Messages

Principal’s message
I am proud to present the 2011 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 2011 for the efforts that brought about our success.

Our achievements include:

- Six new classrooms
- A new Multi-Purpose Centre
- IWBs in every permanent classroom
- Two hour uninterrupted literacy block
- Earlier school hours
- Successful parent forums
- Academic and sporting success

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
This year has been our spending year, with our major projects from the past 2 years of fundraising being undertaken.

We purchased air-conditioning for the six new BER classrooms totaling $16500. Our two major playground initiatives were completed for K-2 in April and we are near completion of the 3-6 playground in the final weeks of 2011.

These projects have been a long term goal of the P & C and I congratulate all the hard working parents for their determination in achieving this goal.

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.
- Our fundraising team, with another very successful trivia night, an election day BBQ, together with a cookie dough fundraiser, mother and father’s day stalls, school discos and party plan nights. These activities are supported by our parents and teachers out of hours and we sincerely thank them for their continued support.
- The canteen team, with a constant review of our menu and being able to provide healthy homemade food alternatives for our students. The canteen continues to return a profit that can be reinvested in the purchase of a new oven.
- All P&C members who have helped in our daily school activity, whether in the classrooms or on school excursions and at our meetings.
- I would like to acknowledge all members of the 2011 executive committee for their hard work and commitment to our students and school.

This year our committee have made a significant contribution to the school community and seen goals achieved. It has been so rewarding to see the smiles on our kids’ faces when they play on our new playground equipment.

I look forward to 2012 when we can work together again to set some more goals and achieve more for our school community.

Jenny Battrick-P&C President -2011
Student representative’s message

Being school captains of Wirreanda Public School gave us many opportunities to be leaders, which we did with responsibility and pride.

We developed an ability to speak confidently in front of large groups and we found out how exciting it was to undertake such an amazing responsibility as captain. We also acted as compares at the weekly Monday Assembly and on official occasions such as Presentation Day, Education Week Open Day and the Annual ANZAC service.

Captains, prefects and class representatives helped us in forming student parliament, where ideas for consideration were presented. We worked with student leaders to support our school’s students helping with playground activities and keeping all students happy and safe.

This year we participated in many school related activities and held events such as: Charity fundraisers including Shave for a Cure; the Year 6 Farewell; Organisation of sporting competitions and talent shows; and actioning parliamentary suggestions.

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

We would also like to thank all of the students who voted for us as we are very grateful for the opportunity to develop and demonstrate the leadership skills required to be an effective school captain.

Mikalia Milwright and Isaac Archer

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

Wirreanda Public School students are keen learners who personify our motto "Growing in Harmony".

The school enrolment of 575 students fluctuated in 2012 at times nearing 590. It is anticipated enrolment will stabilise in 2012 with approximately 565 students. As the school is located close to the Williamtown R.A.A.F base, children from Defence Force families make up approximately 40% of the school population.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>300</td>
<td>299</td>
<td>277</td>
<td>244</td>
<td>284</td>
</tr>
<tr>
<td>Female</td>
<td>288</td>
<td>277</td>
<td>277</td>
<td>285</td>
<td>291</td>
</tr>
</tbody>
</table>

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% at Wirreanda Public School is above both state (94.3%) and regional (93.9%) averages. This reflects the value and priority the school community places on good school attendance.
Student attendance rates are 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.

### Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday, 21 March 2011.

#### Wirreanda Public School

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1K</td>
<td>K</td>
</tr>
<tr>
<td>KG</td>
<td>K</td>
</tr>
<tr>
<td>KGR</td>
<td>K</td>
</tr>
<tr>
<td>KH</td>
<td>K</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
</tr>
<tr>
<td>1D</td>
<td>1</td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
</tr>
<tr>
<td>K/1K</td>
<td>1</td>
</tr>
<tr>
<td>2/3M</td>
<td>2</td>
</tr>
<tr>
<td>2D</td>
<td>2</td>
</tr>
<tr>
<td>2K</td>
<td>2</td>
</tr>
<tr>
<td>2O</td>
<td>2</td>
</tr>
<tr>
<td>2/3M</td>
<td>3</td>
</tr>
<tr>
<td>3/4C</td>
<td>3</td>
</tr>
<tr>
<td>3A</td>
<td>3</td>
</tr>
<tr>
<td>3J</td>
<td>3</td>
</tr>
<tr>
<td>3/4C</td>
<td>4</td>
</tr>
<tr>
<td>4H</td>
<td>4</td>
</tr>
<tr>
<td>4L</td>
<td>4</td>
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<tr>
<td>5/6C</td>
<td>5</td>
</tr>
<tr>
<td>5G</td>
<td>5</td>
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<tr>
<td>5W</td>
<td>5</td>
</tr>
<tr>
<td>5/6C</td>
<td>6</td>
</tr>
<tr>
<td>6M</td>
<td>6</td>
</tr>
<tr>
<td>6S</td>
<td>6</td>
</tr>
</tbody>
</table>

### 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.
Structure of classes

The 23 classes were established according to curriculum stages. There were four multi-age classes. They were formed with regard to student ability to work independently, friendship groups, gender equity and other identified needs of students. Priority Opportunity Program classes (Stage 2 3/4C and Stage 3 5/6C) are multi-age classes formed 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 and two non teaching positions (Principal and Deputy Principal) in 2011. 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

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>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>19</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>1</td>
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<tr>
<td>Teacher RFF</td>
<td>1.05</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>.815</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. In 2011 Wirreanda Public School had no indigenous staff members.

Staff retention

In 2011 a new Principal was appointed following the retirement of the previous Principal. One member of staff retired, with another being successful in a merit selection leading to two positions being filled by service transfer.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>86</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>14</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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>218021.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>288223.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>388477.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>166072.00</td>
</tr>
<tr>
<td>Interest</td>
<td>14382.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>11383.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1086558.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>30791.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>84678.00</td>
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<tr>
<td>Extracurricular dissections</td>
<td>39607.00</td>
</tr>
<tr>
<td>Library</td>
<td>11500.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5948.00</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
<td>100566.00</td>
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<tr>
<td>Administration &amp; office</td>
<td>66708.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>66592.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>11039.00</td>
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<tr>
<td>Trust accounts</td>
<td>14145.00</td>
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<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>839779.00</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>246779.00</td>
</tr>
</tbody>
</table>
A full copy of the school’s 2011 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts
In 2011 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, the Aboriginal Dance Group, 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
- Annual presentation assembly
- Kindergarten Orientation Days
- School assemblies
- Medowie Senior Citizens Group
- Medowie Carols by Candlelight

The band numbers are continuing to grow with weekly lessons provided to band members

Sport
Our school program has helped promote a healthy lifestyle, good sportsmanship and provided many opportunities for our elite athletes to represent the school at zone and regional level.
Our school’s sporting program included:

- Successful athletics, swimming and cross country carnivals.

- 57 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.
- The Rugby Union team achieved second place in the NBJRU Gala day with a prize of $250 used to purchase sporting equipment for the school.
- The Rugby League team entered the Newcastle Knights Knock out competition as well as the Port Stephen’s Gala Day.
- 3 students gained selection into Hunter Sports High School Targeted Sports Program.

Debating & Public Speaking:
In 2011, Wirreanda students participated and performed with distinction in numerous local, district and regional debating and public speaking competitions including the Multicultural Perspectives Public Speaking Competition, the Hunter Region Public Speaking Competition, the Premier’s Debating Challenge and the Rotary Debating Challenge.

Highlights included:

- Mikaila Milwright was Highly Commended (2nd) in both the regional final of the Multicultural Public Speaking Competition and the Zone Final of the Hunter Region Public Speaking Competition.
- Our Wirreanda Reds and Wirreanda Blues teams in the Premier’s Debating Challenge were undefeated at zone level (except, in the unfortunate situation of debating each other) and our Wirreanda Reds Team won the Mid-Hunter Final of the competition.
- Our Rotary Debating Team reached the semi-final of this competition.
- Imogen Vas was selected in the Hunter Region Debating Team.
**Academic**

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

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

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

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

**Literacy – NAPLAN Year 3**

In 2011, 100% of students in Year 3 sat the Naplan tests in Literacy.

- 47% of students attained scores in the top two bands compared with the state average of 42.8%.
- 2008-2011 school average for students meeting the national minimum standard in Reading is 97.7%.
- Almost 60% of Year 3 students are in the top two bands for writing compared to 56.5% across the state.
- Year 3 Grammar and Punctuation and Spelling was above state average in the top two bands.

**Note:** School averages for Writing are not displayed due to the change in the Writing scale from Narrative to Persuasive.
Numeracy – NAPLAN Year 3

In 2011 40.7% of Year 3 students achieved results in the top two bands compared to the state average of 36.4%.

Literacy – NAPLAN Year 5

In 2011, 100% of students in Year 5 sat the NAPLAN in Literacy.

- 45.9% of students attained scores in the top two bands compared with the state average of 31.8%.
- 2008-2011 school average for students meeting the national minimum standard in Reading is 93%.
- Students were on par with the state average for writing.
Note: School averages for Writing are not displayed due to the change in the Writing scale from Narrative to Persuasive.

**Numeracy – NAPLAN Year 5**

Naplan results in Numeracy were substantially above the state average. Trend data showed significant growth in student Mathematical achievements.

Results demonstrated significant movement in students from low performance band levels to middle band levels.

**Progress in literacy**
Progress in numeracy

- 80% of Wirreanda students demonstrated greater than or equal to expected growth in Numeracy.
- Student average growth exceeded state average by 12 scaled score points.

Minimum standards

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

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

### Percentage of Year 3 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97.6</td>
</tr>
<tr>
<td>Writing</td>
<td>98.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>95.2</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>90.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.5</td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94.6</td>
</tr>
<tr>
<td>Writing</td>
<td>98.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>97.3</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>95.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.6</td>
</tr>
</tbody>
</table>

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 2011 an Aboriginal cultural tutor worked with ATSI students developing dance performances for the school community including Welcome to Country performances to open school events. Students were engaged in the “Who we are” project tracing their family heritage. Two students were nominated for Galuwa Scholarships with one being successful.
**Multicultural education**

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

Stage 2 classes participated in Harmony Day activities including a 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) on staff.

**Environment Education**

Priorities for 2011 included the Installation of school garden, revitalisation of the frog pond and recycling of school paper waste.

- **School Garden:**
  In cooperation with Tidy Towns we have installed a school garden complete with fencing and netting. A gardening group was formed where students could work in the garden during lunch with the assistance of Mrs Lilly.

- **Revitalisation of the Frog Pond:**
  In Semester 2 we installed a series of shade cloths over the pond to reduce the amount of evaporation during the summer months providing more ideal conditions for the survival of the frogs and their tadpoles.
  In addition we have purchased a stormwater tank to provide a backup water supply for the pond.

- **Recycling of School Paper Waste:**
  Throughout the year we recycled all of the used paper from the school through the House With No Steps.

**Future Directions** include:

- 2012 gardening group to start producing vegetables for use in the school canteen.
- To install a stormwater tank in the frog pond area and install low barriers around the pond area to reduce foot traffic. To plant more frog friendly vegetation.
- School worm farms operating.
- School composting box.

**Technology**

Priorities for 2011 included the installation of interactive whiteboards in all permanent classrooms; software rollout to support the use on interactive whiteboards; training in the use and maintenance of interactive technologies

Whiteboards have been installed in all permanent classrooms. Issues that have arisen that will need to be addressed in 2012 include:

- Installation of software updates as required
- Providing uniform access to resources as required by stage groups
- Training of staff and students in the effective use of interactive technologies and the integration across all KLA’s

**Future Directions**

- Use of tablet and hand held devices
- Greater support for students in the use of interactive technologies at home
- Training and support for parents to assist responsible use of technology at home

**Progress on 2011 targets**

**Target 1**

*Improved literacy outcomes for all students.*

Our achievements include:

- Implementation of revised Literacy Policy
- Implementation of daily two hour uninterrupted structured literacy block.
- Lakeside Learning Community shared professional learning writing workshop developing consistency of teacher judgment and standards in K-6 Writing
- Professional learning workshops to develop clear criteria for quality writing for teaching and assessment and the development of comprehension skills through effective guided reading
- QT is reflected in programs and lesson implementation.
Target 2

*Improved numeracy outcomes for all students.*

Our achievements include:

- Implementation and consolidation of the revised syllabus-based (vs text book) scope and sequence WPS Mathematics Program K-6
- School resources effectively targeted the teaching of Mathematics though Professional Learning for teachers and resourcing the current program.
- K-6 Mathematics Session outline implemented with a strong emphasis on Working Mathematically and problem solving
- Teachers effectively incorporating CMIT and problem solving strategies into each numeracy session.
- Effective implementation of QT in mathematics.

Target 3

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

Our achievements include:

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

Target 4

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

Our achievements include:

- Personalised Learning Programs developed in consultation with students, family and school to support student goals.
- PLPs tracked electronically through Sentral.
- Plans reviewed and moved with students as they transition between stages.
- Lakeside Learning Community Transition program targets Aboriginal students and involves them in culturally appropriate activities.

Target 5

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

Our achievements include:

- All teacher professional learning plans, teaching programs and assessment practices reflect the focus areas of the Quality Teaching framework.
- 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 such as the Analytical framework and Team leadership for School Improvement Plan.

Target 6

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

Our achievements include:

- Staff individual professional learning plans include ICT goals.
- Professional learning activities to develop staff confidence and expertise with IWB technology, Web 2.0 tools and micro-blogging sites.
- Increased teacher use of IWBs in classrooms, library, AV room and computer lab.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Literacy and how we cater for our gifted and talented students.

Educational and management practice

Gifted and talented programs

Background

During the 2011 school year an analysis was undertaken reviewing the way in which we cater for Gifted and Talented (GAT) students at Wirreanda PS. The Priority Opportunity Program (Poppies) – two academically streamed composite classes have operated at Wirreanda for a number of years as one model in catering for Stage 2 and 3 GAT students.

Findings and conclusions

Students:

- Almost all Year 3 and Year 5 students in the Poppies achieved in the top bands of the NAPLAN Tests
- Students believe those in the Poppies program have priority in accessing extra curricula activities

Parents:

- Most agreed that the Poppies Program effectively caters for the needs of students demonstrating academic ability.
- Most agreed the Poppies Program has raised the academic profile of Wirreanda in the broader school community.
- Focus groups revealed most support the extra curricula activities that have traditionally been offered to students in the program but feel the programs such as Techno-Push cart should be opened up to all students.
- Most who did not have a child in the program did not fully understand the program’s goals, selection process or implementation.

- The school community dislikes the name “poppies”.

Staff:

- Most staff agree the implementation of the Quality Teaching Framework is evident in both teaching and learning, and student product, performance and outcomes in the Poppies Program
- Most agreed the Poppies Program has raised the academic profile of Wirreanda in the broader school community
- Staff would like to see exploration of other programs to cater for our identified GAT students, expanding opportunities for younger gifted students.

Future directions

- Selection processes should be streamlined and integrated with stage and school-based assessment and reporting procedures.
- Explore the opportunity for extra curricula activities to be broadened across the school.
- Consideration should be given to catering for identified GAT students in alternate ways K-6.

Curriculum

Literacy – Guided reading

Background

In Wirreanda Public School’s cyclic evaluation of curriculum it was decided that a whole school evaluation of the teaching of literacy, in particular the teaching of guided reading, would be undertaken. Wirreanda has focused on guided reading for the past two years and professional learning and resources have been targeted to support guided reading in the classroom.

Findings and conclusions

- Most of the school community understands what guided reading is and all students believe they have improved in reading throughout the year.
• 100% of staff feel confident teaching guided reading since the completion of professional learning activities and 76% of staff have made changes to the way they teach guided reading to incorporate new resources and new ideas.
• All staff enjoy teaching guided reading and most feel they are supported by their stage and the school in teaching reading.
• 92% of students enjoy guided reading groups and an overwhelming majority of students feel they are supported by teachers and support staff in their learning.
• 94% of parents find their child’s report useful in understanding how they are performing in reading, however, many parents would like to see more specific information included such as their child’s reading level and how they are performing in comparison to what is expected of the cohort.
• 60% of parents who responded to the evaluation would like to attend an information session about how to teach reading.

Future directions
• Review current reporting practices in terms of what is being communicated about reading
• Purchase additional resources for the teaching of reading, in particular to support the upper grades
• Evaluate current programming practices across the school to develop a consistent K-6 approach to the teaching of reading
• Plan for a parent workshop on guided reading

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers regarding our school values through a series of surveys and a school planning workshop which produced excellent feedback and ideas.

As a result of this the Wirreanda Community redefined our vision statement:

EXCELLENCE AND OPPORTUNITY IN AN INNOVATIVE AND SUPPORTIVE LEARNING ENVIRONMENT

Excellence, quality teaching, communication, supportiveness and a quality learning environment were key values for Wirreanda.

A number of other ideas will lead to our refinement and rebuilding of how we operate in some areas including a greater K-6 focus; promoting our school image and physical environment; recognition of “Gold” certificate winners; enhanced sporting recognition and involvement. Further community consultation will be undertaken regarding the sporting house names.

Professional learning
In 2011 our professional learning addressed the development needs of the staff individually and collectively.

In 2011 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 Literacy and Numeracy Assessment and consistency of teacher judgement; ICT; school planning and evaluation; child protection; emergency care; CPR; and diabetic awareness.
• The executive team attended the Annual Executive conference for the second year in a row.
• Average expenditure per teacher on professional learning in 2011 was $892.
• Total school expenditure on teacher professional learning was $27,658.91.
• 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.

2012 Targets to achieve this outcome include:

- Increase the proportion of students at or above minimum standard in Numeracy from 91% in 2011 to 92%
- Average growth to exceed state performance, including at least 75% of students achieving in the 25th percentile or above.
- Lower the percentage of Yr 3 students in the lowest two bands in Writing from 6% (2019-11 median) to 5%(2012).
- 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:

- Appoint a team leader to manage group processes and facilitate the achievement of literacy and numeracy goals.
- Literacy / Numeracy teams with LS Team analyse data and enhance teaching and learning

- Implement Team Leadership for School Improvement PL program

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.

2012 Targets to achieve this outcome include:

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

Strategies to achieve these targets include:

- Review assessment and reporting policy, whole-school procedures and practice
- Provide sufficient time for staff members to develop quality, rich assessment tasks that directly relate to student outcomes and content covered with students.
- Analyse NAPLAN data to inform the provision and development of professional learning activities.
School priority 3:

Curriculum

Outcome for 2012–2014

- Implement and assess a differentiated and quality Australian Curriculum

2012 Targets to achieve this outcome include:

- Curriculum differentiation is evident in all classrooms though the Australian Curriculum

Strategies to achieve these targets include:

- Explicit and consistent programming developed in line with the requirements of the Australian curriculum.
- Evaluate school strategies against DEC policy statements and matrix in relation to curriculum differentiation and use of pre assessment strategies in supporting GATs students

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
Carl Leonard – Relieving Deputy principal
Kristen Stone – Assistant principal
John Gallagher – Assistant principal
Bruce Jacob - Assistant principal
Kathie Colley – Relieving Assistant principal
John Stonell – Class teacher
Corynne Darcy – Class teacher
Konrad Kandlbinder - Class teacher
Erin O’Brien – Class Teacher
Karen Schieb – DSTA
Kim Ellis – Parent Representative

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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: