2008 Annual School Report
Wyndham

NSW Public Schools – Leading the way
Our school at a glance

Students

The school enrolment has continued to decline with total numbers at 36. This will be significant in 2009 with 27% of the school enrolment making the transition to secondary schooling.

Compounding this issue is the lack of kindergarten students with only one enrolment foreseeable. As a result, it will be a struggle to have the enrolment to guarantee two classes. This will have a negative effect on the school total enrolment and may well lead to a further reduction of student numbers as parents opt for a larger school environment for their children.

Congratulations to our student leaders who have carried out their duties in an effective manner both in leading assemblies, organising fitness lessons and their work in the library. The care and support for other students, peers and younger members of the school, has been worthy of mention.

Staff

The staff attended the Country Areas Program Annual Conference at Dubbo. Once again CAP provided significant professional development during the year.

There will be significant changes to staff due to movement of teachers in 2008 for 2009. These include: Lee Robson transferring to Tathra PS after 15 years service to our school; Sue Campbell takes on the Reading Recovery and learning support role in our small cluster of schools; Amanda Fowler will be the permanent School Administrative Manager in the office replacing Maureen (initially) who move to Mossvale High and then Tracy who was the temporary for most of the year.

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

Significant programs and initiatives

The “Quality Start” program has continued providing learning tools for students across all year groups. This program provides a structure for students to develop and extend methods and approaches to better understanding and application of learning experiences. These will be taken on to secondary schooling as building blocks for further learning.

The Creative Arts program has continued with excellent results. Our main thrust has been with practical art forms including visual arts, pottery, dance and music. A special display of pottery work has become a feature of the school grounds and celebrates student achievement.

The sports court issue has not been resolved and tenders have been called for looking at alternative means of providing a suitable surface without the need to reinforce the sub stratum.

A new initiative, now in the implementation stage, – Sapphire Coast Learning Community of Schools – has been launched successfully. This is an initiative to further enhance the learning journey of students both at primary and secondary level.

Our numeracy and literacy programs demonstrate significant growth for the majority of students and will continue to be fine tuned to each individual’s needs.

The Active After School Communities Program that had been popular throughout 2007 was applied for but the criteria had been altered and unfortunately we were not able to fit in with the program’s criteria.

Student achievement in 2008

Literacy – NAPLAN Year 3

The average marks are shown as a comparison between school, like school group LSG and state:

<table>
<thead>
<tr>
<th>Area</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>430.0</td>
<td>375.8</td>
<td>412.2</td>
</tr>
<tr>
<td>Writing</td>
<td>367.3</td>
<td>391.6</td>
<td>427.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>349.3</td>
<td>378.6</td>
<td>418.6</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>280.7</td>
<td>378.2</td>
<td>416.4</td>
</tr>
</tbody>
</table>

The figures highlight writing and its conventions as target areas for 2009.

Literacy – NAPLAN Year 5

The average marks are shown as a comparison between school, like school group LSG and state:

<table>
<thead>
<tr>
<th>Area</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>453.5</td>
<td>464.9</td>
<td>494.4</td>
</tr>
<tr>
<td>Writing</td>
<td>423</td>
<td>459.4</td>
<td>495.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>418.7</td>
<td>461.5</td>
<td>498.5</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>428.8</td>
<td>469.1</td>
<td>504.5</td>
</tr>
</tbody>
</table>

These figures highlight general weaknesses in all areas for this group of students.

Numeracy – NAPLAN Year 3

The average marks are shown as a comparison between school, like school group LSG and state:
Area | School | LSG | State  
---|---|---|---
Numeracy | 358 | 378.4 | 409.6

The results demonstrate a need to reinforce numeracy as a target for 2009.

**Numeracy – NAPLAN Year 5**

The average marks are shown as a comparison between school, like school group LSG and state:

| Area | School | LSG | State  
---|---|---|---
Numeracy | 438.5 | 457.6 | 489.1

The results demonstrate a need to reinforce numeracy as a target in 2009.

**Messages**

**Principal’s message**

The Year in Review

1. It was announced that Bega Valley Shire Council had nominated our school library building and administration block (old school residence) for heritage listing. Ex-pupil Bernie at age 85 has kindly offered to donate his archives of the school and local area to the school. What better place than the school library.

2. The students all participated in Bandage Bear Day and raised money for a very worthy cause.

3. We enjoyed such sporting pursuits as Cross Country, Athletics and our annual swimming carnival. Anthony Smith was selected to compete at the local PSSA carnival.

4. The CAP “Quality Start” program was introduced by teachers involving explicit learning tools for students from Kindergarten through to Year 7. This has been extended through the Sapphire Coast Learning Community of Schools to include learning tools through to Year 12 in following years.

5. The Creative Arts program continued with students learning new skills in pottery with Pari, art with Sue, music with Judy and dance with Julie. Thanks to all these tutors.

6. During the year we have regular visiting performances. These are well received and “Quest for the Ultimate Rhythm” was a standout.

7. Pari Gilmour completed her practice teaching on the senior class.

8. We participated in the UNICEF Cup day playing soccer at Towamba sports ground against other small schools.

9. All children enjoyed the Bug-watch survey on the local Mattaganna Creek. Photos of this and other activities are available in the electronic Yearbook put together by Heather Bell. Thank you Heather.

10. All children enjoyed the AFL, Soccer and Rugby League clinics held during the year. Managed by Annette Grant we managed runner up at the Glenn Archer Cup.

11. The fundraising tuckshops proved very popular, as always.

12. Maureen was replaced by Jenny Munro in the school office, Jenny then moved to Bega West and Tracy Stroud took over the work in the office.

13. The highlight of the year for teaching staff would have been their attendance at the Country Areas Program Conference in Dubbo. This certainly gave us new perspectives in teaching and learning.

14. Our Education Week and Book Week were real successes.

15. Parents completed a comprehensive survey on the “Futures” of our school.

16. We had ex-pupils Jarrod and Daniel here for work experience during the year.

17. Caitlin and Lill Cullen worked with us on work experience.

18. Our own “floriade” continues, thanks to Jerry for keeping our school so well maintained.

19. Year 6 students completed their biodiversity studies with Eden Marine High School support.

20. The NAPLAN testing was completed.

21. The Y6 students completed their digital storytelling and I’m sure they not only enjoyed these activities but did a great job.

22. With the cold weather we experience at times, it was great to see the new jackets worn as a result of the P & C initiative.

23. Our thanks to those students who raised money for the MS Readathon - well done!
24. The Sydney Y6 excursion went ahead and good reports were well received.

25. We completed our transition programs for kindergarten and Y6 and there is a feeling of confidence with all concerned.

26. Our annual arts festival was once again a terrific success thanks to Sue Cannaider for her efforts behind the scenes.

27. Our Student Leader nominations were held successfully and I thank our outgoing leaders: Sally Grant and Paddy O’Rourke; Sports Leaders: Jordan Gray and Joe Wright; Library Monitors: Eve Smith and Brodie Martin and Mirka Trezise-Finch for a great job throughout the year.

Our 2008 leaders will be: Emily Stroud and Nathan Gorsch; Sports Leaders: Ruby Morris and Beau McConnell and Library Monitors: Tegan Grant and Kara Bates. We wish them every success in their leadership roles in 2008.

28. Our Annual Awards were as follows:

- **Wyndham general store award**: Darian Conway for his application in sport.
- **The South East Fibre Company awards**: Jordan Gray and Joe Wright for their sports leadership.
- **The Bega Valley Shire Council awards**: Dylan Wallace for outstanding progress this year. Dylan Thomson for his scientific interests.
- **The Mumbulla Foundation award**: Eve Smith for her caring & considerate nature.
- **The Andrew Constance MP awards**: Sally Grant for leadership. Mirka Trezise–Finch in recognition of her artistic talent. Brodie Martin for overall academic achievement.
- **The Wyndham Progress Assoc. award**: Paddy O’Rourke for his responsible role and care for students.


30. In finishing off I would like to offer to all school staff my expressions of thanks for your efforts throughout the year. Without everyone working as a team our daily school life would not be as pleasant as it currently is.

Thank you.

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.

**Gerry Lay**

**P&C message**

The school is a focal point in our local community. We share as an association with the school our students' interests and welfare. The P & C not only provides additional resources but assists in the opportunity to enrich school life through local activities especially in supporting school events. It is vital that the P & C Association is a strong, supportive community group that helps in making the school a great place for our children.

**Annette Grant P & C President**

**Student representative's message**

On behalf of all students we would like to thank the school staff for the care, consideration and helpful instruction and assistance provided by all staff at Wyndham Public School. We feel confident in meeting future challenges in our learning journeys.

**Sally Grant and Paddy O'Rourke**

**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**

![Enrolments Chart]

**Student attendance profile**

![Attendance Chart]
Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Monday 24 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4-5-6</td>
<td>6</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>5</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>4</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>3-4-5-6</td>
<td>3</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>K-1-2</td>
<td>2</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>K-1-2</td>
<td>1</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>K-1-2</td>
<td>K</td>
<td>5</td>
<td>11</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>10</td>
<td>23</td>
</tr>
<tr>
<td>3-4-5</td>
<td>5</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>3-4-5</td>
<td>4</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>3-4-5</td>
<td>3</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>K-1-2</td>
<td>2</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>K-1-2</td>
<td>1</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>K-1-2</td>
<td>K</td>
<td>5</td>
<td>11</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 which is working on a cluster basis in Reading Recovery and learning assistance programs. 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.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery p/t1</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance p/t1</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2.536</td>
</tr>
</tbody>
</table>

Staff retention

There have been minimal changes to staffing other than a change in Principal Administration release with the position filled by a casual temporary teacher.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 98.1%.

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.

The teaching staff continue to improve their understanding and application of pedagogy.

<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>75</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>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>98,261.18</td>
</tr>
<tr>
<td>Global funds</td>
<td>57,677.79</td>
</tr>
<tr>
<td>Tied funds</td>
<td>45,842.24</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>4,511.49</td>
</tr>
<tr>
<td>Interest</td>
<td>6,355.34</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6,873.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>121,260.51</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 7,302.75   |
| Excursions                 | 0.00       |
| Extracurricular dissections| 2,590.34   |
| Library                    | 3,330.24   |
| Training & development     | 2,472.57   |
| Tied funds                 | 73,783.24  |
| Casual relief teachers     | 5,571.07   |
| Administration & office    | 30,159.60  |
| School-operated canteen    | 0.00       |
| Utilities                  | 11,404.92  |
| Maintenance                | 2,848.60   |
| Trust accounts             | 14,033.74  |
| Capital programs           | 0.00       |
| **Total expenditure**      | 153,497.07 |
| **Balance carried forward**| 98,261.18  |

A full copy of the school's 2008 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 2008

Students at this school have a very busy life both in and out of school hours. Many children are involved in dance classes that saw a major production celebrating a 50 year association with the British Ballet association through Mrs Andy Cross. Normally students are also very involved in equestrian events but this was curtailed through the Equine Influenza outbreak.

Achievements

Arts

The school enjoyed full student participation and high standards in the Wyndham Annual Arts Festival. The Creative Arts program achieved excellent levels of participation, performance and artworks and will continue in 2009.

Sport

Students participated in the local swimming, athletics and Cross Country carnivals, with representation in cross country and Dylan Wallace at Regional level in athletics.

Academic

In the NAPLAN Test, 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 8 (highest for Year 5).

Academic performance is linked to the NSW State Literacy and Numeracy Plans. The two Plans success will be measured by how well system-wide student achievement targets have been met. For the period 2009-2011 the Plans aim to have for primary students:

In literacy -
- a decreased proportion of lowest performance students not meeting literacy minimum standards
- an increased proportion of students meeting or exceeding literacy proficiency standards

In numeracy -
- a decreased proportion of lowest performing students not meeting numeracy minimum standards and reduced numeracy achievement gap between aboriginal students and all students
- Increased proportion of students meeting or exceeding numeracy proficiency standards.

Further, it is intended to implement the Best Start Kindergarten Assessment program to identify numeracy learning that children bring to school and use this information to plan and deliver quality early years literacy and numeracy teaching.

Regional Targets

Y3 literacy – reduce the % of students in band 1 to 7.6% - this was achieved at Wyndham.

Y3 numeracy – reduce the % of students in band 1 to 8% - this was achieved at Wyndham.

Y5 literacy – reduce the % of students in band 1 & 2 to 5.1% - this was not achieved at Wyndham

Y5 numeracy– reduce the % of students in band 1 & 2 to 4.7% - this was not achieved at Wyndham.
Notes: The ‘Percentage in Band’ and ‘School Average’ columns are not shown if results are available for less than 10 students.

State average band distributions do not include students who were exempted from the tests.

Literacy – NAPLAN Year 3

Literacy – BST Year 5 Reading Results
Writing Results

Percentage of students in bands:
Year 5 writing

Spelling Results

Percentage of students in bands:

Grammar and Punctuation Results

Percentage of students in bands:
Year 5 grammar and punctuation

NAPLAN progress in literacy

Average progress in reading between Year 3 and Year 5

Average progress in writing between Year 3 and Year 5
Numeracy – NAPLAN Year 3

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 percentages of our students achieving at or above these benchmarks are reported below.

Percentage of Year 3 students in our school achieving benchmarks in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>67</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>67</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives
The Country Areas Program remains a very important part of our overall initiatives. It provides additional funding for our student learning programs, professional development and the implementation of ICT in the classroom.

Aboriginal education
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.

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

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

Progress on 2008 targets

Target 1 - Creative Arts
Improve curriculum presentation for Creative Arts - Artisans Program (music, dance & rhythm, pottery and visual/mixed media) - through professional development of teaching staff and students using accredited local community members as tutors.

Target 2 - Literacy
Raise the standards of pupil achievement in literacy. In particular, language, spelling and writing through linking Basic Skills results to classroom strategies.

Target 3 - Numeracy
Expand numeracy program to include greater use of explicit teaching linked to the Accelerated Maths program.

Target 4 - “Quality Start” CAP Initiative
Provide a “Quality Start” teaching and learning harnessing professional development opportunities through CAP and Regional initiatives.

Target 5 - ICT
Maintain our focus on using ICT to meet the needs of students living in an isolated rural community.

Target 6 - Investing in Our Schools Grants
Finalise the sports court sealing. This was not achieved and under advice from DET Legal Directorate the contract was cancelled. An alternative plan is recommended for 2009.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008, our school carried out evaluations of the total school curriculum, current practices and procedures and the well being of students. This Futures survey attempted to identify any key areas that needed improvement.

As a result, new policy and procedures were incorporated into daily learning opportunities with a direct link to the Literacy and Numeracy programs. Further rights and responsibility guidelines were introduced to directly account for children being dismissed at the end of the day as well as guidelines for parents when visiting the school. Many school policies were upgraded and recorded on site to deal with all aspects of school routine.

Educational and management practice

Curriculum
Wyndham School is responsible for identifying and addressing the literacy needs for enrolled students and allocating appropriate support within a whole-school planning approach.

We will continue to improve literacy achievements by:

- Implementing the Department Literacy/Numeracy Policies and Guidelines and using the state literacy/numeracy support materials as appropriate to respond to school needs, priorities and targets
- Supporting the teaching staff in accessing and utilisation of state literacy/numeracy support materials
- Participating in ongoing professional development that supports the literacy/numeracy priorities and targets
- Setting appropriate targets based on state wide targets and reflecting school student achievement data in light of current school literacy practices
- Developing literacy/numeracy support structures that align available resources and support material, personnel in achieving targets
- Ensuring there are evidence-based approaches used especially in reading.
- Utilising Literacy on Track K-4 and LARK On Line K-12 as required and developing numeracy support structures that align available resources and support material, personnel in achieving targets
- Building partnerships with home/school/community that assists in
distributing relevant information to assist a child’s literacy/numeracy learning at home and school.

**Background**

This was a DET requirement.

**Findings and conclusions**

Data demonstrates improvement in Year 3 literacy achievements as measured by existing State tests.

Data demonstrates growth in literacy achievements between Years 3 and 5, as measured by existing State tests.

Data demonstrates improvement in Year 3 numeracy achievements as measured by existing State tests.

Data demonstrates growth in numeracy achievements between years 3 and 5, as measured by existing State tests.

**Future directions**

This School is analysing school and national data to identify and provide appropriate support for students.

School-based and national assessment, analysis software and follow-up procedures are being used to inform whole school planning and literacy/numeracy teaching programs.

Literacy/numeracy achievements of students are tracked both within and across schools, especially at critical stages of transition (prior to school to Kindergarten, Years 2–3, Years 6–7).

Effective professional learning that responds to needs identified in school plans and is consistent with the State Literacy and Numeracy Policies is provided across the State.

Effective partnerships exist between school personnel, parents and the community to enhance, improve, recognise and showcase student literacy achievements.

**Parent, student, and teacher satisfaction**

In 2008 the school sought the opinions of parents, students and teachers about the school.

This was done in context of delivering the optimum learning opportunity for each child in the school. The “Futures Survey” provided information that has guided the school in 2008.

**Professional learning**

All staff members were involved in professional learning activities either through Regional initiatives, SASS training, or Country Areas Program. The teaching staff participated in the Country Areas Program Conference focusing on studentpedagogy.

**School development 2006 – 2008**

This was the third year of the three-year plan developed to meet the needs of students at Wyndham School.

**Targets for 2009**

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 the school reading programme (accelerated Reading).
- Utilise Reading Recovery strategies for students in Stage 1.
- Collate and share assessment tasks for literacy K-6 (FSC Leaders Circle)
- Engage students in the school Peg Spelling Program tracking and monitoring.

Our success will be measured by:

- Every student will have improved by at least 80 points (NAPLAN) in reading writing and language from year 3 to year 5
- All students will achieve Reading Recovery Benchmarks K:8+, y1:18+; y2:26+
- Students receive “sound” or above in semester SBSR reports.

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

Strategies to achieve this target include:

- Collate and share rich assessment tasks in numeracy & develop assessment rubrics
- Access CMI, CMIT and regional numeracy professional learning
- Develop, implement and review Numeracy Scope and Sequence K-6
- Individualised mathematics programs utilising explicit teaching strategies
Engage students in our school maths programs, tracking and monitoring progress

Analyse Y7 numeracy NAPLAN data for student transitioning to feeder high school.

Our success will be measured by:

- NAPLAN analysis indicates all students have improved at least 80 points in Numeracy y3-y5
- Achievement of SENA 1 by end of Stage 1 and SENA 2 by Stage 2
- Best Start results indicate growth from K-2
- Students receive “sound” or above in semester SBSR reports.
- Staff are accessing CAP and regional professional learning to enrich student outcomes.

Target 3 – Engagement of students in learning through technology

Strategies to achieve this target include:

- Teachers access Connected Learning Advisory Service (CLAS) to evaluate ICT skills
- Development of an updated School Technology Plan
- 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
- Technology continuum developed to support staff in implementing ICT
- 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
- ICT professional learning plan developed
- Students effectively using new technologies to support their learning including; Kahootz 3D, DST, multimedia, podcasting, wikis/blogs
- Students demonstrate growth on matrix annually

Class programs and units of work clearly identify the technology as an embedded component

Staff accessing CAP 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.

Gerry Lay – Teaching Principal
Sue Campbell – Class Teacher
Heather Bell – Library & RFF Teacher
Tracy Stroud – School Administrative Manager
Lee Robson – Teacher Reading Recovery STLA
Annette Grant – President P & C Association

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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: