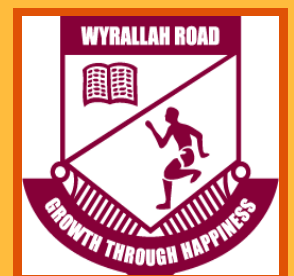
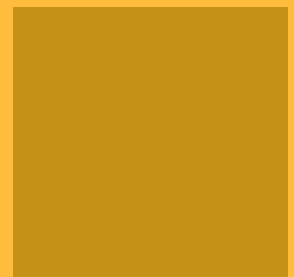
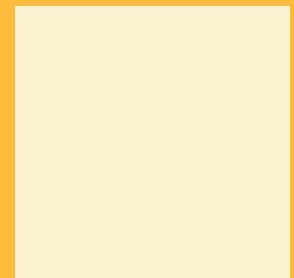


# Wyrallah Road Public School Annual School Report 2013



## School context

With a total enrolment of 465, Wyrallah Road Public School (WRPS) provides education for students from urban East Lismore and surrounding rural areas to the south. We cater for the educational needs of a wide and diverse community with a broad socio-economic range. Our school aims to:

- provide quality instruction for all students through a curriculum which caters for all needs and interests;
- encourage a child-centred philosophy to develop high self-image;
- develop mutual respect and teamwork between all staff and students; and
- seek professional growth while recognising and using the expertise of individual staff and community members.

Our school has a caring, sharing atmosphere and enjoys a good relationship with parents and the general community. Both of these groups are very supportive of our endeavours and programs.

The school enjoys delightful grounds and sporting facilities. A new hall and six classroom block plus a P&C funded all-weather multi-purpose sports court have all been recent and very welcome additions to the physical environment.



## Principal's message

I acknowledge the traditional custodians of the land on which our school lies. We are fortunate at WRPS to be located on beautiful grounds, rich with history and we are proud of the work we do in partnership with the Aboriginal community to ensure our students receive the best possible education.

Thank you also to all the parents, carers and community members who have supported the children and the school throughout the year.

2013 was a year of transition for staff at WRPS, with a number of staff members retiring. A new Principal, three new Assistant Principals (APs) and two new teachers were permanently appointed. As well as these positions, there were a number of additional vacancies created by teachers on long-term leave. The school was well supported by a talented group of temporary and casual teachers to cover this shortfall.

There are a great many achievements to celebrate at WRPS this year. Through successful funding applications, all teachers have accessed professional learning covering a wide range of topics but with a particular focus on the implementation of a new English syllabus from the beginning of next year. Many of the teachers participated in specific mathematics training and are now implementing Targeted Early Numeracy Strategies (TENS) in their rooms every day. Next year we see this focus on quality teaching continue with the implementation of the Language, Learning & Literacy (L3) Program to support early years' literacy as well as a lot of work to be done prior to implementing new Mathematics and Science and Technology Syllabuses in 2015.

What a great year it has been for the students at WRPS. They have worked hard across a wide spectrum of activities both in and out of the classroom. Specific achievements are listed further in this report.

All of the achievements (academic, cultural and sporting), are the result of a great group of kids, encouraged by supportive parents and guided by a very hard-working and dedicated bunch of teachers. They all work with a great passion for the job and strive to see each child reach their potential.

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.

**Gareth Hockings**

**Principal**

## P & C message

The Parents and Citizens Association (P&C) provides a forum for parents to have input into various issues across the school & also be able to gain information on school initiatives. The P&C works closely with the school executive to financially support facilities & services within the school. P&C meetings are held on the second Wednesday of every month during school terms in the staff room.

One of our sources of income for the P&C is the school canteen & uniform shop, which are professionally run by a paid staff member and supported by parent volunteers. We strive to operate the canteen with the best interests of the school community by providing a healthy and innovative menu. This year, the P&C members supported various workshops and information events throughout the year by providing refreshments & catering.

Fundraising in 2013 focused on the biennial school concert, raffles, Mothers' & Fathers' Day stalls, catering, trivia night & BBQs. This year we raised just under \$13,500. The P&C aims to foster close relationships between parents, teachers and students. Financial and physical support was given for upgrading a variety of facilities, including a working bee to beautify the garden at the WRPS school entrance. The P&C contributed \$1000 to this garden & \$6500 to replace air-conditioning. We also continue to regularly contribute to the school by providing sunscreen to each classroom and hand-washing facilities in the bathrooms. The committee proudly assisted 29 students financially who participated in events of excellence.

The Principal attends all P&C meetings to inform parents of various school initiatives and issues, the APs & teachers also regularly attend these meetings. The P&C is very appreciative of the time and effort put in by the school executive to participate in discussions on school issues & answer concerns raised by parents.

Pleasingly, there have been a large number of parents attending P&C meetings in 2013. I encourage all parents to maintain this momentum and play an active part in supporting the school.

**Cherron Cameron**

**P&C President**

## Student representative's message

Being school captains this year, we were privileged to lead the Anzac Day march and participate in the ANZAC ceremony. We were also given the opportunity to go to the World Leadership Convention in Brisbane where we learnt about the poverty in Malawi. We were able to come back and share with the school what we learnt and encourage participation in the 40 Hour Famine.

We were also involved with the Student Representative Council (SRC) which means we could help organise all the successful fundraisers for the school.

The Year 6 Canberra excursion was one of the many highlights of the year. As the last major excursion for primary school, we were able to see many of the highlights of Canberra and of course, go to the snow at Thredbo. We would like to thank all the teachers who helped with the excursion to make it one of the best experiences we've had at this school.

**Jasmin Maxwell & Jordan Penfold**

## School Captains



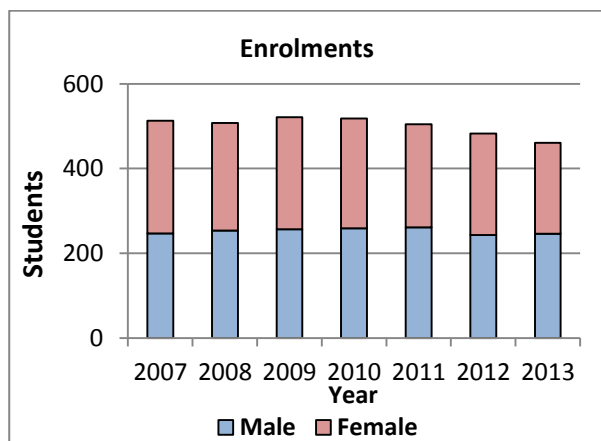


## Student information

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

### Student enrolment profile

Following three years of dropping enrolments, student numbers reversed in 2013 to steadily increase throughout the year – from a low of 451 in February to 464 in December.



### Student attendance profile

	2009	2010	2011	2012	2013
K	92.0	91.8	94.1	92.3	94.6
1	93.5	92.0	93.4	92.9	91.7
2	92.7	94.0	93.9	93.9	93.7
3	94.4	93.3	94.6	94.4	94.3
4	92.6	94.5	95.9	95.4	91.7
5	94.5	93.9	94.7	94.0	94.1
6	94.1	93.9	94.6	94.4	92.1
Total	93.4	93.4	94.4	93.9	93.2

### Management of non-attendance

Classroom teachers maintained an attendance roll. Letters are sent to students' homes requesting explanation for unexplained absences. If a reply is not forthcoming, a phone call is made by a member of the school executive. If satisfactory reasons are not provided, the matter is referred to the Home School Liaison service.

## 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

Position	Number
Principal	1.0
Deputy Principal	1.0
Assistant Principals	4.0
Classroom Teachers	15.6
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.0
Teacher of ESL	0.2
School Counsellor	0.4
School Administrative & Support Staff	3.782
Total	28.81

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

At the present time there are no Indigenous members of the school staff.



### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	15%
NSW Institute of Teachers Accreditation	24%



## Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2013
<b>Income</b>	\$
Balance brought forward	204948.68
Global funds	287586.51
Tied funds	165386.24
School & community sources	123054.26
Interest	7938.52
Trust receipts	13281.85
Canteen	0.00
<b>Total income</b>	<b>802196.06</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	47568.30
Excursions	46260.72
Extracurricular dissections	39546.21
Library	5956.75
Training & development	181.82
Tied funds	135550.01
Casual relief teachers	85163.65
Administration & office	51011.47
School-operated canteen	0.00
Utilities	53512.43
Maintenance	23375.52
Trust accounts	16633.57
Capital programs	0.00
<b>Total expenditure</b>	<b>504760.45</b>
<b>Balance carried forward</b>	<b>297435.61</b>

A full copy of the school's 2013 Financial Statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

## School performance 2013

### Arts

The Senior Dance Ensemble achieved great success this year with the culmination being their performance at the Schools Spectacular in Sydney. Their list of accomplishments is lengthy and impressive, including:

- Lismore Eisteddfod - 1<sup>st</sup> place Stage 2/3  
2<sup>nd</sup> place Stage 3
- Performances at Far North Coast Dance Festival, Performing Arts Festival, Far North Coast National, School Concert and many more.

Much fundraising was conducted during the year by the girls, parents and staff to help support the group in their endeavours and they are to be commended on their dedication and enthusiasm.



Junior and senior choirs were once again busy rehearsing and performing and had an exciting year. In 2013 they were involved in:

- The production of the "Our Kids" CD;
- The Lismore Music Eisteddfod –taking out 1<sup>st</sup> place;
- The North Coast National;
- Assemblies and regular school performances;
- The whole-school performance – "Music Through the Decades".

Thanks to Mrs Kelly for her work with the students in providing an enjoyable avenue for them to express themselves and promote the school in the community.

The school looks for meaningful opportunities to develop interests, skills and avenues for students

to pursue the arts and the following are examples:

- Whole-school performance – “Music Through the Decades”;
- K-6 performing at Lismore High School (LHS), a variety of dance, singing and drama;
- Theatre Theatre excursion to “Charlie and the Chocolate Factory”;
- Visit to LHS for their annual performance;
- Artsmart – 20 Stage 2 and 3 students undertaking a three-day course in multiple medium, producing a final piece of work for a display later in the year at a well-known gallery;
- School Band – rehearsing weekly and performing at various venues and functions, including a 1<sup>st</sup> place at the Lismore Eisteddfod;
- Guitar Group – tutoring of students after school and performing at an end-of-year concert.
- Creative Arts Camp – a week of dance, music and creativity at Lake Ainsworth.
- Photography Club – a voluntary group of students working at lunchtimes, culminating in a whole-school competition in Term 4.
- Aboriginal Student Dance Group – performed at NAIDOC Week celebrations and tutored by parents from within the school community.



## Sport

Once again, the sporting achievements of our students were to be commended. We had:

- 199 students compete at zone carnivals or teams;
- 31 representatives at regional level;
- two students who qualified for state carnivals in swimming and athletics.

The school competed in 10 State PSSA Knockout competitions, with the boys’ softball team being the most successful, making it to the quarter-finals. They were defeated narrowly in their final game and gained a great deal of experience from the competition which will be an asset in 2014. Details of other teams are as follows;

Cricket	Round 5
Boys’ Football	Round 4
Girls’ Football	Round 2
Netball	Round 4
Girls’ Hockey	Round 3
Rugby League	Round 2
Girls’ Touch	Round 2
Softball/Tennis	Round 1

The school swimming carnival was a resounding success with increased entries and 50 students qualifying to go on to zone representation. A further nine students went on to the regional carnival and Yazmin Harvey was successful in making it through to state selection. Mackellar was the winning House.

The cross country carnival was again held in the school grounds and was strongly contested in all age groups, with Gilmore the winning House. The K-2 students also held a carnival on the day and it certainly appears we have a wealth of talent coming through the younger grades.

Gilmore was again successful in being the champion Athletics House at this year’s carnival. 63 athletes went to the zone carnival, nine made it to regional representation and Zac Perkins went all the way to state level.

The Intensive Swimming Scheme was a great success, targeting children in the younger grades and teaching them survival and improved swimming skills.

Each Stage has developed their own fitness and sport programs to highlight the importance of exercise and develop healthy lifestyles. These programs:



- provide activities to improve gross motor skills, balance and hand-eye co-ordination;
- develop skills in catching, throwing, hitting and general mobility;
- introduce students to a range of sports that may generate interest and enthusiasm in a wide range of sports;
- improve general fitness and movement;
- promote the co-operative aspect that comes from team play and sportsmanship.

### Special School Initiatives

A range of programs are offered to students to better engage them at school and to generate new interests. Some of these include:

- Chess Club – run on a weekly basis, providing instruction, fun and opportunities to compete in inter-school events;
- Mathematics – Stage 2 students participate in the World of Maths Program which visits the school annually. As well, selected students work in a Gifted and Talented group on a weekly basis, where they are extended and challenged in the subject. Once again, Don Whitelaw conducted his Advanced Maths Special Program with Stage 3 students, culminating in a visit to SCU;
- Spelling Bee – a competition for Stages 2 & 3 and where successful children go on to compete at higher levels. This year we had students reach the Top 5 in the regional final for both age groups;
- Public Speaking – a whole-school program aimed at developing self-esteem, confidence, logical thinking and talking and listening skills. School competitions are held and Stages 2 & 3 winners go on to the Rivers Public Speaking Competition. Levi Maxwell was the winner in the Stage 2 section and his sister Jasmine was runner-up in Stage 3;
- Tournament Of The Minds – two teams were organised in Stage 3 and practised problem-solving and organisational skills before performing well in the competition;

- Drumbeat - again a popular program with pupils in Stages 2 & 3, assisting them to develop social skills;
- The LHS Sustainability Festival – for Stage 3 children was a valuable experience in showing the students the programs on offer at high school, in regard to the environment and issues of concern;
- Lismore Waste Wise Challenge - was won for the second year in a row by WRPS. Students developed a waste management plan for the school, focusing on recycling and sorting of rubbish and careful use of water. The prize of \$2000 will go towards providing water efficient taps and other initiatives to ease the burden on our school environment;
- Participation in university competitions was high in 2013 with many pleasing results. Of note was the performance of Lachlan Graham who finished 3<sup>rd</sup> in the state for mathematics – an outstanding result.



### 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.

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

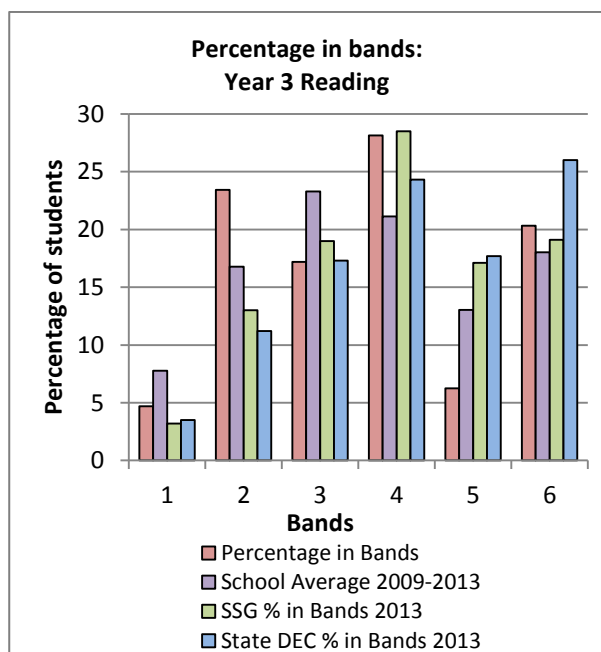
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

### NAPLAN Year 3 – Literacy

The average mark in each component of the Literacy NAPLAN Test was above that of both the Statistically Similar Group (SSG) and the State DEC average.

A collaborative programming approach involving both the Reading Recovery and Learning and Support Teachers aims to address the needs of students starting school. Success is highlighted through positive assessment data, indicating impressive growth.

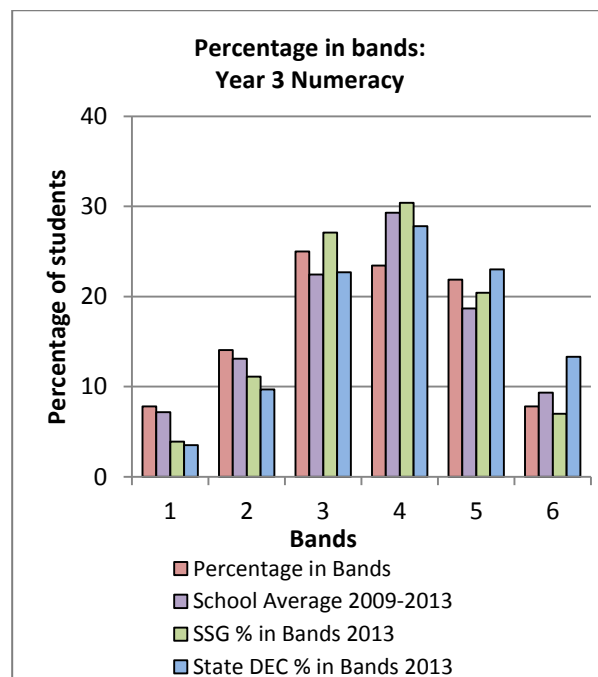
In reading, the results show an increase in the percentage of students achieving in the top band and a decrease in the number of students achieving in the bottom band.



### NAPLAN Year 3 - Numeracy

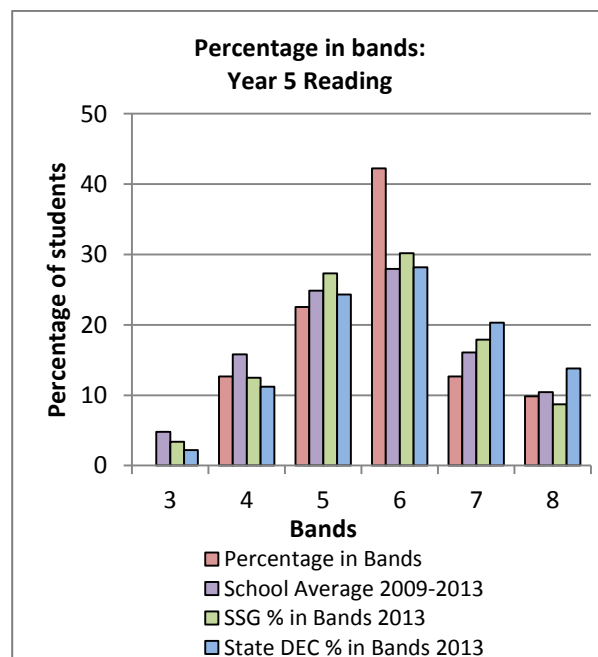
Year 3 students performing in the top skill band for numeracy was higher than the Statistically Similar Group of schools.

To improve numeracy outcomes for Stage 1 students, all teachers were trained in a program called Targeting Early Numeracy Strategies (TENS). This involved training and up-skilling Stage 1 teachers through a number of workshops and on-going tracking of students.



### NAPLAN Year 5 - Literacy

The school has analysed the data and refocused the way it teaches reading in the older grades. This has reduced the number of students performing in Band 3 in 2013 to 0. Utilising the literacy continuum to focus teaching at the point of need for individual students will support a greater number of students achieving improved literacy skills and move students from the middle bands, Bands 5 and 6, to the top bands, Bands 7 and 8.

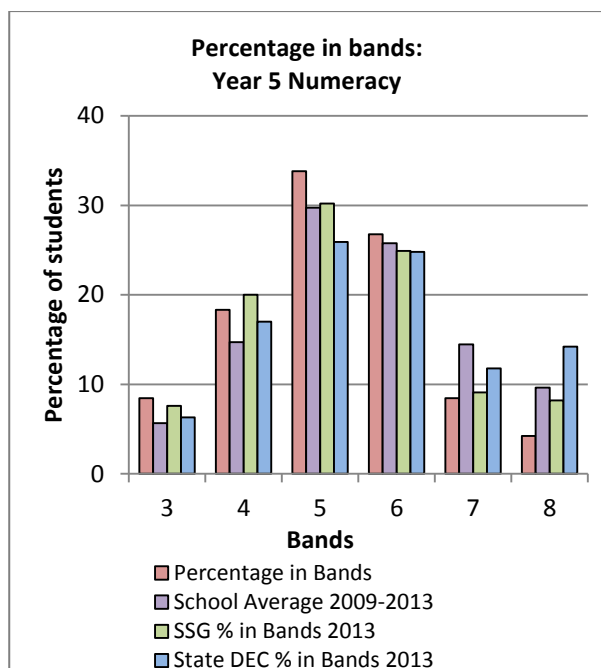




## NAPLAN Year 5 – Numeracy

Year 5 students' average progress from Year 3 to Year 5 in 2013 was similar to that of Statistically Similar Group and State DEC average.

Staff members have undergone training to change the way they teach numeracy across the school by focusing on a balanced numeracy session and collaborative programming.



## 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 achieving at or above minimum standard (exempt students included)	
Reading	95.3
Writing	92.2
Spelling	92.2
Grammar & Punctuation	92.2
Numeracy	92.2

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

Reading	100.0
Writing	95.8
Spelling	94.4
Grammar & Punctuation	95.8
Numeracy	91.5

## Aboriginal education

A large focus of professional learning in 2013 was cultural awareness and Stronger Smarter training for all staff. Two Staff Development Days and follow-up meetings were dedicated to these activities with a positive flow-on effect for our students. Numbers continue to rise, with many of our Aboriginal students achieving excellent results.



## Multicultural education

Continued liaison with Southern Cross University (SCU) resulted in international students being enrolled at WRPS.

Our African refugees continue to add a valuable dimension to our multicultural program.

Positive interaction between international and local students resulted in excellent relationships and greater understanding of cultural diversity.

English as a Second Language (ESL) has been provided for all of our international students. These lessons are delivered by staff with appropriate training.

A metal drum band is operational in the school.

Professional learning opportunities have been undertaken by two ESL teachers.

Information brochures have been designed to enhance communication and understanding between ESL families and the school.

## School planning and evaluation 2012—2014

### School evaluation processes

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

### School planning 2012—2014: progress in 2013

#### School priority 1

The school will deliver highly engaging teaching and learning programs that specifically develop the literacy and numeracy skills of students.

#### Outcomes from 2012–2014

##### Evidence of progress towards outcomes in 2013:

- Successful implementation of Targeting Early Numeracy Strategy (TENS) program in all K-2 classrooms.
- Implementation of regular whole-school professional learning with a focus on using data to inform and improve teaching practice.

##### Strategies to achieve these outcomes in 2014

- Implement Language, Learning and Literacy (L3) to explicitly deliver improved literacy outcomes to Early Stage 1 students. Kindergarten teachers will be trained in L3 strategies.
- Teachers will be trained in the collection and recording of PLAN data K-6. The Literacy and Numeracy Continuums will be used to ensure individual student's learning needs are assessed; continually tracked and learning plans are developed to cater for individual needs.
- Continuation and maintenance of TENS program.
- Release teachers from class to allow opportunities for teachers to observe quality teaching in other classrooms. This will allow teachers the opportunity to engage in professional dialogue and to observe best practice, including the implementation of ITC into the classroom.

- Staff will be provided with opportunities to engage in professional learning with staff from other local primary and high schools and access a more diverse range of curriculum options.
- Staff will undergo a variety of in-depth professional learning to address the changes to the English and Mathematics syllabuses, including participating in online modules and working individually and collaboratively to develop new programs.
- Train two staff members and implement the 'Stronger Smarter' philosophy.

#### School priority 2

Purchase and allocation of resources to support implementation of the English, Mathematics and Science & Technology syllabuses for 21st century learning.

#### Outcomes from 2012–2014

##### Evidence of progress towards outcomes in 2013:

- Purchase of literacy and numeracy resources in identified areas of need to support teaching of specific programs in the classroom.

##### Strategies to achieve these outcomes in 2014:

- Purchase of reading and support materials to aid in the delivery of L3 into Kindergarten classrooms. L3 co-ordinator will be released from class one day per week to facilitate this program across a community of schools.
- Purchase of numeracy resources to aid in the delivery of TENS and implementation of new Mathematics Syllabus
- Identify and provide literacy and numeracy resources that are culturally rich and engaging to Aboriginal students.
- Purchase of iPads and Mac laptop for the school to be utilised in literacy and numeracy sessions K-6.

### School priority 3

Engage students in meaningful learning opportunities.

#### Outcomes from 2012–2014

##### Evidence of progress towards outcomes in 2013:

- Implementation of a diverse variety of curriculum options for students to become highly engaged at school including SRC, Chess Club, Visual and Performing Arts (band, choir and dance groups).
- Provision of IT hardware and programs to all classrooms. Bank of laptops available to class groups and wireless internet installed throughout the school.
- Implementation of a quality program to support successful transition of pre-school students to WRPS.
- Employment of Learning & Support Teacher in Stage 3 literacy & numeracy sessions.

##### Strategies to achieve these outcomes in 2014:

- Introduce Curriculum Leadership Teams to focus on specific curriculum areas and give staff the opportunity to organise and guide curriculum development around the new syllabus and special interest activities.
- Implement a diverse range of curriculum options for students to become highly engaged in eg. environment team, choir, dance, SRC, chess, photography, etc.
- Conduct a range of specialist learning days eg. maths, science etc. to engage students in hands-on learning experiences in multi-stage groups.
- Implement a quality orientation program to successfully transition pre-school students to WRPS.
- Continual implementation of Positive Behaviour Learning (PBL) strategies across the school K-6.
- All staff to undergo professional learning and implement Learning Management Business Reform (LMBR).

- Develop a school-wide system for class structure to ensure individual learning and social needs of all students are being met. Providing high-quality enrichment activities for students to access through streamed class structures (Years 1-6) and other extension opportunities.

### Professional learning

In 2013, staff participated in numerous targeted professional learning. The two priority areas were Aboriginal Education and the implementation of the new English Syllabus.

2013 also saw the introduction of regular staff professional learning meetings and stage meetings.

A highlight of the year was the combined staff development days in Terms 2 and 3 involving all primary public schools in Lismore and hosted by WRPS. This was well received by staff and will be repeated in 2014.

### Parent/caregiver, student and teacher satisfaction

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

Their responses are presented below.

Survey results indicate that teachers and parents feel the school often or consistently creates a student-centered school with a strong learning culture. Creating a culture of inclusion and initiating improvement through innovation and change, were also highlighted as strengths.





## 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.

Gareth Hockings	Principal
Cherron Cameron	P&C President
Rowena McLaughlin	Assistant Principal
Ted Williamson	Assistant Principal
Leanne Hall	School Admin Manager
Keron Savins	School Admin Officer

## School contact information

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School Code: 3856

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: <http://www.schools.nsw.edu.au/asr>