus of the school through the Creativity Target Team with greater participation in extra-curricular activities for all students in 2013.

**Sport**

2012 was a busy year for school sport at Wyong Public School. All students were given the opportunity to experience and participate in as many sports as possible this year. It is the school’s aim is to provide physical education as an integrated part of our everyday school lives.

Daily fitness programs were implemented to ensure all students were provided with a physical outlet. Research shows that promoting a healthy lifestyle leads to improvements in concentration within the classroom.

We also implemented a program called ‘Crunch and Sip’ which encouraged students to eat healthily by considering the nutritional value of the food they put in their lunchboxes every day.
An active After School Sport program was provided one afternoon a week. The program is designed to teach students to play games that are skillful and fun. It also places an emphasis on sportsmanship and teamwork.

School Swim Scheme was offered again in 2012. It is provided by the Department free of charge. It is an intensive learn to swim program which develops water confidence, water safety and survival. Sixty students attended the scheme in 2012. It is hoped that the flow on effect from a school perspective will be an increase in the number of participants in our school swimming carnival.

Once again our school participated in the Coles ‘Sports for School’ promotion. This was extremely well supported and the 47 thousand vouchers collected equated to over $2500 worth of sporting equipment for our school.

Our school entered teams in the state knockout competitions and this year 12 teams represented our school.

We participated in boys and girls touch football, softball, basketball, football (soccer), hockey, cricket and boys rugby league.

The school swimming carnival was held at Wyong Olympic Pool where we had the highest student participation that we have had in some years.

It rained twice on our Athletics schedule but we eventually managed to find a clear day at Mingara Athletics Track. Once again we opted for a K-6 carnival and there were some impressive performances right through the ages.

From our swimming carnival 22 students went on to represent our school at Wyong Zone. Six of these students went on to represent Wyong Zone at the Sydney North Carnival including our senior girls relay team.

From our Athletics Carnival 48 students represented our school at the Wyong Zone carnival. Of these, 2 students went on to the Sydney North Carnival at Homebush.

In Cross Country we sent 48 students, in age groups 8yrs to 12 yrs, to the Wyong Zone Meet. One of these competitors ran well enough to qualify in the Zone team to run at the Sydney North Carnival.

On the greater representative front we had eight students selected in Wyong Zone teams.

Three of these students gained selection in Sydney North Representative teams to compete at State Carnivals.

House Sports competition was very close in 2012. The winners of the carnivals were as follows...

Swimming- Kookaburra, Cross-Country- Koala Athletics- Kookaburra

This year we presented a Medal provided by the NSW Premiers office as part of our participation in the Premiers Sporting Challenge. This medal was awarded to a student who has shown sportsmanship above and beyond expectation.

**Academic**

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

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

**Significant programs and initiatives**

**Aboriginal education**

In 2012 there were 63 Aboriginal students enrolled in the school representing 17% of total school 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, an Aboriginal Student Learning Support Officer and an Aboriginal Paraprofessional 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. Students participated in the LMG Aboriginal dance group and performed at several local events.

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, Multilit, Reading Recovery, Targeted Early Numeracy 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 their families.

**Multicultural education**

During 2012 Wyong Public School employed practices to ensure an inclusive school community and a racism-free learning and working environment. Teaching programs were checked for cultural inclusivity and maintained a strong focus on developing understandings 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.

In partnership with Wyong Grove Public School a full day of activities was conducted to celebrate Harmony Day. Parents and students of various nationalities shared their culture and experiences with all students and staff.

To celebrate the diversity of cultures and nationalities that make up our school community, an artist was engaged to paint a world map mural. Families were consulted and helped to design the mural with images that represent their country of origin.

**National partnership programs**

In 2012 the school continued to implement the National Partnership Low SES program which aims to reduce the disparity in educational achievement between socio economic groupings. An evaluation of all National Partnership strategies was undertaken in 2011 and strategies were developed for implementation in 2012.

Working across six key reform areas the school continued with the strategy of employing a Highly Accomplished Teacher to lead quality teaching practices and upgrading an AP to DP level to conduct teacher professional learning and manage and oversee curriculum design and implementation.

A two day a week community engagement officer (specialist paraprofessional) was employed to continue the interagency early intervention strategy for families with complex issues.

An educational paraprofessional was employed to oversee the implementation of the PIPs attendance program, the PLP process, the home reading program, the targeted language program and the highly effective transition program that supports students as they transition into the school.

A school learning support officer (technology) was employed three days a week to assist...
teachers in the implementation of the school’s technology scope and sequence, support teacher learning in using technology, assist in the implementation of the school’s data management systems and to further develop and implement the school promotion and communication plan.

A Technology for Learning class (Year 4) was formed with thirty laptops, IPads and IPods and a collaboration table for student use. Designated furniture was purchased to facilitate a more flexible approach to teaching. A further thirty laptops were purchased to support quality technology programs in Stage 3.

An additional reading recovery teacher was employed to support Year 1 students and a classroom teacher was upgraded to AP to continue the implementation of the successful early learning initiatives.

An Aboriginal School Learning Support Officer was employed to continue to develop strong links with the school’s Aboriginal community and to continue the development of cultural programs at the school.

A full evaluation of these strategies was conducted in Terms 3 and 4 and recommendations have been incorporated in the 2012-2014 School Management Plan.

Priority Schools Funding Program (PSFP)

In 2012 PSFP funds were used to support literacy and numeracy programs and to enhance engagement of the community in school programs. The Return to Class program employed a teacher two days a week to support students who were considered to be at risk of suspension. Visiting performances to support student learning in Book Week were organised.

Assistant principals were released from class to work with teachers to develop skills in using individual learning continuums for literacy and numeracy. These continuums were related to the Personalised Learning Plans that every student develops with their parents and teacher.

A Community liaison Officer was employed and developed a classroom connector program, managed the inclusion of community volunteers to assist in learning programs and conducted training sessions for parents to enable them to support student learning at home.

An oral language program was conducted one day a week for targeted students in Early Stage 1 and Stage 1.

Progress on 2012 targets

Target 1

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

Our achievements include:

- Decrease in the number of students not achieving benchmark reading levels in Year K-2.
- Reduction in the number of students at or below NAPLAN national minimum standard in the Year 3 reading and numeracy strands, in the Year 5 writing and numeracy strands and in the Year 7 reading, writing and numeracy strands.
- Increase in the number of Year 3 students in the NAPLAN proficiency bands in writing and numeracy strands and the Year 7 students in reading and numeracy strands.
- Reduction in the percentage of students in the bottom quartile of growth in NAPLAN reading Year 3 to Year 5 from 41.1% in 2011 to 19.6% in 2012 and Year 5 to 7 from 26.3% in 2011 to 18.8% in 2012.
- Reduction in the percentage of students not achieving expected growth in NAPLAN numeracy from Year 3 to Year 5 from 60.7% in 2011 to 46.3% in 2012.
Target 2

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

Our achievements include:

100% of English, mathematics and integrated teaching units included opportunities for creative expression and problem solving.

There was an increase by 20% in the number of students participating in choir, string ensemble and school band.

There was increase in scores for 75% of students in the Langrehr creative thinking tests.

Target 3

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

Our achievements 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.

Improved the whole day student attendance rate from the current level of 94% to 95 % in 2012 and continued to reduce the morning partial absence rate from the 2011 level of 9 per day to 7 per day in 2012.

Target 4

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

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the communication and technology program.

Background
The Technology for Learning (T4L) program was designed in response to evidence that there was a need in Year 4 to enhance engagement in learning, improve literacy and numeracy outcomes and provide learning environments that are flexible, differentiated and creative. The program saw the design and implementation of a digital curriculum and the classroom resourced with furniture that was seen to be more reflective of a 21st Century classroom e.g. soft furnishings, etc. The school purchased a class set of laptop computers, 10 iPod touches and a collaboration table. The resources provided opportunities for the classroom teacher to design a collaborative learning space where learning experiences allowed students to engage in inquiry based learning about real world issues, present information in creative ways and explore a variety of strategies to investigate and solve problems.

The school employed a Technology Learning Facilitator five days per week to work with teachers to assist in student instruction on how to utilise key learning software and applications. The facilitator also supported teacher learning in the use of a school moodle (Edmodo) system and developed systems and platforms to allow staff to share digital resources, lessons and courses. The overall aims were to raise teacher capacity in integrating technology across curriculum areas; to improve student engagement and to maximise literacy and numeracy outcomes for all students.

Findings and Conclusions

Strong evidence gathered through pre and post test data, in class observations, diagnostic testing and student focus groups found that the T4L program has been highly successful in achieving these aims. Findings showed that the students in Year 4 were more engaged in the curriculum and they had demonstrated significant growth in literacy and numeracy. Data analysis supports this as the children in T4L class showed an effect size of 0.8 in reading comprehension and an effect size of 0.4 in numeracy across Semester 1, in 2012. (Please note: desired effect size is .4 or higher)

Future Directions

The technology program at Wyong Public School will continue in Year 4 in 2013 and in line with the school management plan priorities, will implement the program into Stage 3 classes. The school is also in the process of examining the effectiveness and use of iPads in the classroom setting as a way of exploring effective technologies that can be applied in the teaching and learning process.

Parent, student, and teacher satisfaction

In 2012 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.

In 2012 the school implemented the use of learning continuums in literacy and numeracy across the school from Early Stage 1 to Stage 3. Staff overwhelmingly supported this program, indicating that it helped them to better differentiate the curriculum for individual student needs. Students also said that they believe the continuums help them to monitor their own progress and identify areas they need to work on.

The Personalized Learning Plan continued to be seen by all stakeholders as a valuable strategy but some concerns were raised about the need for ongoing monitoring of the achievement of student goals. Teachers felt that the PLP gave students a clear understanding about their learning goals, but they need to continue to work on aligning these goals with the continuums.

Parents surveyed responded that they found the school’s Leap into Learning (transition to Kindergarten) program very effective in preparing their children for school and equipping them to support their students’ learning at home.
In 2012 the school entered its second year in implementing the Hunter Central Coast mathematics scope and sequence and program. Staff expressed high levels of satisfaction with this program and with the professional learning that had been provided to support them. Students surveyed reported that they enjoyed the group work and particularly liked working with technology in mathematics.

**Professional learning**

The school conducts professional learning with staff in accordance with the specified priorities identified in the school management plan. In 2012 $17,252.04 was spent on teacher professional learning from allocated teacher professional learning funds. The school had four teachers maintaining accreditation at Professional competence level and one working towards accreditation.

Funding was allocated to the professional learning of staff in areas such as Quality Teaching, using technology, Accelerated Literacy, Reading Recovery, L3, mathematics, leadership and career development, student wellbeing and compliance training for workplace health and safety.

The school was included in the Targeting Early Numeracy program and all Early Stage 1 and Stage 1 teachers and a support teacher for Stage 2 were trained in assessment and teaching strategies to consolidate leaning of basic number.

School Development Days included a combined Local Management Group day that featured NAPLAN persuasive writing strategies, student well-being and integrating technology into classroom practice and a full day workshop on mathematical problem solving and the language of mathematics.

In addition two School Development Days were used to run the highly successful Wyong Public School Conference at which each of the school’s Target Teams shared their strategic plans and effective strategies with the whole staff.

Throughout the year several planning days were organised where teachers were released from class in stage groups to develop integrated teaching units that align with the Accelerated Literacy units being covered. Teachers were led by the HAT and DP in leaning to develop rich assessment tasks and backward map programs to match these tasks.

**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 Levels**

2013 Targets to achieve this outcome include:

- Maintain the targets set for 2012 in literacy and numeracy (see above) and include:
  - In the reading strand, increase the percentage of students in the top quartile of growth in Year 5 from 16.1% in 2012 to 25% in 2013 and in Year 7 increasing the percentage of students achieving expected growth from 62.5% in 2012 to 65% in 2013.
  - In numeracy, increase the percentage of students achieving expected minimum growth from Year 3 to Year 5 from 53.7% in 2012 to 60% in 2013 and increase the percentage of students achieving expected minimum growth from Year 5
to Year 7 from 55.8% in 2012 to 60% in 2013.

**Strategies to achieve these targets include:**

- Continue the implementation of the Language Learning and Literacy (L3) program in K/1
- Continue the implementation of the targeted early numeracy (TEN) program in K-2
- Continue to conduct the accelerated literacy program from Years 2-6
- Continue to implement targeted strategies such as Multilit, Quicksmart, Reading Recovery and implement the Mathletics program as a targeted strategy.

**School priority 2**

**Student creativity**

**Outcome for 2012–2014**

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

**2013 Targets to achieve this outcome include:**

- Maintain the target that 100% of integrated teaching units will include opportunities for creative expression through arts and problem solving activities.
- Maintain the target that 100% of English and mathematics units will have opportunities for problem solving and creative thinking.
- There will be a further 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 2012 to 2013

**Strategies to achieve these targets include:**

- Creative arts activities will be more strongly incorporated within integrated units
- Conduct Teacher Professional Learning for curriculum delivery across all strands of CAPA
- Continue to implement the scope and sequence for teaching thinking skills from K-6 and conduct teacher professional learning on the teaching of thinking skills

**School priority 3**

**Inclusive School Community**

**Outcome for 2012–2014**

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

**2013 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
- 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 95% to 96% in 2013 and continue to reduce the morning partial absence rate from the current 2012 level of 7 per day to 5 per day in 2013.
- 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 2013.
- 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.

2013 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.
- Increase in the rating of 'Adventure' to 87% as measured in Quality of School Life survey
- Improve the whole day attendance rate from the current level of 95% to 96 % in 2013 continue to reduce the morning partial absence rate from the current 2012 level of 7 per day to 5 per day in 2013

Strategies to achieve these targets include:

- Design and implement a range of pro- social programs that are responsive to the social, emotional and health needs of the students attending WPS.
- Continue the implementation of the PBL Strategy and the school’s anti bullying plan.

- Continue conducting the school homework hub.

School priority 5

Quality Teachers/Quality Curriculum

Outcome for 2012–2014

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

2013 Targets to achieve this outcome include:

- To increase the percentage of teaching programs clearly linking literacy and numeracy assessment data and syllabus outcomes to explicit teaching foci from 60% to 100%
- To increase the percentage of teaching programs with identified students clearly linked to differentiated literacy and numeracy content from 50% to 100%
- All teachers move one band on the Levels of Technology Implementation Scale (The LoTI Scale) and by the end of 2013, 60% will be at integration level or higher
- Teacher rating on Integration Information and ICT Technologies (ICT) into Teaching and Learning Matrix increased to Band 4 in 100% of the strands by the end of 2013

Strategies to achieve these targets include:

- Continue the staged implementation of the technology for learning program and a digital curriculum in Stage 3
- Through quality professional learning and support, continue to improve teachers’ capacity to deliver an innovative and responsive curriculum that meets the needs of all learners.
- Continue the implementation of a curriculum that is responsive to the students at Wyong PS.
- Continue to offer classroom structures and programs that align with students’ strengths and weaknesses.
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
Joanne Talbot    School Administration Manager
Roslyn Dawes      Deputy Principal
Michelle Stone    Assistant Principal
Robin Whitehouse  Highly Accomplished Teacher
Anne Bailey       Assistant Principal (Rel)
Holly Lane        Classroom Teacher
Rachel Garland    Classroom Teacher

School contact information

Wyong Public School
Cutler Drive, Wyong NSW 2259
Ph: 43522077
Fax: 43512885
Email: wyong-p.School@det.nsw.edu.au
Web: wyong-p.schools.nsw.edu.au
School Code: 3527

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: