Wingham Brush Public School
Annual School Report

2012
Messages

Principal’s message

At Wingham Brush Public School we have a community that puts our students’ learning and welfare first. We provide students with enriching experiences in all key learning areas and assist them to develop as confident and competent citizens in our ever-changing world. We seek to support our students as they develop effective skills in literacy, numeracy and technology and encourage them to be active participants in their own learning and in the life of the school and their community.

The 2012 school year has been a very busy and successful one at Wingham Brush School. Our students have accessed all manner of sporting and cultural activities within and beyond the school and our results in external assessments have shown a pleasing level of academic accomplishment.

Our small but active Parents and Citizens Association continue to work hard to support the students and staff at Wingham Brush School. There is an understanding among its members that the work they do benefits all students. They have a good understanding of the complexities which exist within schools and have developed an excellent relationship with all staff members.

I invite you to read about and reflect upon our achievements in 2012 and look forward to reporting on greater achievements in 2013.

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.

P D Rees
Principal 4

P & C message

Late in 2012 saw a change in the presidency of Wingham Brush P&C. I was fortunate to be able to take over the reins to bring the year to an end.

Many fundraising activities were held throughout the year, as well as the successful running of the canteen and these events were valuable in allowing the P&C to provide the school with funds raised. We were able, once again, to present $2000 to the library for resources at the Annual Concert Night. The P&C also assisted with upgrading the current telephone system so that more lines are available when needed to contact parents as in the instance of when flooding required that parents be notified that their children were going home.

The P&C continued to provide assistance for those students who attended regional and state sporting events. The association has also approved funds to purchase mats for the new hall which means students will be more comfortable when sitting on the floor during assemblies.

The volunteers are a valuable asset to our school and without their help we would not be able to help the school and the students. A big thank you goes out to all of you who have assisted the school in some way throughout the year. The volunteers were limited in number causing the closure of the canteen on Mondays. We are hoping that there will be more willing helpers in 2013 so if you have any time, no matter for how long or how often, we are always grateful for more volunteers.

Coming to P&C meetings which are held on the last Monday night of each month is the perfect opportunity to keep up to date and be part of the happenings at your child’s school. Everyone is welcome and I look forward to seeing you there in 2013.

Julie Edwards
P&C President

Student representatives’ message

2012 has been an amazing year. This year, there have been many fun events that we have participated in. Some of our favourites were the Science and Engineering Challenge, the Golf Day, which was held recently, the t20 cricket day, the Soccer gala day, the Touch Gala Day and Rugby League and League Tag Day.

As captains we have been invited to speak at many ceremonies, events and assemblies. We had the great honour of being able to lay our schools wreath at the town’s annual Anzac Day
On Anzac Day we recognize the soldiers from the past and present who have fought for our country’s peace.

We have also had the chance to participate in a leaders conference along with our fellow leaders in Forster, where we took part in numerous fun activities about leadership. It was very enjoyable and we learnt how to be a great leader.

Another amazing opportunity we have had was to have Mr Rourke teach us about Indonesia, its language and culture. This has been a great experience.

Being captains of the school has been a great honour and we have enjoyed it dearly. Thank you for this experience of a lifetime.

By Travis and Olivia

School Captains of 2012

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
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<td>170</td>
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<td>147</td>
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<td>138</td>
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<td>113</td>
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Student attendance profile

<table>
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<th>Year</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tr>
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<td>92.6</td>
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<td>93.5</td>
<td>94.0</td>
<td>93.1</td>
<td>93.6</td>
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</table>

Management of non-attendance

School attendance is monitored carefully. The school issues reminder notes to parents and carers who fail to provide an explanation for non-attendance. Brochures and reminders of the importance of regular attendance are put into the school newsletter. The school has regular contact with the Home School Liaison Officer.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</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>6</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>.63</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>Primary Part Time Teacher</td>
<td>.4</td>
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<tr>
<td>Primary Teacher RFF</td>
<td>.378</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2012, the indigenous composition of the workforce is approximately six percent.

Staff retention

Staff retention at the school remains high with several teachers having taught at the school for a number of years.

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>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>Nil</td>
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</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>30/11/2012</th>
</tr>
</thead>
</table>

**Income**

- Balance brought forward: $252287.84
- Global funds: $139435.32
- Tied funds: $131257.74
- School & community sources: $32654.06
- Interest: $9701.11
- Trust receipts: $8365.20
- Canteen: $0.00

**Total income**: $573701.27

**Expenditure**

- Teaching & learning:
  - Key learning areas: $20835.21
  - Excursions: $12671.84
  - Extracurricular dissections: $17600.14
- Library: $9568.60
- Training & development: $2667.26
- Tied funds: $210091.86
- Casual relief teachers: $40545.02
- Administration & office: $27148.48
- School-operated canteen: $0.00
- Utilities: $32600.39
- Maintenance: $12618.64
- Trust accounts: $8365.20
- Capital programs: $0.00

**Total expenditure**: $394866.14

**Balance carried forward**: $178835.13

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2012**

**Achievements**

**Arts**

- Senior students were taught Indonesian language and attended several cultural activities delivered by Indonesian performers.
- A high percentage of students undertook the Premier’s Reading Challenge.
- Senior students accessed Gifted and Talented lessons in the areas of Public Speaking and Debating, Technology and Personal Development/ Health/ Physical Education.
- All stage 1 students participated in making hats for the Easter Hat Parade.
- Class 3O won first prize in verse speaking at the Taree Eisteddfod.
- Our school debating team attended a debating workshop in Wauchope and achieved many successes in the round robin debating competition.
- Our junior and senior choirs achieved second place in their respective divisions in the Taree Eisteddfod.
- Students from Wingham Brush Public School danced at the annual Scottish Festival.
- Prudence Smyth (yr 5) and Tatyana Fowler (yr 4) competed in the area finals of the Multicultural Public Speaking Competition.
- All students participated in the annual Book Week Character Parade.
- A high percentage of students participated in the school’s public speaking competition.
- Bianca Debono won the year five section of the Manning Valley Public Speaking Competition.
- A large number of students performed in the annual ‘The Brush has Talent’ performance.
- All students performed at the Manning Entertainment Centre in their acts in the school’s Annual Concert Night.

**Sport**

Students at Wingham Brush Public School are offered a variety of participation and competitive sporting opportunities. Some highlights of the 2012 sporting year were:

- Excellent student participation in the 2012 school swimming carnival, athletics carnival and the cross country competition.
- Lily Murray and Olivia Stewart’s selection in state and national teams in gymnastics.
• Talea Fernance earning selection in the Hunter cross country team to compete in the state competition.
• Student participation in the state knockout competition in; boys cricket, netball, boys and girls soccer, girls and boys touch.
• Our junior boys relay team were placed first in the Manning Zone Athletics Carnival.
• Student participation in gala days and skills days in Auskick, Rugby League, netball, soccer, Rugby Union, touch, golf and cricket.
• An excellent skills tabloid day to celebrate 2012 London Olympics.
• Talea Fernance being awarded ‘Sportsperson of the Year’ at the Wingham Brush Public School Annual Presentation Day.
• Lily Murray receiving the Premier’s Sporting Challenge Award for her sporting achievements and her role modeling of sportsmanship, fair play and humility.
• Our girls’ cricket team being awarded the ‘most enthusiastic and best cheer leading team’ trophy at the Milo T-20 Cricket Gala Day.
• Scott Bishop winning the Senior Boys Champion at the Wingham Brush Swimming Carnival after dislocating his knee earlier in the day and returning to contest the final race.

Other
• Students raised over $600 for Epilepsy Action Australia through participation in “Purple Day.”
• Thirteen year 5 and 6 students attended the Impact Leadership Seminar in Forster.
• Year 5 and 6 students attended the Beef Week Education day at Wingham High School.
• Year 5 and 6 students participated in the 2012 Engineering Challenge.
• All students participated in the annual Bike Safety day at Wingham Brush Public School.

• Jim Byrne and Ryan Seigel-Hensen won their divisions of the schools Annual Chess Competition.
• Students raised over $200 on National Bandanna Day.
• Distinction certificates were awarded to; Jacinta Portelli, Ryan Kriss, Claudia Thompson, Tobi Polley and Luke Percival in the Newcastle Permanent Primary Mathematics Competition.

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)

Reading – NAPLAN Year 3
Numeracy – NAPLAN Year 3

Percentage in bands: Year 3 Spelling

Percentage in bands: Year 3 Grammar & Punctuation

Percentage in bands: Year 3 Writing

Percentage in bands: Year 3 Numeracy
Reading – NAPLAN Year 5

Percentage in bands:
Year 5 Reading

Percentage in bands:
Year 5 Spelling

Percentage in bands:
Year 5 Grammar & Punctuation

Percentage in bands:
Year 5 Writing
Significant programs and initiatives

Aboriginal education

The school continues to develop all students’ knowledge of Aboriginal culture, history and art. Students are educated to have a positive outlook of contemporary Aboriginal Australia. Aboriginal education is integrated across all key Learning Areas with a particular emphasis in Human Society and its Environment.

All Aboriginal students have personalized learning plans and in 2013, the school will concentrate in having greater involvement of parents and carers in the development of these plans.

The teaching and support staff have undertaken Aboriginal Cultural Awareness training and are currently focusing on the recommendations of the Dare to Lead snapshot conducted in 2011.

Multicultural education

Multicultural education relates to a wide range of school activities that involve students in opportunities that encourage understanding, tolerance and acceptance for those who are from
different cultures and backgrounds to themselves.

Our teaching and learning programs have maintained strategies to encourage students to look at cultures beyond their own and develop understandings of cultural, linguistic and religious difference in others. HSIE provides the vehicle to study other cultures, encouraging attitudes of respect for diversity.

To ensure an inclusive school community and racism-free learning and working environment, the students participated in teaching and learning initiatives including visiting cultural performances, that develop understanding of cultural, linguistic and religious difference.

**National partnership programs**

National partnership funding has allowed for the acquisition of resources, effective professional learning for staff and the implementation of tailored programs to meet individual student needs.

In 2012 the National Partnerships program supported:

- The successful implementation of the Quick Smart Mathematics Program
- The successful implementation of the Multilit literacy program.
- The adoption of the Numeracy in Action methodology as a whole school approach to the teaching and learning of mathematics, and
- The continuation of technology support using technology as a teaching and learning tool.

The successes of these programs is articulated in the school evaluation section of this 2012 Annual School Report.

**Other programs**

**Best Start- Numeracy**

An analysis of Best Start data shows that nearly seventy percent of kindergarten students are at or above the expected performance level in numeracy. These students showed strong performance in Early Arithmetic Strategies and in numeral identification. However, their performance in backward number sequencing needs some focus with only half of this group achieving the expected level of proficiency.

Year 1 and Year 2 students are not as strong in numeracy as their kindergarten peers with sixty percent and forty percent respectively achieving the desired performance levels.

**Literacy**

The Best Start Literacy data tells us that approximately seventy percent of kindergarten students have achieved the expected growth in literacy. This result was strong when compared to the Year 1 and Year 2 performance of around fifty percent of these groups achieving the required standard. The year 1 and year 2 groups did, however, display some strength in identifying concepts about print with most students performing well in this area.

**Seasons for Growth**

Change and loss are issues that affect all of us at some stage in our lives. Our school recognises that when changes occur in families through death, separation, divorce or related circumstances, young people may benefit from learning how to manage these changes effectively. We have therefore continued to offer the very successful educational program ‘Seasons for Growth’ throughout 2012.

This program is facilitated in small groups and is based on research that highlights the importance of social support and the need to practise new skills to cope effectively with change and loss. The program focuses on issues such as self-esteem, managing feelings, problem-solving, decision-making, effective communication and support networks.

The imagery of the four seasons is used to illustrate that grief is cyclical in nature.

**Progress on 2012 targets**

**Target 1**

Increase the percentage of year 3 students in bands 5 and 6 in reading from 14% in 2011 to 19% in 2012.

Our achievements include:
In 2012, 41% of students were placed in the highest bands in NAPLAN reading.

Analysis of SMART data shows an upward trend in student performance of year 3 students in reading.

**Target 2**

Maintain the percentage of year 5 students (68%) achieving expected growth in 2012 NAPLAN reading assessments.

Our achievements include:

- In 2012, 66% of year 5 students achieved expected growth in the NAPLAN reading assessments.
- In 2012, the reading growth of year 5 students at Wingham Brush Public School exceeded state average growth (DEC schools).

**Target 3**

Maintain or exceed the percentage of year 5 students in bands 7 and 8 in NAPLAN writing assessments at 22% as achieved in 2011.

Our achievements include:

- In 2012, 41% of year 5 students were placed in skill bands 7 and 8 in the writing assessment.

**Target 4**

To increase the percentage of year 3 students in bands 5 and 6 in NAPLAN numeracy assessments from 12% in 2011 to 16% in 2012.

Our achievements include:

- In 2012, 32% of students in year 3 were placed in skill bands 5 and 6 in NAPLAN numeracy assessments.
- An analysis of SMART data shows a significant upward trend in student performance in year 3 numeracy compared to 2011 data.

**Target 5**

To increase the percentage of year 5 students in bands 7 and 8 in NAPLAN numeracy assessments from 10% in 2011 to 14% in 2012.

Our achievements include:

- In 2012, 32% of students in year 5 were placed in skill bands 7 and 8 in NAPLAN numeracy assessments.
- An analysis of SMART data shows a significant upward trend in student performance in year 5 numeracy compared to 2011 data.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations of:

- The effectiveness of the Quick Smart Mathematics Program
- The effectiveness of the Multilit literacy program.
- The impact of Numeracy in Action methodology as a whole school approach to the teaching and learning of mathematics, and
- The impact of technology as a learning tool.

In 2012 National Partnerships funding supported the continued implementation of the Quick Smart Mathematics Program. This intervention program is implemented by trained Learning Support Officers under the supervision of the school’s Learning and Support Teacher. Each year, the results achieved by targeted students have been more than satisfactory. In 2012, 15 students accessed the Quick Smart program. The average scaled score growth in numeracy for this group was 115.7 compared to the state growth of 96.6. Forty-six percent of these students fell into the percentile range of 75th percentile and above. The confidence and esteem building this program affords students resulted in strong growth in other areas of NAPLAN assessments. In reading, the students accessing Quick Smart were 29 scaled score growth points above the state average. In spelling, these students were 19 scaled score points ahead of the state and in grammar and punctuation, this group bettered the state average growth by 41 scaled score points. Students involved in the program report a great sense of achievement noting that they can see their knowledge grow.

In 2013 this quality program will continue to be implemented. Supervising teachers and learning
support officers will access further professional learning and support.

The 2012 school year was the first year of implementation of the Multilit literacy program. This is a one on one program implemented by Learning Support officers who are supervised by the school’s Learning and Support Teacher. Targeted students were in year 2 and year 4. In all, 15 students accessed the program and to date, there are 7 graduates of the program. Students who access the program for 4 sessions per week have an average stay in the program of 23 weeks. Students who access the program 3 days a week have had an average stay in the program of 28 weeks.

The average improvement in reading age for students in year 2 has been 12 months (in an 8 month period) whilst the year 4 students have improved 15 months (in a 9 month period). All graduates have 200 basic Sight Words. All graduates scored 198-200 on the Macquarie Word Attack skills assessment. These children have demonstrated reading growth evidenced by benchmarking. Year 4 students have averaged a growth in reading levels of 5 while the year 2 students have averaged a growth in reading levels of 11.25.

Classroom teachers report that students accessing the program are more independent and far more confident with their classroom work. Teachers of year 4 students report an improvement in conduct of those students who are accessing the Multilit program.

Parents have become much more involved and feel more responsible for their child’s learning. All parents and carers are very positive about the program and its benefits. This program has created a very positive relationship among staff, students and the community. The school will look to expand the program in 2013 and ensure that adequate and appropriate professional learning is available for supervising teachers and learning support officers.

Numeracy in Action (NinA) is a whole school approach to the teaching of numeracy. In 2012, National Partnership funding allowed for a number of initiatives in the teaching and learning of numeracy to occur. Under the NinA program, a numeracy leader was appointed. The responsibility of this position was to assist in leading school staff through the NinA methodology. Regional support was secured and the teachers had access to a curriculum specialist once a week during timetabled support sessions in school time and this was additional to release from face to face entitlements.

During these sessions, teachers were able to:

- Conduct lesson studies of teachers in classrooms.

- Identify and acquire suitable resources for the teaching of numeracy.

- Effectively assess student progress of learning and for learning. (Data Wall)

- Work in stages in terms of developing resources and develop a scope and sequence for the teaching of numeracy within the school and,

- Identify and implement elements of a balanced numeracy session within the classroom which allows for the individual needs of students to be met.

In 2013, there will be less intensive support for NinA methodology. Teachers will continue to ensure that the elements of a balanced numeracy session is evident in their classroom programs and practice and some resources have been set aside in order for each of the stages to reflect on their implementation of NinA methodology.

The National Partnerships program has enabled the school to access modern technology and to integrate technology into classroom teaching and learning programs. In 2010-2011, interactive whiteboards were installed in all classrooms. Associated networking and cabling was also installed at this time. Staff members with a particular interest and expertise in this field became technology mentors and were able to work with other teachers in learning how to use this technology to best effect in the classroom and to access quality resources related to all key learning areas. In 2011 and 2012, the technology mentors continued to support teachers in the
classroom using funds for release provided by the National Partnerships program.

The result of the purchase of these resources and the training provided by the technology mentors (IWB Coach) is that technology is an integral part of teaching and learning within the school. All teaching staff and most learning support officers use technology as a matter of course in their day to day operations. This is evidenced by program observations and learning walks around the school. Another indicator of the effectiveness of the technology program is the extent to which students use technology in the presentation of their work and the quality of the multi-media productions students deliver on special occasions.

In 2013, the technology coach will be retained and will work with individual teachers in finding the most appropriate technology resources to support our goals in literacy and numeracy.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2012 primary students were surveyed in order to gather opinions regarding some aspects of school life. The vast majority of students enjoy coming to school each day. They are satisfied that they are capable of doing the work which is presented and can see the significance of what they are learning. Students believe that their teachers are fair in their dealings with students and that staff also help them in doing their best in the classroom.

When asked about the best things about attending Wingham Brush School the students reported teacher quality and compassion, good friends and learning as high on their list.

These students, when asked about how the school could be improved, mentioned activities such as the establishment of a school band, a dance group, a gymnastics group and more sport. A significant number of these primary students would like to see a more formal Kindergarten Buddies system established to support these new enrolments in their school.

Parents and carers were also asked about their satisfaction with the school. Overwhelmingly they stated that their children enjoy going to school each day, that the staff are fair and welcoming and that they felt that they could contact the school regarding any matter concerning their child. All parents and carers said that their child is proud of their school.

Parents and carers could see the significance of what was being taught at school and were happy with their child’s performance. Some parents would like to see additional support in the classrooms to ensure that they are better able to cope with the work being presented.

A significant number of parents and carers interviewed would like to see more involvement from the parent group in the operation of the P&C association. There were a number of valuable suggestions made about how parents can participate more in their child’s learning and the school will take this under advisement.

Professional learning

The school drew funds for professional learning from a number of sources: global funding, tied funds for teacher professional learning and National Partnerships- Low SES funding.

The combinations of funding allowed staff to secure professional learning in:

- Numeracy in Action methodology in the development of a whole school approach to the teaching and learning of mathematics.
- The effective implementation of the Multilit literacy program.
- Further learning in the implementation of the Quick Smart mathematics program and the TEN program.
- Positive Behaviour for Learning and
- The Best Start assessment program.

Staff were participated in compliance training in CPR, Child Protection, Workplace Health and Safety, cultural awareness and the Code of Conduct for NSW teaching staff.
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
Outcome for 2012–2014
Student performance in writing equals or exceeds state average growth.
2013 Targets to achieve this outcome include:

- Increase the percentage of year 3 students in bands 5&6 in NAPLAN spelling from 28% (2012) to 30% in 2013.
- Increase the percentage of year 3 students in bands 5&6 in NAPLAN grammar and punctuation from 31% (2012) to 35% in 2013.
- Increase the percentage of year 5 students in bands 7&8 in NAPLAN spelling from 28% (2012) to 35% in 2013.
- Increase the percentage of year 5 students in bands 7&8 in NAPLAN spelling from 28% (2012) to 35% in 2013.

Strategies to achieve these targets include:

- A whole school approach to the teaching and learning of spelling, grammar and punctuation is developed.
- A whole school audit regarding successful strategies in the teaching and learning of spelling, grammar and punctuation and these strategies integrated into the school’s support documents targeting writing.
- Assessment tools are developed in order to conduct effective assessment for learning and assessment of learning.

School priority 2
Outcome for 2012–2014
Performance and trend data in numeracy shows upward trending for both year 3 and 5 students.
2013 Targets to achieve this outcome include:

- Maintain the percentage of year 3 students in bands 5&6 in NAPLAN numeracy assessments at the 2012 target of 16%.
- Maintain the percentage of year 5 students in bands 7&8 in NAPLAN numeracy assessments at the 2012 target of 14%.

Strategies to achieve these targets include:

- The continued implementation of balanced numeracy sessions in every classroom.
- The continued operation of the Quick Smart mathematics program.
- Staff attention to the scope and sequence for the teaching of mathematics developed in 2012.

School Priority 3
Outcome for 2012–2014
Parents and carers or Aboriginal students will assist in the development of personalized learning plans for all students.
2013 Targets to achieve this outcome include:

- All Aboriginal students will have a personalized learning plan.
- Fifty percent of parents and carers will participate in the development of personalised learning plans for students.

Strategies to achieve these targets include:

- Aboriginal education committee meets at least once per term and monitors the participation rate in the development of personalized learning plans.
- The school develops a community resource register to identify learning supports for Aboriginal students.

School Priority 4
Outcome for 2012–2014
Teachers professional learning enables teacher to effectively implement the Board of Studies Syllabus in English.
2013 Targets to achieve this outcome include:

- All teaching staff are supported by external mentors in the content of the NSW syllabus in English.
The school identifies an implementation timeline for the syllabus. Strategies to achieve these targets include:

- In collaboration with the Community of Wingham Schools, professional learning is sought and delivered.
- All teaching staff access the on-line learning opportunities offered by the Department of Education and Communities in accordance with the established timeline.

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.

Phil Rees Primary Principal 4
Elizabeth Newman Assistant principal
Paul McWhirter Assistant Principal
Dianne Murray Assistant Principal
Julie Edwards President P&C

School contact information

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School Code: 4575

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: