2008 Annual School Report
WADALBA COMMUNITY SCHOOL

NSW Public Schools – Leading the way
Messages

Principal's message

2008 was a year of change for Wadalba Community School. Former principal Mr. Nigel Brito accepted a promotion to School Development Officer and the Deputy Principal Ms Rosemary McDowall accepted a position as Principal in a Sydney high school. The school endeavours to develop a culture of high expectations and to develop a strong sense of social responsibility. School performance in the HSC, SC and NAPLAN showed some areas of strong growth and highlighted areas of concern.

The Wadalba Schools Learning Community continues to strengthen the links with the partner primary schools of Warnervale Primary, Tuggerawong Primary, Woongarrah Primary and Tacoma Primary. These strong links enable a very comprehensive Transition Program. In 2008 the Wadalba Schools Learning Community implemented a program for Gifted and Talented Students that resulted in the very successful showcasing of student talents at a combined Public Speaking evening, Future Voices.

Vocational Education remains a strong curriculum choice amongst our students and the school was a State finalist in the Excellence in Vocational Education Awards.

The innovative Stage 5 elective structure, which enables students to choose and complete up to six different electives over the two-year period, has been successful in engaging and retaining our Year 9 students into Year 10.

Our comprehensive Teacher professional development program has continued to focus on quality teaching with a particular emphasis on boys' education and the education of Aboriginal students.

Having K-6 on the same site as the 7-12 has allowed the school to look closely at expanding the opportunities for Middle Schooling initiatives and in 2008 a dedicated primary teacher was employed in the high school to assist with transition and support.

The ongoing achievement of our students in a wide and diverse range of activities reflects the dedication and hard work of our staff and the support and assistance of our P&C and whole school community.

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.

Primary message

2008 was a busy and successful year in the Primary. As well as the normal, everyday activities, a number of new initiatives were introduced across a variety of areas.

In the academic area we were fortunate to receive funding to allow the setting up of the Reading Recovery Program. (See report further on.) Also in Stage 1 a program known as 'Letterland' was introduced. Letterland is a structured, systematic program with an emphasis on language, phonics and phonemic awareness, whole word recognition, reading for meaning and early creative writing.

In Maths the 'Count me in Too' program was expanded to include Stage 2 classes. A team of students from Years 5–6 participated in the Australian Primary Schools Maths Olympiad. This is a competition aimed at stimulating enthusiasm, teaching problem solving strategies, fostering creativity and providing the satisfaction of mastering challenging problems in Mathematics.

All students K – 6 participated in public speaking with two students from each stage being selected for the Regional Public Speaking Competition. Three students from Stage 3 also participated in the ‘Future Voices’ public speaking competition organised by the Wadalba Schools' Learning Community (WSLC).

Wadalba Primary again hosted the Premier’s Spelling Challenge Final in which two students from each of Stages 2 & 3 represented our school.

Stage 3 students were also involved in the ‘Herald Writers’ Competition with one of our students winning the photographic section.

Many students also took the opportunity to complete the ‘Premier’s Reading Challenge’.

A number of new activities were also introduced in the sporting area. During Terms 2 & 3 the ‘Wadalba Schools Learning Community’ organised mini inter-school competitions to give students the opportunity to further develop their fundamental sports skills.

Students from Years 3 – 6 were able to participate in soccer and netball (Term 2) and Touch Football and T – ball (Term 3).

As part of the PD/H/PE syllabus, Stage 3 students participated in the C.A.R.E.S. program. This program aims at developing bicycle road safety in the setting of a safe environment under Police supervision. Some Stage 3 students completed a ‘Junior First Aid’ course run by the ‘Surf Lifesaving Association’ while others participated in a ‘Pool Challenge’ competing against students from other schools.

Cultural activities included choir performances both at school, in the local community and at Star Struck. The K – 2 and 3 – 6 dance groups were selected to perform at the Central Coast Dance Festival. Student art work was on display at Lake Haven Shopping Centre during Education Week. Our annual concert proved to be a highlight in Term 3.

Student welfare activities always play an integral part in school planning. All students were involved in Peer Support with Year 6 students being trained as leaders. Year 5 students helped the new Kindergarten students’ transition to school by being their ‘buddies’. Students attended a live performance of a play entitled ‘Buddies’ which outlined to the students the steps to being a good friend.

Seven of the Primary SRC members attended a Primary Leadership Conference held at Sydney University. The students were involved in activities that focused on developing their understanding of what being a leader means, the skills of a leader and the importance of setting goals. The students had
the opportunity to work with other students from a wide variety of schools.

Involvement in the wider community is always encouraged and many students attended the Anzac Day activities at Wyong as well as SRC members representing the school at the Remembrance Day Service.

The students in 5/6A with the help of parents, carers and grandparents knitted squares to make rugs for the ‘Wrap with Love’ organisation which aims to help as many people as possible by providing warm ‘Wraps’ to ward off hypothermia. Students also supported ‘Red Nose Day’ and ‘Bandanna Day’.

Staff and students in the Primary continue to strive to ensure continued development and growth in all areas.

Parents & Citizen Association message

2008 was a year of change and further growth at Wadalba Community School as we approach our 10 year anniversary. We welcomed our new Principal; Ms Sally Conn and sadly farewelled former Principal, Mr Nigel Brito who has taken up a role in New England region as a School Development Officer. We also farewelled Deputy Principal, Ms Rosemary McDowall, who was appointed Principal to a school on Sydney’s Northern Beaches. P&C thank them both very much for their dedication to the students, staff and parents at Wadalba. They supported the school though a hectic period of growth. They supported HSC tutoring sessions and wider subject choices aimed to support student learning and helping retention.

The P&C continues to be a genuine partner working closely with the school. The Wadalba Communication Strategy including the website and newsletters is being updated with a focus on timely information available to parents and the wider community. A NSW DET Schools Promotions Unit grant also helped with information and material for parents and students within our Wadalba Learning Community.

The canteen continues to be our main fundraiser and is the centre for both primary and secondary families to help their school and get to know our staff and students. We work closely with local schools to continue to implement the Fresh Tastes Healthy Canteen Strategy and also when they need support. Thanks to our Canteen staff and wonderful volunteers who make our canteen so very successful.

With the P&C now selling the school uniform directly to parents it continues to save families money by cutting out the mark up and making sure the stock our children need is always available at the Canteen.

The P&C is seeking new ways to support the large and diverse needs of our school and to that end we are pursuing both State and Federal governments to make sure adequate funds are made available. By working in partnership with local government and the Department of Education and Training (DET) regional team, we are taking every opportunity to tap into funding grants and opportunities. We want to ensure we have the resources required to meet our student and staff needs.

Rhonda Grinsted
P&C President

Student representative's message

We would like to firstly thank our enthusiastic and committed school captains of 2008, Mitchell Izzard and Beth Williams. As your school captains of 2009 we are willing to cooperate with students and staff to help create a learning environment that fully demonstrates our core values of Respect, Responsibility and Excellence.

At the end of 2008, a new selection process for the student leadership was implemented.

This involved a nomination and a seconder, an interview with the Principal the Year Adviser and a member of the P&C and then finally an address to the student body.

Two captains were chosen, to oversee four prefects. Each prefect now has a chosen portfolio, School Life, Social Justice, the Environment, and School Promotions. Each prefect in their chosen portfolio also has the support and advice from a teacher mentor and SRC students range from Years 3 – 12. This new body of leadership now allows us to focus on areas of priority and gain insight to the perspective of people throughout the school.

Our attendance at the leadership conference helped us to gain the confidence and skills needed to exert a positive influence on the school and to develop this new form of leadership.

Through participation in community rallies and social events such as “Girls Night In”, “Relay for Life”, “Movember”, and various ceremonies, we aim to increase school spirit, and also assist in continuing the development of the school’s association with the local community.

Brendan Shanks and Naomi Holmes
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 numbers have stabilised over the last two years due to a slowing down of growth in the local area. Primary numbers are down slightly due to changes in our drawing area. In 2008, at the census date, there were 232 students in the primary department and 975 in the secondary department. While the student population is predominantly Anglo-European in descent we had 53 Aboriginal students attending the school last year. There has been an increase in the number of students from a Non-English Speaking Background (NESB) with 73 or 6% of our student population now making up this area.

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>436</td>
<td>461</td>
<td>500</td>
<td>484</td>
<td>491</td>
</tr>
<tr>
<td>Female</td>
<td>442</td>
<td>468</td>
<td>510</td>
<td>499</td>
<td>485</td>
</tr>
</tbody>
</table>

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 Tuesday 25 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>1/2-MC</td>
<td>2</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>1/2-MC</td>
<td>1</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>2CM</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4/5-C</td>
<td>5</td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td>4/5-C</td>
<td>4</td>
<td>4</td>
<td>27</td>
</tr>
<tr>
<td>4S</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5/6-A</td>
<td>5</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>5/6-A</td>
<td>6</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>6F</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>K/1-F</td>
<td>K</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>K/1-F</td>
<td>1</td>
<td>16</td>
<td>22</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

Structure of classes
There was a mixture of composite classes in the primary department in 2008.

Retention to Year 12
Student retention remains at similar levels to the previous three years but is still below state average. A target for 2009 will be to improve student retention.

Post-school destinations
The post school destination report completed by Mrs Boardman reflects that students who leave Wadalba Community School are successfully entering University, further education, employment, traineeships and apprenticeships. Each year our outcomes and employment retention rates are consistent due to the fact that more students are seeking Casual employment and in School Traineeships that lead to further employment. Our SVET and TVET students are more readily prepared for the workforce due to the fact that employers are considering students that have prevocational training completed as a prerequisite. The report produced the following data.

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>54 Leavers</td>
<td>62 Leavers</td>
<td>94 Leavers</td>
</tr>
<tr>
<td>19 Employed</td>
<td>36 Employed</td>
<td>59 Employed</td>
</tr>
<tr>
<td>21 Other Schools</td>
<td>6 Other Schools</td>
<td>21 University</td>
</tr>
<tr>
<td>10 TAFE</td>
<td>17 TAFE</td>
<td>10 TAFE/Private</td>
</tr>
<tr>
<td>Seeking Employment 2</td>
<td>Seeking Employment 3</td>
<td>Seeking Employment 3</td>
</tr>
<tr>
<td>Unable to contact 2</td>
<td>Unable to contact 0</td>
<td>Unable to contact 1</td>
</tr>
</tbody>
</table>

Year 12 post-school destinations

<table>
<thead>
<tr>
<th>Destination</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>63%</td>
</tr>
<tr>
<td>University</td>
<td>22%</td>
</tr>
<tr>
<td>Tertiary Education</td>
<td>11%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1%</td>
</tr>
<tr>
<td>Seeking employment</td>
<td>3%</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.

In 2008 our staff was comprised of a mixture of new and experienced teachers. The school still maintains a high proportion of beginning teachers and has a Head Teacher Mentor allocation of 0.5.

Mr Nigel Brito left in 2008 and Mrs Rosemary McDowall relieved as Principal until July.

Staff establishment

In 2008 our staff was comprised of:

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>67.3</td>
</tr>
<tr>
<td>District Guidance Officer</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Ass</td>
<td>1.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.6</td>
</tr>
<tr>
<td>Head Teacher –Suspension Centre</td>
<td>1</td>
</tr>
</tbody>
</table>

Staff retention

There was a number of significant staff changes in 2008. There was a change of Principal in July and one staff retirement.

Staff attendance

Staff has access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.1% which compares favourably with the 2007 rate of 94.9%.

Teacher qualifications

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

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: 30/11/2008

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>448 797.47</td>
</tr>
<tr>
<td>Global funds</td>
<td>580 995.77</td>
</tr>
<tr>
<td>Tied funds</td>
<td>516 347.80</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>377 205.22</td>
</tr>
<tr>
<td>Interest</td>
<td>38 529.89</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>50 672.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>2 012 548.15</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>106 121.47</td>
</tr>
<tr>
<td>Excursions</td>
<td>119 559.56</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>115 672.81</td>
</tr>
<tr>
<td>Library</td>
<td>11 492.60</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2 037.41</td>
</tr>
<tr>
<td>Tied funds</td>
<td>530 311.06</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>120 239.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>244 595.24</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>81 807.27</td>
</tr>
<tr>
<td>Maintenance</td>
<td>35 729.90</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>41 103.75</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1 408 670.07</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>603 878.08</td>
</tr>
</tbody>
</table>

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

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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Literacy – NAPLAN Year 3
The percentage of students scoring in Band 5 is well above the school average for the previous three years.

Numeracy – NAPLAN Year 3
The percentage of students in bands 5 and 6 decreased in 2008 however numbers in the lower bands significantly decreased indicating sound growth.

Literacy – NAPLAN Year 5
The percentage of students scoring in the highest band has increased.

Numeracy – NAPLAN Year 5
While the percentage of students in Bands 6 and 7 were slightly improved overall compared to 2007, there were no students in Band 8.
**Literacy – NAPLAN Year 7**
The percentage of students in the higher bands exceeded the school average for the previous three years. It is pleasing that there were fewer students in the lowest band.

**Numeracy – NAPLAN Year 7**
The percentage of students in Band 8 was above the school average of the previous three years but a lower percentage attained Band 9. It is pleasing to see the small percentage in the lower Band 4.

**Literacy – NAPLAN Year 9**
The percentage of students in the lowest band was on par with the state average but the percentage in the top bands was well below state average.

**Numeracy – NAPLAN Year 9**
While the percentage of students in Band 5 only slightly exceeded the state average the percentage in the top band was well below the state average.
Progress in literacy

The average progress continues to be above state average. It is pleasing to see that the progress made over the last period 2006-2007 has been maintained.

Progress in numeracy

The progress made in the previous year was not maintained and the school could not attain the state average.

School Certificate

Students undertake examinations for English – literacy, Mathematics, Australian History - Civics and Citizenship, Australian Geography - Civics and Citizenship, Science and Computer Skills. English, Science and Australian History – Civics and Citizenship improved on the school average over the previous five years, while the other subjects maintained parity with their results. 71 students were deemed to be highly competent in Computer Skills, while all other students were deemed to be competent. The results in Computer Skills matched the state average.
School Certificate relative performance comparison to Year 5 (value-adding)

As can be seen from the graph below, the school is continuing to improve in value adding to student achievement in English, Science and Australian History – Civics and Citizenship. There was only slight improvement in Mathematics and Australian Geography – Civics and Citizenship.

Higher School Certificate

The school continues to have students complete the Higher School Certificate in a wide range of subjects. While the school offers pathways to employment and further training at TAFE, more students are showing an interest in progressing to university. Due to the small numbers in some classes it is difficult to ascertain trend data in some subjects. The following graphs show the results for subjects in which 10 or more students sat the Higher School Certificate. Business Studies, Community and Family Studies, Food Technology and Information Technology showed improved results relative to the school’s performance over the previous three years. Subjects not listed in which the results were significantly above the state average were Society and Culture and English Extension 2.
Higher School Certificate relative performance comparison to School Certificate (value-adding)

From the graph it is clear that the school needs to work harder at adding value to students from years 10 – 12. This was an anomaly and a reversal from the previous years but it must be noted that the student performance is linked to the academic aspirations of the students within that year’s cohort. Additionally the school has many subjects with small candidature and the performance of a few individual students can distort the statistical information.

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.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>97</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88</td>
</tr>
<tr>
<td>Writing</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>92</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
</tr>
</tbody>
</table>

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97.4</td>
</tr>
<tr>
<td>Writing</td>
<td>89.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>96.4</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.9</td>
</tr>
</tbody>
</table>
Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Targeted Sports Program

The Targeted Sports Program is a specialised program catering for students who display a high skill level and positive attitude in their chosen sport. The program originated in 2007 with the sports of Soccer and Netball and was extended in 2008 to include Touch Football and Rugby League.

Students participate in weekly training sessions focusing on fitness and skill development. They are exposed to a variety of training methods and utilise a number of facilities in the local community. Students in Year 9 and 10 studied TSP as an elective, focusing on nutrition, the human body and training principles to improve performance.

Wyong Leagues Club supported the Targeted Sports Program providing expert training and supplying our 13’s and 15’s Rugby League teams with new playing jerseys. Central Coast Lightning Development Officer Daniel Barrett was involved with our Soccer students, and in 2009 Marion Van Munster from the NSW Institute of Sport Netball program and Riley Sohier NSW Touch Development Officer, have offered their expert knowledge and experience to our students.

Aboriginal education

This year will see the structure of Aboriginal Education at Wadalba Community School change quite significantly. There will be three focus areas; Teaching and Learning, Parents and School Partnership and Cultural Celebrations. Jane Harris, Head Teacher Welfare, will head the Teaching and Learning team with the main focus being Personalised Learning Plans (PLP’s) for all Aboriginal students and the coordination of in class tuition of students in years 1 – 8. Elizabeth Keys, Aboriginal Education Coordinator, will chair the Parent Schools Partnership committee, responsible for creating learning opportunities for all stakeholders. Moving forward, we are promoting collaborative development of innovative programs, with input from teachers and families, to develop and support the learning and cultural needs of our Aboriginal students. Roxanne Cameron, Primary Assistant Principal, will coordinate Cultural Celebration Days

We welcome Renee Bonaventura as our newly appointed Aboriginal student school learning support officer. Renee will work closely with Ms Harris in the processing of PLP’S. Ray Eather will begin the Jumbunna Program for boys. The aim of the program is to identify any issues/barriers that may arise in the classroom and develop realistic strategies to help overcome these obstacles and put them into action.

The Norta Norta program has replaced the Indigenous Tuition Assistance Scheme (ITAS) and the In-class tutor program in 2009. All Aboriginal Students will have access to tutors to support their studies. We invite all parents to be a part of the Parent school partnership initiative.

Multicultural education

The makeup of the school remains similar to previous years. The school participated in Harmony Day and the School Welfare Policy has inclusivity as a central focus.

Respect and responsibility

Wadalba Community School strongly supports values education and our key values are Respect, Responsibility and Excellence. The school is part of the regional Positive Behaviour for Learning initiative which constantly reaffirms these values.

Other programs

Reading Recovery

Reading recovery is an early intervention program used to reduce reading and writing difficulties for students in Year One. This program has had proven success internationally and has the support of the NSW Government. At Wadalba, Basic Skills Test results and an aspiration to reach regional literacy targets indicated that such a program would lift the performance of our students.

Our first year of Reading Recovery was a great success. Nine students who were initially considered as being at risk had accelerated progress to reach the average level of their grade in literacy. These students now obtain maximum benefit from their classroom instruction and will require less long-term support throughout their education.

The skills, knowledge and resources that Reading Recovery brings has also had an impact in regular classrooms. Many of the strategies used in Reading Recovery have been adopted by teachers with their own students. This has led to a widespread increase in student literacy achievement across the K-2 classes which surpass regional targets.

<table>
<thead>
<tr>
<th>Regional Targets</th>
<th>Wadalba 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>75% reading independent level 6 or above</td>
</tr>
<tr>
<td>Year One</td>
<td>75% reading independent level 16 or above</td>
</tr>
<tr>
<td>Year Two</td>
<td>75% reading independent level 16 or above</td>
</tr>
</tbody>
</table>
Reading Recovery will continue to be an integral part of the school’s literacy program. An increasing number of teachers will be trained to implement the program as we continue to build upon this valuable literacy resource.

Student Welfare

The welfare team ran a number of successful programs to enhance the learning environment of Wadalba Community School. The welfare focus areas included: anti-bullying, resilience, values, discrimination and decision making. These issues continue to be dealt with in the welfare lessons, an integrated approach that has proven to be very successful.

A comprehensive orientation program for students in Year 6 entering high school continues to be strongly supported by the partner primary school members of the Wadalba Schools Learning Community. Students participate in a formal Orientation Day, where they visit classrooms for a ‘taste test’ of the Year 7 curriculum and information sessions. Sports gala days are also arranged with students organised into teams based on 2009 classes.

Students also participated in a number of activities that built on the school’s strong relationship with community agencies. These included: Workwise, Core of Life, Connectors, Youth Pathways and the She program.

The tradition of Year 7 attending the Great Aussie Bush Camp in Term 1 was maintained as part of our successful transition program. Year 9 students participated in another successful excursion to Canberra and the snowfields to strengthen their school spirit and commitment to the Wadalba Community School culture.

Reward Days for students who are referral free continue to be a positive reinforcement for students and these included trips to the movies, pizza lunches and a whole day excursion to Sydney.

Successful graduation ceremonies were held for both Years 10 and 12 and these were followed by formal evenings, which were well attended and provided students and teachers the opportunity to celebrate the students’ achievements.

There is a very strong focus on building positive relationships between teachers and students and the school and the community. The Student Welfare team meets regularly and continues to foster an environment of Respect, Responsibility and Excellence.

Progress on 2008 targets

Target 1

School Certificate and Higher School Certificate monitoring folders implemented.

Our achievements in this area include:
1. 100% of all Preliminary and HSC classes have a dedicated monitoring folder that clearly demonstrates compliance with all BOS requirements and reflects quality teaching practice.
2. Preliminary and HSC folders are checked each semester by senior executive and staff are given detailed feedback.
3. HSC results indicate 7 courses achieved within 4 marks of state average.
4. HSC awareness days were introduced for all year 12 students in 2008.
5. SC folders have been developed in a number of core areas and will continue to be developed across all subjects.

Target 2

Implementation of the Positive Behaviour for Learning (PBL).

Our achievements in this area include:
1. The formation of the PBL team.
2. The identification of the core values of Respect, Responsibility and Excellence.
3. The creation of signage promoting the core values in every area of the school.
4. The development and delivery of specific PBL lessons during pastoral care time.

Target 3

Enrichment and Gifted and Talented program implemented across Wadalba Schools Learning Community.

Our achievements in this area include:
1. A successful GATS Public Speaking program involving all partner primary schools.
2. A Science Day involving all partner primary schools where students participated in a variety of experiments.
3. A Writing Workshop involving all partner primary schools where students were exposed to techniques to assist in improving their own writing and to produce a piece of work to become part of a group book.

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 Technology and Middle Schooling initiatives.

Educational and management practice

Technology

Background

When first established in 2000, Wadalba Community School was seen as a lighthouse school in its use of technology for pedagogical, administrative and welfare purposes. However with the burgeoning growth of the school and the Digital Revolution there was a need to evaluate existing systems and use to ensure continued best practice in the area of technology.
Findings and conclusions
The regional technology team was invited to undertake a full audit of the school’s technology and asked to advise on future directions.
All staff, a range of students and a random selection of parents were invited to comment on their access to, use of and development in technology.
The conclusion was that the school would benefit from a relocation of the technology hardware to a dedicated technology Centre in D Block that would enable greater accessibility, increased usage and more efficient maintenance of existing and future hardware.
The P&C made a commitment to assisting in the expansion of SMART technology in the classrooms.
The school was moved to the Hunter Central Coast Domain to minimise the use of teaching staff in the maintenance of hardware and to allow the efficient utilisation of staff expertise in the area of professional development of all classroom teachers.

Future directions
In 2009 the school will employ a Technical Support officer two days per week.
The School Computing Studies faculty will develop a structured plan of professional development to ensure 100% of staff are competent in the use of technology in the classroom.
The school will join the DET website initiative to develop a new school website.

Curriculum
Bridging the gap: Stage 3 Science and Technology and Stage 4 Science and TAS

Background
The disjunction between the Stage 3 Science and Technology (Years 5 and 6) programs and Stage 4 Science and TAS (Years 7 and 8) programs and the literacy achievements of students in these KLAs were identified as areas of concern in 2008. Evidence indicated that students entered Year 7 with gaps in knowledge of the design process in TAS and the experimental design process in Science and student work samples, particularly in Stage 4, indicated a need to improve the quality of written work.

Findings and conclusions
The school was successful in gaining funding to undertake an action learning project to address the issues identified in Stage 3 Science and Technology and Stage 4 Science and TAS. The action learning involved a team of teachers comprising of Stage 3 teachers from Wadalba Community School and Tuggeranong Public School and Stage 4 Science and TAS teachers from Wadalba Community School.
Through critical lesson observations by teachers involved in the project, as well as the cooperative planning of units of work and teaching and learning activities, significant gains have been made in bridging the gap in the nominated KLAs. Stage 3 teachers have developed programs integrating the design process in Science and Design and Technology. Stage 4 teachers have developed a greater understanding of students’ learning experiences and environment in the Stage 3 context. This has translated into improved cross-stage consistency in teaching and learning strategies and, in particular, the explicit teaching of literacy. Alignment between Stage 3 and 4 has been further embedded through the development of common posters and teaching aids relating to the design process and targeted literacy strategies in Science and Technology, Science and TAS.

Future directions
It is anticipated that cross stage collaboration with the view of further bridging the gap in the middle years of schooling (Years 5-8) will continue in 2010. The achievements of the action learning project will be communicated to all our partner primary schools with the view that the consistent teaching of Stage 3 Science and Technology and Stage 4 Science and TAS will be adopted by all. Furthermore, the use of lesson study as a form of teacher evaluation and improvement will be broadened to include other KLAs.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.
Surveys were carried out on all Year 2, 4, 6, 7, 8, 9, 10 and 11 students plus all staff and over 100 parents. Identified from the surveys were the following points:
1. The school has a strong and supportive Welfare Program that clearly demonstrated that staff cared for the students and supported them
2. The school has a successful Targeted Sports Program and a comprehensive Vocational Education program
3. There is a need for the school to focus on developing the academic strands and the creative and artistic strands
4. There is a need for the school to evaluate the existing use of technology and ensure that technology is available, working and fully utilised in Teaching and Learning.

Professional learning
Professional learning of staff is directly linked to the school’s management plan, the region’s and the Department’s priorities. A significant proportion of the teacher professional learning funds are, therefore, allocated to meeting the school’s targets in improving student learning outcomes.
Mary Brell presented and lead the executive and aspiring executive in a Saturday workshop titled Leadership for Learning. The day provided participants with analytical tools to enable them to understand the strengths and weaknesses of their leadership style and how to expand their repertoire of leadership skills to be more inclusive of those they lead. Leadership was explored in a number of domains, including the context of personal leadership, as influencing others, in developing a
rich learning environment, in building professional and management capabilities and inspiring others.
The Term 2 School Development Day focus was on cooperative and cognitive learning strategies. Delivered by an educational consultant, Mary Brell, staff were introduced to a range of practical strategies to support student learning and achievement. Staff gained first hand experience in using the strategies which were then embedded into teaching and learning programs.

Indigenous education was the theme of our Term 3 School Development Day. The aim of the day was to increase understanding of the issues relating to Indigenous education, to examine the data associated with achievement by Indigenous students and to explore teaching and learning practices that support Indigenous students. Evaluation and improvements to current assessment tasks in line with the Quality teaching model and Indigenous education was undertaken by all KLAs on the day. Dr Wendy Amosa of Newcastle University was our keynote speaker on the day.

School development 2009 – 2011

The School management Plan has four main focuses:
1. Teaching and Learning for success
2. Engagement and Retention
3. Connected Learning
4. Cultural Development

Targets for 2009

Target 1

No student below National Benchmarks in Reading and Numeracy in Year 3, 5, 7, 9

Strategies to achieve this target include:
- Explore successful literacy models and train teachers.
- Implement K-12 Numeracy Policy.
- Review School mathematics programs Primary and Secondary.
- Plan and develop the Thrive program.

Our success will be measured by:
- Increased levels of Reading and Numeracy achievement for all students.
- Diminished gap in achievement between Aboriginal students and all students.

Target 2

Improved attendance and retention

Strategies to achieve this target include:
- Assign senior executive to monitor roll marking and attendance.
- Implement STAR to track student welfare.

Year Advisors to access attendance reports weeks 3, 6 & 9 of each term and interact with parents.

Our success will be measured by:
- Attendance improved by 1%.
- Increase in number of students completing the SC, Preliminary Certificate and HSC.

Target 3

Full integration of technology in Teaching and Learning

Strategies to achieve this target include:
- Full migration to HCC Domain.
- The installation of three interactive Whiteboards in the primary classrooms.
- Participation in DET website initiative.
- Deployment of HT Computing Studies to develop teacher capacity to use ICT to improve Teaching and Learning.
- Development and implementation of action plan for the utilisation of Laptops for Learning

Our success will be measured by:
- The establishment of a connected classroom.
- Clearly articulated ICT outcomes in each teaching and learning program.
- Utilisation of video conferencing in teaching and learning.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Lidia Jeffrey, Head Teacher Teaching & Learning
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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: