Our school at a glance

Students
Wingham Brush Public School has a student enrolment of approximately 320. Students who attend the school mostly live in the township of Wingham with a large number of them travelling to school by bus from the surrounding rural areas.

Staff
Wingham Brush Public School has a committed and professional teaching and support staff, most of who have been at the school for several years. It is expected that numbers will enable the staffing to remain the same in 2009.

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

Significant programs and initiatives
Wingham Brush Public School has had another busy and successful year. This year the school made great progress in Aboriginal Education, our RESPECT Code and significant improvements in academic outcomes in all Key Learning Areas.

Principal's message
This year we have been working closely with the schools represented in the Wingham Community of Schools. Co-operation between the schools has greatly enhanced programs in Science and Art as well as the focus on Aboriginal Education. Our students continue to improve across all areas with some exemplary results demonstrated in the school’s assessment program, NAPLAN results and external competitions. Our “RESPECT” focus has established a culture that reflects the values of staff, students and the school community. It has created an environment where all stakeholders feel that their contribution is valued. The students in this school remain our first priority. The school community combines to encourage all students to reach their full potential. We are looking forward to next year when Tim Putland takes over from Chris Hauritz as our new Principal.

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.

Paul McWhirter (Relieving Principal)

P&C and/or School Council message
With 2008 almost at a close it is time to reflect on the year. As a school council we have had a very full year with the school's key outcomes being met.

This year Wingham Brush Public School has provided quality teaching which enabled quality learning for all students. The school’s results have shown that 70% of students achieved a writing growth of equal or above the expected rate and 90% of students demonstrated growth in problem solving and basic skills.

The Wingham Brush Public School RESPECT Code is still at the core of school business. The introduction of a House Points System where students gain points for their houses by being rewarded for great work, behaviour or RESPECT to other students has been very successful with students striving to gain these points.

There has been a whole school focus on Aboriginal culture and history to support Aboriginal students. Just recently the school held an aboriginal cultural day and we all enjoyed wonderful bush food and participated an a number of great activities. I am sure all students and staff went away feeling more enlightened with regard to aboriginal culture. At the entrance to the school a commemorative garden is being constructed under the flagpole. The school leaders have had a large input into the design of this memorial.

This year the school has had a large amount of public works completed with many rooms being freshly painted, roofs repaired, a large liquid amber tree removed and general maintenance being completed. The senior and junior computer rooms have been upgraded with new cabling.

On a sadder note we are losing our beloved principal, Chris. He will be taking up a position at Ocean Shores Public School and we wish him all the best in this venture. The school will go on but his leaving will leave a gap. Good luck Chris.

Helen Cross (School Council) / Gai Wespi, (Pres P&C)

Student representative's message
2008 has been a very successful year in all areas including sport, cultural activities, academically and socially.

This year students have proven their skills in Public Speaking, debating, the Hunter Maths Competition and the NAPLAN tests. They have also achieved great things in sport. Our boys’ team won the Manning Valley Soccer Gala Day. The mixed team won the Taree Touch Football Gala Day. We had two state representatives; Ally Traverso for soccer, who represented NSW in Melbourne in the Australian championships, and Stephanie Maiolo who represented NSW in the Australian championships in Tasmania in Touch Football.
The creative arts program this year has been fun and educational. Students have enjoyed choir, dance, drama and computer art. Stage 2 visited Myall Shores while Stage 3 went to Canberra. Both camps were enjoyed by all and we were glad to hear lots of positive feedback.

Mr Hauritz has been a great Principal for our school for ten years. Unfortunately he is leaving us for the tropics of the North Coast. We wish him well. We are honoured to have had the opportunity to act as school leaders in 2008.

Stephanie Maiolo and Jesse Raymond

Student achievement in 2008

Literacy – NAPLAN Year 3

Our overall Literacy results put us at or slightly above regional outcomes in most of the higher bands. There were however 34% of students in bands two and three and they will require additional support in 2009.

Numeracy – NAPLAN Year 3

The 39 students were comparable to the regional average. 15% were in the top band compared to 12% for the region.

Literacy – NAPLAN Year 5

Results in the top two bands (Band 7 - 17% and Band 8 – 6%) were equal to regional levels.

Numeracy – NAPLAN Year 5

The percentage of students in middle bands (Band 5 – 33% and Band 6 – 29%) shows pleasing improvement. Results in the top two bands fell slightly below North Coast Regional averages.

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

At the end of 2008 there were 325 students at Wingham Brush Public School. Seven percent of the school population identify as being from an Aboriginal or Torres Strait Islander background. Enrolment numbers are expected to remain approximately the same in 2009.

Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>350</td>
<td>350</td>
</tr>
<tr>
<td>2005</td>
<td>350</td>
<td>350</td>
</tr>
<tr>
<td>2006</td>
<td>350</td>
<td>350</td>
</tr>
<tr>
<td>2007</td>
<td>350</td>
<td>350</td>
</tr>
<tr>
<td>2008</td>
<td>350</td>
<td>350</td>
</tr>
</tbody>
</table>

Student attendance profile

The following table displays a comparison of school, regional and state attendance rates over the last four years.

Student attendance rates

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2006</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2007</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2008</td>
<td>100</td>
<td>100</td>
<td>100</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>KR</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KW</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1P</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2N</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3O</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3/4B</td>
<td>3</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>3/4B</td>
<td>4</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>4OC</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>5/6B</td>
<td>6</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>5/6B</td>
<td>5</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>5/6C</td>
<td>6</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>5/6C</td>
<td>5</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>5/6M</td>
<td>6</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>5/6M</td>
<td>5</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>5/6T</td>
<td>6</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>5/6T</td>
<td>5</td>
<td>16</td>
<td>28</td>
</tr>
</tbody>
</table>

Wingham Brush Public School staff has committed to keeping infants classes within DET recommendations.

**Structure of classes**

In 2008 Wingham Brush Public School had eight grade classes, a 3/4 composite and four Stage 3 composite classes. Years 5 and 6 worked together in four class groups.

**Staff information**

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

Staff retention remains high at Wingham Brush Public School. In 2008 our Principal Mr Chris Hauritz accepted a position at Ocean Shores Public School. He will be replaced in 2009 by Mr Tim Putland, Deputy Principal from Tuncurry Public School.

**Staff retention**

The school maintained 13 classes in 2008 and with current indications the school will retain 13 classes in 2009.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Principal 3</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>10.546</td>
</tr>
<tr>
<td>Primary Part –Time Teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Total</td>
<td>16.866</td>
</tr>
</tbody>
</table>

**Staff attendance**

Staff have access to leave entitlements such as sick leave. In 2008, the average daily staff attendance rate was: 94.6%

**Financial summary**

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

A full copy of the school's 2008 financial statement is tabled at the annual general meeting of the School Council. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of Financial Summary</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$137,345.61</td>
</tr>
<tr>
<td>Global Funds</td>
<td>$149,803.42</td>
</tr>
<tr>
<td>Tied Funds</td>
<td>$174,156.20</td>
</tr>
<tr>
<td>School and Community Sources</td>
<td>$56,863.18</td>
</tr>
<tr>
<td>Interest</td>
<td>$9,533.53</td>
</tr>
<tr>
<td>Trust Receipts</td>
<td>$7,218.45</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>$534,920.39</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; Learning</td>
<td></td>
</tr>
<tr>
<td>Key Learning Areas</td>
<td>$32,192.26</td>
</tr>
<tr>
<td>Excursions</td>
<td>$36,963.21</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$21,615.94</td>
</tr>
<tr>
<td>Library</td>
<td>$5,092.05</td>
</tr>
<tr>
<td>Training &amp; Development</td>
<td>$1,054.65</td>
</tr>
<tr>
<td>Tied Funds</td>
<td>$217,946.49</td>
</tr>
<tr>
<td>Short Term Relief</td>
<td>$51,625.19</td>
</tr>
<tr>
<td>Administration &amp; Office</td>
<td>$29,895.95</td>
</tr>
<tr>
<td>School Operated Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$21,713.90</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$10,564.73</td>
</tr>
<tr>
<td>Trust Accounts</td>
<td>$5,937.45</td>
</tr>
<tr>
<td>Capital Programs</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>$434,601.82</td>
</tr>
<tr>
<td><strong>Balance Carried Forward</strong></td>
<td>$100,318.57</td>
</tr>
</tbody>
</table>
School performance 2008

Wingham Brush Public School students have a proud record in participating in a diverse range of academic, cultural, sporting and community events.

Achievements

Arts

The school operated a weekly creative arts program throughout 2008 with emphasis on dance, art, computer art, drama and singing. We employed a music teacher to supplement our existing programs.

Our emphasis on creative arts resulted in involvement in the local eisteddfod, school talent quest, school concert at the Manning Entertainment Centre, gifted and talented art group with Wingham Community of Schools as well as participation in local art competitions and performances.

In Taree District Eisteddfod, Mrs Broadfoot’s 5/6B and Mrs O’Conner’s 4O took out first place in Verse Speaking for Senior and Junior Primary.

Jessica Birkett of 5/6B took out the Mid Coast Water T-Shirt design. Her design appears on the shirts awarded to the whole class and is to be used locally in promotions by Mid Coast Water.

Sport

The school had considerable success in sport in 2008. We had pleasing levels of representation at Taree District and Hunter athletics, swimming and cross country events. Two boys, Ryan Morris and Ben Ihlow and one girl, Stephanie Maiolo, were chosen for the boys’ and girls’ Hunter Touch Teams, which both became state champions.

We also had two state representatives: Ally Traverso for soccer, representing NSW in Melbourne in the Australian championships and Stephanie Maiolo for girls’ touch football, representing NSW in the Australian championships in Tasmania.

A highlight of this Olympic year was the involvement with the Wingham Community of Schools in the tabloid sports day at the Wingham Sporting Complex where students joined to participate in a great day of games and skill development.

Other

The school hosted a range of events in 2008 to promote student participation across the curriculum. These included – Book Week Parade, interschool debating and public speaking, interschool chess competition, Waste Watchers program, Water Watch and excursions to Canberra and Myall Shores Ecotourist Resort.

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 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

It is a target for this school to improve student performance and strengthen results in Bands 5, 6.
Progress in Bands 5 and 6 was better than in previous years and targets in 2009 plan for movement from Bands 1, 2 and 3 towards the higher bands.

Literacy – NAPLAN Year 5

It is a target for this school to improve student performance in spelling by having more students achieving in the higher skill bands.

Progress in literacy

Over the past three years results in writing have shown progress from the 2004 results with some more marked than others.

The school will continue its focus on writing, particularly narrative in 2009 especially aiming to move students into the top 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>Percentage of Year 3 students achieving at and above minimum standard in 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard in 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

In 2008 the Wingham Community of Schools (WOCS) focussed on Aboriginal Education. Wingham Brush Public School took a lead role in attempting to form a local Aboriginal Education Consultative Group (AECG) that resulted in renewed interest and participation in Taree AECG. Every parent who identified as being from an aboriginal or Torres Strait Island background from the Community of Wingham Schools (COWS) was contacted and given information about our local schools and an invitation to participate in the AECG.

Staff at WBPS attended a professional learning activity on the status of the Aboriginal Education Policy at a Staff Development Day at the school. Staff also attended the District Staff Development Day at the Manning Entertainment Centre. Every Aboriginal student at WBPS has a Personalised Learning Plan.

Aboriginal students from COWS schools in the middle years (Stages 3 and 4) combined for the Aboriginal Mural project at Wingham High School.

Staff and students at our school hosted the Buudja Murrung pilot Aboriginal Culture and Bush Tucker day. The day was a great success with staff and students enjoying a wide range of experiences including Aboriginal art, sports, bush tucker and a reconciliation walk.

Aboriginal students and a selected friend from WBPS were invited to attend the Taree Public School Aboriginal Culture day.

Multicultural education

The school encourages a strong ethos of RESPECT through its behaviour and merit programs. Cultural diversity and tolerance are promoted in every classroom and emphasised in anti bullying programs.

Respect and responsibility

The entire school community has embraced our RESPECT culture. The culture is continually reinforced by teachers, student leaders, parents, canteen and auxiliary staff. The school provides extensive programs to support our student welfare. We encourage positive relationships through respect and responsibility to develop
greater resilience. We aim to encourage, not only respect and responsibility, but positive self concepts, organised reliable behaviour and a willingness to participate and contribute happily and actively in our school.

Other programs

Kindergarten Orientation – This highly successful program operates each year in fourth term, easing the transition from home to school through a series of sessions which familiarise prospective students with school routines. It also provides a useful opportunity to discuss with parents developmental readiness, needs and other essential aspects of early school life.

Wingham Brush Public School provides our students with a diverse range of opportunities. In 2008 these included:

- Public Speaking Competition
- Premier’s Spelling Bee
- Drug Education
- Hunter Maths Competition
- Gifted and Talented Days
- State English and Maths Competitions
- Education Week Awards
- Special Diabetics project
- Book Week Parade

WBPS students excelled in the Premier’s Spelling Bee with regional finalist; Ailie MacKenzie of 5/6M placing second in the region and Jenae Hile 5/6M, Tara Woolard 4O’C and Sophie Smyth 4O’C also representing WBPS as regional finalists.

Progress on 2008 targets

Target 1

90% of students demonstrate appropriate numeracy growth through a focus on basic skills and problem solving.

- An increase in the number of students increasing one or more skill bands in the NAPLAN Test results;
- in Stage 2 and Stage 3, seventy-six percent of students increased number fact skills by more than twenty percent and ninety-five percent of students showed an increase of at least fifteen percent in problem solving skill results in 2008;
- in Stage 1 seventy-four percent of students showed appropriate numeracy growth; and
- according to teacher surveys, training and development activities empowered teachers to improve their skills in analysing errors, develop students’ ability to work mathematically and to make consistent judgments.

Target 2

70% of students demonstrate improvement in writing equal to or above expected growth rate.

Our achievements include:

- Improved consistency between staff, regarding expectations for children’s achievements at the end of each stage in writing;
- fifty-five percent of students in stages two and three showed an increase of twenty to fifty percent in writing results in 2008;
- in Stage 1, just over seventy percent of students achieved acceptable growth rate in writing; and
- improved teacher confidence in making consistent judgements regarding student achievement against a standards framework.

Target 3

Improve the Literacy and Numeracy results of Aboriginal students through a whole school focus on understanding of Aboriginal culture and history and development of specific programs to support Aboriginal students.
Our achievements include:

- 100% of Aboriginal students have a Personalised Learning Plan. Teachers, families and students negotiated priorities for individual students; and
- in 2009 we have planned to continue to use personal learning plans to inform teaching and record progress.

Target 4

*Improve student citizenship and behaviour through the use of a values focus.*

Our achievements include:

- Surveys indicate that parents are very aware and supportive of the school's RESPECT policy and are working together with the school to reinforce those values;
- staff survey indicates further commitment by themselves, students and school community to the RESPECT code. They indicate increased satisfaction and capability in dealing with classroom and playground behaviour and greater knowledge and skills to assist students towards making positive choices;
- staff and students clearly felt that the house points system has had a positive effect on the demonstration of our core values; and
- students' demonstration of respect is regularly reflected in use of National Anthem, flag raising ceremony and the School Song in school assemblies.

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:

**Educational and management practice**

**Background**

In order to ensure the school meets the needs of students, teachers and the broader school community, planning must be inclusive and consultative.

In 2008, a written survey was conducted with teachers, students and parents to ascertain if their needs were being met through the school's planning processes. The purpose of this is to ensure that the 2009-2011 Strategic Plan provides an opportunity for all stakeholders to contribute.

**Findings and conclusions**

- The majority of parents reported satisfaction with school priorities;
- teachers indicated in staff forums that they would like to be more involved in the decision making process;
- the majority of students were aware that the school was working to improve student outcomes; and
- students and parents indicated that they would like to see more emphasis in the student leadership area.

**Future directions**

- Encourage staff to attend P&C meetings and ensure distribution of the minutes of meetings with all staff to improve their understanding regarding community resource allocation;
- increase the awareness of students about how their learning relates to the school's vision statement and goals through formal and informal class meetings and assemblies; and
- encourage students to consult with school leaders and teachers about their priorities for school improvement and report back to the Principal through their student leaders.

**Curriculum**

**English**

**Background**

As part of our ongoing evaluation cycle, data was collected on student performance in areas of writing, spelling and fluency.
Findings and conclusions
Improving results for writing, spelling and fluency are evident in NAPLAN and school assessments. There has been significant growth in student performance.

Future directions
To continue explicit stage based teaching to ensure student performance in these areas continues to improve in line with targets set for 2009.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.
Their responses have been discussed by staff, school council and P&C.
Parents, students and teachers participated in discussions to allow feedback to be sought about the school. Responses were positive from most people that offered comments. Areas that received positive feedback were use of human resources, student welfare and values education.

Professional learning
All professional learning activities are directly linked to the school’s priority areas. The school’s professional learning plan was developed to meet both departmental, school and individual needs.
There was a significant focus in support of our targets for 2008 which included enhanced quality teaching in mathematics and writing. Consistency of teacher judgment was also a major focus.
The school participated in the following North Coast Regional Projects:
- Counting On in the Middle Years: This project supported the development of staff skills, knowledge and understanding of the working mathematically strand in Mathematics K-6;
- Aboriginal Education Policy. All staff have now participated in developing personal learning plans for their Aboriginal students;
- all staff participated in anaphylaxis, CPR and emergency care training; and
- our School Administrative Officer and support staff attended training in enrolment and registration procedures.
Individual staff members were involved in training for: Austswim, Managing Children’s Behaviour, Transition to School, Good for Kids, Good for Life, Prescribed Medication, and aiding children with special needs, Use of Smartboard, Discipline and Technology.

The average expenditure per teacher on professional learning in 2008 was $327.00

School development 2009 – 2011

Targets for 2009
2009 begins a new cycle of planning to consolidate and review the knowledge, skills and understandings developed in the recent Strategic Plan. A new Principal has been appointed for 2009 and will have the opportunity to work with the staff to review or ratify our management plan. School based and external data has been analysed to formulate the plan.

Target 1
- For 70% of students in Years K to 6 to demonstrate improvement in writing equal to or above expected growth rate.
- For 70% of students to demonstrate spelling growth equal to or above state average.
Our success will be measured by:
- End of year reports showing 70% of students achieving annual growth appropriate to age/stage level;
- national assessment indicating 70% of students equal to or above expected growth;
- evidence of Teaching and Learning (T/L) programs including QT strategies for developing deep understanding as evidenced through Teacher Assessment and Review Scheme (TARS) process;
- staff collaboratively identify changes in their teaching practice that contribute to increased student engagement;
- staff identify and apply changes in teaching practises that contribute to increased achievement levels of student learning outcomes;
students increase participation in a wide range of writing and spelling events; and

the amount of opportunity for students and school to celebrate success in writing and spelling;

Target 2

- For 90% of students to demonstrate appropriate numeracy growth through a focus on basic skills and mental computation strategies; and

- to increase numeracy achievement for targeted students by 10%.

Our success will be measured by:

- Improvement in speed and accuracy as indicated by school based assessments K-6;
- 90% of Stage 2 and 3 students attaining grade appropriate growth in diagnostic assessments;
- at least 90% of Year 3 students achieving equivalent of Band 2 or higher in National Testing and 95% of Year 5 students achieving equivalent of Band 3 or higher in National Testing;
- the demonstrated use of Quality Teaching components in Mathematics as evidenced by involvement in TARS processes;
- above state average level of growth for students between years 3 and 5;
- results in Hunter Maths Competition other external competition opportunities;
- school implements Best Start initiative to establish the existing skills, knowledge and understanding of children entering Kindergarten/Early Stage 1; and
- maintenance of the Count-Me-In Too program and Counting-On strategies.

Target 3

- Achievement levels for Aboriginal students match or better those of the broader population;
- to have 100% of Aboriginal students with current personalised learning plans that reflect specific learning needs; and
- to have a well established Aboriginal Cultural Education program within the school.

Our success will be measured by:

- NAPLAN results indicate one or more bands improvements for Aboriginal students in Literacy and Numeracy;
- growth rates for Aboriginal students closer to or above state average;
- students can identify, understand and participate in Aboriginal activities;
- Aboriginal students are continued to be represented in leadership roles in the school;
- Meaningful engagement with the local Aboriginal community;
- all Aboriginal students will have a Personalised Learning Plan developed by their teacher through consultation with the parent / carer and student;
- all children are annually involved in Aboriginal cultural days and have a growing understanding of Aboriginal culture;
- talented students to be targeted and given opportunities to maximise their abilities;
- for targeted students to exceed the state average for literacy and numeracy;
- ensuring that gifted and talented students are identified and strategies for curriculum differentiation implemented; and
- Kindergarten/Early Stage 1 children’s existing knowledge, skills and understandings identified at the beginning of the year and the Teaching and Learning (T&L) program developed accordingly.

Target 4

- Talented students to be targeted and given opportunities to maximise their abilities; and
- for targeted students to exceed the state average for literacy and numeracy.

Our success will be measured by:

- Targeted students achieving above the state average in their identified field of talent;
• targeted students feeling more challenged by the curriculum;
• teachers programs reflecting the need to accommodate for gifted and talented students; and
• targeted students participation and success in external competition.

**Target 5**

• Maintain the Information Technology (IT) focus of the school by developing the interactive whiteboard as a teaching and learning tool by having at least 50% of staff regularly using resource in high quality teaching and learning activities.

Our success will be measured by:

• Evidence of more teacher and learning activities incorporating IT that are engaging and motive students to learn;
• students’ access to and capacity to use IT are improved;
• Smartboards are being used by teachers and students extensively in lessons as evidenced in T&L Programs and classroom practice;
• teachers continually sharing lessons and functions available that can enhance students’ education;
• increased knowledge and skills in all teaching staff regarding the use of interactive whiteboards to enhance teaching and learning; and
• content of specific computer skills lessons will reflect Human Society and It’s Environment (H.I.S.E) Units of work being addressed in each stage.

**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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Paul McWhirter, Relieving Principal
Gai Wespi, P&C President
Rae Foletta, Staff Representative
Jeff Summers, Staff Representative
Kay Spinney, 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: