2008 Annual School Report
Wirreanda Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
Total enrolment at the end of 2008 was 604 students, with 295 boys and 309 girls.
Ninety four per cent of students attended school each school day. The school, because of its location, has a close association with the defence forces, particularly the R.A.A.F. Approximately 30% of the school enrolment is children from the families of defence personnel. (Further information about enrolment and class structure is provided later in this report).

Staff
The school had twenty-three teaching positions allocated in 2008. This included 4 executive staff and 19 classroom teachers. Additional staff provided relief from face-to-face teaching, Support Teacher Learning, Reading Recovery, School Counsellor and the Librarian. A Defence Schools Transition Aide is employed with federal government funding provided by the Department of Defence. The majority of staff are very experienced with 70% having ten years or more teaching experience.

The teaching staff was supported by a School Administrative Manager, two School Administrative Officers and a General Assistant responsible for grounds and maintenance.

The average staff attendance rate was 93.2%.
All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Supporting students of defence families
The school population includes a significant proportion of students from families of defence personnel, approximately 30%. It has been recognised that some of these students may require support when moving from school to school. Their high level of mobility, particularly interstate, has the potential to affect their performance at school. The school has developed procedures to facilitate the exchange of student information between schools and the students’ orientation to their new school.

The defence schools transition aide (DSTA) was employed to support students of defence families. The DSTA aimed to minimise the impact that changing schools can have on learning and general welfare.

Priority Opportunity Program
Wirreanda Public School is very effective at addressing the needs of students with special needs whether they are due to physical disability, behavioural problems or a learning problem.

The school offers gifted and talented students access to a number of special programs and opportunities to develop specific talents. Opportunity program classes in Stage 2 and 3 extend gifted and talented students and support their achievement to their potential and build on the school's gifted and talented program.

The opportunity program classes provided an environment encouraging the high performance of gifted students, focused on the Quality Teaching framework encouraging quality learning and student centred programming and pedagogy. The program increased the number of students achieving in bands 5 and 6 of the Basic Skills Tests and significant awards in University and other external competitions. It also provided opportunities for students to advance beyond their stage level.

Student achievement in 2008

Literacy – NAPLAN Year 3
In 2008 Year Three students performed significantly above the state and region mean in literacy in all areas. There are significantly more students in Bands 5 and 6, with 11% more students achieving Band 6.

Connecting ideas, locating information within a text and comparing and connecting information within a text are skills to be developed.

Numeracy – NAPLAN Year 3
The Year 3 results are showing consistent improvement across all strands. The school has continued to perform above the state and regional means in Year 3 numeracy. There was an increase of 9% of children in Bands 5 and 6.
49% of students achieved Bands 5 and 6 in the areas of measurement and data.
Areas to be developed related particularly to aspects of two dimensional shapes and comparing data in graphical form. The school will continue to focus on the development of problem solving strategies.

Literacy – NAPLAN Year 5
There is continued growth in Year 5 literacy over the last three years. Performance in Year 5 was above the region mean but slightly below the state mean with boys performing above the state and region mean. There were 13% of students in Band
8, the highest Band, compared to none in the previous year. This was further supported by an overall increase of 12% in Band 7 and 8. There were fewer students in the lower bands than in previous years.

Areas to be developed related particularly to following pronoun references and locating and interpreting information.

**Numeracy – NAPLAN Year 5**

The school achieved a mean greater than the region mean. Despite 50% of students being placed in the top three bands the cohort achieved a growth factor below the state and region. There were significantly more boys than girls in the upper bands.

Particular attention needs to be paid to the interpretation of data and tasks involving decimals and place value.

**Messages**

**Principal's message**

Wirreanda Public School is a very special place. At the core of our beliefs is that the school must be a safe and happy environment to encourage and facilitate student learning and achievement. At Wirreanda we value effective, quality learning for all.

Students are encouraged and supported in the development of core values of respect, responsibility, pride and persistence.

We are proud of our school, our students and our achievements. It is through our dedicated staff, supportive community and enthusiastic students that we provide quality educational experiences.

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.

David Christensen

**P&C and/or School Council message**

In 2008, the Wirreanda P & C Association has continued to promote the interests of the school, support the welfare of the students and provide facilities for the school. These are the objectives of the P & C.

In order to achieve its objectives, the P & C must raise funds. Its funds this year have been raised by the following means:

- We have had an enthusiastic and active fundraising committee which has successfully undertaken the mothers and fathers day stalls, wine tasting, discos and tea towel fundraisers;
- The canteen has seen a change in supervisor with Mrs. Leanne Ferguson capably taking the reins. The canteen continues to return a profit to the P & C, assisted greatly by the regular and reliable crew of volunteers.
- The uniform shop continues to deliver a wonderful service to the school due largely to the unerring commitment and efforts of the uniform committee.

As a result of these efforts, the P & C has met its objectives by:

- funding the installation of new air conditioners to the four new MDR classrooms and the library, fulfilling a long term commitment made by the P & C to the school;
- Hosting a presentation by Cyndi O’Meara, an international keynote speaker on children’s health and nutrition. The function was well-attended and highly regarded by all attendees. Ms O’Meara also conducted an audit of our school canteen; and
- Sponsoring school sporting teams participating in external competitions.

In addition, we have raised issues affecting the school community with:

- council in relation to cycle pathways to access the school;
- Hunter Valley Buses in relation to their policies relating to bus passes; and
- State government in relation to obtaining security fencing for the school.

The P & C has also been consulted on important proposals for changes to the public schooling facilities in our local area, including the proposal that Wirreanda be extended to Year 9, with the junior high school being situated on the land next to the school.
This year the P & C has seen an increase in attendances at meetings and has played an active and important role in improving the school’s facilities for the benefit of the school community. We are looking forward to working with the staff to achieve more improvements in 2009.

Kate Washington, P & C President

Student Representatives’ message

As captains of the school we were given numerous opportunities to be leaders which enabled us to develop a sense of responsibility and pride. We developed an ability to speak confidently in front of large groups and acted as comperes at the weekly assembly and on official occasions.

We attended The Young Leader’s Day at the ACER arena in Sydney which helped us better understand our leadership role and were part of the Lakeside Learning community’s 20/20 student conference. Here we had the opportunity to work with our peers to help identify the future directions in which we felt our community should head. We attended the local ANZAC ceremony and found it a moving and character building experience.

We felt a great sense of pride in the fact that we were chosen by the students and their confidence in us gave us confidence in ourselves. Other students were always willing to lend a hand. Ministers and class representatives put forward ideas for consideration and regularly reported to the assembly.

We were supported by the school staff during our term and greatly valued the opportunity to make the school an even better place for the students to learn.

We wish the incoming captains good luck with their endeavours, we are certain that you will enjoy the opportunity to be young leaders.

Payten Dickson and Jack Jones
School Captains 2008

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

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>271</td>
<td>267</td>
<td>308</td>
<td>300</td>
<td>299</td>
</tr>
<tr>
<td>Female</td>
<td>263</td>
<td>278</td>
<td>290</td>
<td>288</td>
<td>277</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>93.9</td>
<td>94.2</td>
<td>94.3</td>
<td>94.2</td>
</tr>
<tr>
<td>Region</td>
<td>93.7</td>
<td>93.9</td>
<td>93.7</td>
<td>93.7</td>
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<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>
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 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1C</td>
<td>1</td>
<td>21</td>
<td>21</td>
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<tr>
<td>1H</td>
<td>1</td>
<td>22</td>
<td>22</td>
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<tr>
<td>1JR</td>
<td>1</td>
<td>22</td>
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</tr>
<tr>
<td>1KR</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2/3W</td>
<td>2</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>2/3W</td>
<td>3</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2D</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2J</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3/4C</td>
<td>4</td>
<td>18</td>
<td>33</td>
</tr>
<tr>
<td>3/4C</td>
<td>3</td>
<td>15</td>
<td>33</td>
</tr>
<tr>
<td>3A</td>
<td>3</td>
<td>28</td>
<td>28</td>
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<tr>
<td>3M</td>
<td>3</td>
<td>27</td>
<td>27</td>
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<tr>
<td>4L</td>
<td>4</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>4R</td>
<td>4</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>5/6H</td>
<td>5</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>5/6H</td>
<td>6</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>5L</td>
<td>5</td>
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<tr>
<td>5S</td>
<td>5</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>6G</td>
<td>6</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>6J</td>
<td>6</td>
<td>28</td>
<td>28</td>
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<tr>
<td>KC</td>
<td>K</td>
<td>20</td>
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<td>KG</td>
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<td>KLT</td>
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<td>19</td>
<td>19</td>
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<tr>
<td>KMR</td>
<td>K</td>
<td>20</td>
<td>20</td>
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</tbody>
</table>

The 23 classes were established according to curriculum stages. There were three multi-age classes.

The school librarian worked with all classes to promote the development of research skills. The release from face to face teachers focused on creative arts in all classes. Students with specific learning needs were supported by the support teacher learning assistance (STLA) team which consisted of two teachers, one also having responsibility for the Reading Recovery program.

Priority Opportunity Program classes (Poppies – Stage 2 and Tall Poppies – Stage 3) were multi-age classes to facilitate student opportunities for extension.

Staff information

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

The school had twenty-three teaching positions allocated in 2008. This included 4 executive staff and 19 classroom teachers. Additional staff provided relief from face-to face teaching, Support Teacher Learning, Reading Recovery and the Librarian. The majority of staff are very experienced with 70% having ten years or more teaching experience.

The teaching staff were supported by a School Administrative Manager, two School Administrative Officers and a General Assistant responsible for grounds and maintenance.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>19</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0.71</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.2</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
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<tr>
<td>Teacher of RFF</td>
<td>1.05</td>
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<tr>
<td>Teacher – Part time</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>29.96</td>
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</tbody>
</table>

Staff retention

Wirreanda Public School has had stable staff numbers for several years. In 2008 one permanent member of staff gained a transfer due to the reduction in classes. Two others relieved in higher positions at other schools for part of the year. Their positions were filled with temporary teachers.

The proportion of staff retained from 2007 was 97%.
Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 94.8%.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools. 80% of staff have multiple professional qualifications. Only the highest accreditation has been recorded in the table below.

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>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>67</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</td>
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School performance 2008

Achievements

Arts
The school and its community place an emphasis on the performing arts. Students from Kindergarten to Year Six participated in the school choirs, band, violin group or dance group. Features of the 2008 arts program include:

- Choirs performed at the Irrawang Showcase, the Wirreanda Education Week assembly, ANZAC Day assembly and the annual presentation assembly.
- The dance group performed in the Hunter Dance Festival, the Irrawang Showcase, the Wirreanda Education Week assembly and the annual presentation assembly.
- The band has been going through a period of reorganisation. The band numbers are continuing to grow with weekly lessons provided to band members. The band performed at a number of school and community occasions during the year.

Sport
Our students are provided with a wide range of sporting opportunities at a competitive and recreational level. There is a strong emphasis on the development of skills and the value of fair play and sportsmanship. Students competed in a variety of sports in state-wide knockout competitions, with the boys rugby league team doing extremely well.

The school running team was once again successful in a number of fun runs.

Again this year, several students continued the fine tradition of sporting excellence, through representation at zone and regional carnivals for swimming, athletics and cross country running.

Academic

- An increased number of students participated in external competitions. These included the University of New South Wales mathematics, English, science, writing, spelling and computer studies competitions. There was a significant increase in the number of students achieving high distinctions, distinctions and merit awards.
- An increased number of students participated in the Newcastle Permanent Mathematics competition.

A full copy of the school's 2008 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.
- Students participated in local, district and regional debating and public speaking competitions.

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 the 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**

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</table>
Numeracy – NAPLAN Year 3

- There were 9% more Year 3 students in the top two bands.
- In Year 5, 63% of girls were in the top two bands and 56% of the boys were in the top two bands.

Literacy – NAPLAN Year 5

- There were fewer students in the lower bands and an increase of 8% in the top two bands.
- Student performance in writing improved significantly with an increase of 19% in the top two bands.
- This continued growth from previous years with the school placed 13% above the regional and state averages.
• As a whole students tended to have significant difficulty with the more difficult words.

**Numeracy – NAPLAN Year 5**

- The school performed the above the regional average, with 50% of students being placed in the top two bands.
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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>96</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>95</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Supporting students of defence initiatives

The school population includes a significant proportion of students from families of defence personnel, approximately 30%. It has been recognised that some of these students may require support when moving from school to school. Their high level of mobility, particularly interstate, has the potential to affect their performance at school. The school has developed procedures to facilitate the exchange of student information between schools and the students’ orientation to their new school.

The defence schools transition aide (DSTA) was employed to support students of defence families. The DSTA aimed to minimise the impact that changing schools can have on learning and general welfare.

Students with Disabilities

Wirreanda Public School has a diverse community and is proud of its capacity to include and nurture
all students. Students with special needs were identified through the Learning Assistance Support Team (LAST). Individual learning support teams convened to ensure all necessary support was provided and individual learning programs developed and implemented.

An inclusive school culture was fostered through the development of an Inclusive Education Policy.

Aboriginal education
Knowledge and understanding of Aboriginal culture is taught across the curriculum. The school has implemented a process for identifying the specific needs of aboriginal students and tracking their progress.

The school is well resourced with materials to teach effectively and ensure all students acquire knowledge and understanding of Aboriginal history and culture.

Multicultural education
Multicultural perspectives were incorporated across the curriculum and were integrated in relevant scope and sequence plans.

This was achieved by:

- anti-racism being addressed through HSIE and literacy units;
- fostering social skills, which reinforced universal values;
- stage 3 students participating in the District Multicultural Public Speaking Competition;
- class teachers inviting parents from a variety of cultural backgrounds into the class to speak about their country of origin.

Respect and responsibility
We have continued to build on our student welfare programs and initiatives with the You Can Do It program to build resilience in students being taught in all grades.

The Student Welfare system is based upon our other 3Rs: Respect; Responsibility and Resilience. Students are expected to show respect for other students; teachers and parents within the school community. Students are expected to take responsibility for their learning and their behaviour and our behaviour policy is based on restorative justice. All teachers encourage resilience in students and work in class using the You Can Do It program. The student leadership program continued this year with senior students mentoring and supporting younger students.

Students at the school take responsibility for their actions; respect each other, their teachers and are proud of the school and are resilient in the face of difficulty.

Progress on 2008 targets

Target 1
Improved literacy outcomes for all students.
Our achievements include:

- In 2008 there were 55% of Year Three students and 28% of Year 5 students in the two top bands.
- There was an increase from zero to 13% of Year 5 students in Band 8.
- Professional learning sessions and increased teacher confidence in guided reading strategies and the encouragement of quality writing.

Target 2
Improved numeracy outcomes for all students.
Our achievements include:

- There were 9% more Year 3 students in the top two bands.
- In Year 5 63% of girls were in the top two bands and 56% of the boys were in the top two bands.
- Professional learning sessions and increased teacher confidence effectively incorporated problem solving strategies in numeracy sessions.
- The classroom emphasis on working mathematically supported the ongoing Quality Teacher program and student engagement in mathematics.
- Teachers continue to develop the whole session model teaching of mathematics linking content revision, tables and number fact drill, focus areas and mental computations to problem solving and working mathematically.

Target 3
Embed Quality Teaching Framework principles in all teaching and learning activities.
Our achievements include:

- Stage based training and development related to the elements of the Quality Teaching framework.
• Classroom assessment methods and practices were refined incorporating common assessment across stages and moderation of assessment tasks to promote consistent judgement.

• Teachers engaged in corporate and collegial practices supporting effective teaching and learning and assessment and reporting.

Target 4

Improved student leadership program and an effective Student Parliament.

Our achievements include:

• Members of staff attended a professional learning program enabling them to implement the QUEST training program without outside support;

• Student leaders undertook helpful and meaningful duties around the school including line supervision, infants games, canteen lines supervision, paper recycling and a “Getting Along” station;

• Captains and ministers acted as compères at the weekly assembly, welcomed visitors to the school and represented the school at official functions, including the ANZAC ceremony and the Lakeside Learning Community Youth Conference;

• House Captains organised the availability of sporting equipment during lunch, organised a successful basketball competition and assisted in the organisation of all sporting carnivals;

• Stage 3 teachers have embraced the importance of the role of student leaders and assist and mentor them with their endeavours.

Target 5

School core values reinforced to ensure they underpin all school operations.

Our achievements include:

• The Values program for all grades Kindergarten to Year Six has been completed;

• Values lessons prepared for implementation of the Values program in 2009;

• The Values program scope and sequence has been prepared for implementation in 2009;

• The Values program has been linked to the You Can Do It program;

• A social skills program has been developed for Early Stage One and Stage One and linked to the Values program;

• A Manners Policy has been linked to the Values program;

• The Values program and resources are integral to the COGs scope and sequence;

• Playground routines and rules have been revised to link with the Values program.

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 2008 our school carried out evaluations of Learning and Combined Outcomes Group Units (COGS).

Educational and management practice

Learning

Background

As part of the ongoing evaluation cycle the management area of Learning was selected for 2008. Staff, students and parents were surveyed to obtain the following findings.

Findings and conclusions

On average 92% of all student responses indicated that learning takes place in a stimulating environment and that this helps a student’s success at school. Parent responses indicated that 92% were of the opinion that learning takes place in a stimulating environment and that this helps a student’s success at school.

Future directions

Wirreanda Public School will try to maintain existing structures and place more emphasis on improving upon our students’ learning environment.

Curriculum

Connected Outcomes Group Units (COGS)

Background

In 2008 Wirreanda P.S. participated in a review of the effectiveness of COGs units across NSW. The review was conducted by the University of Western Sydney.

Findings and conclusions

The review identified that the integration of subjects within the COGs units was positive and it was generally felt that this integration carried over into other areas such as literacy and numeracy. Some teachers indicated that the COGs units assisted them to develop as programmers across all Key Learning Areas. It was felt also that the pre-planned units saved teachers time and effort.
It was agreed however that a degree of flexibility and the capacity to adapt where necessary must be retained.

The use of COGs units was also identified as a spur to the growth of professional collegiality across stage teams. This was evident in preplanning, evaluation and assessment processes.

**Future directions**

A number of issues are to be addressed in the continued use of COGs units. These include ensuring that content is not repeated across grades, that resources are available, units are kept to a manageable length and the need to have more emphasis on imagination and creativity.

**Parent, student, and teacher satisfaction**

In 2008 the school sought the opinions of parents, students and teachers about the school.

Formal surveys about school satisfaction and learning were responded to very positively. A variety of informal measures are also in constant use to ensure that the school is satisfying the needs of its stakeholders. Feedback from parent interviews, P & C meetings, school assemblies, classrooms, the Student Parliament, staff meetings and general word of mouth is combined to inform school planning. The vast majority of such feedback is very supportive of the school, and the majority of criticism is of a constructive nature, providing suggestions as to how the function of the school could be further improved.

Their responses are presented below.

In general over 90% of parents responding to the survey responded positively to aspects of the school surveyed.

- 99% of parents, 98% of students and 100% of staff saw WPS as an attractive and well resourced school with a strong commitment to the environment.
- 97% indicated that they believed the school maintained a focus on literacy and numeracy.

**Professional learning**

All staff at Wirreanda Public School have engaged in training and development activities during 2008. Training occurred during Staff Development Days at the beginning of Terms 1, 2 and 3, at school based workshops, and in a variety of external venues, both locally and in other parts of the State.

All staff received training linked to the school and DET priorities. These included the use of the Quality Teaching Program to develop effective assessment processes, effective reporting utilising the A-E scale, the development of effective strategies in the teaching of writing, the use of computers and associated technology in teaching and learning and the provision of effective pedagogy to cater for the learning styles of all students.

**School development 2009 – 2011**

**Targets for 2009**

**Target 1**

*Improved literacy outcomes for all students.*

Strategies to achieve this target include:

- Professional learning workshops to assist teachers to develop clear criteria for quality writing for teaching and assessment.
- Teachers will develop and implement integrated literacy units which incorporate elements of the Quality Teaching framework
- Teachers refine their literacy programs to meet whole class, group and individual needs.

Our success will be measured by:

- There is an improvement in the teaching and learning of writing and student product.
- QT reflected in programs and lesson implementation.
- Teachers improve planning and teaching to cater for all students.
- There will be an increase of 5% of students placed in the top two bands of the NAPLAN tests.

**Target 2**

*Improved numeracy outcomes for all students.*

Strategies to achieve this target include:

- Class teachers will participate in professional learning to enhance their
teaching of “Working Mathematically” skills.

- Strategies for improved problem solving implemented.
- Implementation of the Go Maths program which focuses on effective pedagogy.
- Quality teaching in mathematics to be more clearly articulated and demonstrated.

Our success will be measured by:

- Teachers effectively incorporating problem solving strategies into each numeracy session.
- Effective implementation of QT in mathematics.
- There will be an increase of 5% of students placed in the top two bands of the NAPLAN tests.

**Target 3**

*To enhance pedagogy and teaching strategies to facilitate student engagement and success.*

Strategies to achieve this target include:

- Refocussing of the Quality Teaching program with priority areas including effective questioning being developed through professional learning activities.
- Evaluation of the effectiveness of the Quality Teaching framework by the UWS.

Our success will be measured by:

- Improved student attendance.
- Teachers demonstrating effective implementation of the Quality Teaching framework in planning, class activities and assessment processes.

**Target 4**

*To implement a student tracking system that will provide a student profile and individual learning plan for each aboriginal student.*

Strategies to achieve this target include:

- Parent meetings to develop student profiles and individual learning plans.
- Requirements of Aboriginal Education Policy revisited by all staff.
- Lakeside Learning Community Transition program targets aboriginal students and involves them in culturally appropriate activities.

Our success will be measured by:

- Impact of Aboriginal Education Policy is evidenced in school practices and programs.
- No aboriginal students in the lowest two bands of the NAPLAN tests.
- Individual learning plans and profiles documented and utilised by teaching staff to ensure appropriate support for aboriginal students.

**Target 5**

*Individual teacher professional learning plans reflect school priorities and the quality teaching framework.*

Strategies to achieve this target include:

- Individual teacher professional learning plans, teaching programs and assessment practices reflect the focus areas of the Quality Teaching framework.
- Identification of teacher career goals.

Our success will be measured by:

- Application of the Quality Teaching framework in professional learning plans, teaching programs and assessment practices.
- Increased teacher and school leader participation in programs that build capacity and school improvement.

**Target 6**

*Increased effective integration of ICT in all curriculum areas.*

Strategies to achieve this target include:

- Installation of interactive whiteboards in at least two classrooms.
- Use of smart pad equipment in classrooms without interactive whiteboards.
- All staff individual professional learning plans include ICT goals.
- Professional learning activities to develop staff confidence and expertise with IWB technology.

Our success will be measured by:

- IWBs installed in at least two classrooms.
- Increased teacher use of IWBs in library, AV room and computer lab.
- Use of smart pad technology in classrooms.
• Evidence of the positive impact of ICT learning tools, interactive technologies and ICT based curriculum resources on student engagement and learning.

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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Mr. John Gallagher – Assistant Principal
Dr. Carl Leonard – Assistant Principal
Mr. Bruce Jacob – Assistant Principal
Miss Corinne Hastie - Teacher
Mr. John Stonell - Teacher
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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: