West Wyalong Public School

Annual School Report
Our school at a glance

Students
As of the 27th February 2011 our school had an enrolment of 303 students.

Staff
Our staff consists of one Principal, three Assistant Principals, nine classroom teachers, a Librarian three days a week and a music release teacher. We have teachers in Reading Recovery, Support Teacher Learning Assistance, a part time outreach teacher for emotional disabilities and a School Counsellor one day a week. We have one School Administration Manager, three part time School Administration Officers, five Student Learning Support Officers, three part time cleaners and one General Assistant.

Messages

Principal’s message
West Wyalong Public School is committed to providing an inclusive learning environment in which the needs and aspirations of our students are met. Our programs ensure that our school remains a place in which all learning experiences – intellectual, social, physical and spiritual, centre around helping our students to learn and to celebrate their personal achievements.

The school seeks to ensure that all students are skilled in literacy and numeracy and are able to integrate appropriate technology to enhance their learning. We support our students as they develop knowledge and awareness of their local community and of the world around them and encourage them to become active participants in their own learning, in the life of the school and in community events.

We have continued to make improvements to both our school grounds and our classrooms. A new shade sail was erected and the new Library was completed.

Our P&C have continued to support the school, providing funds to support our technology programs. Our community reading tutors have continued to be of great assistance to staff and students and we appreciate their time and efforts.

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.

Lyn Barnes (Principal)

P & C message
The Parents and Citizens Committee of 2011 again showed wonderful support to the staff and students of our school.

The major fundraisers for the year included a Monster Easter Egg raffle, a Mothers’ Day stall, the canteen at our Athletics carnival and a Cookie Dough fundraiser.

The P&C made a very generous contribution to the shade shelter and computers for the classrooms.

I would like to extend a big thank you to all committee members, the parents and the business houses for their support and help throughout 2011.

Sandy Jewell and Shelley Collins continue to run our school canteen 3 days a week. We appreciate their commitment and the time and efforts they put in to provide a very valuable service to our school community.

Tammy Mavrodis (President of P&C)
**Student representative’s message**

Being 2011 school captains of West Wyalong Public School was an inspiring and worthwhile experience for us both. It was an honour leading the school at special events. We have lots of great memories and the school has given us some amazing opportunities such as the Leadership Conference, Canberra excursion, Remembrance and Anzac day services and all the sporting events.

We would like to say thank you to Mrs. Barnes and the staff and students of the school for giving us all these great experiences.

Raine Turner         Wilhelm Morreau

**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>117</td>
<td>109</td>
<td>115</td>
<td>125</td>
<td>131</td>
</tr>
<tr>
<td>Female</td>
<td>128</td>
<td>131</td>
<td>147</td>
<td>157</td>
<td>155</td>
</tr>
</tbody>
</table>

**Student attendance profile**

**Management of non-attendance**

School attendance is monitored carefully. The school issues reminder notes to parents who have failed to provide an explanation for a child’s absence. Brochures and reminders of the importance of regular school attendance are placed in the school’s newsletter. Greater attention has been paid to children who are regularly arriving late to school as these students often miss the very important start to the day.

**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>KJ</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KN</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1-2BLUE</td>
<td>1</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>1-2GREEN</td>
<td>1</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>1-2RED</td>
<td>1</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>1-2YELLOW</td>
<td>1</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>1-2BLUE</td>
<td>2</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>1-2GREEN</td>
<td>2</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>1-2RED</td>
<td>2</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>1-2YELLOW</td>
<td>2</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>3-4BLUE</td>
<td>3</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>3-4GREEN</td>
<td>3</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>3-4RED</td>
<td>3</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>3-4BLUE</td>
<td>4</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>3-4GREEN</td>
<td>4</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>3-4RED</td>
<td>4</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>5-6BLUE</td>
<td>5</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>5-6RED</td>
<td>5</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>5-6YELLOW</td>
<td>5</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>5-6BLUE</td>
<td>6</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>5-6RED</td>
<td>6</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>5-6YELLOW</td>
<td>6</td>
<td>13</td>
<td>25</td>
</tr>
</tbody>
</table>
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>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>.5</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.7</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td></td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td>.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.8</td>
</tr>
<tr>
<td>Total</td>
<td>17.8</td>
</tr>
</tbody>
</table>

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

We currently do not have any Indigenous members of staff.

Staff retention

Staff retention at our school is stable.

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.

A full copy of the school’s 2011 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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>109,303 25</td>
</tr>
<tr>
<td>Global funds</td>
<td>154,289 27</td>
</tr>
<tr>
<td>Tied funds</td>
<td>151,007 32</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>38,225 65</td>
</tr>
<tr>
<td>Interest</td>
<td>6,741 87</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7,985 00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0 00</td>
</tr>
<tr>
<td>Total income</td>
<td>467,552 36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
</tbody>
</table>

| Balance carried forward    | 153,043 26|
School performance 2011

Achievements

Arts

- Every student participated in Music Count Us In.
- Our choir performed at the Candy Stripe Fair, Remembrance Day service and whole school assemblies.
- 2 of our students represented the school in the Regional Choir.
- All students had pieces of work entered into the local show.
- Our students attended live theatre performance at the Art gallery in Griffith.
- We had a vocal group, recorder and clarinet group.

Sport

For the second consecutive year West Wyalong Public School won the Lower Lachlan PSSA District overall points score (champion school) in all carnivals; swimming, cross country and athletics.

School teams participated in the NSW PSSA Knockout competitions in tennis, rugby league, netball, girls and boys touch and girls and boys basketball.

The Boys Basketball team finished the Knockout as Western Region Champions and went on to compete against the top 8 teams in the state.

Students were selected in a variety of Western SSA representative teams. They were; Ben Cattle (swimming, athletics and AFL), Raine Turner (netball) Bailey Lloyd (cricket and AFL), Will McMartin (AFL) Kate Payne (athletics).

The school carnivals were very successful with many excellent results but just as important was the participation of the majority of our students in all activities. The display of encouragement and sportsmanship was also fantastic. The overall winning house presented with the Lambourne Cup was Neeld.

Students had the opportunity to participate in activities with development officers in the sports of; cricket, rugby league and AFL. Students also had the opportunity to play in gala days in the sports of AFL, rugby league and netball.

The Year 3/4 Rugby League Team played in the Trent Barrett Shield, successfully making the final series after an impressive performance in the first round of games.

Staff, parents and students gave up a great deal of their own time to coach, support, transport, practice and compete in all aspects of sport at WWPS, travelling over 10 000km to compete in over 100 different sporting events winning over 400 ribbons and trophies with over 80 parent helpers involved with all these sporting activities.

Other

- Our Buddy system continues to be a great success with each senior student being partnered with a Kindergarten child to support them through their first year of school.
- Our school once again participated in the Premier’s Spelling Bee Challenge with increased participation from our students to select our representatives to compete in the finals. Congratulations to Emily Seaman who won the Regional finals and went on to participate in the State finals.
- All K-2 children participated in the Premier’s Reading challenge and 55 Primary children read the 20 books required, with 6 students from the Infants participating in the 3/4 challenge.
- Our vegetable garden has created a lot of interest and has produced some beautiful fresh vegetables and strawberries.
- All students participated in the Life Education program. Thanks to a new partnership with Barrick, the future cost of attendance will be subsidized by $3.50 per child.
- Due to the completion of the BER project we now have a new Library, a Support Teacher Learning room and 2 meeting rooms for interviews and parent meetings.
**Academic**

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)

**Literacy – NAPLAN Year 3**

**Numeracy – NAPLAN Year 3**
Literacy – NAPLAN Year 5

Spelling - NAPLAN Year 5

Progress in Literacy

Average progress in Reading between Year 3 and 5

2008-2010
2009-2011
School
SSG
State DEC

Average progress in Spelling between Year 3 and 5

2008-2010
2009-2011
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.

Minimum Standards data

<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>

<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>

Significant programs and initiatives

Aboriginal education

The school has a commitment to improve the learning outcomes of our Aboriginal students and to promote awareness of Aboriginal Australia to all students. All staff have been trained in the Aboriginal education policy.

Our school celebrates NAIDOC week with class activities and activities coordinated by our Aboriginal Lands Council.

The school continues to monitor our Aboriginal students’ progress by tracking their results and progress using a monitoring system within the school.

Our school received funding through an Aboriginal Education Programs submission. This funding provided support for the Literacy and Numeracy needs of our Aboriginal students.

Multicultural education

The school has continued to grow in numbers and we enjoy a mix of cultures coming in from overseas.

Parents and families are welcomed into our school and are invited to talk to our students about their culture and way of life.

The school celebrates its cultural diversity through days such as Harmony day where we reinforce the message that we all belong.

Other programs

The school is classified as geographically isolated and therefore attracts funding from the Country Areas Program (CAP) to redress the disadvantage that this isolation poses. The school’s programs in professional learning, our additional music teacher and updating our technology were all supported by CAP funds in 2011.

Our school continues to participate in the Active After School Communities program. This program provides our students with access to free, structured physical activities after school twice a week. A healthy afternoon tea is provided.

The Reading Recovery program continues to provide support for students in year one who are experiencing difficulties with their reading. In 2011 we had five students on the program each day.
Our Support Teacher learning assistance provides programs to support students who are experiencing difficulties with their learning. This program assists teachers to individualize student’s learning programs and opportunities.

Progress on 2011 targets

Target 1
80% of all students will reach stage appropriate outcomes in writing. NAPLAN results will indicate a 5% movement from middle bands to higher bands in both Year 3 and Year 5

Our achievements include:
- 80.66% of our students have reached stage appropriate outcomes in writing.
- In 2011 we had a 19% increase in the number of Year 3 students in bands 5 and 6 in writing.

Target 2
80% of all students will reach stage appropriate outcomes or better in numeracy. There will be a reduction in the number of students in the bottom bands in numeracy in NAPLAN.

Our achievements include:
- 80% of our students have reached stage appropriate outcomes or better in numeracy.
- In 2011 the percentage of students in Year 5 in bands 1 and 2 for numeracy decreased by 17%.

Target 3
All staff, including support staff, will be trained in the online professional learning: Inclusion for learners with speech, language and communication needs.

Our achievements include:
- All staff completed the online professional learning: Inclusion for learners with speech, language and communication needs.
- Teaching programs, resource development and classroom learning activities reflect increased knowledge and confidence by teachers working with children with language needs.

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 Leadership and Creative and Practical Arts.

Educational and management practice

School Leadership

Background
Evaluation of the school’s leadership was carried out during terms three and four 2011.

Findings and conclusions
The following strengths in school leadership were acknowledged by staff, students and parents.

Leaders ensure that all groups within the school community develop the statement of school’s purpose.

School leaders build relationships based on trust and mutual respect.

School leaders model commitment to school improvement.

School leaders effectively implement change processes which result in improved student learning outcomes.

Future directions
School leaders will encourage more stakeholders to take leadership roles at school.

Leaders need to encourage teachers to reflect on their practices.

Curriculum

Creative and Practical Arts

Background
Creative and practical Arts is taught within stage groups and the content is based on the Syllabus and the connectedness to other KLAs.

Findings and conclusions
Through surveys and input at P&C meetings and parent interviews, parents indicated they...
very impressed with the quality of work that students were completing in this area of their learning.

Staff indicated that they enjoyed planning and teaching Creative and Practical Arts lessons. Students’ responses showed that this was one of the favourite things to do at school and they felt good about the work that they produced in this area.

Future directions
Teachers would be interested in more opportunities for professional learning in this key learning area.

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.

Data gathered from parent interviews, P&C meetings, staff meetings, student meetings and the annual survey to parents indicated that all stakeholders are very satisfied with the school.

The parents’ responses indicated that they are very pleased with the way the school was running and that they appreciated the energetic and caring staff. They believe that the staff are dedicated to improving student learning outcomes.

Parents are very pleased and impressed with the improvements that we have made to both the school grounds and within the classrooms. They believe that the school is very well resourced.

The students are very happy at school and they feel safe and well cared for. They have confidence that the staff will help them out if there is a problem. They understand we have a zero tolerance to bullying and indicated that they had confidence in the staff to deal with any inappropriate behaviour that is reported.

The majority of students indicated that they had a good relationship with their teacher and that they appreciated all the extra curricula activities that the school offers them. They particularly enjoy the sporting and music opportunities that we have at the school.

Professional learning
All staff, including support staff, accessed professional learning opportunities that addressed both the professional needs and needs based on a particular focus area or personal interest.

Some professional learning opportunities that were provided for staff this year were:

- Supporting students with language needs- 20 hour online course.
- Child protection/Keep them safe.
- Best Start and L3 Training.
- Persuasive Text Writing workshop and Video Conference.

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
Outcome for 2012–2014

Improve the writing performance of our primary students.

2012 Targets to achieve this outcome include:

- 80% of stage 2 & 3 students achieve stage appropriate outcomes in writing using A-E
• Increase the percentage of Yr 5 students achieving greater than or expected growth by 10%
• Increased use of technology to engage students more in writing.

**Strategies to achieve these targets include:**
• Provide professional learning and training in writing assessment and rubrics.
• Stage 2 & 3 teachers develop explicit teaching strategies for writing text types.
• Introduce I-Pads into writing lessons to increase student engagement.

**School priority 2**

**Outcome for 2012–2014**

Improve the performance of all students in areas of patterns, algebra and number.

**2012 Targets to achieve this outcome include:**
• Have 80% of our students in each year achieving stage appropriate outcomes (A-E).
• Reduce the number of students in the 2 bottom bands of patterns, algebra and number in NAPLAN by 2%

**Strategies to achieve these targets include:**
• Use of key personnel on our staff to share teaching strategies in the identified strands
• Teachers utilize both internal and external data to inform teaching and learning programs.
• Professional learning for staff on SMART data and analysis of NAPLAN

**School priority 3**

**Outcome for 2012–2014**

Students and staff work in a culture that is safe and where they feel valued.

**2012 Targets to achieve this outcome include:**
• All students show improved behaviour and greater engagement in lessons and we will see a reduction in RISC entries.
• Students and staff are aware of and understand our antibullying policy.
• We see a reduction in playground incidents (RISC data) and parental concerns (Exec records) regarding bullying.

**Strategies to achieve these targets include:**
• All staff to participate in Online Behaviour Management course.
• Review and update Antibullying policy and school programs.
• Update and implement RISC monitoring system throughout the school.

**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.

Mrs Lyn Barnes Principal
Mrs Ruth Pidgeon Assistant Principal
Mrs Judy Miller Assistant Principal
Miss Anna Markham Assistant Principal
Mrs Tammy Mavrodis P&C President
School contact information
West Wyalong Public school
71 Park St, West Wyalong  NSW 2671
Ph: 69722157
Fax: 69722818
Email: westwyalon-p.school@det.nsw.edu.au
Web:
www.westwyalon-p.school@det.nsw.edu.au
School Code: 3519
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: