Our school at a glance

Students
Wingham Brush Public School has a student enrolment of approximately 320 in 2009, with students living mainly in the township of Wingham. As Wingham is situated in a rural community there are also a large number of students who travel to school by bus from the surrounding rural areas.

Staff
Wingham Brush Public School has welcomed a new Principal, Mr Tim Putland, in 2009 and he has led a committed and professional teaching and support staff. The school has also farewelled two longstanding classroom teachers, Mr John Tysoe and Mrs Trish McQuilty, who have contributed greatly over many years. It is anticipated that the number of classroom teachers will go down slightly in 2010 due to a smaller number of young children in the school intake area.

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

Significant programs and initiatives
In 2009 Wingham Brush Public School has continued to undertake programs and initiatives that will enhance student learning and provide opportunity for development in cultural, personal and sporting areas.

A focus on both writing and Mathematics resulted in pleasing improvements; Creative Arts programs resulted in an outstanding school concert and high standard eisteddfod performances; students gained outstanding achievements in sport and senior girls benefitted greatly from the 'Enhancing Self-Esteem' program.

Student achievement in 2009

Literacy
In Year 3 decreasing numbers of students in band 4 and increasing numbers in Band 5 appears to be a positive trend. Decreasing numbers in the lower 2 bands towards band 3 is positive.

In Year 5, while numbers in Band 8 is positive, the bulk of students are overrepresented in bands 5&6 when compared to state and LSG.

Growth data indicates that our lower performing and middle students demonstrate better growth than the higher performers in Year 3, indicating a need to move students from middle to upper skills bands.

Numeracy
Year 3 boys performance in all areas of measurement, data, space and geometry was above state. All other areas of Year 3 numeracy were within state averages

Year 5 performance indicates a slight problem in all areas of numeracy

Numbers of student in tops bands in Year 3 is equal to or above state while Year 5 students are under represented in the top 2 skill bands.

Messages

Principal's message
Wingham Brush Public School provides a welcoming and calm environment with empathy for all students. Its goal is to provide opportunities and encourage commitment and pride on the pathway to success.

Students from Kindergarten to Year 6 are engaged in motivating learning experiences, in a unique school environment adjacent to the heritage listed Wingham Brush Rainforest Area. Its community is proud of its heritage, which dates back to the establishment of the original school in 1877.

Students are taught traditional Key Learning Areas (KLAs) which include English; Mathematics; Science; Human Society and its Environment (HSIE); Personal Development, Health, Physical Education (PD/H/PE); and Creative and Performing Arts (CAPA).

A broad scope of additional curriculum perspectives, activities and support are offered:

- Literacy and numeracy priority initiatives;
- aboriginal education;
- reading recovery, learning support and tutoring programs;
- voluntary parent tutor program;
- peer tutoring;
- student welfare initiatives;
- social support programs;
- gifted and talented education;
- environmental education
- specialist dance, choir and library programs;
- sporting opportunities facilitating individual and team competition;
- visiting performances;
- performances showcasing talented students to the community;
- support for students with learning difficulties;
- community concert presented by Kindergarten to Year 6; and
- debating and public speaking opportunities.
Students learn in functional, colourful and vibrant classrooms. Technology assisted learning includes two computer laboratories each catering to thirty students. In 2010 we will see the installation of a Connected Classroom including video conferencing and the rollout of Interactive Whiteboards into every classroom.

Student welfare & behaviour programs are highly effective. Incidents including bullying are monitored and the school works closely with parents to overcome unacceptable behaviour. The school RESPECT CODE promotes positive contributions and responsibility for all students and staff.

A quality teaching framework continues to be developed through ongoing training for teachers.

The National Assessment Program for Literacy and Numeracy (NAPLAN) testing results identify strong performance in numeracy when compared to the region and state for Year 3. The Year 5 and 7 results are also strong, reflecting the contribution of staff at WBPS in the development of learning outcomes for students.

Detailed analysis of data and focused planning is aligned with state and regional priorities. A commitment to provide focused teaching has resulted in student outcomes that compare favourably with like schools.

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.

Tim Putland

P&C and/or School Council message

2009 was a year of change in our school. Firstly Mr Putland took over the reins as Principal of Wingham Brush Public School and I think all would agree he has done a terrific job. Two of our longest serving and best valued teachers, Mr John Tysoe and Mrs Trish McQuilty retired. Both made invaluable contributions above and beyond the call of duty to our school community. They will be remembered for many years to come at Wingham Brush.

The Commonwealth Government Building the Education Revolution National Schools Pride (NSP) project provided funding of $150,000 for works around the school in 2009. The new covered walkway has been completed and means that most of the students can have covered access to the newly revamped canteen.

The Commonwealth Government Building the Education Revolution – Priority 21 (P21) has granted Wingham Brush Public School $2.5 million to build the new hall. This exciting project is currently up for tender and we expect building to start very soon. It will become a wonderful addition to our school's assets.

This brings me to another valuable asset of our school, the parents and carers of our children. Without volunteers to help in many aspects of the school's day-to-day operations many of the advantages and services would not exist. Never underestimate the value of these volunteers and the contribution they make to your child's school. Thank you to all those who have helped me over the past few years.

In 2009 Wingham Brush Public School P&C was able to provide money from fundraising to go towards the Mathletics program – a fun and popular way of improving numeracy. They also purchased the new portable sun shelters which can be seen at sporting and other events. More exciting fundraising events are planned for 2010 so get behind them and give your support.

Although hindered by break-ins, the canteen was able to turn over a profit in 2009. A NSW Volunteers Grant has provided us with $4,500 to replace equipment.

The focus this year continued in teaching writing, spelling and numeracy. The improvements in these areas are evident in the NAPLAN results made public on the My School website. They will continue to be focus areas in 2010, along with emphasis on aboriginal education and student engagement.

The National Partnerships Low Socio-Economic Status funding of over $1 million over the next four years, will lead to increased spending on teacher development that will help our students achieve even better results in all key learning areas.

Improvements in technology have enabled us to further enhance our technology infrastructure, enabling us to upgrade our smart-board cabling that will lead to more classrooms being connected.

Wingham Brush Public School will continue its path to excellence in 2010, not only in education but also in sport and culture.

Gai Wespi

President of Wingham Brush PS

Student representative's message

Wingham Brush Public School is just a great environment for learning and 2009 was a great year both educationally and for sports. Having a new Principal meant different rules and ways.

We had a state representative, Ally Traverso who reached the state team for soccer and cricket. We have had many talented girls who play soccer because the girls’ soccer team, ranging from Year
3 to Year 6 made it to the semi-finals in the Hunter area competition. At the soccer gala day many of these girls were part of the mixed team which was successful in winning the competition. Also we had three girls selected for the Manning zone team for soccer. These girls were Ally Traverso, Maitlan Brown and Thea Wespi. Both the boys’ and girls’ touch teams made the Hunter trials for touch but were unsuccessful at that level.

Our school did well in sports in 2009 but also we went very well educationally with Archie Robertson getting a high distinction in the Newcastle Permanent Maths Test. Archie also finished second in the Manning District in the Premier's Spelling Challenge with Samantha Draper coming fifth.

Early in the year the school leaders went down to Sydney for Young Leaders’ Day. I, as all the leaders, found it very inspirational as many different people talked to us about courage, determination and just life itself.

Attending Wingham Brush Public School and being school captain was an experience of a lifetime and taught me many skills which I will remember for the rest of my life.

Thea Wespi
Wingham Brush School Captain 2009.

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 2009 there were 322 students at Wingham Brush Public School. Six percent of the school population identify as being from an Aboriginal or Torres Strait Islander background. Enrolment numbers are expected to fall in 2010.

Management of non-attendance

Regular attendance monitoring by staff and Home School Liaison Officer has ensured students' attendance is tracked with parents asked to provide a note of explanation for absences. Unexplained absences are followed up with contact by phone, letter or personal visit.

Class sizes

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

## Student attendance profile

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

- **Student attendance rates**
  - School, Region, State

## Class sizes

<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>1/2B</td>
<td>1</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>1/2B</td>
<td>2</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2N</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3/4S</td>
<td>3</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>3/4S</td>
<td>4</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>3OS</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4O</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5/6B</td>
<td>5</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>5/6B</td>
<td>6</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>5/6MC</td>
<td>5</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>5/6MC</td>
<td>6</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>5/6N</td>
<td>5</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>5/6N</td>
<td>6</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>5/6T</td>
<td>5</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>5/6T</td>
<td>6</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>K/1J</td>
<td>1</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>K/1J</td>
<td>K</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>KA</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KB</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>
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.

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

Structure of classes
In 2009 Wingham Brush Public School had 6 grade classes, a K/1 composite, a 1/2 composite, 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.

In 2009 Wingham Brush Public School welcomed Mr Tim Putland to the school as Principal. Staff retention at the school remains high with several teachers having taught at the school for a number of years. We farewelled two long-standing teachers; Mr John Tysoe and Mrs Trish McQuilty at the end of 2009.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.546</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</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>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>Total Teacher Entitlement</td>
<td>17.146</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>2.422</td>
</tr>
<tr>
<td>General Assistant District Scheme</td>
<td>0.5</td>
</tr>
<tr>
<td>Total Non Teacher Entitlement</td>
<td>2.922</td>
</tr>
</tbody>
</table>

The indigenous composition of the workforce is approximately 5 percent.

Teacher qualifications
All teaching staff meets 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>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>-</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>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>100 318.57</td>
</tr>
<tr>
<td>Global funds</td>
<td>157 517.39</td>
</tr>
<tr>
<td>Tied funds</td>
<td>129 774.08</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>37 421.52</td>
</tr>
<tr>
<td>Interest</td>
<td>4 169.27</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>9 540.05</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>438 740.88</strong></td>
</tr>
</tbody>
</table>

Expenditure
Teaching & learning
- Key learning areas: 25 945.78
- Excursions: 4 103.10
- Extracurricular dissections: 23 627.47

Library: 5 858.44
Training & development: 4 844.82
Tied funds: 135 429.74
Casual relief teachers: 55 554.68
Administration & office: 23 413.62
School-operated canteen: 0.00
Utilities: 32 309.16
Maintenance: 11 027.82
Trust accounts: 10 821.05
Capital programs: 7 165.75
**Total expenditure**: 340 101.43

Balance carried forward: 98 639.45

A full copy of the school's 2009 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 2009
Wingham Brush Public School students have a proud record in participating in a diverse range of academic, cultural, sporting and community events.

Achievements

Arts
A previous target of the school led to our implementing a creative arts program across the school that incorporated dance, art, computer art, drama, music and singing. In 2009 this resulted in involvement in the local eisteddfod, a very successful school talent quest, a school concert
that portrayed many talented students and participation in local competitions and performances.

Six students attended the Lower North Coast/Manning – Camden Haven Music Camp at Camp Elim, where they participated in a range of activities culminating in a choral performance. In 2009 we employed a professional dance teacher to work with a group of students. The results of their efforts was a wonderful performance at our annual presentation assembly.

To encourage the development and expression of talent, we once again presented, within the school, a concert entitled ‘The Brush has got Talent’ where parents and students celebrated the talent within the school. Approximately 20 percent of the school population performed.

**Sport**

The school had considerable success in sport in 2009. We had pleasing levels of representation at Taree District and Hunter events. Representing Taree District at the Hunter competition were: Ben Ihlow (swimming), Maitlan Brown and Allie Traverso (cricket), Ryan Morris and Kyle Murray (Rugby League), Allie Traverso, Maitlan Brown and Thea Wespi (Girls’ Soccer), Allie Traverso and Nichole Tisdell (Girls’ Touch), Ryan Morris, Ben Ihlow, Kyle Murray, Andrew Dodd and Tristan Chapman (Boys’ Touch), Ben Ihlow, Madeline Thompson, David Diehm and John Briffa (Athletics), Ryan Morris and Brock Strathdee (Boys’ Cricket) and Reid Brown and Maitlan Brown (Golf).

Maitlan Brown and Allie Traverso went on to make both the Hunter and state teams in Girls’ Cricket with Maitlan also making the state team in Girls’ Soccer. Maitlan also was a regional representative in the Hunter Girls’ Touch team as well as a member of the state team in Golf.

Ryan Morris and Ben Ihlow were members of the Hunter Region team in Boys’ Touch and Reid Brown was a member of the Hunter region team for Golf.

**Other**

The school hosted and participated in a range of events in 2009 to promote student participation across the curriculum.

A very successful “Enhancing Self Esteem” day targeting Years 5 and 6 girls was conducted this year. It was conducted by a class teacher, Mrs Sandy Osborne supported by a registered psychologist, Mrs Kate Blenkin. The focus was to promote self esteem, healthy body language and encourage the girls to feel confident and make responsible, independent decisions.

All Year Four boys were involved in a course of the ‘Rock and Water’ program in 2009. The boys were taught to control and focus their energy. The building blocks of the program are self-control, self-reflection and self-confidence.

A Bike Safety Day was conducted in August to raise awareness of safety issue in relation to riding push bikes and scooters. A series of riding activities for the children were organised to give students a practical opportunity to practise road safety procedures and to develop and enhance bike riding skills.

A Round Robin Chess Competition was held throughout Term 2 and 3. The competition was held in two divisions, Junior (Yrs 2,3,4) and Senior (Yrs 5,6). The winners of each division played off to determine the school champion. The Junior
Champion was Celeste Robertson and the School and Senior Champion was Archie Robertson.

Whole school participation in a visit from the Life Education Van was supported through a Community Development Support Expenditure (CDSE) grant.

**Academic**

**NAPLAN - 2009**

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**

In Year 3 decreasing numbers of students in band 4 and increasing numbers in Band 5 appears to be a positive trend. Decreasing numbers in the lower 2 bands towards band 3 is positive.

In reading, results for Year 3 students were below state average especially for girls. Analysis and planning will take place to improve results in 2010.

It is a target for this school to improve performance in reading in 2010 and to strengthen results in Bands 5 and 6

‘refer to Target 1 2010’

**Numeracy – NAPLAN Year 3**

Results in Year 3 numeracy showed that the school performed above state levels, with boys performance in all areas of Measurement, Data, Space and Geometry considerably above state.

Results in numeracy have shown great improvement this year and we will continue to target further improvement.

**Literacy – NAPLAN Year 5**

Year 5 results in reading were slightly below state average, with girls performing at a higher level than boys.
In Year 5 while numbers in band 8 are positive, the bulk of students are over represented in bands 5 and 6 when compared to state and LSG.

**Numeracy – NAPLAN Year 5**

Results show that Year 5 students are under represented in the top skill bands and that all areas of numeracy need to be targeted.

**Progress in literacy**

Growth data indicates that overall literacy is lower than state in all areas and that analysis, planning and target areas need to focus on ensuring a greater percentage of students achieve at least the minimum growth standards.

**Progress in numeracy**

Numeracy results show that progress has been consistent but not keeping pace with the state level. There is a high incidence of middle and top students not achieving expected growth and boys' growth is below state and that of girls. An emphasis is required in moving students from lower to middle bands from Year 3 to Year 5.

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar, 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 in our school achieving at or above the minimum standard in 2009**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>95</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>91</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95</td>
</tr>
</tbody>
</table>
Percentage of Year 5 students achieving at and above minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92</td>
</tr>
<tr>
<td>Writing</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>92</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Considerable planning and emphasis has been directed towards implementing the new Aboriginal Education and Training Policy and to ensure that Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.

At the weekly assembly an aboriginal student conducts an ‘Acknowledgement of Country’ ceremony which is also part of all school functions. Staff have commenced a professional learning activity in aboriginal culture that will be ongoing throughout 2010. Together with Wingham High School, teaching and non-teaching staff from our school attended a cultural day at Tapin Tops with aboriginal elders and personnel to begin an ongoing dialogue that will improve outcomes for all students.

Emphasis has continued throughout the year to further develop with parents the Personalised Learning Plans that were commenced in 2008.

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. Throughout the year students had opportunity to participate in visiting cultural performances. In 2009 Wingham Brush celebrated Harmony Day by writing poems and stories about tolerance and understanding.

Respect and responsibility

The RESPECT code continues to have a great influence on the overall culture of the school. Teachers, student leaders, parents, canteen and auxiliary continue to reinforce the code and positive relationships are encouraged. Detailed records of student behaviour have been kept throughout the year to help identify problem areas that need to be addressed. It is anticipated that these areas will be addressed in 2010 to develop uniformity and reinforce good behaviour patterns across the school.

Other programs

Wingham Brush Public School provides our students with a diverse range of opportunities. In 2009 these included:

Bike Safety Day

A Bike Safety Day was conducted in August to raise awareness of safety issue in relation to riding push bikes and scooters. A series of riding activities for the children was organized to give students a practical opportunity to practise road safety procedures and to develop and enhance bike riding skills.

Book Week Fair and Parade

Book Week activities included costume parade, colouring competition, raffle, excursions to play performances, parents & staff morning tea and book fair. The level of participation in all activities was commendable. The book fair had sales of $1283.00 returning the school a commission of $450.00; used to purchase additional books for the library.

Other programs in the school included:
Premier’s Spelling Bee
Debating
Drug Education
Hunter Maths Competition
Gifted and Talented Days
Education Week awards

Progress on 2009 targets

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 achievements include:

- In Year 2, 70% of students achieved acceptable growth in writing and 65% in spelling;
- 23% of students in Year 3 and 38% of students in Year 4 demonstrated a 10% or more increase in writing results;
- 78% of students in Year 3 and 89% of Year 4 students achieved acceptable levels in Spelling; and
- in Grade 6, 42% of students showed over 10% growth in writing and 31% of students showed above 10% growth in numeracy.

**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 achievements include:

- Year 3 boy’s performance in all areas of Measurement, Data, Space and Geometry was above state. All other areas of Year 3 Numeracy were within state averages. Numbers of student in top bands in Year 3 is equal to or above state while Year 5 students are under represented in the top skill bands;
- Year 5 performance in NAPLAN tests indicates a slight problem in all areas of numeracy. Numbers of student in top bands in Year 3 is equal to or above state while Year 5 students are under represented in the top skill bands;
- 36% of students in Year 3 and 43% of students in Year 4 showed a growth of at least 10% in grade assessment results in numeracy; and
- in grade results in Year 6, 31% of students showed above 10% growth in numeracy.

**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 achievements include:

- All Aboriginal students have a Personalised Learning Plan developed by their teacher through consultation with the parent / carer and student;
- all aboriginal students were above the benchmark level in NAPLAN Test 2009;
- all children are involved in Aboriginal cultural days and have a growing understanding of Aboriginal culture;
- teachers were involved in Aboriginal culture day with the local aboriginal community; 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 achievements include:

- Six students showed exceptional growth in literacy in NAPLAN results with 11 students achieving the top band level;
- eleven students showed exceptional growth in numeracy in NAPLAN results with 14 students achieving in top band level;
- computer software and Mathletics program used to enhance gifted and talented education;
- teachers’ programs reflected planning to accommodate for gifted and talented students; and
- students participated in external competitions.

**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 this resource in high quality teaching and learning activities.

Our achievements include:

- Students’ access to and capacity to use IT are improved;
- Interactive White Boards (IWB) are being used by teachers and students in lessons as evidenced in T&L Programs and classroom practice;
• Teachers sharing lessons and expertise to enhance students’ education; and
• increased knowledge and skills in all teaching staff regarding the use of interactive whiteboards to enhance teaching and learning.

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 2009 our school carried out evaluations of Student Engagement and Literacy.

Educational and management practice

Student Engagement

Background
As part of our ongoing evaluation cycle, data was collected on student engagement by interviewing teachers, a random selection of parents and students. Students also completed an online survey.

Findings and conclusions:
• The majority of students enjoy coming to school and feel supported in their learning by their teachers. They also believe they are treated fairly by friends and staff;
• 90% indicated they either rarely or sometimes liked to extra work;
• 70% of students indicated they only sometimes were excited about the work they are doing;
• Stage 3 students appear to see less relevance in their learning when related to high school and life after school;
• approximately 70% of students indicated they were sometimes restless in class and off task; and
• parents expressed the fact that their children appear not to talk a lot with their parents about what they learn at school, other than homework tasks or when they do well.

Future directions
Increased levels of meaningful engagement focusing on relevant and rich learning tasks will be a focus in 2010. All teachers will undergo Quality Teaching training. High quality, engaging activities will be designed and implemented to provide the best opportunity for improved performances.

Established computer rooms and identified classrooms for whiteboard inclusion will be used to enhance teaching and learning cycle. Teachers will participate in professional learning in innovative teaching practice using technology.

A technology coach will be appointed to assist in using interactive technology within the school.

Low SES Funding being made available commencing in 2010 will enable the school to undertake deep analysis, intensive planning and teacher training as well as resources to develop student engagement.

Curriculum

Literacy

Background
Staff completed both online and written surveys around aspects of literacy teaching. Parents and students were also interviewed.

Findings and conclusions:
• All staff generally are confident in implementing the NSW K-6 English Syllabus;
• 43% believe literacy development is almost always dependant on the quality of the teaching;
• there is variability between grades and sometimes within grades as to focus and methodology of the school literacy program;
• most students indicated they felt of only average ability in terms of writing and felt results in assessment tasks and teacher feedback helped them understand where they were;
• a significant number indicated that although they knew what their teacher was attempting to teach, they still did not like spelling;
• generally parents believe their children enjoy learning to write and spell and that they are being challenged at school;
• children appear not to talk a lot with their parents about what they learn at school, other than homework tasks or when they do well; and
• parents are somewhat confident in assisting children learn to write and spell. However, they would appreciate some guidance from teachers in understanding some of the more complex aspects of writing and specific text types.
Future directions
It is anticipated that the low SES funding available to the school will also allow for deep analysis, intensive planning and teacher training as well as resources to enhance literacy within the school. Teachers will undertake Quality Teaching training, successful resources will be sought out and successful programs operating in other places will be examined with a view to providing solutions for identified needs within our school.

Other evaluations
Best Start test - Kindergarten 2009
- 2009 Best Start data indicates high need in Literacy with the majority of students in the lowest two bands;
- the highest proportions of students are in the lower two bands for most aspects of Numeracy;
- our Kindergarten students are entering school with a low skill base in both literacy and numeracy; and
- areas of greatest need of development are phonemic awareness and aspects of writing.

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 departmental, school and individual needs.

School development 2009 – 2011

Targets for 2010
Assessments, school data and surveys have been analysed to formulate a management plan for 2009 – 2011. Areas of need have been identified and the following targets have been set to maximise student learning.

Target 1

Improve student performance in Literacy
- For all students to achieve minimum growth standards in literacy.
- NAP results to show 70% of students achieving spelling growth equal or above expected rate/state level.

Strategies to achieve this target include:
- Establishment of ability level of all students through generic writing and spelling assessment in terms 1 and 4;
- development of general marking criteria for analysis of writing skills;
- collaboration and training in each stage to develop joint explicit teaching criteria and best practice strategies for spelling, reading and writing utilizing the lesson study model;
- investigation of resources that support explicit teaching practices i.e. CARS / STARS;
- investigation of spelling strategies to formalise the teaching of spelling across the school;
- staff participates in Accelerated Literacy (AL) training and implement AL Strategies; and
- utilize specific teaching strategies in literacy as identified through 2010 NAPLAN data analysis.

Our success will be measured by:
- Students participating in a wide range of writing and spelling events;
- the amount of opportunity for students and school to celebrate success in writing and spelling;
- improved student performance in criterion based spelling tests;
- improved spelling results in NAP and school data collection;
- national assessment indicating 70% of students equal to or above expected growth;
- evidence of Teaching and Learning (T/L) programs including Quality Teaching (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 increase in student engagement; elements of AL evident in classroom programs and practice; and
- staff identify and apply changes in teaching practices that contribute to increased achievement levels of student learning outcomes.

Target 2

Improve student performance in Numeracy
- Achieve numeracy growth equal or greater than the state through a focus on basic skills utilizing mental and written computation strategies in operations.
- Students improve understanding and achievement in fractions and decimals and 2D shapes.
Strategies to achieve this target include:

- Explicit teaching of numeracy skills focusing on interpreting number problems i.e. interpreting the metalanguage of Mathematics (Newman’s analysis);
- explicit teaching of the numeration skills of working with fractions and decimals and number problems using the lesson study model;
- ensuring adequate resources are available for teacher use to support the teaching of our focus areas;
- ITC enhancement in numeracy through NCR in-service programs and through the use of an in school computer coach;
- continuation of online “Mathletics” to support maths skills with further training in using the program to its potential;
- ongoing support and training for the implementation of Best Start; and
- investigation and examination of whole-school intervention strategies to identify students at risk i.e. QUICKSMART.

Our success will be measured by:

- Improvement in speed and accuracy as indicated by assessments K-6;
- improved performance in the 2010 NAPLAN test results in questions related to the following outcomes: WM3.2 NS 1.3, NS2.3, NS3.3 NS1.4, NS2.4, NS3.4 SG2.2, SG3.2; and
- improvement in fractions and decimals as reflected by school and NAPLAN data analysis.

Target 3

Enhance student engagement

- Talented students to be targeted and given opportunities to maximise their abilities.
- For targeted students to exceed the state average for literacy and numeracy.
- To maximize positive behaviours within the school student body.

Strategies to achieve this target include:

- Identification and formation of talented students through NAPLAN results and school based testing;
- staff to attend workshops for differentiating the curriculum for gifted and talented students;
- participation in external competitions;
- employment of extra SAS time to better monitor student absence;
- investigation/analysis of QT framework into teaching and learning practice;
- staff to attend workshops for strengthening their teaching capabilities in key art forms such as dance, music, drama, visual arts, public speaking, debating and sports training;
- implementation of Aussie Fair Rules as part of our Positive Behaviour Program;
- provide leadership opportunities for senior students;
- implement Seasons For Growth as a grief and loss program; and
- continue Rock and Water program.

Our success will be measured by:

- Targeted students achieving in their identified field of talent as indicated through NAPLAN results and external competitions;
- targeted students feeling more challenged by the curriculum;
- teachers programs reflecting the need to accommodate for gifted and talented students through differentiating the curriculum;
- targeted students participation and success in external competitions;
- outcomes achieved through Community of Schools participation;
- teachers participating in arts and sports-based workshops indicating increased opportunities for students;
- reduced “time out” participation as indicated through school data;
- socially acceptable behaviours are displayed by students toward each other and staff; and
- students participating actively in leadership roles.

Target 4

Diminish gap in literacy achievement between Aboriginal students and all students

- To have a 100% of Aboriginal students with current personalised learning plans.
- To have a well established Aboriginal Cultural Education program established within the school.
- To develop structures to support active partnerships between parents, other
community members and the school community.

Strategies to achieve this target include:
- Build on positive relationship with the local Aboriginal community;
- culturally appropriate learning materials are used to promote learning programs and student learning;
- classroom teachers develop and implement Personalised Learning Plans (PLP’s) for Aboriginal students and maintain them over time;
- surveying Aboriginal students, their families and community members to ascertain their perspectives on school’s initiatives in Aboriginal Education
- form and Aboriginal Education Committee;
- the school participates in the celebration of significant Aboriginal cultural events;
- develop mentors within the school through attendance at NCR courses to assist and lead other staff in Aboriginal Education;
- employ an AEA for the Low SES schools in the area;
- Literacy/numeracy tutor program for all Aboriginal students focusing on areas of weakness; and
- AECG conduct a Dare To Lead snapshot

Our success will be measured by:
- Growth rates for Aboriginal students closer to or above state average;
- aboriginal students are continued to be represented in leadership roles in the school;
- meaningful engagement with the local Aboriginal community;
- all children are annually involved in Aboriginal cultural days and have a growing understanding of local Aboriginal culture;
- 100% personalised learning plans developed have the active engagement of parents; and
- stronger connections between all school leaders and the Aboriginal community

Target 5

Develop Teacher and Leader Quality
- To enhance leadership and teacher quality within the school staff.

Strategies to achieve this target include:
- Provide leadership opportunities for staff and students via school roles and training and development opportunities;
- student leaders given opportunities to attend leadership conferences and community of schools initiatives;
- supervisors work with interested and skilled staff to develop leadership roles;
- executive and aspiring school leaders attend Team Leadership for School Improvement course;
- utilizing staff with expertise in specific areas to take roles of Quality Teaching mentors;
- attendance at Accelerated Literacy TPL activities and implementation into teaching and learning cycle; and
- attendance of staff at Smart Data Analysis training.

Our success will be measured by:
- Team approach to school plans and projects evident through TARS schedule;
- whole school practices evident in the daily life of the school;
- teachers more effective in utilizing technology to enhance learning outcomes;
- increase in staff taking leadership roles within the school; and
- increased use of Smart Data by classroom teachers to inform their teaching.

Target 6

Expand the use of ICT learning tools
- Maintain the ICT focus of the school by developing the interactive whiteboard as a teaching and learning tool.
- Increase in the use of interactive technologies for professional learning by teaching staff to enhance learning outcomes.

Strategies to achieve this target include:
- Established computer rooms and identified classrooms for whiteboard inclusion to enhance teaching and learning cycle;
- participate in professional learning in innovative teaching practice using technology;
- encourage the use of web page and intranet for teaching and learning by providing regular opportunities to share expertise amongst staff;
- acquisition of additional ICT equipment to enhance literacy and numeracy;
• school intranet site maintained by librarian and accessible by staff and students;
• a technology coach/mentor established to assist in using interactive technology within the school; and
• Investigation and implementation of cabling or wireless technology to allow increased access to the school and external network.

Our success will be measured by:
• Evidence of more teacher and learning activities incorporating ICT that are engaged and motivate students to learn;
• students access to and capacity to use ICT are improved;
• IWBs are being integrated across Key Learning Areas to enhance the teaching and learning cycle;
• teachers continually sharing lessons and functions available that can enhance students’ education; and
• evidence of teachers attending accredited courses focusing on the use of interactive technologies.

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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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: