Messages

Principal’s message

During 2011 there were 61 students attending the school of which 31 were in years K/1/2 and 30 were in years 3/4/5/6. Students attending the school reside in West Wyalong, Wyalong and other rural settings.

The values that the school encompasses have been demonstrated by students throughout the whole year in the school grounds and when involved in the broader community. When involved in school excursions their behaviour was such that our school was complemented by the respective institutions and warmly welcomed to return.

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. Teaching staff took part in opportunities for professional development in areas such as Literacy, Numeracy and Technology.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

David Tallon
Principal (Relieving)

P & C and/or School Council message

The P&C have both enjoyed and proudly supported the school again in 2011.

Some of the fundraising the P&C have been involved in during the year included pie drives, hosting dinners, raffles, the Variety Bash breakfast and the Toppy Pink Ball for Cancer.

This year our P&C purchased PM Readers for our Kindergarten students.

2011 saw yet another successful year for the school canteen which was run by parent helpers and managed by Lynne Doyle and Elissa Britt.

Thank you to all parents, grandparents and carers for your support to make 2011 a very successful year.

Neil Ferguson P&C President

Student representative’s message

In 2011 we had 9 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, selling ice-creams, and raffles.

The School Captains and Prefect also attended the Young Leaders’ Conference in Sydney and listened to some excellent speakers. Members of our 3-6 SRC went to Wagga Wagga for leadership training and it was decided Year 5s should attend next year.

Ellise Apolony and Paige Redman

Ellise Apolony and Paige Redman proudly holding the school banner during the ANZAC Day march.
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>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>29</td>
<td>23</td>
<td>22</td>
<td>25</td>
<td>31</td>
</tr>
<tr>
<td>Female</td>
<td>28</td>
<td>27</td>
<td>26</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

Enrolments increased slightly in 2011 from 55 to 61 students. It is anticipated that this will continue to increase slightly in 2012.

Student attendance profile

2011 saw a slight drop in attendance when compared to the state and 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 2 days absence. Student understand that regular attendance is important.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>8</td>
<td>8</td>
</tr>
<tr>
<td>1/2</td>
<td>1</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>3-6L</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>3-6T</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>3</td>
<td>16</td>
</tr>
</tbody>
</table>

Structure of classes

This year there were four classes at Wyalong Public School. A Kindergarten class, a Year 1/2 class, and 2 Year 3-6 classes.

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>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Primary Teacher Part Time &amp; RFF</td>
<td>0.29</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.168</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>.936</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4.594</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

An Indigenous School Learning Support Officer was employed by the school.

Staff retention

Although no staff left in 2011, Miss Staples went on Maternity Leave and will return to Wyalong Public School in 2013.

Teacher qualifications

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

Teacher qualifications

<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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$37,224.59</td>
</tr>
<tr>
<td>Global funds</td>
<td>$63,047.50</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$71,736.91</td>
</tr>
<tr>
<td>School &amp; Community sources</td>
<td>$18,130.75</td>
</tr>
<tr>
<td>Interest</td>
<td>$2,631.70</td>
</tr>
<tr>
<td>Trust Receipts</td>
<td>$2,134.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>$</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>$194,905.65</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>$12,177.58</td>
</tr>
<tr>
<td>Excursions</td>
<td>$8,893.38</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$6,888.34</td>
</tr>
<tr>
<td>Library</td>
<td>$3,702.63</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$651.13</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$67,865.32</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$9,793.83</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$21,576.81</td>
</tr>
<tr>
<td>School operated Canteen</td>
<td>$</td>
</tr>
<tr>
<td>Utilities</td>
<td>$13,775.62</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$3,746.37</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$3,201.68</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>$153,172.69</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>$41,732.96</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 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 2011

Achievements

Choir:
The school choir performed locally throughout the year at many school and community events. The highlight was performing at the Candy Stripe Fair 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 third 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 2011.

Excursions

Excursions enabled students to gain a deeper understanding of content through practical experiences in their environment.

- Years 3-6 studied a unit on local history and went on an excursion to Wyalong Museum. The students had a tour of the museum and discovered interesting facts of life in the past. Students also took part in a mock trial and learnt about the different people involved in running a court.
- Years 3-6 went on a camp to Borambola Sport and Recreation Camp.
- Year K-2 went on an excursion to Altina Wildlife Park.

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.
Impact Leadership Conference

Wyalong Public School was involved for the first time in this youth leadership training opportunity. The school captains, prefect and 2 student council members went to Wagga Wagga for the day. There they gained a perspective about what leadership is about and what type of leader they can be. It was decided by those attending that in the future Year 5 students would benefit from attending this day.

Sports

During the course of the year, Wyalong Public School participated in;

- PSSA Tennis
- PSSA Netball
- PSSA Touch Football
- PSSA Basketball
- Mortimer Shield
- Small Schools Knockout Soccer
- AFL/Netball Gala Day
- Boorowa Touch and Netball Carnival

In these events our students always displayed a competitive spirit and great sportsmanship.

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

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.
Numeracy – NAPLAN Year 3

Percentage in bands:
Year 3 Numeracy

Percentage of students

Bands

1 2 3 4 5 6

Percentage in Band
School Average 2008-2011
SSG % in Band 2011
State DEC % in Band 2011

Numeracy – NAPLAN Year 5

Percentage in bands:
Year 5 Numeracy

Percentage of students

Bands

3 4 5 6 7 8

Percentage in Band
School Average 2008-2011
SSG % in Band 2011
State DEC % in Band 2011

Progress in literacy

Reading

Average progress in Reading between Year 3 and 5

School  SSG  State DEC

Writing

School averages for Writing are not displayed due to the change in the Writing scale from Narrative to Persuasive.

Spelling

Average progress in Spelling between Year 3 and 5

School  SSG  State DEC

Grammar & Punctuation

Average progress in Grammar & Punctuation between Year 3 and 5

School  SSG  State DEC
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 2011

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>62.5</td>
</tr>
<tr>
<td>Writing</td>
<td>75.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>75.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>75.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>75.0</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students achieving at or above the minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>75.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>75.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>87.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</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.

Acknowledgement 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 Public Schools 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. During this year we have held a conference with other classes / schools, using the IWB for research and using it for lessons.

Web2 tools have been 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 opportunity for the students in Year 5 and 6 to participate in a technology workshop.

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 included:

- 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 achievements include:

- SMART2 profession development to enable teachers to further analyze NAPLAN data.
- 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 included:

- 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 achievements include:

- Teaching programs showing areas of need as identified by analysis of NAPLAN.
- Quality teaching evident in all lessons
- A 5% growth of students achieving sound to high.

**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 2011 our school carried out evaluations of School Management and Reading.

**Educational and management practice**

**School Management**

**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 Management.

**Findings and conclusions**

The school community believed that Wyalong Public School is continually striving to improve its performance.

Teaching staff indicated that Professional Development is planned to meet the school targets. The survey also shows that student welfare needs are reflected in the school’s policies and practices. Teachers reflected on the need to continually monitor and evaluate the school plan and its policies.

The survey amongst students showed that they were aware that teachers require extra training to improve their classroom teaching. Students also felt that their education needs were met by the school.

**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**

**Reading**

**Background**

This year the school evaluated Reading. A school designed survey was completed by staff, students and parents.

**Findings and conclusions**

**Students**

- 86% of students Always or Mostly enjoyed learning to read.
- 84% of students felt that what they are learning in reading is important.
- 67% of students knew their teachers expectations during reading lessons.
- 72% of students stated that teachers use a variety of resources when teaching reading.
- 84% of students felt that assessment strategies used by teachers were appropriate.
- 84% of students stated they thought they had improved their reading skill since the beginning of the year.
- 90% of students indicated that teachers assisted them during reading lessons.

**Teachers**

- Teachers felt that assessment strategies used in the school were appropriate and could track student growth.
- Teachers enjoyed teaching reading and continually reflected on their practice.
Teachers felt that expectations were clearly made during lessons and used adequate resources.

**Future directions**

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

The school has successfully applied for participation in the Focus On Reading program for 2012 and 2013.

**Parent, student, and teacher satisfaction**

In 2011 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 playground facilities.
- Students 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**

During 2011 staff had the following Professional learning opportunities;

- Anti Racism Contact Officer Training
- Autistic Spectrum Disorder
- CAP Developments Days
- Child Protection
- Climate Clever Energy Savers
- Connected Learning
- Language Learning and Literacy
- Local Schools, Local Decisions consultations
- Moodle and One Note Training
- Priority Schools Network sharing
- SMART2 workshop

**West Wyalong Community of Schools**

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Writing**

65% of students achieve sound to high as an overall achievement in Writing.

**2012 Targets to achieve this outcome include:**

- Students achieving stage appropriate outcomes in writing with a focus on sentence structure, grammar and vocabulary.
- Strengthened staff capacity to apply consistent assessment to writing through use of ARC website and CTJ.

**Strategies to achieve these targets include:**

- Analyse NAPLAN results and School Based Benchmarking of students’ assessment to drive teacher programming and teaching.
- CTJ is implemented through use of teacher professional dialogue, use of ARC website and developing Rubrics.
- Kindergarten teacher trained in L3 providing specialised writing assistance to complement Best Start program.

**School priority 2**

**Reading**

55% of students achieve sound to high as an overall indication in Reading.

**2012 Targets to achieve this outcome include:**

- Students achieving stage appropriate outcomes in Literacy-comprehension and reading strategies.
- Strengthened teacher capacity to improve student learning outcomes in specific areas of comprehension.
• Development and continued use of assessment-Running Records, Waddington, CTJ and Rubrics

**Strategies to achieve these targets include:**

• Diagnostic Data is implemented and located on shared drive. All staff can access this and it is to be continually updated. Students growth/needs can therefore be tracked.

• Maintenance of the implemented reading programs: such as Reading Eggs and modelled reading, Guided Reading and Silent Reading. This is carried out in whole class literacy groups as well as one to one tutoring scenarios.

• Establishing the *Focus on Reading* Program in the school to complement L3. Staff training and implementation of the program to set up a whole school approach to teaching Reading.

• Students identified and support is sought for students to receive appropriate tutoring through teacher aide assistance.

• Kindergarten teacher trained in L3 providing specialised reading assistance to complement Best Start program.

**School priority 3**

**Mathematics**

75% of students achieve sound to high as an overall achievement in Mathematics

**2012 Targets to achieve this outcome include:**

• 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

**Strategies to achieve these targets include:**

• Professional Learning for staff by Maths consultant to ensure the quality of implementation and assessment of working mathematically, mental computations Patterns and Algebra and Numeracy

• Use Best Start analysis to establish student learning needs in Kindergarten

• Classroom teacher’s programs to include;
  • Segments of working mathematically
  • Mental computations,
  • Strong use and emphasis on Mathematical Terminology.

• Use of K-6 working mathematically whole school program evident.

**School priority 4**

**School Participation**

Create Scope and Sequence for student skills in ICT.

Student engagement in Creative and Performing Arts.

**2012 Targets to achieve this outcome include:**

• Development of basic ICT Skills scope and sequence

• Staff familiarisation and Implementation of Web2 tools 3-6

• Use of increased student and parent awareness on how to effectively deal with and/or avoid cyber bullying.

• Student opportunity to learn an instrument and participate in band, choir and a whole school performance.

**Strategies to achieve these targets include:**

• Develop an ICT scope and sequence enabling students to become familiar with and engage in computer technology, Web2 tools and students made aware of Cyber Bullying.

• Purchase of 10 iPods (over 2 years) for increased student engagement in literacy and numeracy.

• Increased positive school awareness, continued community performances and sporting events. Establishing a positive advertisement for the school on highway billboard and displayed roll up banners in local shops with current newsletters attached.
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.

David Tallon Principal (Relieving)
Trish Pokoney SAM
Neil Ferguson President P&C

School contact information

Wyalong Public School
George Bland Avenue
Ph: 6972 2140
Fax: 6972 2834
Email: wyalong-p.schools@det.nsw.edu.au
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: