Our school at a glance

Students

Wyndham Public School currently has an enrolment of 27 students. There is a K,1,2 class and 3,4,5,6 class. As class sizes are small, individualised programs are developed in literacy and numeracy to allow for maximum growth in student outcomes. Although the school is isolated, with the support of the school community, the students are involved in a wide range of activities within and outside the school grounds.

The students of Wyndham Public School are caring and supportive of each other and have a positive attitude to their learning.

Staff

Most teaching positions at Wyndham this year have been filled either by relieving or casual appointments. Mrs Terry Prowse has relieved as Principal and classroom teacher of years 3,4,5,6 Miss Myfanwy Dixon as classroom teacher of years K,1,2. Mrs Heather Bell continues in the role of librarian and RFF teacher. Mrs Sue Campbell has moved to the role of Reading Recovery and STLD teacher, a position that is shared with three other schools. The staff work collaboratively to provide a high quality education to all students.

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

Significant programs and initiatives

During 2009 the school has supported students through a range of programs including:

- Quality learning strategies
- Technology initiatives
- Student leadership development
- Targeted sports programs
- Environmental initiatives
- Healthy lifestyle initiatives

Student achievement in 2009

Literacy and Numeracy (NAPLAN)- Year 3 & Year 5

All Australian school students sit for the National Assessment Program Literacy And Numeracy (NAPLAN) in Year 3 and Year 5.

The performance of students is reported in skill bands ranging from Skill Band 1 (lowest) to Skill Band 6 (highest for Year 3) or Skill Band 3 to Skill Band 8 (highest for Year 5).

The reporting of information must be consistent with privacy and personal information policies. Ten or more students must complete the NAPLAN for individual school skill band data to be publicly reported.

At Wyndham Public School one Year 3 and four Year 5 students sat the NAPLAN assessment tests in 2009. Therefore their results cannot be provided in this report. All parents have been advised of their child’s achievements.

Should parents require more information about their child’s performance they are again urged to contact the school.

National benchmarks

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks.

The performance of the students in our school in the Year 3 and the Year 5 NAPLAN is compared to these benchmarks. The percentages of our students achieving at or above these benchmarks cannot be reported in this report, due to the small number of cohorts in those year levels.
Messages

Principal's message

I am proud and privileged to have relieved as Principal at Wyndham Public School. The quality education received by our students has been made possible by the dedication of our wonderful teaching staff and the development of a strong and effective partnership with the wider school community. Collaboration and communication between the school and our key stakeholders has ensured the best possible outcomes for every child.

In consultation with staff, students and community the school has developed a System Map, which has identified the school's purpose, vision and values. We aim to create strong, trusting and valued relationships, embedding them in the school culture, while developing a system of explicit and open communication inclusive of the whole school community. We are establishing clear and workable organisational structures to ensure the smooth running of the school.

Our involvement in the small schools network, which includes Towamba PS, Wolumla PS, Candelo PS, Bemboka PS, Tanja PS, Quaama PS and Cobargo PS, allows our staff and students a wide variety of learning opportunities that would otherwise not be available. Students and staff from all schools are able to share resources, expertise and experiences enriching their time at Wyndham PS.

Our commitment to providing a quality education for every student, arming them with a set of learning tools which they can use independently to ensure deep understanding, will be supported by embedding the Quality Learning Model as a core component of all teaching and learning programs.

I am very proud of our new school web page and newsletter, which aim to share and celebrate our many school happenings and student work as well as provide instant information about our school.

Wyndham Public School is also proud of our excellent facilities and beautiful grounds, which now include a fantastic vegetable garden courtesy of our hardworking P&C.

I would like to thank the community of Wyndham for making me feel so welcome and contributing to making 2009 the success it has been.

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.

Terry Prowse

P&C message

As this is my final year as P&C President I would like to acknowledge the pleasure I have felt to be involved in the Wyndham Public School P&C. From lobbying the Education Department to get new classrooms to fundraising and providing additional resources for the students to learn with, all have been satisfying experiences.

Our school may be decreasing in numbers but the parents behind the school will keep it going as it has in the past, making the school a greater place for our children.

Annette Grant P & C President

School Parliament message

We thank the staff members and visiting teachers for helping our learning this year on behalf of all the students. We have had a great time at Wyndham Public School. We have made friends and have become more independent. The teachers have helped us organise fundraisers and taken us on visits to other schools. Some highlights of our year have been visiting Towamba and Pambula schools which has allowed us to make new friends outside our community.

Emily Stroud and Nathan Gorsch

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.
Management of non-attendance

If students do not attend school parents or caregivers are expected to provide written or verbal notification outlining the reason for the absence. This notification is usually made directly to the front office. If notification does not arrive reminders are sent home.

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 2009 class size audit conducted on Monday 23 March 2009.

<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>3-4-5-6</td>
<td>6</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>5</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>4</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>3</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>K-1-2</td>
<td>2</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>K-1-2</td>
<td>1</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>K-1-2</td>
<td>K</td>
<td>2</td>
<td>13</td>
</tr>
</tbody>
</table>

Structure of classes

The two-class structure remained as in the above data sheet for the first semester. The second semester figures are adjusted.

<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>3-4-5-6</td>
<td>6</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>5</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>4</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>3</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>K-1-2</td>
<td>2</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>K-1-2</td>
<td>1</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>K-1-2</td>
<td>K</td>
<td>2</td>
<td>13</td>
</tr>
</tbody>
</table>

Staff information

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

The school has three permanent teachers one of whom is working on a cluster basis in Reading Recovery and learning assistance programs. The other teachers are classroom based. There is one teacher working in a temporary basis including library, release from face to face teaching and class duties.

Staff establishment

Staffing is based on student enrolment and includes an anticipated enrolment figure at the commencement of each school year. The National Education Agreement requires schools to report on Indigenous composition of their workforce.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Part-time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>RFF Teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Indigenous Staff</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>3.036</td>
</tr>
</tbody>
</table>

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2009 the reporting of the average daily attendance rate for staff is not applicable as the school has less than 3.4 staff members.

Note: Staff attendance is determined by subtracting the number of short-term, unplanned days absent from the total available teaching days. The attendance rate is reported as N/A if the school has less than 3.4 staff members.
Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.
Staff at Wyndham Public School regularly access professional learning opportunities to enhance learning opportunities for students. These opportunities are provided internally and externally.

<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>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>66,024.62</td>
</tr>
<tr>
<td>Global funds</td>
<td>56,488.98</td>
</tr>
<tr>
<td>Tied funds</td>
<td>25,449.05</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>2,151.26</td>
</tr>
<tr>
<td>Interest</td>
<td>2,480.45</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4,084.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>156,678.56</td>
</tr>
</tbody>
</table>

| Expenditure               | $          |
| Teaching & learning      |            |
| Key learning areas       | 4,613.62   |
| Excursions               | 485.87     |
| Extracurricular dissections| 6,221.34  |
| Library                  | 1,942.84   |
| Training & development   | 6,299.13   |
| Tied funds               | 27,666.77  |
| Casual relief teachers   | 3,662.97   |
| Administration & office  | 19,085.25  |
| School-operated canteen  | 0.00       |
| Utilities                | 8,759.03   |
| Maintenance              | 2,646.79   |
| Trust accounts           | 4,208.34   |
| Capital programs         | 0.00       |
| Total expenditure        | 85,951.96  |
| Balance carried forward  | 71,086.61  |

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
Students at Wyndham Public School have access to a wide range of learning opportunities. Although a relatively isolated school we are able to draw on both the local and wider school community to ensure our students are exposed to as many experiences as possible. Being part of the Far South Coast Small Schools group and the Sapphire Coast Learning Community has opened up opportunities which would not normally be readily available.

Achievements
Arts
The creative arts are a key component of classroom programs. Students have created artworks using a range of media and developed understandings of how artists work. Attendance at shows by visiting performers has driven follow-up activities revolving around drama and creation of musical instruments.

Sport
Involvement with our small schools network has seen our students participate in swimming, athletics and cross country carnivals on a larger scale than would normally be available in the school environment. We can be proud of the sportsmanship and school spirit that is displayed by our students.

Due to our excellent morning PE program, which develops skills as well as fitness organised by Miss Dixon, we have seen a higher percentage of our students qualify for the zone athletics carnival and the regional athletics carnival. Congratulations to Ruby Morris and Jharyd Wallace for representing our school and zone so well in Wollongong.

Our students have also participated in a fund raising soccer round robin, which successfully raised funds for UNICEF.

Our students enthusiastically participated in skill development clinics run by local sporting organisations. We appreciate the efforts of the development officers in their various roles.

Many thanks to our parents for assisting with transport and support for our students. Without them our small isolated school could not be involved in as much as we are. Thank you.
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)

NAPLAN

The reporting of information must be consistent with privacy and personal information policies. Ten or more students must complete the NAPLAN for individual school skill band data to be publicly reported.

At Wyndham Public School one Year 3 and four Year 5 students sat the NAPLAN assessment tests in 2009. Therefore their results cannot be provided in this report. All parents have been advised of their child’s achievements.

Again should parents require more information about their child’s performance they are again urged to contact the school.

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.

All students performed at or above the minimum standard.

Significant programs and initiatives

Aboriginal Education

Our school continues to provide support for Aboriginal students. All policy documents, learning experiences and outcomes align to DET curriculum and the implementation of Aboriginal Policy. Individual learning programs have been prepared for our Aboriginal students.

Acknowledgement of country is performed at all school assemblies and the Aboriginal flag is flown each day.

Multicultural Education

The school remains committed to ensuring that all students are aware of the diverse, multicultural nature of our modern Australian society, and that students show empathy and understanding towards others.

A focus on multicultural education exists within the units of work from Kindergarten to Year 6 to develop in students the knowledge, skills and attitudes required for a culturally diverse community.

All policy documents, learning experiences and outcomes align to DET curriculum and the implementation of the Multicultural Education Policy.

Respect and responsibility

Wyndham Public School provides a safe and caring learning environment where all students feel valued. With the introduction of the Fish Philosophy a culture of respect for self and others is becoming evident throughout the school.

The development of our School Parliament, which assigns ministerial roles to our senior students, has seen them take on a great deal of responsibility in the everyday running of the school and communicating with the community.

We value the role we play in the community, being active participants in local events such as ANZAC Day. We regularly raise money for charities such as Daffodil Day and Jeans for Genes Day organised through our ministerial team in the school parliament.

All policy documents, learning experiences and outcomes align to DET curriculum and the implementation of Core Rules and Values in NSW government schools.
Other programs

Country Areas Program (CAP)

Funding through the Country Areas Program, part of the Equity Directorate, has allowed us to access many opportunities to support our teaching and learning programs. The highly valued expert input from our local CAP consultant has also supported our school in achieving set targets and is greatly appreciated. Provision of high quality professional development has led to enhanced learning outcomes of our students.

During 2009, CAP funds have enabled:

- Collaborative planning and programming, providing consistency, common voice and improved learning outcomes for students
- Development of a school System Map which has identified the school’s purpose, vision and values and mapping processes to allow the school to achieve its goals in conjunction with the school community
- Development of literacy and numeracy programs using technology as a focus to enhance student outcomes
- Exploration of integration of Interactive Whiteboards in the classroom and purchase of an Interactive Whiteboard.
- Attendance by Stage 3 students at the ‘Small Schools Kids Conference’ which provided students with an understanding of learning strategies and leadership skills. The Keynote speaker at the conference was international presenter Karen Boyes.

Quality Teaching and Learning

Providing a quality education and love of learning for all students is a key component of Wyndham Public School. Through the implementation of the Quality Learning Model we are developing a common voice in the language of learning throughout the school. Students are becoming independent as learners in classrooms that cater to a variety of learning styles. The use of learning tools enables students to develop deep understandings and the ability to transfer knowledge to new situations.

Live Life Well @ School

Developing an increased understanding of nutrition and physical education in students, staff and the community, as well as providing practical ideas and strategies to support this, has been a key focus this year.

A daily PE program teaching fundamental movement skills, participation in the Premier’s sporting challenge and explicit teaching of skills in school sport sessions has built a foundation for students to remain active. New sporting based playground equipment has been purchased to encourage active play in lunch breaks.

The school has also become a member of the Fresh Tastes @ School program, which encourages healthy eating. As well as classroom teaching programs each fortnight the school newsletter features easy, healthy recipes. A school vegetable garden has been established and classroom cooking sessions are being implemented using fresh produce from the garden. The P&C has formed a committee to explore and develop a new healthy cost effective menu from our local General Store, which acts as a canteen for the school.

Caring for the Environment

The school is committed to the development of a better environment for everyone. Through ongoing programs that cover curriculum, the management of resources and the management of school grounds we are developing cleaner and more sustainable ways of doing every day activities. It is hoped that students will make a lifetime commitment to environmental management practices at both the individual and community levels.

In the area of Curriculum the school has identified and is developing strategies to address students’ values and attitudes towards the environment. Special environment events, days, programs and excursions are celebrated. The school is identifying related outcomes and content from each KLA for teaching and learning. A power audit has been carried out. The school recycles its food scraps, paper and cardboard, and toner cartridges. Practices have been implemented to reduce electricity and a water tank installed to address water use.
Progress on 2009 targets

Target 1 – Increased levels of literacy achievement for every student in line with the State Plan targets

Although not all students achieved a growth rate of 80 points in reading, writing and language in NAPLAN, growth was evidenced. All students achieved above the minimum standard.

Our achievements include:

Class testing and anecdotal evidence indicates improvement in all areas of literacy for all students.

A review of the school spelling policy and development of a scope and sequence to be implemented in 2010.

Development of criteria based rubrics to assess writing.

Successful integration of technology to support learning outcomes in literacy.

Target 2 - Increased levels of numeracy achievement for every student in line with the State Plan targets

Although not all students achieved a growth rate of 80 points in reading, writing and language in NAPLAN, growth was evidenced. All students achieved above the minimum National standard.

Our achievements include:

Class testing and anecdotal evidence indicates improvement in all areas of numeracy for all students.

Successful integration of technology to support learning outcomes in numeracy.

Review of K-6 numeracy scope and sequence.

Implementation of individualised mathematics programs which have utilised explicit teaching strategies to meet the needs of students.

Target 3 – Engagement of students in learning through technology

Our achievements include:

- Students becoming independent, users of technology to support learning and able to use a variety of programs to suit their needs.
- Purchase of an Interactive White Board for installation in 2010.
- Integration of technology to support all key learning areas in classroom programs.
- Students accessing and creating on-line content to support individual learning needs.
- Development of school web page.

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 English (Spelling) and Communication

Educational and management practice

Communication

Background

Wyndham Public School believes explicit and open communication, inclusive of the whole school community, is essential to ensure the needs of students, staff and community are being met. Through a combination of interviews, meetings and surveys our communications systems have been reviewed to ensure that all stakeholders feel informed and confident to voice their opinions.

Findings and conclusions

The majority of stakeholders find the systems for communications in place at Wyndham PS meet their needs. They feel that they are kept up to date with school happenings and with issues concerning children’s learning. The school is generally seen as welcoming, with staff being readily available to discuss issues as they arise. Communication through the front office is always courteous and helpful. School open days are valued as are communications through the newsletter and web page. Promotion of the school through the local papers is well done. Overall the school community is very happy within the school and with the wider community.
Future directions

- Process Mapping of communication processes as part of school system map including:
  - Staff to Staff communication
  - School to Home to School communication
  - School to Wider Community Communication
  - Staff to Student to Staff communication
  - School to School communication
  - School to District communication

CURRICULUM

English (Spelling)

Background

Wyndham PS is working on explicit programs to improve writing outcomes for all students. NAPLAN data indicates that spelling is an area that needs development. As well as data and writing sample analysis, staff and student surveys were conducted to allow the school to evaluate the teaching of spelling across the school.

Findings and conclusions

All stakeholders recognise the importance of being able to spell correctly, realising that spelling skills need to transfer to the writing process. Students need to progress along a developmental pathway until they can successfully integrate four forms of spelling knowledge: phonological, visual, morphemic and etymological. Teachers should model the teaching of spelling demonstrating spelling features and patterns, followed by guided and independent practice.

Future directions

- Development of a whole-school spelling policy.
- Development of an explicit and systematic scope and sequence, which outlines how spelling will be taught at each stage of development.
- Purchase of resources to support staff and students which closely link to the ‘Teaching Spelling K-6’ document.
- Focus on teaching appropriate word knowledge related to the student’s current levels of performance and student needs.
- Daily writing of a variety of text types for a variety of purposes and audiences.
- Whole staff training and professional development ongoing during 2010.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Most members of the school community have indicated that Wyndham PS is a quality school that is connected to its community and welcomes parental involvement. Parents find it easy to contact the school to discuss concerns relating to their child.

All stakeholders appreciate the school’s attractive environment and the commitment the school has towards protecting the environment.

The fair discipline of the school is supported, being acknowledged as a friendly school that is tolerant and accepting of all students. The school’s effective welfare programs promote positive values.

While realising not all students are achieving high academic standards at this stage special note has been made of a definite improvement in academic achievement and attitude to learning of students.

Professional learning

All teachers were provided with the opportunities to access professional learning opportunities throughout the year. These were funded from both departmental sources and from Country Areas Program sources.

Professional learning activities were provided through staff meetings, development days, visiting consultants, off site training, conferences, workshops and peer mentoring.

A total of just over $6,000 from the school’s budget was applied to professional learning in 2008. This equates to an average expenditure of about $2000 per teacher. As a result of this spending our staff have up-to-date knowledge of current teaching practices which support improved learning outcomes for students.
School development 2009 – 2011

As a response to the future directions identified in the 2009-2011 school plan developed by the school staff, three targets have been identified for focus during 2010.

Targets for 2010

Targets have been modified and enhanced as a reflection of evidence gathered to demonstrate relevance and effectiveness of the projects.

Target 1 – Increased levels of literacy achievement for every student in line with the State Plan targets

Strategies used to achieve this target include:
- Engage students in a school reading program, tracking and monitoring progress
- Explicit teaching strategies to meet appropriate syllabus outcomes in writing
- Access professional learning (CAP, DET and other)
- Implement scope and sequence of spelling in reference to teaching 4 areas of spelling based on NAPLAN results
- Reading Recovery benchmark tracking and monitoring progress PM testing
- Develop and implement Assessment Scope and Sequence to guide teaching programs (including but not restricted to):
  - Holdaways Word Test
  - Language Screener
  - Best Start
  - NAPLAN
  - SA Spelling
  - PM Benchmark
  - Running records
  - Waddington Reading
  - Writing Samples
  - BURT word test
- Utilise NAPLAN teaching strategies for students in Year 2-6
- Purchase appropriate and specific resources to support literacy targets
- STLA allocation is utilised to support identified students in aspects of literacy

Our success will be measured by:
- NAPLAN analysis indicates an increase in the percentage of students achieving above a minimal level of growth in literacy
  - Reading (2009 baseline 50% of students grew by more than the minimal level)
  - Writing (2009 baseline 25% of students grew by more than the minimal level)
- Students display growth in standard semester reports K-6
- Staff accessing professional learning in line with school targets to improve student learning outcomes.

Target 2 - Increased levels of numeracy achievement for every student in line with the State Plan targets

Strategies to achieve this target include:
- Utilise existing resources to collate and share rich assessment tasks in numeracy (including but not restricted to):
  - NAPLAN
  - TaLE
  - Curriculum Support (DET)
  - Arc website
  - Mathletics
  - North Coast Mathematics Scope & Continuum
  - CMI, CMIT
- Access Professional Learning (CAP, DET, etc.)
- Individualised maths programs utilising explicit teaching strategies
- Develop and implement Assessment Scope and Sequence to guide teaching programs (including but not restricted to):
  - PAT Maths 1A – 2B
  - Sena 1
  - Best Start
  - NAPLAN
- Utilise NAPLAN teaching strategies for students in Year 2-6
- Analyse Year 7 Numeracy NAPLAN data for students transitioning to feeder high school
- Dedicated staff and network meetings to discuss the teaching of numeracy
- Release teachers to implement literacy and numeracy goals – Quality teaching journey – access to planning time

Our success will be measured by:
- NAPLAN analysis indicates an increase in the percentage of students achieving above a minimal level of growth in numeracy (2009 baseline 25%)
- Students display growth in standard semester reports K-6
- Pre- and Post-Test school data demonstrates 10% improvement K-6 compared to Term 4 2009 data. (See K-6 Assessment Schedule)
- All students will achieve Reading Recovery Benchmarks K 8+; Y1 18+; Y2 24+
Target 3 – Engagement of students in learning through technology

Strategies to achieve this target include:

- Development of an updated School Technology Plan
- Integration of technology meaningfully to support KLAs
- Accessing and creation of on-line content to support individual learning needs
- Provision of a strategic professional learning plan to support the integration of technology
- Support technologies installed (Interactive White Board) and provision of professional learning to support new technologies including IWB (2010 installation confirmed)
- Provision of time to develop shared resources K-6 and including multistage groups
- Access CAP and regional professional learning
- Purchases made to appropriate specific resources to support technology learning

Our success will be measured by:

- School technology plan developed and implemented
- ICT professional learning plan developed
- Students effectively using new technologies to support their learning including; DST, multi-media, Web 2.0 technologies - podcasting, wikis/blogs, moodles, web page creation
- Students competently selecting and using appropriate technologies that support learning needs
- Class programs and units of work clearly identify the technology as an embedded component
- Staff accessing CAP and DET professional learning to enrich student outcomes

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.

Terry Prowse – Relieving Teaching Principal
Myfanwy Dixon – Class Teacher
Heather Bell – Library & RFF Teacher
Amanda Fowler – School Administrative Manager
Sue Campbell – Teacher Reading Recovery STLA
Annette Grant – President P & C Association

School contact information

Wyndham Public School
Monaro Street Wyndham 2550
Ph: 64942128
Fax: 64942231
Email: wyndham-p.school@det.nsw.edu.au
Web: www.wyndham-p.schools.nsw.edu.au
School Code: 3525

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: