2008 Annual School Report
Werrington County Public School

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

Students
The school’s student enrolment at the end of 2008 was 303, including 144 boys and 159 girls.

In 2008 we had 12 classes from Kindergarten to Year 6 comprising of 6 composites.

An average 94.8% of students attended school each school day. This was higher than in recent years and remained higher than both region and state averages.

The school population comprises of 6% Language Background other than English (L.B.O.T.E.) representing 9 nationalities with 4% Aboriginal students.

Staff
In 2008 we had a staffing entitlement of twenty two staff. This included three assistant principals, nine classroom teachers, five support staff and four administration staff members.

The staff average attendance was 94.1%.

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

Significant programs and initiatives
In 2008 a number of highly successful programs and initiatives operated throughout the school. These included:

• Peer Support
• Positive Behaviour for Learning (PBL)
• Student Representative Council
• debating
• oral reading and public speaking
• Premier’s Reading Challenge
• Premier’s Spelling Bee
• Premier’s Sporting Challenge
• Premier’s Sporting Challenge Leadership
• Little Athletics sport program
• PSSA sport
• choir
• technology programs
• gardening club
• dance groups
• drama group
• Wakakirri group
• tree planting day

Student achievement in 2008

Literacy – NAPLAN Year 3
Forty-two Year 3 students sat for the NAPLAN in literacy which includes writing, reading and language.

Ninety-three percent of our Year 3 students achieved Band 2 or better.

Numeracy – NAPLAN Year 3
Forty-two Year 3 students sat for the NAPLAN in numeracy.

Eighty-eight percent of our Year 3 students achieved Band 2 or higher.

Literacy – NAPLAN Year 5
Fifty Year 5 students sat the NAPLAN in literacy.

Ninety percent of our students achieved a Band 5 or higher.

The tracking of students from Year 3 to Year 5 showed that seventy-two percent of our students achieved growth of at least one skill band.

Numeracy – NAPLAN Year 5
Fifty Year 5 students sat the NAPLAN literacy.

Eighty-two percent of our students achieved a Band 5 or better.

The tracking of students from Year 3 to Year 5 showed that twenty-nine percent of our students achieved growth of at least one skill band.

Messages

Principal's message
It is with pleasure that I present to you an account of our achievements for the year that was, 2008 and to present the directions planned for Werrington County Public School in 2009 and beyond. I was also very privileged to accept a Literacy Award that was achieved by the school in recognition of the improvement in student literacy outcomes.

We have had a strong focus on student welfare and improving the learning environment for our students. 2008 saw the launch of our ‘Positive Behaviour for Learning’ matrix. The values underpinning this initiative are Safe, Respectful Learners.

Our other priority areas were to improve student outcomes in literacy, numeracy and enhancing our technology programs.

Werrington County Public School received valued support from parents, caregivers and the wider
community. Collaboration between the staff and our community ensured an ongoing commitment to provide our students with a quality education in a caring, learning environment.

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.

Tracie Duclos
Principal

P&C message
The P & C committee meets every third Tuesday of the month at 7.30 pm. We discuss issues and events that affect the school and local community. We also arrange fundraising events and social activities for the school.

During 2008 we held many events such as:

- Mother’s Day stall
- Easter Hat parade
- Father’s Day stall
- crazy hat day where students paid a gold coin for the privilege. Proceeds funded each new Kinder child with a school hat for 2009
- Open Day barbecue
- disco
- ice cream day
- Year 6 farewell dinner and disco

Nicole Cannon
Secretary P and C Association

Student representative’s message
Our Student Representative Council is made up of one representative from each class from Year 1 to 6 and includes our senior leadership team. The SRC has achieved many improvements for our school body throughout the year. Some of their achievements were:

- introduction and monitoring our weekly sunsafe, class assembly and recycling awards;
- introduction of a ‘suggestion box’;
- assigning playground areas for popular games;
- enforcement of out-of-bounds area rules;
- raising funds for Stewart House;
- undertaking a taste testing to improve the canteen menu of the Healthy School Canteen; and
- participated in the formation of our school behaviour expectations for our Positive Behaviour for Learning (PBL) program.

Student Representative Council

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
Werrington County’s enrolment continues to remain around 300. This year we had a number of new students enrolling mid year to increase our numbers to 309.

<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>149</td>
<td>157</td>
<td>140</td>
<td>137</td>
<td>144</td>
</tr>
<tr>
<td>Female</td>
<td>163</td>
<td>164</td>
<td>161</td>
<td>164</td>
<td>154</td>
</tr>
</tbody>
</table>

2004 2005 2006 2007 2008

Enrolments

Students
Student attendance profile

The school continues to have a student attendance rate higher than both the region and state average. A small number of students are arriving late which is causing some concern.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>94.4</td>
<td>94.4</td>
<td>94.1</td>
<td>94.8</td>
</tr>
<tr>
<td>Region</td>
<td>93.7</td>
<td>93.8</td>
<td>93.9</td>
<td>94.1</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</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>1/2N</td>
<td>2</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>1/2N</td>
<td>1</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>2/3M</td>
<td>3</td>
<td>21</td>
<td>26</td>
</tr>
<tr>
<td>2/3M</td>
<td>2</td>
<td>5</td>
<td>26</td>
</tr>
<tr>
<td>2L</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3/4J</td>
<td>3</td>
<td>21</td>
<td>30</td>
</tr>
<tr>
<td>3/4J</td>
<td>4</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>4/5L</td>
<td>5</td>
<td>5</td>
<td>29</td>
</tr>
<tr>
<td>4/5L</td>
<td>4</td>
<td>24</td>
<td>29</td>
</tr>
<tr>
<td>5/6R</td>
<td>6</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>5/6R</td>
<td>5</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>5B</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6M</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>K/1G</td>
<td>1</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>K/1G</td>
<td>K</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

Structure of classes

Classes are organised with a range of abilities in each class. There were six composites formed which allowed the numbers to remain below the recommended sizes.

Staff information

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

Our staff are committed to providing the best education possible for our students. Most of the staff spend many hours providing extra curricular opportunities for our students.

Staff establishment

The school had twelve classroom teachers supported by four executives and five specialised support teachers. The teachers bring a range of experience to the school with some teachers in their early years and others with twenty years experience.

The staff includes a school administrative manager, a school administrative officer, a general assistant and two learning support officers.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher for RFF</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher part-time</td>
<td>0.5</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>16.5</td>
</tr>
</tbody>
</table>

Staff retention

The portion of staff retained from 2007 is 100%.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 94.1%.

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>
<tr>
<td>Postgraduate</td>
<td></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.

Date of financial summary: 30/11/2008

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>79,341.94</td>
</tr>
<tr>
<td>Global funds</td>
<td>119,563.77</td>
</tr>
<tr>
<td>Tied funds</td>
<td>78,161.55</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>64,941.00</td>
</tr>
<tr>
<td>Interest</td>
<td>6,243.89</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>21,620.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>40,103.79</td>
</tr>
<tr>
<td>Total income</td>
<td>409,976.29</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>23,084.45</td>
</tr>
<tr>
<td>Excursions</td>
<td>40,763.28</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>11,034.88</td>
</tr>
<tr>
<td>Library</td>
<td>2,866.74</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>9,312.44</td>
</tr>
<tr>
<td>Tied funds</td>
<td>82,692.93</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>45,003.29</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>33,412.26</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>37,607.09</td>
</tr>
<tr>
<td>Utilities</td>
<td>26,052.13</td>
</tr>
<tr>
<td>Maintenance</td>
<td>9,574.45</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>18,325.30</td>
</tr>
<tr>
<td>Capital programs</td>
<td>4,419.85</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>344,149.09</td>
</tr>
</tbody>
</table>

Balance carried forward 65,827.20

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

Achievements

Arts

Werrington County Public School has a strong commitment to develop and encourage talent as well as understanding and appreciation of the creative and performing arts. Some of the achievements in 2008 include:

- two students’ work were selected as part of the Operation Art competition, Ahmed Dirani and Ryan Connell. Ahmed’s work, Bill the Cat, was one of 30 selected for the Operation Artbank and is now displayed in a regional hospital and has been included in the Teachers’ Resource CD;
- Sixty students from Years 4 to 6 created and performed in Wakakirri at the Castle Hill Entertainment Centre. They told the story of ‘Give a Little Bit’ in which they were involved in writing the script, creating their characters, the set and costumes, choreographing and performing. Congratulations to all those involved;
- our junior and senior dance groups performed at the Penrith Performing Arts festival;
- our junior dance group was also selected to perform at the Penrith and Blue Mountains Dance Festival held at the Joan Sutherland Centre; and
- performances by students in the Talent Quest.

Sport

Werrington County offers a wide range of sporting opportunities. Students are actively encouraged to participate in fitness and sporting activities. Activities in 2008 included:

- our Under-11 Boys’ Rugby League team competed in the Greg Alexander Shield;
- participation in the Primary School Sports Association competition in both summer and winter sports. Sports included T-ball, softball, netball, oztag and soccer;
- students in Years 2 to 6 participated in the Little Athletics program targeting athletics skills which included high jump, long jump, shot put and discus;
- Kindergarten to Year 2 Sports Gala day;
- all children from Kinder to Year 6 given the opportunity to participate in the Premier’s Sporting Challenge. Class 4/5L received a Gold Award for their effort in keeping fit;
- sixteen students for Years 5 and 6 were selected to participate in the Premier’s Sporting Challenge Leadership Program. These students participated in many activities to teach coaching and umpiring skill. These students will continue the program for the next 3 years;
- Matthew Koots made it all the way to the State Athletics Championships for shot put;
- entering knockout competitions in basketball, rugby league, cricket and netball; and
- Jemima Donald-Smith and Kurt Berry were selected as members of the Sydney-West softball team and competed in State PSSA Softball Championships.
Other

Extra curricula activities provide opportunities for participation in a range of academic, leadership and community initiatives. Our students participated in:

- Chloe Carter, Serena Abrahams, Courtney Luxford, Natasha Orchard, Shiraya Ward and Juliana Alexandrovsky were finalists in the Penrith Valley Public Speaking competition;
- Madelynn Hall, Kate Robinson Suzanne Dirani and Sarah Dirani were our finalists who competed in the Premier’s Spelling Bee;
- the Penrith Valley interschool debating competition; and
- the Australasian Schools Competition. Ten students competed and were awarded 1 distinction, 4 credit and 14 participation certificates.

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)

Literacy – NAPLAN Year 3
Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3 and 5.

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 achieving at and above minimum standard |
|--------------------------|-----------------|
| Reading | 95  |
| Writing | 95  |
| Spelling | 98  |
| Punctuation and grammar | 100  |
| Numeracy | 100  |

| Percentage of Year 5 students achieving at and above minimum standard |
|--------------------------|-----------------|
| Reading | 90  |
| Writing | 98  |
| Spelling | 98  |
| Punctuation and grammar | 96  |
| Numeracy | 98  |

Significant programs and initiatives
Aboriginal education
Our school continues to provide support for Aboriginal students and to provide programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

In 2008 the school:

- recognised Indigenous culture as part of our H.S.I.E units;
- was entertained by an Aboriginal performance by the Sean Dewar: Aboriginal Dance and Didgeridoo. The students were involved in activities including, dance, drama, art and storytelling;
- had students involved in the transition to high school initiative for Aboriginal students held at Cranebrook High School.

Multicultural education
The school has maintained a focus on multicultural education across all curriculum areas by providing programs that develop knowledge, skills, values and attitudes required by our culturally diverse society.

Students with Disabilities
Our school continues to cater for the learning and social needs of our students with disabilities. This has been achieved through:

- the Learning Support Team developing programs to cater for each child’s needs;
- classroom support from two experienced School Learning Support Officers;
- structured support programs provided from our support teacher learning assistance; and
- accessing regional assistance where needed.

Progress on 2008 targets
Target 1
To improve student outcomes in literacy with emphasis on writing and spelling
Our achievements include:

- our NAPLAN results where sixty-seven percent of Year 3 and sixty-eight percent of Year 5 students achieved in the top 3 bands. Seventeen percent of Year 3 students received Band 6;
- the English consultant provided a series of professional learning activities and staff have developed a consistent approach to the teaching of writing and spelling;
- professional learning activities included staff being trained in criterion-based marking; and
- staff moderating student worksamples as part of our assessment procedures. Tracking of student’s progress in writing is taking place.

Target 2
To improve student performance in numeracy
Our achievements include:

- teachers trained in the implementation of CMIT and Counting On and students assessed to determine individual needs;
- scope and sequence developed for all stages and implementation was successful; and
- assessment tasks were developed to inform teachers of student progress in the attainment of outcomes. Results will be accessed in 2009 to formulate groups to address individuals.
Target 3

To expand the use of technology within the school

Our achievements include:

- computer scope and sequence implemented in all class programs and gave clear indication to teachers the areas that needed development;
- upgrade of the network and installation of our T4L rollout of 14 computers improved student and teacher access to hardware;
- purchasing an Interactive Whiteboard (IWB) that was installed in the library. All staff had 2 sessions of training in its functions and utilisation of the software; and
- members of the team attended district training in the functions and usage of the IWB.

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 School Leadership and Technology.

Educational and management practice

School Leadership

Background

The school decided to evaluate Leadership of the school to determine its effectiveness and the overall satisfaction within the school. Parents, staff and students from Years 2 to 6 were surveyed about the school’s leadership utilising the SchoolMap surveys.

Findings and conclusions

Analysis of the surveys completed by students, parents and staff revealed that:

Students
- 94% also believe that school leaders understand the school and get the best of staff and students;
- 89% believe that the school leaders value the contribution of individuals and groups;
- 81% feel that everyone at the school is treated fairly; and
- 81% stated that our school leaders have introduced changes that are good for them.

Parents
- 88% of parents believe the school is always looking for ways to improve what it does;
- 87% feel that staff, parents and students are encouraged to take leadership roles at the school;
- 87% believe that the school leaders value the contribution of individuals and groups; and
- that 84% agree that our school leaders introduce changes that are good for the students.

Staff
- 100% of staff stated that the leaders improve the school through an understanding of the school’s strengths and weaknesses;
- 92% stated that the school leaders encourage teachers to reflect on their practices; and
- 92% agreed that staff, students and parents are encouraged to take on leadership roles.

Future directions

Parents and students stated that school leaders need to discuss ways to improve the child’s learning.

Some staff members feel they need to be encouraged to constructively challenge educational practices.

Curriculum

Technology

Background

Data for the evaluation of technology was gathered through surveys of students, parents and staff, student assessments and other available data. Student surveys were completed by a random selection of students from each class, all staff completed the relevant survey, while twenty five parent surveys were returned.

Findings and conclusions

Student survey responses indicate:
- 73% of students believe they are achieving in the areas of desk-top publishing, internet and development of powerpoints. Of these students 96% of the Stage 3 students believe they have mastered these skills and are confident of assisting others; and
- 95% believe that using computers at school helped them to learn while 98% enjoy using computers.
Students also indicated that:

- 98% have access to a computer at home while only 86% have access to the internet;
- All students stated that they used the computers at home for homework and games while only 33% sent emails; and
- they would like more computers in the classrooms, more games and software and longer technology times.

Parent survey responses indicate:

- 100% of parents agreed that the use of computers in the classroom is an important part of their child’s learning;
- 92% believe that the school provides regular opportunities for the students to use computers in their learning; and
- 96% of parents would like to know more about the computers in their child’s learning.

Staff responses indicate:

- 100% of staff agreed they are programming for the development of computer skills as per the school’s scope and sequence; and
- 91% feel confident when using technology and have stated the areas where they would like further professional development including multi – media and basic maintenance.

Future directions

Identified during the evaluation is the need for:

- parents to be informed about the use of technology in the student’s learning programs;
- more computer software available to students to enhance learning programs (Mathletics has been purchased and installed for student use at school and home in 2009);
- continue to update and increase the technology available to students;
- provide workshops for parents to improve their knowledge and understanding of the technology available at the school; and
- professional learning for staff to enable them to fully implement technology as a tool for learning.

Parent, student and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

A random selection of students, parents and teachers were asked regarding their perceptions about our school. The majority of responses believe the school is preparing the students for the future and that the resources available are up to date and students have adequate opportunities in accessing this equipment.

Most of the students continue to feel happy and safe at school with the majority stating they have strong peer relationships.

The school continues to have strong community support which is evident with the number of families attending open days, assemblies, celebrations and the presentation day assembly.

Professional learning

Professional learning is an integral component of each teacher’s professional development. All teachers participated in professional learning activities throughout 2008. Activities included:

- C.P.R.
- Positive Behaviour for Learning
- English – spelling and writing
- Best Start for Kindergarten and Stage 1 teachers
- Technology and Interactive White Boards
- Asthma Training

School development 2009 – 2011

The staff at Werrington County Public School has developed a management plan which allows us to strategically plan for the improvement of student educational outcomes.

Targets for 2009

Target 1

To continue to improve student outcomes in writing

Strategies to achieve this target include:

- further development of programs and resources focusing on spelling, use of paragraphs and text structures;
- evaluation of scope and sequence of text types and associated grammar features;
- continue the development of rubrics for use in teachers moderating worksamples; and
- building alignment of planning, teaching and assessment through collaborative planning.

Our success will be measured by:
• improved results in NAPLAN and school-based assessments;
• staff utilising quality assessment to inform planning of teaching programs to enable tracking of student performances; and
• students transferring knowledge of spelling rules and conventions into writing worksamples.

Target 2
To improve student performance in numeracy
Strategies to achieve this target include:
• students placed into stage maths groupings according to assessed needs;
• building alignment of planning, teaching and assessment through collaborative planning;
• access to ‘Mathletics’ to build recall of number facts and revision of concepts taught; and
• develop stage-based assessment to track student’s achievements.

Our success will be measured by:
• improved results in NAPLAN and school-based assessments especially those in the lower and higher bands;
• school scope and sequence aligned with assessment tasks; and
• students accessing ‘Mathletics’ at school resulting in improved outcomes.

Target 3
To improve the use of technology in teaching, learning and school communication
Strategies to achieve this target include:
• upgrading the school’s server and installing up to date computers into all teaching areas;
• purchase 2 Interactive White Boards,
• providing additional professional learning opportunities for access and the implementation of technology by all staff; and
• purchasing and implementing ‘Mathletics’ as a tool for learning and revising concepts.

Our success will be measured by:
• ensuring technology is available to students and staff to enhance teaching and learning programs;
• IWB’s installed and all staff are conversant with their use; and
• staff utilising ‘Mathletics’ as a teaching tool to reinforce concepts taught at school and through homework tasks.

Target 4
To fully implement Positive Behaviour for Learning into all school-wide settings
Strategies to achieve this target include:
• use of 2008 data to target at risk behaviour and those students with behaviour difficulties;
• train PBL committee in classroom applications and introduce it to all staff;
• revise and modify data collections and streamline data entry; and
• implement weekly lessons to target positive behaviour.

Our success will be measured by:
• data base generating information to inform committee of problem areas and behaviour;
• number of incidences of inappropriate behaviour by students is reduced; and
• students receiving weekly lessons to reinforce strategies and to highlight positive behaviour.

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.

Rayna Davidson-Hill  P and C President
Wendy Johnston  Assistant Principal
Erica Minter  Assistant Principal
Cathy Zemaitis  Assistant Principal
Tracie Duclos  Principal

School contact information
Werrington County Public School
John Batman Avenue,
Werrington County. 2747
Ph: 02 9673 2711       Fax: 02 9623 1337
Email: werringcty-p.school @det.nsw.edu.au
Web: www.werringcty-p.schools.nsw.edu.au
School Code: 4541
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