School context

Wyalong Public School also known as ‘Toppy’ is a vibrant learning community of 53 students, their supportive families and motivated, dedicated members of staff. The school is located a block away from the Newell Highway in Wyalong along George Bland Ave.

With our spacious grassy play areas, tennis courts, play infrastructure and committed P&C our students have a stimulating environment in which to learn and grow.

Our dedicated teaching staff, school chaplain and school learning support officers work collaboratively with a supportive parent body to set a positive school tone to generate an open, safe and caring learning environment where students are developed academically and socially.

Due to its size, the school takes pride in its ability to foster individual academic growth, no matter what stage or challenges an individual faces with their learning.

The dedicated teaching staff of Wyalong Public School are committed to providing their students with a quality education through the use of individualised learning programs, a challenging curriculum and the provision of opportunities only a small school can offer.

Principal’s message

It is with great pleasure that I present the 2013 Annual School Report.

2013 was an innovative and productive year for Wyalong Public School which saw the implementation of new learning programs and the improvement of office spaces and learning centers.

We welcomed two new teachers Mrs Blackwood and Miss Parker to our school at the beginning of the year. Mrs Blackwood took the relieving position of Miss Anderson who is taking maternity leave and due to an increase in numbers we were able to advertise for another temporary teaching position of which Miss Parker was successful.

Our school welcomed the implementation of the National Literacy and Numeracy Program. Through the program we were able to increase the capacity of our staff to identify-plan-and then support students at risk of falling behind in Reading and Comprehension. The staff also engaged in a Focus on Reading Course to help facilitate the program.

We celebrated the success of one of our year six students who won the Riverina Anzac Day writing competition and published a short novel written by another year six student who also excelled in writing throughout the year.

Early in the year Mrs Blackwood was responsible for implementing the NSW Literacy Continuum digitally into the school for assessment and reporting purposes and for further use on IPad and the IWB. This proved to be a wonderful tool and a great asset to our school.

It was exciting to establish a ‘Think Tank Forum’ inviting small schools around our area to participate. Teachers and executive from Quandialla Central School and Ungarie Central School took the opportunity to join the forum with us where we were able to create quality learning documents to support the national literacy syllabus and NSW literacy continuum. The schools have established a partnership and continue to work together.

We were able to make improvements to the school this year by refurbishing the front office, foyer and Principals office.

Miss Parker was responsible for the upgrade of our computer room.

A student enjoying lunch time play on the equipment.
The school was successful in receiving a grant from the Bland Shire Council to create a joint funding initiative between the Bland Shire and the DEC, a total of $50,000 for the total resurfacing of our tennis courts and the P&C began the landscaping of our front gardens and walkway.

I would like to take this opportunity to thank our dedicated staff and school community for their efforts this year and thank them for helping to provide our students with the opportunity to learn in a safe, caring, stimulating and challenging 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.

Megan Staples Principal

P & C and/or School Council message

The P and C this year held 4 major fundraising activities consisting of a Pie drive, Donut drive, Christmas raffle and Christmas markets which were all very well supported by the school and local community.

Funds raised from these events allowed us to subsidise the major school excursions held this year, which from all reports was greatly enjoyed by all. We were also able to start some major gardening works of removing some large and dangerous trees and of upgrading some of our existing garden beds. We also completed the installation of security cameras which were purchased late last year.

This year has also seen an increase in parent involvement with in the P and C which is pleasing as it shows what a great little school community we have here at Wyalong.

As with previous years the P and C has run the school canteen with parents being rostered on to help each Friday, this worked well and would expect to continue like this next year.

The P and C would like to thank all those who donated either there time, money or goods this year as it made for an enjoyable and rewarding year at Wyalong Public School.

Neil Ferguson - President

Student representative’s message

As we come to the end of our education here at Toppy we would like to say thank you for the opportunities Toppy school has given us over the years.

We were very proud to be leaders of our school this year and represented our school at various ceremonies and functions such the National Young Leaders Day in Sydney as well as, both of our school and town ANZAC day ceremonies.

We conducted our whole school assemblies each week and ran the end of year presentation night.

We were hosts to a number of important visitors and were given the opportunity to represent our school at a number of different local events.

Once a Toppy student always a Toppy student!
We were proud to be Toppy students and will never forget our primary school years.

Heath Redman, Harry Judd & Keanu Vada
School Captains & Prefect 2013

Students pictured below playing in the cubby!

Pictured below is Mrs Blackwood talking about the importance of fundraising for the deafness foundation.
Student information

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

Student enrolment profile

![Student enrolment profile chart]

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>K</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
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<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>92.3</td>
<td>94.9</td>
<td>90.9</td>
<td>91.0</td>
<td>95.0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>97.7</td>
<td>94.2</td>
<td>92.8</td>
<td>91.3</td>
<td>90.9</td>
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<tr>
<td>3</td>
<td></td>
<td>94.6</td>
<td>94.8</td>
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<td>93.0</td>
<td>94.0</td>
<td>96.6</td>
<td>90.4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>95.3</td>
<td>96.4</td>
<td>92.9</td>
<td>95.4</td>
<td>96.4</td>
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<tr>
<td>Total</td>
<td></td>
<td>93.8</td>
<td>94.5</td>
<td>95.1</td>
<td>93.0</td>
<td>92.2</td>
<td>92.5</td>
</tr>
</tbody>
</table>

Management of non-attendance

School attendance is monitored on a daily basis by the Principal, Teaching and Administration staff.

Due to our small size the school and parents share strong communication and parents mostly contact the school on the day of the absence or send a written or give a verbal explanation of the student absence.

Exceptions are also sought by parents for family holidays, (which are normally overseas) outside the normal school breaks.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Primary Part-time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.126</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>School Chaplain</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.206</td>
</tr>
<tr>
<td>Total</td>
<td>5.068</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Wyalong Public School has a non-indigenous staff of 11 permanent and part–time staff.

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>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td></td>
</tr>
</tbody>
</table>

Pictured above, Miss Parker with a group of her students and below students enjoy some hands on math’s time.
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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>45670.57</td>
</tr>
<tr>
<td>Global funds</td>
<td>63995.64</td>
</tr>
<tr>
<td>Tied funds</td>
<td>99257.20</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>17833.48</td>
</tr>
<tr>
<td>Interest</td>
<td>1974.08</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1756.05</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>230487.02</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 7447.32    |
| Excursions                | 11142.49   |
| Extracurricular dissections| 5108.27    |
| Library                   | 4320.02    |
| Training & development    | 0.00       |
| Tied funds                | 91416.13   |
| Casual relief teachers    | 14606.92   |
| Administration & office   | 14031.80   |
| School-operated canteen   | 0.00       |
| Utilities                 | 14510.13   |
| Maintenance               | 1638.79    |
| Trust accounts            | 2347.76    |
| Capital programs          | 0.00       |
| **Total expenditure**     | 166569.63  |
| **Balance carried forward**| 63917.39  |

A full copy of the school’s 2013 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 2013

Wyalong Public School continued to provide their students with plenty of creative, sporting and learning opportunities during the 2013 school year.

ARTS

The school choir and band were involved in a number of performances at a number of venues throughout the year led and inspired by Music Teacher Mrs Amanda Cooper. Mrs Cooper gives instrument tuition and conducts the school choir.

The whole school participated in various cultural art lessons and music workshops as part of our Multicultural day celebrations to promote Harmony Day. Pictured below are some of the staff and students dressed in ‘Harmony Day orange’.

Four students’ art works were selected for Operation Art and displayed at the State Art Exhibition in Hombush in Sydney. Pictured are two of the entries below.

Our dance program facilitated by local dance Instructor Miss Celina Harvie proved to be a huge hit this year. Pictured below are dancers which participated in the whole school concert performing ‘Thriller’.
Pictured below are the art works produced by Wyalong Public School students for the 2013 show display.

Students represented our school again this year at the annual Boorowa touch and Netball carnival. Pictured below are some of our netballers.

Pictured above are students enjoying the annual Toppy Book Fair and parade, to help celebrate Book Week within our school and school community.

Students were also given the opportunity to participate in the small schools soccer competition. The team is pictured above.

Sport

The Active After school Communities program continued to provide students with an opportunity to participate in structured sporting activities after school hours two days a week either on school grounds or at the West Wyalong Pool. These activities continued to further develop an active lifestyle for the students and also provide students with a link to community sporting associations.

Despite some foggy weather the Wyalong Public School Athletics carnival was a huge success. This year Little Wattle Pre-school joined us for some novelty events. One of our students represented us at the State Athletics Carnival.
We continued to welcome sport development programs into the school, including Rugby League, AFL and Netball. Pictured are some students with the Netball NSW Development officer above.

Students from years 3-6 enjoyed a great day at the local West Wyalong AFL and Netball GALA day.

One of our students represented our school at the state X-country Carnival.

The school swimming scheme ‘learn to swim program’ was strongly supported by parents and students this year and saw some wonderful progress with participating swimmers. Our whole school swimming carnival proved to be a wonderful day.

Pictured are this year’s champions.

Leadership & Learning

Our school leadership team travelled to Sydney to participate in the annual Young leaders Day.

School leaders and members of the SRC were involved in speaking at the Wyalong Anzac Day service. Pictured below is a member of our SRC giving a reading.

Programs including but not limited to focus on Reading and LAST programs, continued to assist students with their learning and helped to provide students with access to an engaging and challenging curriculum.
Students in year 4 were involved in weekly video conferences with Barmedman Public School to help stimulate students and enhance reading.

Pictured below is a student giving reading instructions via Video Conference.

Celebrations, Commemorations & Community

Students enjoyed participating in this year’s Easter Hat parade.

Our school marched with pride in the Wyalong and West Wyalong Anzac Day parades.

Our school continued to support various charities throughout the year. Pictured above are members of our P&C cooking for the Biggest Morning Tea, Cancer Council Appeal.

Students continued with the Meals on wheels program. This provides a strong link to our community while teaching students the values of helping others.

Below students who took part in the Sweden in the West short film competition. A highlight for our school was winning the film competition which can be view on You Tube.

Students enjoying a picnic, and listening to some music, during Education Week Celebrations.
**Excursions & School Visits**

Students from year’s 3-6 participated in an excursion to the Lake Burrendong Sport and Recreation Camp Centre. Pictured above are students participating in canoeing and below a giant water slide.

Ladies from the local school dentistry visited our school to promote dental hygiene.

Our school was lucky to receive a visit from the *Questacon* science team to present an interactive learning program on electricity.

Students in K12 visited the Wellington Caves. The students are pictured above. Pictured below are students learning to cook. Instructing them is a member of the Bellarwi CWA. This year we had two finalists in the CWA cooking competition.
Academic achievements

NAPLAN

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.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter Wyalong Public School in the Find a school and select GO to access the school data.

The below tables show students achieving at or above minimum standards and include scores of students with significant learning difficulties.

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Other achievements

One of our year six students won the highly competitive Riverina Anzac day writing competition. Pictured below are some of our students with Michael McCormack MP, who came to present the winning student with his award.

Significant programs and initiatives

Aboriginal education

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

Acknowledgement of country is conducted at all school assemblies and ceremonies and is very much a part of our school culture.

Students enjoyed participating in events throughout the year run by our local Aboriginal Lands Council including but not limited to NAIDOC week and cultural day activities. These experiences allowed students to gain broader experiences in, and a deeper understanding of, aboriginal Culture.

Aboriginal students in years 3-6 received tuition in Literacy and numeracy through the Norta Norta Program.

Multicultural education

To celebrate the multicultural links we share with students in our school and members of our school community, we hosted a multicultural day, inviting local small schools to join in the fun.
The day consisted of a number of rotational activities run by members of the community who were willing to share aspects of their own cultural heritage. Students were given the opportunity to learn about these cultures by participating in rotational activities.

National Partnerships

Our school participated in the Improving Literacy and Numeracy National Partnership program. The program enabled the increased capacity of our staff to identify-plan-and then put into place resources to support students at risk of performing below and well below expectation and to ensure whole school engagement was achieved so all students were able to demonstrate growth.

Staff participated in an analysis of the effectiveness of the school plans approach to literacy in particular, reading and comprehension.

Staff then developed a series of actions to underpin the implementation of the refined whole school approach to literacy, including:

- Strengthened use of the literacy continuum and professional development around the use of PLAN software
- Developed quality assessment tasks that measured appropriately against the curriculum and the continuum to ensure base line data was reliable and true
- The implementation of Focus on Reading 3-6 and the whole school implementation of the super six reading strategies K-6 to encourage a whole school dialogue and consistency of reading strategies K-6
- The delivery of an engaging and challenging curriculum with the implementation of UBD in teacher programs.

School planning and evaluation 2012—2014

School planning 2012—2014: progress in 2013

School priority 1

Literacy

Outcomes from 2012–2014

Students achieving stage appropriate outcomes and clusters in writing with a focus on sentence structure, grammar and vocabulary and a decrease in the number of students in the bottom two bands of the NAPLAN.

Strengthened staff capacity to apply consistent assessment to writing through use of ARC website and CTJ.

Students achieving stage appropriate outcomes and clusters in Literacy: comprehension and reading strategies, with a decrease of student numbers in the bottom two bands of the NAPLAN.

Strengthened teacher capacity to improve student learning outcomes in specific areas of comprehension and reading.

Continued use of assessment-running records, Waddington, CTJ and Rubrics, Best Start, Observations, whole school & LAST assessments as well as SMART data and the use of PLAN software and measurement against the Literacy continuum to increase student growth in reading and comprehension.
Evidence of progress towards outcomes in 2013:

- Students are moving along the literacy continuum and most students are meeting appropriate cluster markers and reporting onto PLAN show student progress and direction.
- Assessment tasks show an improvement in writing, especially in the use of sentence structure and paragraphs.
- LAST programs have produced student work which shows student growth.

Strategies to achieve these outcomes in 2014:

- Use of writing scaffolds as visual displays in classrooms and the creating of ‘learning walls’ have assisted in students writing performance.
- The use of the ARC website, students can visualize benchmarks.
- The visual use of the literacy continuum, and LAST programs.
- The implementation of the Focus on Reading program
- The implementation of the ‘Super six reading strategies K-6’

School priority 2

Numeracy

Outcomes from 2012–2014

Greater use and understanding of working mathematically & its language, by students and teachers through the use of Newman’s Analysis and the working mathematically program K-6.

Students understand and apply Newman’ Analysis

Improved student achievement in application of knowledge Patterns and Algebra and Number

Development of ICT Skills Scope and Sequence K-6

Increased use and development on the Numeracy Continuum.

Evidence of progress towards outcomes in 2013:

- Students measured against and moving along the numeracy continuum.
- Assessment tasks and observations show student progress when reported onto PLAN

Strategies to achieve these outcomes in 2014:

- The use of hands on activities in the classroom and encouraging students to show working out.
- Programming using UBD encourages teachers to teach explicitly and show students what they are working towards.

School priority 3

Student engagement

Outcomes from 2012–2014

By the end of 2014 Wyalong Public School will have maintained student enrolments and have a high profile within the community for innovation and community connections. Through the involvement of equity initiatives, the Improving literacy and numeracy partnership and a focus on developing learning communities with other schools it is hoped that student engagement and community connection will continue to be both valued and achieved. School grounds will be further developed and improved and students will continue to learn in a stimulating environment in which to learn and grow.

Evidence of progress towards outcomes in 2013:

- Student enrolment was maintained.
- Community connections have been established with other small schools and organisations.
- The formation of the think tank forum between a network of small schools to develop resources to support the new curriculum.
- Student exposure to quality programs like Focus on reading
- School environment improved with the refurbishment of the front office and the grant approved to resurface the tennis courts.
Strategies to achieve these outcomes in 2014:

- Students exposed to a range of different learning and social opportunities
- School P&C supportive in conducting school beautification projects like the landscaping of our front entrance
- Running our dance and music programs and merging with other schools to form sporting teams provide equitable opportunities for students at our school.
- Facilitating and hosting community events such as multicultural days, and inviting the pre-schools to participate in programs at our school like the Healthy Harold van.

Professional learning

Staff participated in professional learning this year in the following areas:

- Child protection/Keep them safe
- Code of Conduct
- CPR training
- Anaphylaxis training
- Anti-racism Contact Officer Training (ARCO)
- Learning and Support network days
- Phase 1 Focus on Reading
- Nonviolent Crisis Intervention
- PLAN software implementation
- The Learner and the new curriculum modules
- York Assessment of Reading and Comprehension and WJIII training
- Small school think tank forums around the implementation of the new English Syllabus

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Program evaluations

Background

In 2013, the school sought the opinions of parents, students and teachers about the school, through use of surveys and staff, parent teacher and P&C meetings.

Findings and conclusions

Students:

The majority of students felt their teachers had high expectations of the standard of work they created and felt happy with the work they produced in class.

Most of the students indicated they liked to learn new things in class and felt learning was fun.

Some of the students would like to have more ownership over what they are learning and have the choice to choose what it is they learn about.

The majority of students felt proud to be a student at the school and felt safe at school.

Future directions

Maintain a school culture that expects high expectations from their students, through use of the NSW Literacy continuum, teacher planning and development, student exposure to ARC and continuing provision of a positive and encouraging learning environment.

Explore the notion of some of the students wanting more ownership over their learning, and in what capacity.

Continue to provide a safe and caring learning environment.

Findings and conclusions

Parents:

Parents felt students were proud of their school and wanted to do well.
Parents continued to happily support the school with involvement in school excursions, school commemorations, assemblies, and events.

It was pleasing to see that parents continue to promote the school's uniform policy and that 100% of students wear uniform on a regular basis. However, some did question the need for a more formal uniform to wear to special days and functions.

**Future directions**

While changing our parent response strategy from returned surveys to posing questions at meetings, the number of parent replies has increased. Nevertheless, the number of replies still does not accurately represent the broader parent body.

**Findings and conclusions**

Teachers:

Teachers continued to find job satisfaction, reporting they have enjoyed the networking opportunities developed with other small schools such as the think tank forum.

Staff felt that this year has seen the making of a cohesive and innovative team.

Staff felt they had the opportunity to enhance their teaching programs through professional development and school resources.

Teachers felt that the parent body was mostly supportive and that parents were very much valued members of the school community.

**Future directions**

Continue with small school networking initiatives and maintain the already successful parent and teacher communication.

Maintain meaningful teacher development and access to appropriate teaching and learning resources.

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**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.

Miss Megan Staples Principal
Mrs Trish Pokoney School Administration manager
Mrs Amanda Cooper Music Teacher
Miss Courtney Parker Classroom teacher
Mr Neil Ferguson P&C President

**School contact information**

Wyalong Public School
George Bland Ave Wyalong NSW 2671
Ph: 02 69722140
Fax: 02 69722834
Email: wyalong-p.school@det.nsw.edu.au
Web: www.wyalong-p.schools.nsw.edu.au
School Code: 3518

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: