2010 Annual School Report
Wyalong Public School

NSW Public Schools – Leading the way
Principal’s message

During 2010 there were 55 students attending the school of which 27 were in years K/1/2 and 28 were in years 3/4/5/6. Students attending the school reside in West Wyalong, Wyalong and other rural settings.

Students are actively supported and encouraged to: attain their best in all key learning areas; be self-directed and life long learners; learn how to learn; show concern for others and have high self-esteem. These attributes are taught using some of the wonderful programs mentioned in this report, such as the Meals on Wheels program.

The dedicated staff of our small school is made from a team of 11 staff members of which 4 are teaching, two administrative, two student support, our general assistant and cleaner and one teaching principal.

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.

David Tallon  Principal (Relieving)

P & C message

The P&C have both enjoyed and proudly supported the school again in 2010.

Some of the fundraising the P&C have been involved in during the year included Pie Drives, Bingo Nights, Hosting Dinners, Raffles and the Toppy Pink Ball for Cancer.

The P&C have contributed to the school this year by purchasing a new photocopier for the school.

The P&C have also purchased hats for resale.

2010 saw yet another successful year for the school canteen which was run by the dedicated members of the P&C, parent helpers and manager Chris Smith.

Thank you to all parents, grandparents and carers for your support throughout the year.

Tammy Heffer P&C Secretary.

Student representatives’ message

In 2010 we had 10 students on the Student Representative Council (SRC) voted in to stand for each year group, including Kindergarten.

The representatives were chosen by their peers. SRC duties this year included helping with fund raising initiatives such as the school fete. We also attended the Young Leaders’ Conference and listened to some excellent speakers.

Stephanie Judd and Rhiannon O’Meley

School context

Student information

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

Student enrolment profile

Enrolments increased slightly in 2010 from 48 to 55 students. It is anticipated that this will continue to increase slightly in 2011.

Tammy Heffer P&C Secretary.
Student attendance profile

Student attendance at Wyalong PS is better than that of the state and of the region.

Management of non-attendance

Parents of students who do not attend school and do not immediately send a written explanation are contacted and the explanation sought.

Teachers contact parents after 3 days absence. Students understand that regular attendance is important.

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 2010 class size audit conducted on Wednesday 17 March 2010.

<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>K</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>1/2</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>1/2</td>
<td>2</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>3/4</td>
<td>3</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>3/4</td>
<td>4</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5/6</td>
<td>6</td>
<td>7</td>
<td>13</td>
</tr>
</tbody>
</table>

Structure of classes

There are four classes. One Kindergarten, a Year 1/2 class, a Year 3/4 and a Year 5/6.

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

<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>Primary Teacher Part Time &amp; RFF</td>
<td>0.29</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.936</td>
</tr>
<tr>
<td>Total</td>
<td>4.594</td>
</tr>
</tbody>
</table>

One Aboriginal School Learning Support Officer is employed by the school.

Staff retention

Two new teachers started in Term 2 2010 – one to replace a temporary teacher who left and the other to fill a vacancy. No staff left in 2010.

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>30/11/2010</th>
</tr>
</thead>
</table>

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>57,688.58</td>
</tr>
<tr>
<td>Global funds</td>
<td>62,920.88</td>
</tr>
<tr>
<td>Tied funds</td>
<td>68,158.20</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>7,940.15</td>
</tr>
<tr>
<td>Interest</td>
<td>2,406.44</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1,873.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>200,988.00</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

- Teaching & learning
  - Key learning areas: 8,423.76
  - Excursions: 1,381.15
  - Extracurricular dissections: 2,729.83
- Library: 3,861.61
- Training & development: 723.19
- Tied funds: 84,404.59
- Casual relief teachers: 6,664.42
- Administration & office: 35,307.57
- School-operated canteen: 0.00
- Utilities: 14,929.44
- Maintenance: 3,460.10
- Trust accounts: 1,877.75
- Capital programs: 0.00

**Total expenditure**: **163,763.41**

Balances carried forward: **37,224.59**

A full copy of the school’s 2010 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

**Choir:**

The school choir performed locally throughout the year at many school and community events. The highlight was performing at the whole school concert and end of year presentation night which gave many of our students the opportunity to sing solos and duets as well as participate in a choir.

**Band:**

The band provided entertainment at many school and community events. Again, the highlight was performing at the school concert. Once again the number of students wanting to play in the band always exceeds the number of instruments we have available.

**Meals on Wheels**

For the second year, each Monday, students from K-6 volunteered their time to participate in delivering meals to the elderly clients of the West Wyalong Meals on Wheels Association. Students thoroughly enjoyed giving back to their community and proved to be well received. This program has been a huge success and a highlight for the school in 2010.
Bright Spark Movement

Bright Spark Movement was a program that incorporated movement skills, enhanced hand eye coordination, balance, gross motor and general well being through activities, music and songs. It was designed for children between the ages of 3 to 8 years and was support by preschoolers and three of our own kindergarten students who needed growth in this area. It was conducted on a Wednesday afternoon in Term 4 for an hour by a qualified teacher who had had training in kinesiology.

Active After School

Active After School provided the students with sporting and social opportunities two afternoons a week. The students were exposed to a range of different activities and continued to further develop their social and sporting skills.

Young Leaders Conference

Wyalong Public School again supported the Young Leaders initiative by sending both Captains and our Prefect to the day held annually in Sydney. The students were motivated by the day’s events and inspired by the guest speakers. They gained a better understanding of what leadership is all about and how their new roles could positively impact our school community.

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 these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Please see the following page for our schools results.
**Literacy – NAPLAN Year 3**

**Percentage of students in bands:**

<table>
<thead>
<tr>
<th>Year 3 reading</th>
<th>Year 3 writing</th>
<th>Year 3 spelling</th>
<th>Year 3 grammar and punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Band" /></td>
<td><img src="image" alt="Band" /></td>
<td><img src="image" alt="Band" /></td>
<td><img src="image" alt="Band" /></td>
</tr>
</tbody>
</table>

Notes: The ‘Percentage in Band’ columns are not shown if results are available for less than 10 students. State average band distributions do not include students who were exempted from tests.
Notes: The ‘Percentage in Band’ columns are not shown if results are available for less than 10 students. State average band distributions do not include students who were exempted from tests.
Progress in Grammar & Punctuation

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 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>86</td>
</tr>
<tr>
<td>Spelling</td>
<td>86</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>86</td>
</tr>
<tr>
<td>Numeracy</td>
<td>71</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>43</td>
</tr>
<tr>
<td>Writing</td>
<td>57</td>
</tr>
<tr>
<td>Spelling</td>
<td>71</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>86</td>
</tr>
<tr>
<td>Numeracy</td>
<td>57</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education
Aboriginal culture, history and contemporary Aboriginal perspectives are incorporated in units of teaching across all Key Learning Areas.

Acknowledgment of Country is implemented at school assemblies and special events. Community elders are invited to do this where possible.

Multicultural education
Multicultural perspectives are incorporated in units of teaching across all Key Learning Areas.

Respect and responsibility
Respect and responsibility are identified as two of Wyalong PS published values. Respect and
Responsibility also drive the school’s values framework helping to bring to life the school’s values mission statement.

Staff and students are expected to demonstrate Respect and Responsibility at all times.

**Connected learning**

An interactive whiteboard has been installed in the 5/6 classroom. Use has been minimal but plans are in place to maximize learning opportunities for students using the IWB. This will be done through linking with another class / school, using the IWB for research and using it for lessons.

BlogEd is being used by students. They have enjoyed the experience. Study Ladder is also being used for Mathematics and Literacy to enhance the Year 3-6 teaching program. This is an Australian based website which has tutorials and interactive activities.

**Country Areas Program**

All staff and students benefited from the programs implemented by the school’s involvement in the Country Areas Program, a commonwealth Government funded program. The program enabled us to give students opportunities providing extra teacher support, IT programs and the money for the students to design and create a mural displaying our school values.

**Progress on 2010 targets**

**Target 1: Reading**

75% of students achieve sound to high as an overall achievement in English. An increased percentage of students achieve stage based outcomes/foundation statements in reading

Strategies to achieve this target included:

- Assessment rubrics were implemented and updated, through CAP day with community of school group (6 schools) in Term 1 2010.
- Maintenance of the implemented reading programs: such as Heather Harvey, Guided Reading and Silent Reading. 3 days a week.
- Teachers split classes to improve quality teaching outcomes.
- Students identified and Itinerant support is sought and students receive appropriate tutoring through teacher’s aide assistance.

Our success:

- Benchmark growth against PM, NAPLAN and BOS syllabus outcomes.
- Students understand what is expected of them and demonstrate this in their assessment tasks.
- Students’ oral reading and comprehension skills were measured using syllabus outcomes through teaching programs.
- Kindergarten students were measured using syllabus outcomes and Best Start assessment.
- Analysis of individual student needs and growth measured from where the student started to where they are currently at is consistent.

**Target 2: Numeracy**

80 % students achieve sound to high as an overall achievement in Mathematics. Students achieve stage based outcomes/foundation statements in mathematic strands of working mathematically, 2D/3D Space and Numeration.

Strategies to achieve this target included:

- Professional Learning for staff by Maths consultant to ensure the quality of implementation and assessment of working mathematically, mental computations, 2D/3D space and numeracy.
- A third teacher was employed to split the class for the numeracy session each morning improving the student to teacher ratio, where students are exposed to explicit specialised instruction.
- Students developed digital portfolios and are preparing to include maths assessment.
- All teachers explicitly teach process and skills of Newman’s Analysis.
Our success:

- There is greater use and understanding of Mathematical language, by students and teachers.
- Employing a third teacher allowed an improvement in student to teacher ratio for teaching numeracy. It also allowed for more teaching of explicit stage based instruction.

**Target 3: Writing**

**75% of students achieve sound to high as an overall achievement in English. An increased percentage of students achieve stage based outcomes/foundation statements in Writing**

Strategies to achieve this target included:

- Analyse NAPLAN results and students’ work against syllabus outcomes in Literacy, especially Grammar and Sentence Structure.
- A third teacher our STLA is employed to split the class for the literacy session each morning improving the student to teacher ratio, where students are exposed to explicit specialised instruction.

Our success:

- The achievement of stage based outcomes/foundation statements in Writing.
- Strengthened staff capacity to apply consistent assessment to writing.
- Employing a third teacher allowed an improvement in student to teacher ratio for teaching of writing. It also allowed for more teaching of explicit stage based instruction.
- QT evident in all lessons

**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 2010 our school carried out evaluations of Teaching and Human Society and Its Environment.

**Educational and management practice**

**Teaching**

**Background**

Each year our ASR committee revises an area of the school to evaluate its progress as to whether the area is in need of improvement or celebration. This year the school has surveyed the community to find its perception of teaching.

**Findings and conclusions**

The school community believed that what is being learnt is important and that teachers respond to students’ interests, needs and abilities. The survey amongst students showed that teachers manage their classroom effectively to maintain a positive learning environment. It also clearly showed that teachers collect work samples and keep records to provide information for reports and parent interviews.

The survey found that teaching staff at Wyalong Public School know their students and understand how they learn, use assessment strategies that are understood by their students, and maintain records to provide information to parents.

**Future directions**

The number of parent replies will need to increase to accurately gauge their views. Continuous reflection and reviewing of teaching practice will need to be maintained to ensure effective staff development.

**Curriculum**

**Human Society and Its Environment (HSIE)**

This year the school evaluated Human Society and its Environment. A school designed survey was completed by staff, students and parents.

**Findings and conclusions**

Students answered 9 Questions about HSIE that is taught at Wyalong Public School. Here are some of the findings:

- 78% of students Always or Mostly enjoyed HSIE as a subject.
- 93% of students felt that what they are learning in HSIE is important.
- 80% of students knew their teachers expectations during HSIE lessons.
• 85% of students stated that teachers use a variety of resources when teaching HSIE.

• 83% of students felt that assessment strategies used by teachers were appropriate.

• 85% of students stated they had a good understanding of the topic at the end of the Unit.

• 93% of students indicated that teachers assisted them to understand the topic better.

• 75% of students felt that there was enough time to cover the topic.

Future directions

The number of parent replies will need to increase to accurately gauge their impressions of HSIE.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

• Students are proud of their school and enjoy the playground facilities.

• Students also found that teachers helped them in the class and playground.

• The school community finds the school a friendly place to be.

• The community of staff, parents and students has a positive effect on teacher morale.

Professional learning

• Accelerated Literacy

• Bill Rogers student welfare

• CAP/DET: Development Day

• Covey: Great Leaders, Great Teams, Great Results

• Child Protection

• Best Start

• OHS

• Support Teacher Learning Support

School development 2009 – 2011

The school set targets in the area of Literacy, Numeracy and Student engagement as part of the three year management plan.

Targets for 2011

Target 1: Reading

80% students achieve Sound (C) to High (B) as a Reading achievement in English. Students achieve stage based outcomes/foundation statements in Reading.

Strategies to achieve this target include:

• Analyse NAPLAN results and students’ work against syllabus outcomes and develop programs to address needs identified.

• School Learning Support Officer (SLSO) is employed to split class for literacy session each morning thus improving the student/teacher ratio and ensuring students are exposed to explicit specialized instruction.

• Use of Benchmarking to track student growth.

Our success will be measured by:

• Teaching programs showing areas of need as identified by analysis of NAPLAN.

• Quality teaching evident in all lessons

• The achievement of stage based outcomes/foundation statements in Reading

• Student growth through benchmarking reading using PM Readers.
Target 2: Writing

80% students achieve Sound (C) to High (B) as a Writing achievement in English. Students achieve stage based outcomes/foundation statements in Writing.

Strategies to achieve this target include:

- Analyse NAPLAN results and students’ work against syllabus outcomes especially grammar and sentence structure and develop programs to address needs identified.
- School Learning Support Officer (SLSO) is employed to split class for literacy session each morning thus improving the student/teacher ratio and ensuring students are exposed to explicit specialized instruction.
- Develop writing rubrics

Our success will be measured by:

- Teaching programs showing areas of need as identified by analysis of NAPLAN.
- Quality teaching evident in all lessons
- The achievement of stage based outcomes/foundation statements in Writing

Target 3: Numeracy

80% students achieve Sound (C) to High (B) as an overall achievement in Mathematics. Students achieve stage based outcomes/foundation statements in Mathematics.

Strategies to achieve this target include:

- Analyse NAPLAN results and students’ work against syllabus outcomes especially in mathematical language, Working Mathematically and mental computation develop programs to address needs identified.
- School Learning Support Officer (SLSO) is employed to split class for numeracy sessions each afternoon thus improving the student/teacher ratio and ensuring students are exposed to explicit specialized instruction.
- Development of Mathematics programs that target mathematical language, Working Mathematically and mental computation.

Our success will be measured by:

- Teaching programs showing areas of need as identified by analysis of NAPLAN.
- Quality teaching evident in all lessons
- The achievement of stage based outcomes/foundation statements in Mathematics.

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.

Meg Staples  Principal
David Tallon  Principal (Relieving)
Patricia Pokoney  School Administration Manager
Tammy Heffer  P & C Secretary

School contact information

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Website
School Code: 3518

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