2009 Annual School Report
Wyalong Public School

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

Students

During 2009 there were 48 students attending the school of which 16 were in years K/1/2 and 32 were in years 3/4/5/6. Students attending the school reside in West Wyalong, Wyalong and other rural settings.

Staff

The dedicated staff of our small school is made from a team of 7 staff members of which 4 are teaching, one administrative, one student support and one teaching principal.

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

Significant programs and initiatives

Choir:

The school Choir performed locally throughout the year at many school and community events. The highlight was performing at the whole school concert which gave many of our students the opportunity to sing solos and duets.

Band:

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

Meals on Wheels

Each Monday students from K-6 followed a roster system, volunteering 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 by their elderly clients. This program has been a huge success and a highlight for the school in 2009.

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.

Country Area Program

All staff and students benefited from the programs implemented by the school’s involvement in the Country Area 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.

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, leaving with a better understanding of what leadership is all about and how their new roles could positively impact our school community.

Student achievement in 2009

Literacy-NAPLAN year 3

In 2009 6 students sat for the Literacy component of the National Assessment Program. The results varied with 50% of the students achieving band 5 in reading.

Numeracy-NAPLAN year 3

In 2009 6 students sat for the numeracy component of the National Assessment Program. It was pleasing to see that 4 of the 6 students achieved results in band 4 or higher.

Literacy-NAPLAN year 5

In 2009 7 students sat for the Literacy component of the National Assessment Program. The growth in writing for this year 5 cohort was a highlight showing improvement by 56.5%.

Numeracy-NAPLAN year 5

In 2009 7 students sat for the numeracy component of the National Assessment Program. Growth was again recorded against our numeracy scores showing a 37% growth rate.
Messages

Principal's message

The rural school community of Wyalong Public School works closely together to ensure that all students excel and achieve their personal best.

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 on previous pages, such as the Meals on Wheels program.

Teachers at Wyalong Public School are committed to providing quality teaching and learning programs for the students in their care. The teachers cater for the individual learning styles of students and provide programs to best support their needs.

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.

Megan Staples

P&C and/or School Council message

The P&C have both enjoyed and proudly supported the school again in 2009.

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

The P&C have contributed funds to the school this year by donating hats as part of the school uniform, purchasing books for the school library, and purchasing two promotional roll up banners for the school.

The P&C have also purchased school uniforms for resale.

2009 saw yet another successful year for the school canteen which was run by the dedicated members of the P&C and parent helpers.

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

Leanne Franklin P&C President

Student representative's message

In 2009 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 fundraising initiatives such as the annual ice cream day and attending the Young Leaders Day in Sydney.

Skye Redman School Captain 2009

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

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>25</td>
<td>34</td>
<td>29</td>
<td>23</td>
<td>22</td>
</tr>
<tr>
<td>Female</td>
<td>35</td>
<td>28</td>
<td>28</td>
<td>27</td>
<td>26</td>
</tr>
</tbody>
</table>

Student attendance profile

![Student attendance rates chart](chart.png)
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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>3/4/5/6</td>
<td>3</td>
<td>7</td>
<td>32</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>4</td>
<td>7</td>
<td>32</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>5</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>3/4/5/6</td>
<td>6</td>
<td>10</td>
<td>32</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>K/1/2</td>
<td>K</td>
<td>5</td>
<td>17</td>
</tr>
</tbody>
</table>

Structure of classes

In 2009 classes were structured so that the school was divided into a K/1/2 class a 3/4 and /5/6 class. With 3-6 coming together for Wednesday afternoon COG’s units, scripture and Friday Artz days.

Staff information

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

Teaching Principal: Megan Staples

Teaching Staff:
Mrs Susan Low Mrs Lacey Pettit
Mrs Amanda Cooper Mrs Celina Harvie

School Administration Support Staff:
Mrs Patricia Pokoney
Mrs Sharon Battle
Mr Jesse Hampton

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.252</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></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>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>0.696</td>
</tr>
<tr>
<td>Total</td>
<td>3.316</td>
</tr>
</tbody>
</table>

Teacher/Support Teacher Roles

Mrs Celina Harvie: Dance
Miss Lacey Pettit: Sport
Mrs Amanda Cooper: Instrument tuition/Choir
Mr Jesse Hampton: Indigenous Community Liaison
Mrs Sharon Battle: Scripture
Mrs Susan Low: Austwim/Brain Gym

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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>105 703.14</td>
</tr>
<tr>
<td>Global funds</td>
<td>57 058.73</td>
</tr>
<tr>
<td>Tied funds</td>
<td>70 870.66</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>14 511.11</td>
</tr>
<tr>
<td>Interest</td>
<td>3 079.20</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2 577.25</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>253 800.09</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>7 770.02</td>
</tr>
<tr>
<td>Excursions</td>
<td>3 185.66</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>5 572.55</td>
</tr>
<tr>
<td>Library</td>
<td>2 489.99</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3 420.01</td>
</tr>
<tr>
<td>Tied funds</td>
<td>114 910.08</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>5 669.30</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>29 824.21</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>14 901.81</td>
</tr>
<tr>
<td>Maintenance</td>
<td>5 320.57</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>3 047.31</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>196 111.51</td>
</tr>
</tbody>
</table>

Balance carried forward  57 688.58
A full copy of the school's 2009 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 2009

Arts
The school choir and band were regularly invited to perform at community events. The school concert provided the opportunity for all students to perform in choir, band, drama and dance. Students also gained an insight into lighting and costuming as well as the use of sound and electronic equipment. The concert was well received by all.

Sport
A highlight of 2009 was the achievement of the senior netball team who finished quarter finalists in the Western region PSSA netball competition.

The representation of students at all district, western and State Athletics and Swimming carnivals. For such a small school having representation at state is something we are very proud of.

Students represented our school at the West Wyalong Gala Day in Netball and AFL. The Boorowa Gala Day in Netball and Touch Football and played in the first round of PSSA tennis.

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)

Please see the following page for our schools results.
Notes: The ‘Percentage in Band’ and ‘School Average’ 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 the tests.
Notes: The 'Percentage in Band' and 'School Average' 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 the tests.
Numeracy – NAPLAN Year 5

Percentage of students in bands:
Year 5 numeracy

Percentage of students

Band

Average progress in reading
between Year 3 and Year 5

Progress

School | LSG | State


Average progress in writing
between Year 3 and Year 5

Progress

School | LSG | State


Numeracy – NAPLAN Year 3

Percentage of students in bands:
Year 3 numeracy

Percentage of students

Band

Average progress in reading
between Year 3 and Year 5

Progress

School | LSG | State


Average progress in numeracy
between Year 3 and Year 5

Progress

School | LSG | State


Progress in literacy:

Writing:

Reading:

Progress in Numeracy:
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 2009

<table>
<thead>
<tr>
<th>Percentage of Year 3 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>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 5 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

Aboriginal education

Aboriginal culture, history and contemporary Aboriginal Australian perspectives were incorporated in units across all Key Learning Areas.

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

Employment of an indigenous liaison officer proved to be very successful.

Multicultural education

Multicultural perspectives are always integrated across all Key Learning Areas.

Respect and responsibility

Respect and responsibility are identified as two of Wyalong Public Schools published values. Respect and responsibility also drive the schools Values framework helping to bring to life the schools valued mission statement. Staff and students are expected to demonstrate respect and responsibility at all times.

Other programs

Many successful programs were held throughout 2009. Some of these programs included:

- Education week Celebrations
- Recycling week initiatives
- Clean up Australia Day
- Life education Van Visit
- John Joseph Brain Day
- Participation in the Children’s Expo
- ANZAC day and Remembrance day ceremonies
- Pre-school Safari Day

Progress on 2009 targets

During 2009 the school worked towards the targets set in the 2007 School Management Plan.

Target 1

*Increase teacher competence and confidence in a range of technology with 80% of students attaining a high competency level in using technology as a tool to assist in their learning.*

Our achievements include:

- All teachers are using technology in the form of program delivery on the IWB and the use of digital portfolios for assessment tasks.
- School Website is a key tool for communication with both students and staff contributing to it.
- Video Conferencing facilities used by both staff and students.

Target 2

*Improve teaching and learning in Numeracy and Literacy. 80% of students will achieve at Stage level or higher in Maths and 80% of students will meet spelling, writing and reading benchmarks.*

Our achievements include:

- Small stages Numeracy and Literacy groups were successfully established.
- Parent tutors consistently help with in class tutoring.
- Growth of student achievement evident between years 3 and 5.
Target 3

*Investigate and implement and effective Environmental Education program. Implement strategies for resource management and conservation in order to introduce students to global warming and climate change.*

Our achievements include:

- Lake Cowl conducting school visits one afternoon a week for Term 2.
- Environment day held in conjunction with Barmedman PS.
- Recycling bins established and students effectively educated in practiced recycling methods.

**Energy consumption reduced due to students increased responsibility to ensure energy saving methods was met**

**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 2009 our school carried out evaluations of Culture and Quality Learning Environment.

**Educational and management practice**

**Culture**

**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 school culture.

**Findings and conclusions**

The community believed that the school recognised student achievement and that the students were the main priority of the school. It was recognised that the school provided students with sufficient resources to meet students learning needs. The community found that the school has improved in the management of student well being and behaviour and that this has increased school morale. The community feels that high expectations of student behaviour are now set.

The staff established a whole school welfare policy that met the needs of both staff and students and professional dialogue was continually encouraged around student welfare. Resources, strategies and professional development played a continuous role in maintaining staff morale, high expectations and an improvement in overall student behaviour.

**Future directions**

The number of parent replies will need to increase to accurately gauge their views. Continuous reflection and reviewing will need to be maintained to ensure the current policy does not date.

**Curriculum**

**Quality learning environment**

**Background**

For the purpose of acknowledging the positive areas and progress of the curriculum students are surveyed each year. In 2009 our surveys focused on Quality Learning Environments.

**Findings and conclusions**

The five parents who completed the surveys felt that their children were engaged in their education and that homework was relevant to the work carried out in school. Parents commented on the improvements they have seen within their children's progress.

The students answered 47 questions on their learning environment. Here are some of the findings:

- 88% of students found that they always or mostly enjoyed the work they did at school.
- 94% found that they always or mostly wanted to do their best in class.
- 41% of students felt their teacher told them what to do to get results always or mostly.
- 88% of students always or mostly felt their teacher expected high standards of work from them.
- 70% of students found that they always or mostly felt it was important to come to school everyday.
- 76% of students found that they always or mostly felt they got work that made them think.
- 82% of students felt their teacher always or mostly helped them to catch up if they were behind.
- 76% of students felt their teacher praised them when they did well, always or mostly.
- 88% of students felt their teacher was always or mostly able to give them extra help with school work if they needed it.
Future directions

The number of parent replies will need to increase to accurately gauge their views and evaluations.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

• Parents have seen an improvement of whole school behaviour management
• The students are proud of their school and enjoy wearing their school uniforms.
• Parents are very happy with the school uniforms
• Parents support school programs by sending students on excursions and sporting events.
• Parents enjoyed information sessions on their children’s education including those on Reports.
• Parents would like to see an improvement in the number of students wearing school hats.
• Parents would like to see more whole school events, where the cost is subsided by the P&C.

Professional learning

• OH&S
• BOS ARC & reporting
• Merit Selection
• Bill Rogers student welfare
• Best Start
• John Joseph Learning with the brain in mind
• Child Protection
• Code of Conduct
• CAP/DET: Quality Programming

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 2010

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 include:

− Professional Development in Newman’s Analysis.
− Assessment rubrics are 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
− Employ a teacher each Friday to withdraw Kindergarten students and offer reading assistance to students who require extra support
− Students identified and Itinerant support is sought and students receive appropriate tutoring through teacher’s aide assistance.

Our success will be measured by:

− Benchmark growth and effectiveness of Newman’s analysis against NAPLAN and BOS syllabus outcomes
− Students understand what is expected of them and demonstrate this in their assessment tasks
− Student’s oral reading and comprehension skills are measure using syllabus outcomes.
− Kindergarten students are measured using syllabus outcomes and Best Start assessment
− Analysis of individual student needs and growth measure from where the student started to where they are currently at.
Target 2: numeracy

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

Strategies to achieve this target include:

- 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 is 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 develop digital portfolios portraying math assessment. Digital portfolios shared at parent interviews.
- All teachers to explicitly teach process and skills of Newman’s Analysis. Process embedded in class program.

Our success will be measured by:

- Greater use and understanding of Mathematical language, by students and teachers.

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 include:

- 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 will be measured by:

- The achievement of stage based outcomes/foundation statements in Writing.
- Strengthened staff capacity to apply consistent assessment to writing.
- QT evident in all lessons.

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.

Megan Staples Principal 2009
Amanda Cooper Teacher 2009
Members of the P&C
Members of the SRC
The Wyalong Public School Community

School contact information

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George Bland Ave Wyalong NSW 2671
Ph: 02 69722140
Fax: 02 69722834
Email: wyalong-p.admin@det.nsw.edu

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: