2008 Annual School Report
Wongarbon Public School
Principal's message

The whole Wongarbon School community has had a very exciting year with the school climate remaining very positive, cheerful and productive. With strong parent partnerships the school has continued to provide a safe and caring environment in which students are supported and encouraged in their social, cultural, sporting and academic learning.

The children have been rewarded for their efforts with very good results including Credits and Distinctions in the University of NSW Science, Mathematics and English Assessments, above state average growth in the National Assessment Program in Literacy and Numeracy, winning the local RSL Anzac Poetry competition and age champions in Small School’s swimming and athletics carnivals.

Through the Federal Government ‘Investing In School’s Program’ the school acquired a colour photocopier and can now proudly promote student achievement through a colourful newsletter.

The inclusion of Wongarbon Public School in the Priority Schools Funding Program (PSFP) in the next four year cycle has continued to be of enormous benefit to the learning outcomes of the students. PSFP has allowed the school to resource an additional teacher day and teachers’ aide time so that children receive more individual attention in meeting literacy and numeracy outcomes.

It has also provided finance for teacher training and resources in innovative programs to further develop student skill and knowledge in literacy, numeracy and information technology.

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.

Peter George-Principal

P&C and/or School Council message

What a great 2008, and what a terrific P & C team. Thank you to all of you for making the year such a success. Without the assistance of so many people we would not have achieved nearly as much.

Monday munchies continued to be popular with the children thanks to the term preparation by our coordinators and their helpers. We also had our annual Mother and Father's Day stalls and not one, but two very rewarding Bunnings BBQ’s. Other events included a boot sale, catering for cyclists, a student Bike-a-thon and the raffling of a swan’s AFL jersey.

Our main aim for the year was to raise enough money to erect a new school sign (approx. $5000) which will be purchased and installed early in 2009. Funds ($50 per student) were donated to the school towards the major Canberra excursion and we supported the Wambangalang Field Study Centre excursion for the junior students.

Once again, thank you to the group of dedicated people who strive to make our little school a better place. We hope to see your happy faces (and some new ones) in 2009.

Felicia Maljers- P & C President

The School Council members were very proactive in ensuring that student welfare and learning opportunities were enhanced in 2008.

School Council reaffirmed the school uniform policy and published a more comprehensive and updated uniform policy. They also oversaw the school finances responsibly and monitored grant monies.

A significant initiative was the successful application and creation of the After School Activities which is well supported by the school community.

Robyn Rusten- School Council President
Student representative's message

At Wongarbon Public School we are very fortunate to have a caring staff, great community support, a beautiful school environment and terrific bunch of kids.

In our leadership roles and as members of the Student Representative Council (SRC) we have done many things to assist in making our school a school of good, responsible citizens who care for others, celebrate success and want to make a difference.

The SRC has:
- interviewed and photographed students for the student profile section of the newsletter;
- assisted with the organisation and preparation of school socials;
- organised events and activities to raise money for Jeans for Genes Day, Red Nose Day and assisted in the Keep Australia Beautiful day;
- represented our school at the local ANZAC Day ceremony;
- had the captains carefully select the ‘Student of the Week’ for an award at our weekly assemblies;
- had the vice captains choose the classes for the tidiest classroom and uniform award; and
- made suggestions to the school principal and School Council for improvements to our school playground, equipment and resources.

Elsie Woodley and Jacob Borkovic
2008 School Captains

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

Some families left the Wongarbon area and as yet new families have not purchased these vacant houses. The possibility of families with school age children purchasing these houses is high.

Student attendance profile

Through engaging teacher practice, extra curricula activities, a positive school climate and rewarded student success we have been able to sustain student attendance.
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 Wednesday 29 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>2-3-4</td>
<td>4</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>2-3-4</td>
<td>3</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>2-3-4</td>
<td>2</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>5-6</td>
<td>6</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>5-6</td>
<td>5</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>K-1</td>
<td>1</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>K-1</td>
<td>K</td>
<td>6</td>
<td>16</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.

Staff establishment
At the commencement of 2008 we were able to create a teacher's aide position and a support teaching position for 3 hours per week through the Priority School's Program in addition to the DET allocation in the following table.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.168</td>
</tr>
<tr>
<td>Teacher Part-time</td>
<td>.168</td>
</tr>
<tr>
<td>Teacher Relief from Face-to-Face</td>
<td>.126</td>
</tr>
</tbody>
</table>

Staff retention
All staff positions, teaching and non teaching were the same as in 2007.

Staff attendance
Staff has access to leave entitlements such as sick leave. In 2008 the average daily staff attendance rate was: 99.0%

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
</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>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>67 048.09</td>
</tr>
<tr>
<td>Global funds</td>
<td>51 747.08</td>
</tr>
<tr>
<td>Tied funds</td>
<td>43 218.90</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>15 066.40</td>
</tr>
<tr>
<td>Interest</td>
<td>5 590.84</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4 268.57</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>186 939.88</td>
</tr>
</tbody>
</table>

Expenditure
Teaching & learning
- Key learning areas: 11 021.14
- Excursions: 10 394.82
- Extracurricular dissections: 5 157.56
Library: 2 414.70
Training & development: 2 574.77
Tied funds: 29 223.23
Casual relief teachers: 16 679.74
Administration & office: 11 752.81
School-operated canteen: 0.00
Utilities: 11 670.93
Maintenance: 2 594.55
Trust accounts: 3 542.66
Capital programs: 1 766.97
Total expenditure: 108 794.08

Balance carried forward: 78 145.80
School performance 2008

Achievements

Arts
The students have been involved in many activities to further develop their skills in the arts. Wongarbon Public School students:
- conducted a book character parade and treasure hunt during book week;
- learnt skills in chocolate egg making for Easter as well as cooking, sculpting, painting, decoration and card making during a special craft day which was strongly supported by parents and community members;
- actively participated in the Musica Viva program;
- developed dancing skills, with students participating in themed school socials;
- developed circus skills in unicycles, diablo, poi, gymnastics, juggling and rola bola;
- wrote stories, poems and reports for the school newsletter and external competitions;
- sang beautifully to come first in the choral section of the Dubbo City Eisteddfod;
- celebrated Education Week with a unique hat parade;
- enthusiastically prepared and participated in the community Anzac Day service on April 25, with a very high student, staff and community attendance; and
- entered high quality student projects in the Mexico CWA country of the year competition.

Sport
Through regular fitness activities and sporting skills development, the students:
- participated in the Active After School Communities Program organised through the Department of Sport with 75% of students attending;
- won the overall point score at the Dubbo District Small Schools Athletics Carnival with Toni Orth and Callum Maljers being age champions;
- competed strongly in the Dubbo Small School’s Swimming Carnival finishing second overall with Elsie Woodley and Maddison Tucker being age champions;
- developed athletic skills through the Athletics Australia training program;
- participated in the District Cross Country at Wellington achieving the exceptional results of three top ten finishers;
- participated in the Go Go Golf Program and Rock Wall climbing;
- combined with several regional schools for a sports Gala Day in Wellington;
- developed water confidence and swimming skills through the Swimsafe scheme; and
- supported Kirsten Mann who represented our school in the Interschool Equestrian Competitions in Sydney and locally.

Other
The school captains for 2009, Maddison Tucker and Corey Marsden together with vice captains, Laurel Krause-Poyser and Adam Garling were inducted at the 2008 Presentation Night.

Mrs Heide Krause introduced the initiative of an after hours Girls Club which was very effective in creating a busy, harmonious and fun session for senior girls throughout the year.

Senior students in Years 4/5/6 combined with Geurie and Mumbil Public Schools on a very successful three day excursion to Canberra. This provided a wonderful, first hand experience in many areas to complement classroom units of work on government and civics.

Students from Kindergarten to Year 3 had a very ‘hands on’ excursion to Wambangalang Field Study Centre.

Senior students participated in the University of Newcastle Science Challenge and the entire school joined with other small school for a CSIRO Science investigation day.

All students took part in a bike safety day followed by an extensive BIKE-A-THON.

Students in Years 3– 6 achieved the following results in the University of NSW Australian Schools competitions.

<table>
<thead>
<tr>
<th>Achievement</th>
<th>English</th>
<th>Maths</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit</td>
<td>8</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Distinction</td>
<td>2</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>High Distinction</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
Academic
In the National Assessment Program in Literacy and Numeracy (NAPLAN) tests, the performance of students is reported in skill bands ranging from Skill Band 1 (lowest) to Skill Band 5 (highest for Year 3) or Skill Band 6 (highest for Year 5).

Literacy – NAPLAN Year 3
In reading our Year 3 average mark was 442.8 compared to the state average mark of 412.2.

In grammar and punctuation, 100% of our students achieved the top two bands compared to 43% of the state.

In writing 2008, 100% of our students achieved the top three bands compared to 80% of the state.

In spelling 100% of our Year 3 students achieved the top two bands compared to 46% of the state.

In writing students need to use more paragraphs and present supported arguments before reaching a conclusion.

Literacy – NAPLAN Year 5
In reading 2008, 100% of students achieved the top two bands compared to 33% of the state.

In overall literacy, 100% of students achieved the top three bands compared to 63% of the state.

In spelling 100% of Year 5 students achieved the top three bands compared to 75% of the state.

In writing 62% of students achieved the top three bands compared to 65% of the state.

Student progress in literacy
In 2008 the average rate of progress for the same students in Literacy between their Year 3 results and Year 5 results was well above state average.

Whilst there is a need to improve the use of paragraphs in both Year 3 and Year 5, the growth rate in skills of the current Year 5 compared to when they were tested in Year 3 is significantly above the state and Like School Group (LSG) growth rate.
Numeracy – NAPLAN Year 3

Year 3 numbers were too few to create a graph however all students performed well in numeracy.

In 2008, 100% of students were in the top three bands compared to 67% of the state in overall numeracy.

In number, Patterns and Algebra all students were in the top three bands compared to 64% of the state.

Whilst all students were in the top four bands in Measurement, Data, Space and Geometry compared to 85% of the state, no student achieved Band 6.

Common areas for improvement were interpreting column graphs and solving money problems.

Numeracy – NAPLAN Year 5

In 2008, 72% of students were in the top three bands compared to 52% of the state.

In Measurement, Data, Space and Geometry 54% of our students were in the top two bands compared to 28% of the state.

In Number, Patterns and Algebra 63% of students were in the top three bands compared to 49% of the state.

National benchmarks

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

The performance of the students in our school in the Year 3 and the Year 5 NAPLAN is compared to these benchmarks. The percentages of our students achieving at or above these benchmarks are reported below.

| Percentage of Year 3 students in our school achieving benchmarks in 2008 |
|---------------------------------|------------------|
| **Band**                       | **Percentage**   |
| Reading                         | 100              |
| Writing                         | 100              |
| Spelling                        | 100              |
| Punctuation and grammar         | 100              |
| Numeracy                        | 100              |

| Percentage of Year 5 students in our school achieving benchmarks in 2008 |
|---------------------------------|------------------|
| **Band**                       | **Percentage**   |
| Reading                         | 100              |
| Writing                         | 91               |
| Spelling                        | 100              |
| Punctuation and grammar         | 100              |
| Numeracy                        | 100              |

Progress in numeracy for students who completed tests in both Year 3 and Year 5 in our school was significantly above state average.
Significant programs and initiatives

Aboriginal education

The children watched the broadcast of Prime Minister Kevin Rudd’s sorry speech and created hands of unity in the school playground.

Through many small school cultural and sporting days and excursions, the children and staff had an opportunity of mixing and working with other aboriginal students and staff in a broader educational and social setting.

Specific historical and indigenous perspectives were introduced in teaching programs particularly in Human Society and Its Environment, English and Creative Arts.

Multicultural education

During Term 2 2008 the children undertook a major study of Mexico. The senior students produced high quality projects using the internet and other reference materials whilst Years 2/3 produced posters and K/1 prepared Mexican flags.

The children enjoyed cooking Mexican food, making Mexican style artworks, performing Mexican dances and listening to Mexican music.

Children attended the local CWA rooms where they listened carefully to a guest speaker and asked very perceptive questions.

Respect and responsibility

Our school ethos is established around the concepts of respect and responsibility. To this end the school community is supportive of the school's welfare/discipline policy which has respect and responsibility as its cornerstone.

The school also operates a multi layered system of recognition for students through classroom awards, newsletter publication, principal and student awards and assembly awards. A playground ‘Win Bin’ ticket system which recognises the values that the whole school community aspires to, rewards children and demonstrates positive values by giving children a ticket which is placed in a box and each Friday a ticket is drawn for a special prize.

These measures, together with a School Council endorsed parent code of conduct reinforce the values we teach and model.

Other programs

Priority Schools Program (PSP)

Our school is supported by the Priority Schools Funding Program (PSP) following a state-wide survey in 2004 and again in 2008, enabling additional finance, staffing and teacher professional learning for the period 2008-2012.

The program provides resources to improve student literacy, numeracy and technology skills and develop strategies to enhance participation in the learning process.

PSFP identifies three areas of focus:
- Quality teaching and learning
- Classroom and school organisation
- Home, school and community partnerships

In 2008 our school PSP committee employed a part time support teacher and teacher’s aide, established home/school relationships, purchased resources in literacy, numeracy and computers, funded teacher training and determined priority areas for improvement over the next four years.

Funds were set aside for the purchase of an interactive whiteboard which was purchased and installed during 2008.

Specific targets for 2009 were set as part of our school planning process and these have been reported on in a subsequent section.

During 2009 the school will maintain a focus on literacy and numeracy and other specific programs supported by PSP which include:
- Providing teacher training in Accelerated Literacy and commencing its implementation;
- Continuing Jolly Phonics Literacy and Jolly Grammar that were introduced in 2005 for students in Kindergarten, Year 1 and Year 2 and provide intensive assistance to targeted students in sounds, decoding and reading;
- Employing a support teacher for three hours a week as well as a teacher’s aide which has enabled the school to provide much more individualised attention to targeted students;
- Purchasing another interactive whiteboard and complete associated teacher training. Continue to develop student skills in typing and computer; and
- Focussing mathematics lessons on Working Mathematically using the dimensions of the Quality Teaching framework.
Technology

During 2008 the school purchased and installed a SmartBoard for the Kindergarten /Year One room. The school will provide extensive training for all staff in the operation and effective teaching using this technology.

Stage 3 students have become more familiar with sending and receiving emails as well as including attachments. They have also gained more extensive IT skills through small group lessons given by the school’s Computer Co-ordinator each Wednesday afternoon.

Students have access to and experience in using digital cameras, digital video cameras and data projector. As students become more familiar with the camera technology, then with the appropriate hardware, software and training they will be able to develop their own multimedia presentations which enhance learning in all key learning Areas (KLA’s).

Computer software was purchased in 2008 to enable the children, on individualised programs, to increase the speed of their keyboard typing.

A high definition digital camera will be purchased in 2009 to enhance student creativity in producing quality reports, projects which will contribute to the school web page.

Progress on 2008 targets

This section of the report describes the progress made towards achieving our 2008 targets. The targets for 2008 covered improvements in Computer Skills, Numeracy and Literacy.

Target 1. To have all Year 6 students achieve 85% or more in the Computer Skills Assessment.

Our achievements include:
Almost all students achieving over 85% in the Computer Skills Research, with the majority scoring over 90%;
Technology and computers being utilised in all KLA’s and specific IT skills being taught in small student groups;
Purchasing and installing a SmartBoard in the K/1 classroom; and
Stage 2 and Stage 3 students regularly using the internet for ‘rich task’ data collection and research.

Target 2. To increase by 10% the percentage of Year 3 and Year 5 students in the top three bands in the state literacy or writing assessments.

Our achievements include:
Having ten credits and five distinctions in the UNSW Mathematics Assessments;
Year 3 and Year 5 students above state average in the NAPLAN mathematics tests;
Utilising PSP funded staffing to provide more individual attention to targeted students;
Training parent tutors to assist with Stage 2 measurement; and
Year 5 growth being significantly above state average.

Target 3. To have 80% of students placed in the top three bands in the state literacy or writing assessments.

Our achievements include:
Analysing assessment data to diagnose specific areas for improvement of identified students;
Including more assessment modules in teaching programs to provide more specific data for the new student reports;
Staff training in criteria marking, Jolly Phonics and Jolly Grammar; and
Above state average results in Year 5 NAPLAN reading, spelling and punctuation and grammar.

3/4/5/6 Canberra Excursion

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 Mathematics and Home School Community Partnerships.
Educational and management practice

Home school community partnerships

Background
During 2008, the school undertook a school improvement program which evaluated home school community partnerships.

Data was collected through an extensive parent survey, (60% response), teacher conferences and consultation with the P&C and School Council.

Findings and conclusions
Responses and information from the key groups were collated to determine common areas of agreement or issues which could provide a framework for development of improved home school community partnerships.

Results indicated that:
- Communication of school and community events was clear through weekly newsletters and assemblies;
- The school strongly supported local community groups such as the CWA, RFS, community hall committee and park caretakers;
- The school was proactive in the organisation of the Anzac Day service held in the school grounds and provided equipment to local organisations;
- Parents and community members felt welcome at the school and volunteered to assist in many programs and activities; and
- 95% of responding parents felt confident in approaching staff to discuss issues or make enquiries.

Future directions
The home school community partnership that currently exists could be enhanced by more community groups contributing to the school newsletter.

The P&C and School Council could provide more detailed reports to keep the wider school community aware of decisions made.

Community data needs to be gathered to explore the possibility of providing adult learning opportunities utilizing the schools resources in technology.

Curriculum

Mathematics

Background
As a part of the schools strategic plan Key Learning Areas are evaluated to ensure that teaching and learning practices achieve the best outcomes for all students. Work samples, standardised test results, Australasian Schools Competition results, National Assessment Program in Literacy and Numeracy (NAPLAN) results, teacher programs and assessments are used for evaluation data.

Findings and conclusions
Students need to further develop skills in working mathematically.

Eighty percent of Stage 3 students have component to above grade skills in mathematics.

Early Stage 1 and Stage 1 children have improved their counting and number awareness through small group and individual aide assistance.

Stage 2 and Stage 3 students do not have quick recall of multiplication tables which reduces the efficiency of problem solving.

Stage 3 writing is well constructed but needs to develop more sophisticated vocabulary, descriptions and more complex sentence structure.

Future directions
The school’s systematic, K-6 scope and sequence for mathematics will be revised to include a specific timeframe for the learning of multiplication tables incorporating appropriate software support.

The school will further utilise the support teacher learning assistance (STLA) and teacher’s aide to assist in the explicit teaching of mathematical skills.

The teaching staff will attend training in ‘working mathematically’ and implement strategies into classroom practice.

CSIRO Science workshop
Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school. A parent survey was conducted with over 60% of families responding.

Their responses are presented below.

The school community believes that the school is well resourced and the maintenance of grounds and buildings by the school’s General Assistant, Norm Ivery, is exceptional.

Parents believe that the students are highly motivated to succeed in a friendly atmosphere and feel that their teachers maintain high expectations. They also feel that they are treated fairly and that teachers care about their children as individuals. They also feel that their children are safe and the school looks to provide a broad range of extra curricula activities to extend their experiences, knowledge and skills.

Survey results indicated that the school atmosphere is very positive, with the recognition of achievement and effort a high priority. Over twenty parents regularly attend weekly assemblies to share in the celebration of school and student achievement. There is a strong teacher-parent partnership which is strongly reflected in the number of parents who assist in many activities throughout the school year.

The P&C and School Council meetings are well attended and are very supportive of the school and provide financial assistance for many student services and resources. The School Council is proactive in establishing policies to provide a safe, caring and well resourced learning environment for our students.

Professional learning

The majority of 2008 Professional Learning centred round training in ‘Accelerated Literacy’. Courses attended included:

- Information Technology
- Environmental Education
- First Aid and Resuscitation
- Non Violent Intervention
- O.H.& S Training
- ERN Training
- Accelerated Literacy
- O.H&S Training
- NSW Quality Teaching Framework
- STLA Training

A total of $6118 was spent on Professional Learning during 2008.

School development 2006 – 2008

At the commencement of 2008 the school revised the School Plan for 2006-2008 incorporating regional targets. This plan, whilst first developed in 2006, has the flexibility to be modified depending on whether current targets were achieved or if significant educational, student or staff changes necessitate the creation of new targets for each year. Literacy and Numeracy remain a prime focus for 2008 as well as significant training in the adoption of the Quality Teaching Model.

Targets for 2009

The following targets will be the major focus in our 2009 school plan.

Target 1

To increase by 10% the percentage of Year 3 and Year 5 students in the top two bands in the state numeracy tests.

Strategies to achieve this target include:

Provide teacher training in numeracy with a special focus on ‘Working Mathematically’ and using the Quality Teaching model;

Analyse NAPLAN data to target specific cohort areas for classroom support, programming and explicit teaching;

Implement a systematic process through a K-6 scope and sequence to ensure all students know their times tables basic relevant to their Stage; and

Utilise PSP for training and technology to achieve the best outcomes for targeted students.
Our success will be measured by:

A 10% increase of students in the top three bands;

Year five students being at, or above, state average growth compared to other matched students who completed the Year 3 BST in 2007; and

Teaching programs reflect more explicit teaching in ‘Working Mathematically’.

**Target 2.**

*To have 80% of students in the top three bands in writing.*

Strategies to achieve this target include:

- Ongoing staff training and the implementation of Accelerated Literacy;
- Developing a Stage scope and sequence to incorporate the explicit teaching of writing structure, paragraphs and conventions;
- Include more writing in class timetables to more thoroughly address text types; and
- Utilise support staff to extend targeted students.

Our success will be measured by:

- Quality writing in different text types in Stages 2 & 3;
- A higher percentage of students in the top 2 bands in Writing;
- Stage 1 students successfully completing their Jolly Phonics levels; and 80% of students meeting or exceeding Regional Benchmarking in Reading Recovery Levels.

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.

Peter George  Principal
Wendy Muir  Teacher
Felicia Maljers  P&C President
Robyn Rusten  School Council President
Colleen Braithwaite Teacher

School contact information

Wongarbon Public School
28 Railway Street Wongarbon 2831
0268878242
0268878435
wongarbon-p.school@det.nsw.edu.au