Messages

Principal’s message

I am proud to present the 2012 Annual School Report for Wirreanda Public School.

In presenting this report, I would like to recognise and celebrate the commitment and effort of the Wirreanda Public School Staff both teaching and administrative, for their endeavours this year. I am fortunate to have such professional colleagues to work side by side with each day.

At Wirreanda we value effective, quality learning for all. The school continues to provide students with outstanding opportunities to develop excellence in the academics, the arts, sport, leadership and citizenship.

The parent community is supportive of the school and its programs. Their attendance in the classrooms, at various school events and Parents and Citizens Meetings is evidence of this much appreciated support. Together we have developed strong partnerships which will continue to enhance our school environment.

This report recognises our celebrated achievements. I thank all involved with the school in 2012 for the efforts that brought about our success.

Our achievements include:

- Academic and sporting success
- School community K-6 events including the School Community fete, Rug ‘n Read day, NAIDOC day, Grandparents’ Picnic day, Numeracy Day, and our first Christmas Concert.
- School grounds improvements such as signage, increased sports storage, senior students’ picnic area and shade cover for our K-2 sandpit.

Congratulations to all of the students and staff who have contributed to the many successes our school has enjoyed in the 2012 school year.

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.

Philippa Young

P & C and/or School Council message

2012 proved another challenging year for the P&C Committee and for the Executive. On many occasions we had limited number of parent volunteers, but withstood this challenge to raise funds for our school, deliver key support in areas such as the canteen, uniform shop and book club. Special recognition must go to:

The continued support of our parents in the uniform shop, whose hard work ethic continues and has seen our profits continue to be the main source of income for our P&C. Over the past 5 years Janice McGoldrick and her team have raised profit in excess of $50,000 for the P&C through their huge commitment in volunteer work. In 2012 we will exceed a total profit of $11,500. We farewell Janice and Phil this year after thousands of hours work on our behalf and I am sure you will join with me in wishing Janice and Phil and their family the very best in 2013 and beyond.

Our fundraising team, led by Belinda Beasley has had an amazing year with over $16,000 profit from our Fete alone. Combined with other events during the year, we have raised $25,800. That is an awesome effort and again we thank all parent volunteers who have helped with any of our fundraising events.

Jo Fallows ran our Scholastic book club and sold over $15 000 worth of books in 2012. The school library has received approx. $4000 worth of books and equipment, Scholastic also donated $100 worth of books for presentation awards.

Our school canteen was operated by the P&C until Term 4 this year, returning an annual profit
of $10,000. We thank all the volunteers that work in the Canteen, happily providing healthy food and a smile for our students every day. Special thanks to our community for stepping up again in 2012, especially during the operational change.

I would like to acknowledge all members of the 2012 executive committee for their hard work and commitment to our students and school. As a result of all this work our fundraising has allowed the 2012 P&C Committee to donate: 30 Ipads, 6 picnic tables, literacy and Social skills resources, a shade sail and new BBQ, all worth over $53000

Finally, our P&C has been actively working with the Port Stephens Council on our parking areas, footpaths and crossings to improve the safety of our students. There will be notable changes to the parking areas and traffic flow from 2013.

Thank you to all the students, staff and parents of this wonderful school for all their support to our Committee in 2012. We look forward to growth and further hard work by the P&C Committee next year.

Jenny Battrick-P&C President -2012

Student representative’s message

The 2012 SRC has been a great team contributing to the whole school community under the guidance of Mrs McCunn.

As a group we have initiated and carried out fundraising events for both Juvenile Diabetes Research foundation and Bear Cottage. We also organised a very successful talent quest and various sporting competitions.

We wish the incoming captains good luck with their exciting role. We are certain they will enjoy the opportunity to be young leaders.

We would like to say a huge thank you to the teachers who have helped us, supported us and taught us. We would also like to say thank you to all of our friends who have been with us for many years, sharing in our laughter, learning and growth. We have been extremely grateful for the opportunity to develop and demonstrate the leadership skills required to be an effective school captain.

Ty Dickson and Chloe Woodward

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

The school enrolment of 566 students led to an additional class allocation in Semester 2. As the school is located close to the Williamtown R.A.A.F base, children from Defence Force families make up approximately 36% of the school population.

Student attendance profile

The School and Home School Liaison Officer monitors students’ attendance and punctuality. The school has high attendance expectations. Our data shows the average school attendance rate of 94.7%. This reflects the value and priority the school community places on good school attendance.
Management of non-attendance

Student attendance is continually monitored by the SASS staff and principal. Attendance is audited regularly by the Home School Liaison Officer. Where concern is raised by inappropriate attendance patterns parents are contacted directly or by letter to determine whether support is required to ensure a student attends as required.

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 and two non-teaching positions (Principal and Deputy Principal) in 2012. This included 4 teaching executive staff and 19 classroom teachers.

Additional teaching staff provided relief from face-to-face teaching, Support Teacher Learning, Reading Recovery and Library. A Defence Schools Transition Aide is employed with federal government funding provided by the Department of Defence.

The majority of staff is very experienced with over 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.
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 246774.50  
Global funds 316659.82  
Tied funds 427074.87  
School & community sources 234019.62  
Interest 15235.36  
Trust receipts 20421.5  
Canteen 17820.08  
Total income 1278005.75

Expenditure

Teaching & learning  
Key learning areas 33507.96  
Excursions 88294.50  
Extracurricular dissections 55636.75  
Library 13584.86  
Training & development 7265.84  
Tied funds 435389.83  
Casual relief teachers 89591.54  
Administration & office 81752.39  
School-operated canteen 5961.05  
Utilities 65483.18  
Maintenance 11266.26  
Trust accounts 22551.02  
Capital programs 16033.18  
Total expenditure 926318.36  
Balance carried forward 351687.39

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

In 2012 the K-6 Creative Arts Syllabus and extracurricular dance programs continued to deliver strong educational and performance-based outcomes.

Delivered through the RFF program, the Creative Arts program nurtured and catered to the learning needs of all students, including our identified gifted and talented students.

Students enjoyed many opportunities to participate in school choirs, band lessons, the school violin group, percussion group and both the infants and primary dance groups.

Performances were showcased in a variety of settings throughout the year.

These included:

- Irrawang High School Showcase
- Education Week
- ANZAC Day assembly
- Wirreanda Community Fete
- Annual presentation assembly
- School assemblies
- School Christmas Concert
- Medowie Carols by Candlelight

The Primary Dance Group were also selected via video audition to perform at the Hunter Schools Dance Festival at Newcastle Panthers Club.

The band continues to struggle to maintain numbers despite both school and P&C action; this remains a goal for us.
Sport

Our comprehensive school program has helped promote a healthy lifestyle, good sportsmanship and provided many opportunities for our elite athletes to represent the school at zone, regional and state level.

Our school’s sporting program included:

- Successful athletics, swimming and cross country carnivals.
- 50 Students from Years 2-6 participated in the two week intensive swimming scheme significantly improving the skills and confidence in the water.
- PSSA entries in the NSW Soccer, Cricket, Rugby League, Rugby Union, Netball and Touch Football Knock out competitions.
- All students participated in the NSW Premier’s Sporting Challenge and the majority of students attended The Dance 2b Fit and Sports in School Programs.
- The Rugby League team entered the Newcastle Knights Knock out competition as well as the Port Stephen’s Gala Day.
- Two students gained selection into Hunter Sports High School Targeted Sports Program.
- Stage 2 students enjoyed an intensive Term 4 athletics program and have displayed skill development in both track and field events.

Wirreanda Public School accumulated 170,000 points in the Coles Sports for School program resulting in $1700 being available to purchase new team uniforms and sporting equipment.

The recently installed playground equipment has been utilised at lunchtime, during daily PE and stage sporting lessons.

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)

In the graphs and tables below comparisons are made between State Dec and SSG schools.

- State DEC represents all NSW State Department of Education and Communities schools.
- SSG means Statistically Similar Group of schools. SSG values have been calculated using the latest available 2012 ICSEA rankings provided by ACARA.
Reading – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2012</td>
<td>429.9</td>
<td>403.6</td>
<td>419.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>2</td>
<td>5</td>
<td>9</td>
<td>17</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>3.0</td>
<td>7.5</td>
<td>13.4</td>
<td>25.4</td>
<td>26.0</td>
<td>29.9</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>2.5</td>
<td>10.7</td>
<td>15.8</td>
<td>17.8</td>
<td>23.1</td>
<td>21.1</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>4.6</td>
<td>15.0</td>
<td>18.7</td>
<td>23.1</td>
<td>21.1</td>
<td>17.5</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>4.3</td>
<td>11.7</td>
<td>16.8</td>
<td>20.5</td>
<td>22.3</td>
<td>24.5</td>
</tr>
</tbody>
</table>

In 2012:

- Above state average in reading, spelling, G&P.
- Numeracy - 32.9% of students achieved scores in the top two bands compared with 29.8% for SSG.
- Numeracy – 0% below national minimum standard.
- Reading- 50.8% of students achieved scores in the top two bands compared with 38.6% for SSG.
- Writing – 55.2% of students achieved scores in the top two bands compared with 46.4% for SSG.
Reading – NAPLAN Year 5

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2012</td>
<td>486.8</td>
<td>476.3</td>
<td>492.4</td>
</tr>
</tbody>
</table>

**In 2012:**

- **Reading:** 28.8% of students achieved scores in the top two bands compared with 22.8% for SSG.
- **Year 5** were 10.5 average scaled scores above that of SSG schools in reading.
- Numeracy 20.5% of students achieved scores in the top two bands compared with 17.5% for SSG.
- Year 5 achieved average scaled scores above all schools in the Hunter Central Coast (HCC) 10 School Education Group (SEG).
- 24.6% of students achieved scores in the lowest two bands compared to 25.1% for SSG.
- 10.8% were in the top two bands in writing.
**Progress in reading**

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>54.6</td>
<td>68.7</td>
<td>62.1</td>
</tr>
<tr>
<td>SSG</td>
<td>84.2</td>
<td>72.1</td>
<td>80.1</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>79.2</td>
</tr>
</tbody>
</table>

**Progress in numeracy**

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>84.2</td>
<td>106.3</td>
<td>82.6</td>
</tr>
<tr>
<td>SSG</td>
<td>88.6</td>
<td>93.0</td>
<td>91.1</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
</tr>
</tbody>
</table>

- School average progress in both Reading and Numeracy from 2010-2012 is below that of SSG. The 2012 cohort has maintained consistent performance relative to state average and HCC average from year 3 to 5

**Significant programs and initiatives**

**Aboriginal education**

Five percent of students identify as Aboriginal.

Overall, the outcomes achieved by these students are comparable to those of the school population.

In 2012 one student was successfully nominated for a Galuwa Scholarship.

We held a great K-6 NAIDOC day immersing and expanding our appreciation of indigenous culture, forging strong relationships with the indigenous community.

**Multicultural education**

Multi-cultural perspectives are studied in the context of the Connected Outcomes Group (COGs) units and within Creative Arts.

Stage 1 and 2 classes participated in Harmony Day activities including an amazing feast.

The school implements the Department of School Education policy in relation to Multicultural Education and Anti-Racism, with an Anti-Racism Contact Officer (ARCO) trained in 2012.

**Other programs**

**Environmental Education**

Priorities for 2012 included the installation of additional garden beds, extension of garden fencing, creation of a composting box for the garden, back up water supply for the frog pond and continued collection of school paper waste for recycling.

**School Gardens:** During this year we have installed an additional two garden beds with the assistance of Bunnings Hardware. We also have acquired a number of tyres for use as potato
planting pots. To accommodate these extra beds it was necessary to extend the fencing around the garden. This was completed with the help of Mr Murphy.

The garden was also used as a teaching aide for students with additional learning needs as well as being used to assist in teaching of students about the value of work and the rewards of growing plants.

A compost bin has also been installed on the western side of the garden to recycle garden waste.

**Frog Pond:** We have installed a stormwater tank to collect stormwater from MDR1 to use as a backup supply to top up the pond due to evaporation and leaks.

Low level barriers which double as seating have been installed on the eastern end of the pond to reduce foot traffic in the pond area.

The pond has been named as Frog Hollow and signage has been erected by the craft group with the assistance of Mr Lawless.

**Recycling of School Paper Waste:** Throughout the year we have continued to recycle waste paper through House With No Steps.

As a school we have continued to participate in the Clean Up Australia campaign.

Future Directions for 2013 include:

- To work more closely with the SRC to get more student involvement in choosing what to plant and maintenance of the garden.
- To restore the worm farms.
- To establish a better library collection of books and other media on recycling, gardening and composting.
- To leak-proof the frog pond and expand the low barrier along the southern side.

### Progress on 2012 targets

#### Literacy and Numeracy

**Targets**

1. Increase the proportion of students at or above minimum standard in Numeracy from 91% in 2011 to 92%.
2. Average growth to exceed state performance, including at least 75% of students achieving in the 25th percentile or above.
3. Lower the percentage of Yr 3 students in the lowest two bands in Writing from 6% (2019-11 median) to 5%(2012).
4. School will increase by two levels on the Analytical Framework Matrix, from level 1 to level 2 (Question 4), so that there is clarity and consensus about the school’s goals and expectations in literacy and numeracy.

Our achievements include:

- Professional Learning targeting strategies to promote inferential comprehension increasing intellectual quality of programs.
- Increased and reorganised Literacy resources K-6.
- Collegial leadership and mentoring leading to best practice across the school.
- Resources accessible to support implementation of Literacy and Numeracy Scope and Sequence.
- Best Start data used to improve literacy / numeracy outcomes in Early Stage 1and Stage 1.
- Implemented Language in the classroom support program to assist students with expressive and receptive language disorders.
- Year 3 scaled average score in NAPLAN writing was 6 points above state DEC average. 6% of Year 3 students in the lowest two bands in writing.
- 100% of Year 3 students are above national minimum standard in numeracy.
Assessment and Engagement

Target

1. Maximise student engagement and demonstration of higher grades through the development of rich assessment tasks.

Our achievements include:

- Audited assessment tools employed and subsequent use if gathered data. Refine tools and identify key tools such as PAT test.
- Implemented SENTRAL Markbook to record assessments and monitor grades.
- Provide sufficient time for staff members to develop quality, rich assessment tasks that directly relate to student outcomes.
- LMG writing rubric used K-12 for all writing tasks.
- NAPLAN data evident in teaching and learning programs to improve student outcomes.

Curriculum:

Target:

1. Curriculum differentiation is evident in all classrooms through the Australian Curriculum

Our achievements include:

- Differentiation evident in teaching programs
- Evaluating school strategies against DEC policy statements and matrix in relation to curriculum differentiation and use of pre assessment strategies in supporting GATs students.
- This area will be more explicitly dealt with as we move into the Australian Curriculum in 2013.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Learning-differentiation and Assessment.

LEARNING

Background

Wirreanda historically has strong academic results; in order to keep these strong results we need to identify the areas of learning that are strengths and areas for improvement we asked the following questions:

1. Wirreanda has strong NAPLAN results, yet growth could be improved. Does the establishment of the two streamed stage 2 and 3 classes provide greater opportunities for learning differentiation?
2. Are the classes required to deliver the differentiation and GATs program?
3. Are we effectively differentiating the curriculum and hence learning?

We gathered clear evidence of across the school of differentiation strategies and established the use of prior learning data in determining future learning.

Teachers’ level of understanding in relation to differentiation for GATS and students requiring additional learning support was assessed.

Findings and conclusions

Teachers were involved in focus group interviews and an anonymous survey. All teaching staff state:

- Assessment and tracking of student learning outcomes in my stage is used to evaluate, develop and refine teaching programs
- I feel confident in curriculum differentiation
- I feel confident in identifying and catering for gifted and talented / students or students requiring additional learning support
- My stage plans effectively to implement different teaching strategies and use appropriate questioning skills to accommodate the different learning abilities of our students.
- I share ideas and experiences with colleagues to improve teaching practice.
- My teaching practice is supported by critical reflection and an understanding of effective practice and current research.
When asked how teachers effectively cater for the different achievement levels of their students the following responses were recorded:

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexible Grouping</td>
<td>87.0%</td>
</tr>
<tr>
<td>Open-Ended Tasks</td>
<td>56.5%</td>
</tr>
<tr>
<td>Students as Producers (teacher determines the content areas, concepts and skills, but does not determine the format of the response)</td>
<td>47.8%</td>
</tr>
<tr>
<td>Thinking and Inquiry</td>
<td>52.2%</td>
</tr>
<tr>
<td>Learning Centres or Stations</td>
<td>43.5%</td>
</tr>
<tr>
<td>Student-Developed Centres</td>
<td>13.0%</td>
</tr>
<tr>
<td>Research and Independent Study</td>
<td>39.1%</td>
</tr>
<tr>
<td>Pre-assessment</td>
<td>69.6%</td>
</tr>
<tr>
<td>Student Self-Assessment</td>
<td>69.6%</td>
</tr>
</tbody>
</table>

In the Parent survey 2%=1 parent. The responses found:

- 98% - my child's classroom is an interesting place to learn.
- 77% - Teachers talk to me about my child's learning.
- 98% - The school expects students to achieve to the best of their ability.
- 98% - Students at the school demonstrate pride in their learning.
- 98% - In class, my child's teachers provide a balance of independent and group learning activities.
- 90% - My child looks at samples of his/her work over time to see how he/she has improved.
- 98% - Teachers set high expectations for student learning at Wirreanda.
- 90% - Teachers provide quality feedback about my child's learning and how they can improve.

Students were involved in a survey using a smart response system and in a student voice project.

Student data showed:

All students were happy with their classes, they felt that learning was valued and they took responsibility for their learning. In the 3-6 student voice project the following information was gathered:

**How does your teacher guide you towards quality work?**

- Teachers show good quality work to the class.
- Shows us on the screen what good quality work looks like and then she shows us the rubric.
- Past examples.
- Rubrics
- Uses a marking scale to guide us. If I didn’t get this I wouldn’t know what to do. Teacher puts up good quality work on the smart board and as a class we have to show how we could improve on that.
- I know what I have to do to get a good mark and what the teacher is looking for.
- Some classes come into other classes to show their good quality work. This sets a goal for me to achieve. It makes me say ‘I want to be like that.”

**How do you monitor your own learning/success?**

- I look at my past work and I can see how I have improved.
- Marking scales
- Tests help us to know how well we are doing. I like to look back on my tests to see where I need to improve.

**Does your teacher use your previous work to discuss with you your areas of need?**

- Our teacher calls us up, shows us what we got wrong and shows us how to do it
- Shows me what I got wrong (in a test) and shows me how to get it right the next time.

**How do you feel about the streamed classes?**

- A bit unfair, they do better work.
- I don’t like it because all the kids in poppies get to do push cart. Why can’t all classes do that too?
- It’s hard because other kids that aren’t in the poppies get a little down.
- I wish we were all in together so that when we got things wrong (eg in a test) they (peers) can show us how to do it.
- I think every school should have a poppies class because they can get smarter.
• I haven’t been in poppies and I would like to see what it is like.
• I would like it to continue but with a few changes. The extra stuff needs to be spread into all other classes.
• The year 6 group said they didn’t want the poppies to continue, we should all be doing the same thing.

**Future directions**

• GATS policy revised and implemented with the introduction of a comprehensive enrichment and extension program in place of the current streamed classes. See Priority 2 below.
• Provide parent information sessions regarding the identification of GATS students and the programs in place.
• Provide professional learning on explicit focused feedback to students as a positive influence on learning.
• Enhance parent teacher talk about learning through revised three-way interviews and learning review meetings.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school. 56 parents, 43 staff and a cross section of students responded. Their responses are presented below.

• 98% of families state Wirreanda P.S. is an attractive and well-resourced school, e.g. classrooms, library and grounds.
• 98% of families agree the school has a strong commitment to learning.
• 91% of families agree that the school is connected to its community and parental involvement is positive and helpful.
• 95% of families and all staff state the school maintains a focus on literacy and numeracy.
• 83% believe a wide range of extra-curricular programs, e.g. sport, music, drama, debating, etc, are offered compared with 98% of staff.
• 98% believe Wirreanda is a quality school

**Professional learning**

In 2012 our professional learning addressed the development needs of the staff individually and collectively.

In 2012 additional global budget funds were committed to the professional learning of staff over and above the DEC allocation indicating our commitment to the learning and development priority for our staff.

All staff benefited from courses and activities accessed as part of their individual experience and requirements.

100% of teachers participated in professional learning activities and Staff Development days including: Influences on Achievement, based upon John Hattie’s research; explicit comprehension teaching; the Literacy and Numeracy continuum; ICT; school planning and evaluation; child protection; emergency care; CPR; and diabetic awareness.

The executive team attended the Annual Executive conference for the third year in a row.

Average expenditure per teacher on professional learning in 2012 was $930.

Total school expenditure on teacher professional learning was $28847.26

No new scheme teachers are working towards accreditation.

Five new scheme teachers are maintaining accreditation status.
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

Improved literacy and numeracy achievement for every student in line with state and regional targets through explicit literacy programs, teaching and integration of ICT and differentiated programs

Develop greater leadership capacity for guiding and managing student results-focused whole school improvement [Enter outcome here]

2013 Targets to achieve this outcome include:

- Increase the proportion of students at or above minimum standard in Numeracy from 91% in 2011 to 92% in 2012 to 94% in 2013 to 95% in 2014.
- Average growth to meet or exceed state performance, including at least 75% of students achieving in the 25th percentile or above, with 25% above the 75th percentile.
- Raised NAPLAN reading growth in the school, currently 49.3% (2012) to equal or better than the state growth by 2013
- Raised NAPLAN numeracy growth in the school, currently 39.4% (2012) to equal or better than the state growth by 2013
- School will increase by two levels on the Analytical Framework Matrix, from level 1 to level 2 (Question 4), so that there is clarity and consensus about the school’s goals and expectations in literacy and numeracy.

Strategies to achieve these targets include:

- Teachers become familiar with K-6 learning continuum and utilise it to inform teaching and monitor student progress.

School priority 2 – Assessment and Engagement

Outcome for 2012–2014

Student assessment and tracking procedures are consistent, explicit and systematic with data effectively utilised to improve teaching and learning outcomes.

Consistent assessment practice incorporating rich assessment tasks demonstrating student achievement at the higher levels

Quality assessment tasks will be developed and utilised for all aspects of Literacy and Numeracy from K-6 based on CTJ and QTF.

2013 Targets to achieve this outcome include:

- Maximise student engagement and demonstration of higher grades through the development of rich mathematics assessment tasks
- CTJ assessment implemented K-6 and used to inform quality teaching and procedures implemented to record and track student data

Strategies to achieve these targets include:

- Examine and share best practice literacy and numeracy methodologies across all stages.
- Guided reading evident in all class literacy programs and is supported across the school through the purchase of quality guided reading materials.
- Working mathematically evident in all class numeracy programs and is supported across the school through the purchase of quality numeracy materials.
- Implement cyclic benchmarking and Implement the Key into Inference program Years 3-6.
- Implement Focus on Reading 3-6.
• Stage planning to develop common assessment tasks and marking criteria, providing opportunities for teachers to collaboratively plan and build consistency in teacher judgment

• School programs planned to support the interests and abilities of gifted and talented students

• Quality assessment and feedback are used to improve learning and reporting student progress to parents.

**School priority 3 – Australian Curriculum**

**Outcome for 2012–2014**

Develop a deep understanding and knowledge of the new syllabuses in the National Curriculum, and their components to support their effective implementation K-6.

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

• Teacher professional learning to develop understanding of the new syllabuses, incorporating the Australian Curriculum

• Teachers align current syllabuses and scope and sequences with the new syllabuses, incorporating the Australian curriculum, implemented in English, mathematics, history and science.

**Strategies to achieve these targets include:**

• Professional learning provided to staff on the new syllabus documents, incorporating the National Curriculum

• Teachers participate in stage based workshops to align similarities and differences between current syllabuses and those introduced with the National Curriculum.

• Teachers develop scope and sequences

• Teachers trial implementation of new syllabus documents, incorporating the National Curriculum

**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.

Philippa Young – Principal
Jenny Battrick – President P&C Association
Bruce Jacob - Assistant principal
Damien Watson – Class teacher
Kristin Dyball - LAST
Konrad Kandlbinder - Class teacher
John Stonell – Class teacher
Corynne Darcy – Class teacher
Anita McCunn – Class Teacher

**School contact information**

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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: