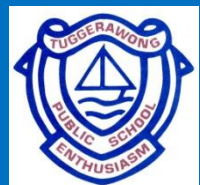




Education & Communities

Public Schools NSW



Our school at a glance

Students

Gender	2007	2008	2009	2010	2011	2012
Male	140	133	128	133	122	110
Female	130	134	129	117	106	95

Student population has continued to decline in 2012. Anticipated enrolments for 2013 however indicate a slight growth.

Staff

We had an allocation of 14 teaching staff, made up of 1 Principal, 3 Assistant Principals, 6 classroom teachers and some fractional allocations. These allocations support the Learning Assistance program, Relief from Face to Face teaching and Library.

We have a number of administrative and staff employed in a variety of position including School Administrative staff, Student Learning Support Officers, Library Administration staff and cleaning staff.

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

Significant programs and initiatives

Our school has a number of teaching and learning programs and opportunities for students that add to the quality education experience for all members of our school community. These initiatives include:

- Reading Recovery
- Active After School Sports
- 'Mathletics'
- Public Speaking
- Aboriginal Education
- Environmental Education
- Learning Assistance

Student achievement in 2012

Our Year 3 and Year 5 students sat for the 2012 National Assessment Program for Literacy and Numeracy [NAPLAN] in May.

In Reading: 70% of Year 3 students and 42.8% of Year 5 students were in the top 3 bands of the 6 band scale.

In Writing: 75% of Year 3 students and 38.2% of Year 5 students were in the top 3 bands of the 6 band scale.

In Numeracy: 70% of Year 3 students and 40% of Year 5 students were in the top 3 bands of the 6 band scale.

Messages

Principal's message

2012 has been a successful year in the school's relatively short history.

We have welcomed many new enrolments and families to our school community and the strong reputation of the school as a positive and caring environment continues to exist in the local and broader community.

Our Parents & Citizens Association has again graciously and tirelessly supported the school both financially and with volunteer support for many fundraising ventures.



The school grounds were a focus for further improvements with new environmentally friendly garden beds created, more plantings, repairs to play equipment, new seating and the provision of safety painting. Visitors continued to comment on the clean and well-presented buildings and play areas.

The school held successful sporting carnivals for swimming, cross country and athletics as well as fielding teams in PSSA competitions across a range of sports. Dance groups were involved in both the Central Coast Dance Festival and Starstruck.

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.

Greg Hollins

Principal-relieving

P & C Message

The P&C in conjunction with the fund raising team and school community have worked hard to raise funds for the school this year by holding many events including a carols night, sports carnival BBQ's ,Father's day tiles. Mother's day craft, pizza days and raffles and BBQ's for education week, the school disco and mothers' day. The Flexi meals program for online canteen orders should be up and running which will benefit time poor parents and busy families and will also provide a function to order school uniforms.

This year the P&C donated \$10,000, to the school for home readers, awards and other items. Thank you for the support of the community and without the parent volunteers this would not have be able to happen. A big thank you to all involved and for all who donated their time or prizes this year, and hope they will continue in the years to come. The P&C have spoken to Darren Webber in the hope of obtaining a grant for \$20,000 dollars towards a new school canteen and I will work with him next year with the grant process.

Hopefully next year we will see more parent helpers and more parents involved in the P&C so come along and have your say as to what events

you may like to see happen at our school and be involved in the way things are run done and any new and fresh ideas are always welcome.

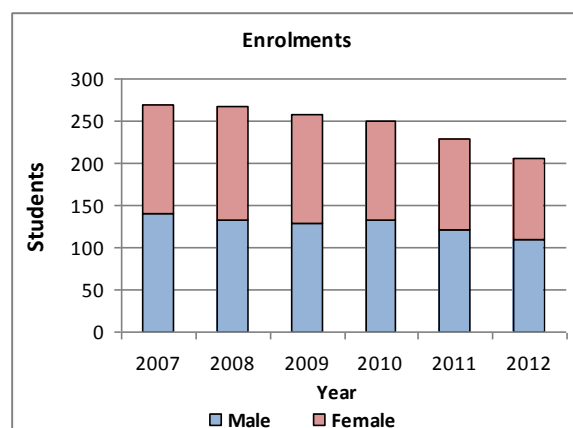
Ms Lee Strong
P&C President

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



Student enrolments overall in K-6 have continued to decline although enrolments in K-2 classes have grown marginally. It is projected that overall enrolments will experience a slight growth in future years.

Student attendance profile

Year	2008	2009	2010	2011	2012
K		94.5	96.4	96.4	92.4
1		96.1	92.8	95.3	94.6
2		94.3	96.5	91.5	94.6
3		94.7	94.3	96.2	94.6
4		93.1	92.8	93.2	95.0
5		94.3	93.2	91.9	93.4
6		92.7	94.6	93.5	93.4
Total	94.9	94.1	94.4	94.0	94.0

Attendance rates have been maintained at a slightly higher than state average rate. Future attendance monitoring will focus on improving attendance with a particular focus on partial attendance rates.

Management of non-attendance

A computerized attendance monitoring system is utilized to monitor non-attendance daily. Each fortnight, attendance data is collected and analysed. Students whose attendance falls below 85% are referred to the learning support team for follow-up support. Serious cases of non-attendance are referred to the Home School Liason Officer. Most interventions in 2012 have been successful in restoring normal attendance.

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 had significant changes to staffing over the last 5 years. In 2012, most staff were retained from the previous year and this will occur again 2013 giving more staffing stability than previously. Some staff are seeking permanent or higher positions which may result in new staff being appointed to the school in 2013.

Staff establishment

Position	Number
Principal	1.0
Assistant Principal(s)	3.0
Classroom Teachers	6.0
Teacher of Reading Recovery	0.5
Support Teacher Learning Assistance	0.6
Teacher Librarian	0.3
Counsellor	0.2
School Administrative & Support Staff	2.0
Total	13.6

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

The Indigenous composition of the school workforce comprises of one teaching position.

Staff retention

The school will lose two teaching staff from 2012 due to promotion and permanent placement.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	90
Postgraduate	10

Financial summary

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

Date of financial summary	30/11/2012
Income	\$
Balance brought forward	54776.20
Global funds	133370.76
Tied funds	122349.90
School & community sources	78758.17
Interest	4098.62
Trust receipts	9265.00
Canteen	0.00
Total income	402618.65
Expenditure	
Teaching & learning	
Key learning areas	14661.79
Excursions	33535.56
Extracurricular dissections	24398.63
Library	6550.82
Training & development	6127.87
Tied funds	127408.79
Casual relief teachers	48267.24
Administration & office	28965.29
School-operated canteen	0.00
Utilities	37995.13
Maintenance	4387.06
Trust accounts	9265.00
Capital programs	0.00
Total expenditure	341563.18
Balance carried forward	61055.47

A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the School Council and parents & Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

In 2012, 12 girls and 4 boys, from Tuggerawong Public School participated in Star Struck at Newcastle Entertainment Centre. Star Struck is an amazing show of extremely high quality. Over 3 500 children from primary schools and high schools across the Central Coast and Hunter regions were involved in the event. There is a large choir, individual singers, dancers, instrumentalists and large scale production numbers involving hundreds of children at once. Our students performed one dance and the finale in 4 shows and they also performed at our Education week assembly.

This year, girls from grades 1-3 participated in the Tuggerawong Junior Dance Group. The students enjoyed learning to dance to the song "Good Feeling" by Flo Rider and were very pleased when they were accepted into the Central Coast Dance Festival held at Laycock Street Theatre. The girls did well with their performance and they also performed at the Education Week assembly.

Sport

This year, students from our school participated in the Swimming Scheme for the first 2 weeks of term 4. This intensive learn to swim program, run by the Department of Education and Training, develops water confidence and provides students with basic skills in water survival. Each daily lesson is for 45 minutes and it is mainly for students who have not reached a satisfactory standard of water safety and survival skills, and who are unable to swim 25m confidently. This year 46 of our students participated, from Years 1-3 and instruction took place at Toukley Aquatic Centre.

The school held a successful athletics carnival with many students advancing to represent Tuggerawong at Zone. Wallabies were the winners of our school carnival on 1148 points, followed by Platypus on 890 points and third place was Emus on 864 points. Two students,

Layne Woodhead and Cooper Brown, qualified for the Sydney North Athletics carnival.

A cross country event for the K-2 children was held in Term One in the grounds of our school. Students were awarded ribbons for the first three places gained in each age group.

Tuggerawong Public School has continued to promote participation across a variety of sports throughout 2012. The school entered PSSA sport teams soccer, touch football, netball, rugby league, cricket, softball and AFL. We also had many students trial for Wyong Zone teams in a variety of sports: cricket, tennis, hockey, soccer, softball and water polo.

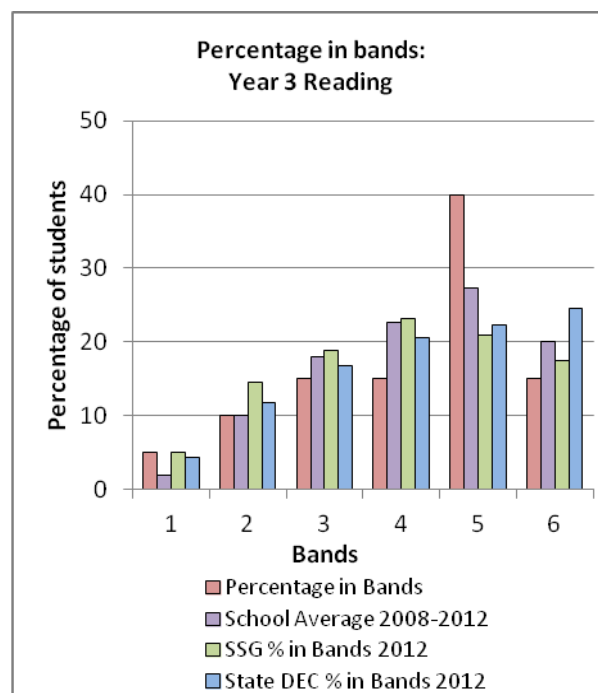
Academic

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)

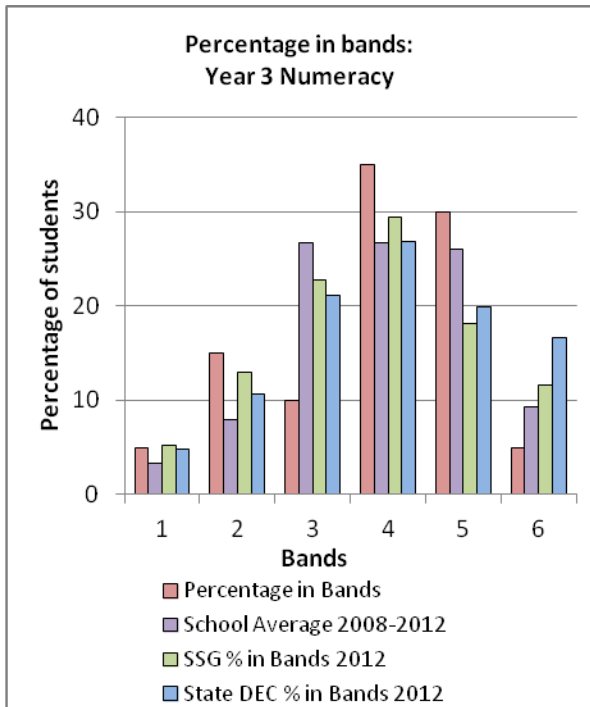
Reading – NAPLAN Year 3



In 2012, 20 year 3 students sat the NAPLAN test. 70% of students performed in the top three

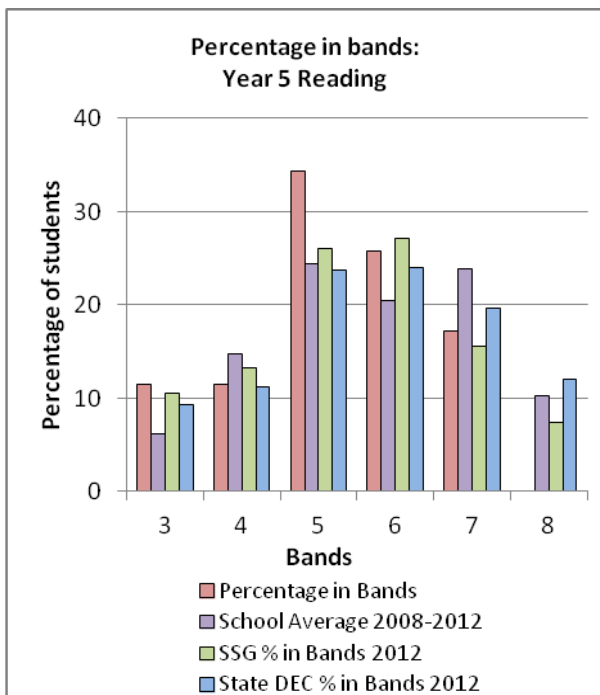
bands for Reading and 85% of students performed above the National Minimum Standard for Reading.

Numeracy – NAPLAN Year 3



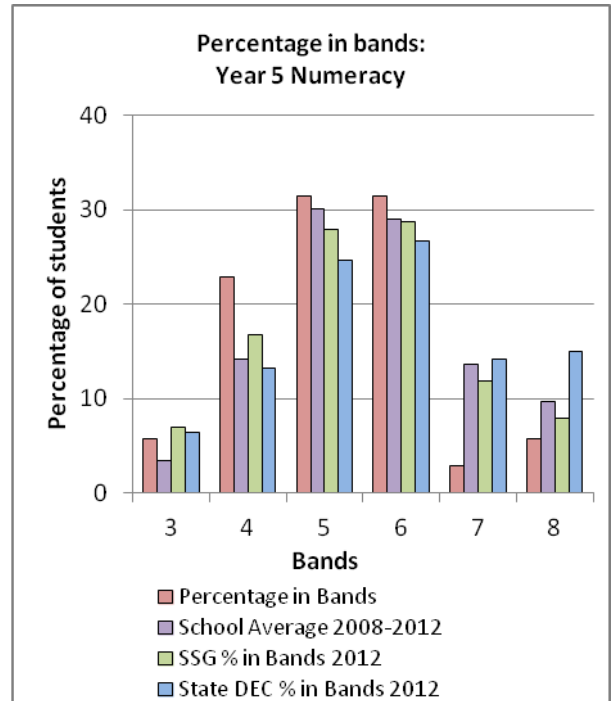
In 2012, 20 year 3 students sat the NAPLAN test. 70% of students performed in the top three bands for Numeracy and 80% of students performed above the National Minimum Standard for Numeracy.

Reading – NAPLAN Year 5



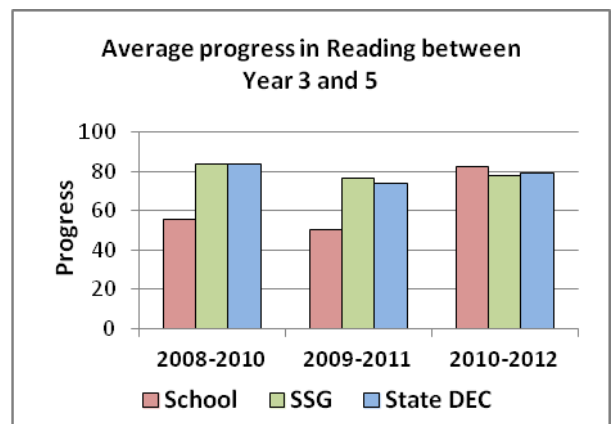
In 2012, 35 year 5 students sat the NAPLAN test. 42.8% of students performed in the top three bands for Reading and 77.2% of students performed above the National Minimum Standard for Reading.

Numeracy – NAPLAN Year 5



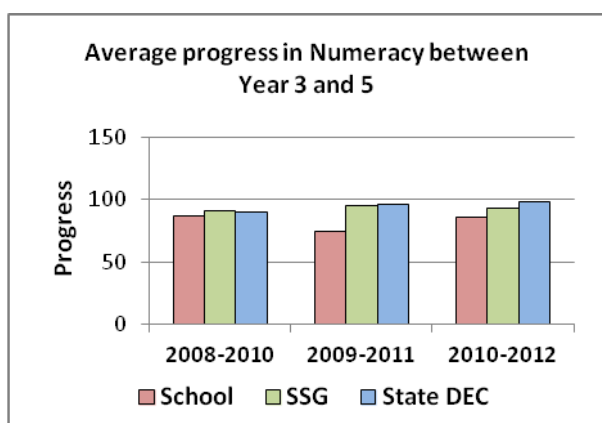
In 2012, 35 year 5 students sat the NAPLAN test. 40% of students performed in the top three bands for Numeracy and 71.4% of students performed above the National Minimum Standard for Numeracy.

Progress in reading



Student progress in reading between year 3 and year 5 for the 2010-2012 period is slightly above the state average.

Progress in numeracy



Student progress in reading between year 3 and year 5 for the 2010-2012 period is slightly below the state average.

Significant programs and initiatives

The International Competitions and Assessments for Schools suite of tests developed by EAA, University of NSW, are the largest external schools assessment programs available in Australia, New Zealand and the Pacific Region. These assessments are open to Year 3-6 students and a number of our students enter each year. The assessments provide extensive independent evaluations of skills, knowledge and understandings in many KLA's. Students receive individual feedback.

In English 5 students entered the assessment. Sophie Cox received a credit.

In Mathematics 14 students from Tuggerawong PS entered. Serena Huynh and Zeke Hayes were each awarded a Distinction. Renee Beamish and Jarrod Simpson each received a credit. In Science, only 1 student entered the science assessment receiving a Participation Award.

In the Spelling competition 13 students entered. Two students received a credit, Angus McKenna and Chris Gardner.

In Writing, 7 students entered the competition, with Angus McKenna and Melissa Crocker each receiving a credit. Serena Huynh earned a Distinction.

9 students entered the Computer competition with 4 receiving a credit: Lillyan Luyt, Jayden

Crocker, Angus McKenna and Chris Gardner. Nik Rosser earned a Distinction.

Aboriginal education

The school participated in Naidoc Day celebrations and students took part in a range of activities based around Aboriginal culture and traditions. Students wore the Aboriginal flag colours red, black and yellow to celebrate the day. Activities included crocodile/kangaroo tasting, Aboriginal games, art, craft, and Dreaming Stories.

Aboriginal Education perspectives were covered in human society units of work.

Multicultural education

Harmony day gave students the opportunity to recognise and value individual cultural differences within our community.

The whole school joined in a fun morning of activities on Wednesday 21st March. Students were in buddy groups, supported by many parents. This year's theme for Harmony Day was; 'Sport — play, engage, inspire'. Students participated in a range of activities based on this theme, including, group games, dancing, craft, a multicultural computer quiz and body decoration art. The students and teachers wore orange on this day as it is the international colour of peace.

Other programs

Young Leaders Day

In term one, 16 student leaders, including Prefects and Captains, went to the Sydney Entertainment Centre to take part in the 2012 National Young Leaders' Day. The students listened to high profile speakers from business, politics, sports, community service and the arts. The speakers for this year included: Anh Do (Comedian), Ruben Meerman (Surfer, Scientist, TV Presenter, Children's Author and Entertainer) and Tom Harley (AFL Premiership Captain).

Olympathon – Annual School Fundraiser

This year our annual school fundraiser was an Olympathon which coincided with the 2012

London Olympic Games. All the students were placed into groups that represented one of the countries that were competing in the Olympic Games. Students were asked to seek sponsors to raise money. The Olymp-a-thon included an opening ceremony complete with a torch relay, lighting of the flame and the Olympic Flag entering the stadium. The students rotated through a tabloid of activities based on the Olympic Games sporting events. The sports included: archery, javelin, rhythmic gymnastics, table tennis, hockey, kayaking, tennis, basketball, handball and shot put. The day was a huge success with the school raising \$3500 to go towards school educational resources.

Anzac Day

On Anzac Day student representatives from Tuggerawong Public School attended the Anzac Ceremony at Wyong. A school ceremony was held honouring those who have fought in the war. Children representatives from each class lay wreaths and we had a special guest speaker from the Wyong RSL talk to students about the meaning of Anzac Day.

Public Speaking

All students K-6 took part in our school's public speaking competition. All students were required to make a speech at class level. Four students from each class then went on to speak at the Stage competition. From here, two students in each stage went on to speak at the Zone Public Speaking Competition. The results of each stage competition are outlined below:

Early Stage 1

Winner Lachlan Simpson Runner-Up Ria Vij

Stage 1

Winner Raj Vij Runner-Up Lily Sulfaro

Stage 2

Winner Jarrod Simpson Runner-Up Shannon Liddle

Stage 3

Winner Mitchell Shannon Runner-Up Jake Carey

At the Zone level 2 of our students got a special mention.

- Raj Vij - Highly Commended Stage 1
- Ria Vij- Winner Early Stage 1 Competition

Ria Vij then went on to speak at the Regional Public Speaking competition where she was announced the winner.

Dad's Breakfast

On August 31st this year our school and P&C organised held another successful Father's Day breakfast, with a cooked breakfast on offer. Many mothers along with the teachers made and served bacon and eggs to fathers in the community. In attendance were approximately fifty dads from the school who came to share breakfast with their children.

Clean Up Australia Day

Students came prepared with plastic bags and rubber gloves for the annual Clean-up Australia Day effort on Friday 5th March, collecting lots of rubbish, mostly from the area outside the school grounds. Classes were allocated areas from Saturday Street to Jensen Rd along the Lake front and along Tuggerawong Rd, as well as Cadonia Rd, and with lots of effort, managed to fill the skip bin with rubbish.

Technology

Technology continued to be a focus in our school with all teachers taking part in Professional Development sessions designed to enhance their ability to effectively utilise the Smartboards and computers installed in the classrooms. Teachers included programs such as Mathletics and Studyladder in their teaching and some teachers introduced blogging using BlogEd into their classrooms. Our Sentral server continued to be a focus with the school implementing electronic roll marking using WebAttend and updating of student profiles using EduPro. This software gives teachers the ability to record and track student achievements as well as attendance and behaviour monitoring. This has supported staff to focus on their primary objective of delivering quality education to the students and using technology to do so more effectively.

Chess

This year, there was an overwhelming number of students interested in joining the chess team and, as a result, our school had 17 students from grades 2-6 participate in various different chess tournaments and training.

As well as participating in two tournaments at Wyong High School and Wyong Leagues Club, the chess teams participated in the NSW Junior Chess League, Primary Schools Competition (Central Coast- Rookies Grade). All teams had pleasing results with our A-Team coming first in the tournament, the B-Team coming second and our C-team coming fourth.

The success that the chess teams had may not have been possible without the commitment, skills and knowledge of Mr Losh, a volunteer who provided extensive training to all of the chess students.

Excursions

Stage 3 students were involved in a 5 day overnight excursion to Canberra and the snow during term 4. 3 staff accompanied students who visited sites such as Parliament House, the Australian Institute of Sports and the War Memorial. Students and staff reported a highly educational and enjoyable, albeit tiring, excursion with excellent behaviour on display from students.



Library

We had a very successful year in the library this year. As always, our school library has been a



busy, exciting and dynamic place to learn, work and play. The library provided enriching programs in Library and Research Skills, Information Technology Skills and encouraged the love of reading and books for recreational use for all students K-6. The annual Book Parade was a great success with all students in K-6 participating by dressing up as book characters. The Library Prefects Ethan Ryan, Amie Bowden, Makayla Short, Gabrielle Henson, Nyah Anderson, Alex Wilson, Trinity Scala, Izabelle Miners and Chris Gardner all did a remarkable job helping to organize the parade and book fair and choreographing and presenting a dance. The Book Fair raised enough money to buy over \$1000 dollars worth of books for the library. Both the Book Fair and Book Parade were very successful.

The Premiers Reading Challenge was well supported with fifty nine students successfully completing the challenge. Nine students successfully completed the Premiers Reading Challenge for four years and received a Gold Certificate.

This year our Library Prefect luncheon was held at Our Lady of Rosary School, Wyoming. The special guest this year was author Deborah Abela. The Library Prefects were very lucky to have the opportunity to participate in some great writing workshops and listen to Deborah's fantastic storytelling.

Head Start

Our Kindergarten orientation program continued to run successfully in 2012. Thirty nine of the forty new Kindergarten children for 2013 attended four 2 hour sessions which gave them the opportunity to become familiar with our

school surroundings, routines and staff. These sessions involved the students learning about life at school and completing some activities similar to those that they will be doing next year. They also spent time with their Year 5 buddies who will be a familiar and caring face in 2013.

We held 3 parent information sessions which were well attended. The first session was about school readiness, the second was how to help your child at school and the third was an introduction to school life. These were all well received with all feedback being positive.

Best Start

This year we continued with the state-wide initiative which is now mandatory across all NSW schools. All the Kindergarten students were assessed in literacy and numeracy knowledge at special interview times in the first week of school and they began in the second week. The data gained from the assessment assisted teachers in programming for the individual needs of each child in their class. Further assessment data was submitted five times throughout the year and was used to continue to direct teaching and learning decisions. Parents received a report based on this early assessment data in Term 1 and Term 3. All Kindergarten teachers received professional development training about how to administer the assessment and how to use the results to benefit the students.

Reading Recovery

The Reading Recovery program was once again implemented this year. Instruction was made available to 9 students during 2012. Reading Recovery is an accelerated reading program which caters for students who have experienced difficulty within their first year of school. We had four students successfully complete the program, four students were referred for further support and one transferred to a new school.

Learning and Support

The DEC introduced a new state-wide position in every public school during 2012 to replace the former Support Teacher Learning Assistance role

[STLA]. This new position is titled Learning and Support [LAST] and it a part-time allocation. In 2012, two staff shared the role and received professional learning from district personnel. The role will continue in 2013 with one staff fulfilling the role.

Progress on 2012 targets

Within the school's 3 year strategic plan are 4 priority areas including curriculum and assessment, community partnerships, student welfare and technology. Each of these priorities has a set of strategies designed to achieve certain annual targets. Below are the targets set for 2012 and their achievement rating. Whilst not all targets were met, the majority were.

Targets 1 Curriculum & Assessment

- Increased growth in reading in Year 5 & Yr 7 from 50% to 65% - not achieved
- Increased growth in Numeracy in Year 5 & Yr 7 from 45% to 60%.
- Increased student participation in Home

Reading program from 20% to 40% - achieved

Targets 2 Community Participation

- Increased parent satisfaction of school programs and communications from a medium to high level percentage - achieved
- Active School Council meeting twice a year

to ratify school policies - not achieved

Targets 3 Student Welfare

- Increased percentage of students receiving license awards - achieved
- Decrease in students on discipline level

System - achieved

Targets 4 Technology

- Introduce Sentral into school Management - achieved
- Edupro to store all student learning data including standardised and non-standardised assessments - achieved

Curriculum and assessment targets were not achieved on the whole and this will continue to be an area of development for the school community.

School evaluation

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

Mathematics

Background

Data from NAPLAN over the last 5 years has indicated strong performances in K-2 classes with less growth occurring in the primary years. Staff have indicated the need for a whole school approach to the teaching of Mathematics. The school will adopt a program from Hunter/Central Coast regional support which promotes a smoother transition in mathematics learning from the early years to later years at the primary level. This program will be in place until the national syllabus for mathematics is implemented in 2015.

Findings and conclusions

Parents and teachers were surveyed with similar questions. Parent responses are below.

How well does this school support your child's development in Mathematics?

Very well = 50%

Moderately well = 50%

Not very well = NIL

How motivating are the Mathematics lessons at your child's school?

Very motivating = 50%

Somewhat motivating = 48%

Not very motivating = 2%

How well does this school consider the individual needs of students?

Very well = 26%

Moderately well = 70%

Not very well = 4%

How confident are you in your ability to support your child's learning in Mathematics at home?

Very confident = 52%

Somewhat confident = 40%

Not very confident = 8%

Do you support the use of textbooks for Mathematics at our school?

Yes = 100%

No = NIL

6. Is your child required to do too much Mathematics homework, too little, or about the right amount of Mathematics homework?

Too Much = 8%

Enough = 80%

Too Little = 12%

7. Does your child find 'Mathletics' useful in assisting their learning of mathematical concepts?

Yes = 96%

No = 4%

8. Would you like to see the inclusion of tips for parents in supporting Mathematics learning in the newsletter?

Yes = 96%

No = 4%

9. Is your child making progress in Mathematics?

Yes = 80%

No = 4%

Unsure = 16%

10. Do you have any other comments to make about the teaching of Mathematics? [top 3 most suggested comments]

- Use 'Mathletics' as homework
- Parent assistance is needed
- Maths games [technology] are useful

Future directions

The school will adopt a program from Hunter/Central Coast regional support unit in 2013 which will promote a smoother transition in Mathematics learning from the early years to later years at the primary level. This program will be in place until the national syllabus for Mathematics is implemented in 2015. Professional learning for staff in implementing this program will commence in 2012 and continue into 2013.

School Planning

Background

Feedback from community and staff has indicated the need for early notifications of school events. Whilst measures are in place to manage this, the volume of school events has been investigated. Stage supervisors audited school events in relation to their impact on learning time. Parents and staff were surveyed as to the planning of school events and the amount of extra-curricular programs being offered.

Findings and conclusions

The results of the 'School Planning' survey for parents indicated that most parents believed there was good communication of events and events were well organized. Most parents believed that the school calendar was not too crowded. Overall, it appears that most parents are indicating that school planning is being managed well. Teachers indicated most extra-curricular programs were able to be managed without undue interruption to normal class programs however stage 3 classes were subject to more disruptions than other stages primarily because of representative sport programs.

Future directions

Fewer sports will be on offer in Years 5 and 6 in future to ensure a balance between teaching and extra-curricular programs. All stages will monitor programs to ensure that no more than 20% of school time is dedicated to extra-curricular programs and that English and mathematics are priority subjects with at least 50% of available time being allocated.

Student satisfaction

In 2012 the school sought the opinions of students about the school. Students from Years 3 to 6 answered a 15 question survey. Their responses are presented below.

I like to go to school each day = 34% Yes

My teacher is fair to me = 85% Yes

I learn to get along with people= 83% Yes

I am a success as a student = 54% Yes

Other students accept me as I am =58 % Yes

I know how to do the work =63% Yes

The things I learn are important= 73% Yes

I feel lonely/worried/sad =12% Yes

I am good at school work = 59% Yes

I feel proud to be a student = 77% Yes

My teacher helps me with my work = 80% Yes

My teacher listens to what I say= 80% Yes

I know if I am bullied I can get help= 85% Yes

I know what will happen if I break the school rules = 94% Yes

I can choose lots of different things to do during the year = 90% Yes

The survey indicates that there is a lower than desired percentage of students who feel successful with their school work and that tolerance towards others needs to be addressed.

Professional learning

Staff were surveyed this year in relation to how professional learning was organized and delivered, and what improvements could be made to support the teachers professional growth. The school spent \$6127.87 on teacher professional learning in 2012.

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 - Curriculum & Assessment

Outcome for 2012–2014

Increased level of student achievement in literacy and numeracy.

2013 Targets to achieve this outcome include:

- Increase the number of Year 3 students achieving band 3 or above from 70% to 80% in reading.
- Increase the number of Year 5 students achieving band 5 or above from 77.2% to 90% in reading.
- Increase the number of Year 3 students achieving band 3 or above from 70% to 85% in numeracy.
- Increase the number of Year 5 students achieving band 5 or above from 71.4% to 85% in numeracy.
- Staff engage in professional learning in the familiarisation stage of the national curriculum.

Strategies to achieve these targets include:

- Implementation of the Hunter/Central Coast 'Maths Kit for Schools' program across K-6 classes
- K-2 classes to undertake the L3 program and continue utilizing Best Start assessment and programming resources.
- 3-6 classes to develop programming, teaching and assessment of reading strategies with district personnel support.

School priority 2 – Community Partnerships

Outcome for 2012–2014

Active and inclusive school consultative processes with partners.

2013 Targets to achieve this outcome include:

- Establish and maintain effective partnerships with families to support the learning of each child.
- Develop links with local High Schools and surrounding Primary Schools through LMG.
- Increased community engagement in the consultation around school improvement and planning.

Strategies to achieve these targets include:

- Policy development schedule is developed

- Draft policies developed by relevant committees for executive and School Council ratification.
- Parents are involved in evaluations of policies to be reviewed.

School priority 3 – Student Welfare

Outcome for 2012–2014

School will be an inclusive environment which recognises diversity and respects difference.

2013 Targets to achieve this outcome include:

- Evaluate the school welfare policy in consultation with the school community.
- Increase by 10% the number of students achieving the diamond licence status in the welfare system

Strategies to achieve these targets include:

- Welfare policy is reviewed
- Anti-bullying program is implemented

School priority 4 - Technology

Outcome for 2012–2014

Technology improves the number of students performing at or above expected outcomes

2013 Targets to achieve this outcome include:

- 90% of students can effectively use stage identified ICT skills to complete a task.
- Increase the use of sentral to monitor and track students on the numeracy and literacy continuums.
- Build staff capacity in using technology in preparation for the LMBR systems

Strategies to achieve these targets include:

- Mathletics is fully implemented across K-6
- Learning Support interventions are measured for their effectiveness.

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.

Greg Hollins - Principal [relieving]

Sue Hurley-Assistant Principal [relieving]

Felicia King - Classroom Teacher

Belinda Hunt-Classroom Teacher

Dianne Brown-Classroom Teacher

Jeannine Skeem-P&C Vice President

School contact information

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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:

<http://www.schools.nsw.edu.au/asr>