

Wyrallah Road Public School Annual School Report 2014





School context statement

With a total enrolment of 500, 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 and cultural range.

Wyrallah Road Public School is an inclusive, welcoming and friendly school, supported by a close-knit community where students receive a dynamic education and are provided with opportunities to foster individual talents and interests.

Our talented, motivated and caring staff inspire children to have a love of learning using innovative and challenging educational programs:

- **High expectations on student learning supported by:** enrichment programs, a thorough learning support program, specialist teachers for intensive additional literacy and numeracy support, quality school learning support officers.
- **Student Leadership:** School Representative Council, peer tutoring, buddy reading programs.
- **A comprehensive creative arts program:** school band, drumbeat, ukulele group, choir, dance groups and photography club.
- **Extra-curricular opportunities:** specialised physical education programs, representative teams and individual sports, chess, public speaking, environment team, visiting performers and exciting educational excursions.
- A well-structured behaviour system, with clearly defined consequences and focussing

on encouraging positive behaviour for learning.

Strong emphasis is placed on the skills of literacy and numeracy with advanced technology used as an integral part of all subjects.

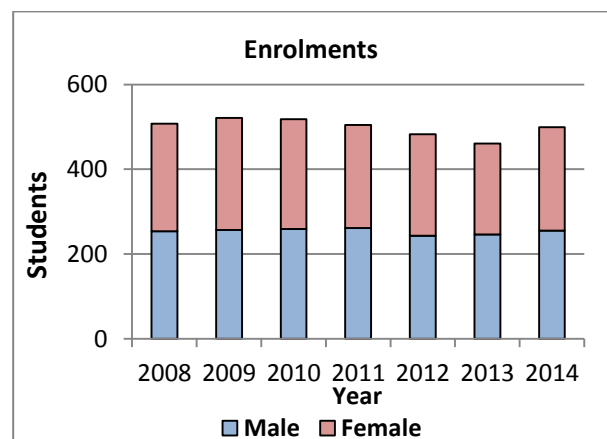
We pride ourselves on developing social conscience in students, in partnership with a vibrant and forward thinking Parents and Citizens Association and local community groups.

Our extensive grounds incorporate covered outdoor learning areas, fixed play equipment, student garden, a healthy canteen, interactive white boards and air-conditioning in every classroom, multi-functional school hall and comprehensive library and technology resources including a computer lab, iPads and video conference facilities.



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

2014 again saw an increase in student numbers, building on the increase seen in 2013 following three years of decline. The steady growth saw the school move from 464 to 500 students by the end

of the year. This also resulted in the formation of two additional classes.

Student attendance profile

Year	2010	2011	2012	2013	2014
K	91.8	94.1	92.3	94.6	93.6
1	92.0	93.4	92.9	91.7	94.1
2	94.0	93.9	93.9	93.7	93.7
3	93.3	94.6	94.4	94.3	95.0
4	94.5	95.9	95.4	91.7	94.5
5	93.9	94.7	94.0	94.1	93.5
6	93.9	94.6	94.4	92.1	94.6
Total	93.4	94.4	93.9	93.2	94.2

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
Assistant Principals	4.0
Classroom Teachers	17.64
Teacher of Reading Recovery	0.71
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.0
Teacher of ESL	0.2
School Counsellor	0.5
School Administrative & Support Staff	3.582
Total	29.832

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. This year, WRPS had two Aboriginal staff members.

Teacher qualifications

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

Professional learning and teacher accreditation

In 2014, staff participated in numerous targeted professional learning as identified through the school plan and teacher professional learning plans.

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

There were a number of professional learning highlights in 2014, most notably:

- The introduction of Language Learning and Literacy in Kindergarten
- The combined staff development day in Terms 2 involving all primary public schools in Lismore and hosted by WRPS. This was well received by staff and will be repeated in 2015.
- Syllabus implementation workshops
- Stronger Smarter training for 2 staff members as well as whole school activities
- Technology training



Beginning Teachers

In 2014, WRPS had two permanent beginning teachers. Both teachers, as well as a number of early career temporary staff members were linked with mentors and provided opportunities to develop professional practice.

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	30/11/2014
Income	\$
Balance brought forward	297435.61
Global funds	286154.03
Tied funds	278431.07
School & community sources	156435.69
Interest	9396.26
Trust receipts	12063.25
Canteen	0.00
Total income	1039915.91
Expenditure	
Teaching & learning	
Key learning areas	91736.86
Excursions	70810.66
Extracurricular dissections	32115.47
Library	7698.36
Training & development	651.07
Tied funds	249361.37
Casual relief teachers	110767.77
Administration & office	60316.28
School-operated canteen	0.00
Utilities	66895.31
Maintenance	19182.04
Trust accounts	12765.85
Capital programs	0.00
Total expenditure	722301.04
Balance carried forward	317614.87

Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Arts

2014 has been another successful year for the school dance groups, with the continuation of the Senior Dance Ensemble and the Stage 3 dance group and the addition of a Stage 2 dance group. Their list of accomplishments include:

Lismore Eisteddfod:

1st place Senior Dance Ensemble

1st place Stage 2 dance group

2nd place Stage 3 dance group

Performances at the Far North Coast Dance Festival on the Gold Coast, Far North Coast National Show, Education Week, Kindergarten Expo, school assemblies, Christmas Fair and many more.



The students have dedicated their time and energy to many recess and lunchtime rehearsals and should be commended on their dedication and enthusiasm throughout the year.

The choir groups have once again spent their year rehearsing and performing at many local events. A Stage 1 choir was also started in 2014. Their achievements include:

Lismore Eisteddfod:

1st place Stage 1 choir

Highly Commended Stage 2 choir

Highly Commended Stage 3 choir

Performances at local nursing homes throughout Lismore, Kindergarten Expo, Education Week assembly, school assemblies and ANZAC Day ceremony.

The school looks for meaningful opportunities to develop interests, skills and avenues for students to pursue the arts and the following are examples:

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;

Visit to LHS for their annual CAPA performance;

Theatre Theatre excursion to 'Charlie and the Glass Elevator';

School Band – Students attend individual weekly music lessons and also participate in the woodwind ensemble.



Ukulele Group – tutoring of students during lunch times;

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 local community members;

Two teams of Stage 3 students participated in the tournament of the Minds;

All students have the opportunity to perform at the end of year Christmas fair.



Sport

This year Wyrallah Road entered 10 teams in the PSSA State Wide knockout.

The teams performed to the best of their ability, with all children thoroughly enjoying the opportunity to represent their school.

The stand out team this year was the boys soccer team. They reached the North Coast final only to be defeated by Naranga Public school in a match decided on corners.

In Swimming we had a good number of swimmers make it through to Zone and North Coast Carnivals.

Our first attempt at our athletics carnival was washed out and our second attempt was cut short –due to more wet weather.

Despite this we managed to send a good numbers of athletes to compete at Zone level and then progressing onto Regional level.



In Cross Country we sent a strong team of athletes to Zone and we had a number of representatives at the North Coast Cross Country.

Kane Blanksby – was the only runner to make it through to the State carnival where he finished a very credible 25th. Well done Kane.

Making the honour roll this year where we recognise students who have represented at North coast level or higher;

Abbey Bailey - Hockey

Taylor Coster - Cricket

Bailey Crabtree - Basketball

Brady Toniello - Softball

Kave Henderson - Softball

Sam McLean – Softball/Cricket

Kane Blanksby – Cross Country

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 coordination.
- 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 cooperative aspect that comes from team play and sportsmanship.



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.

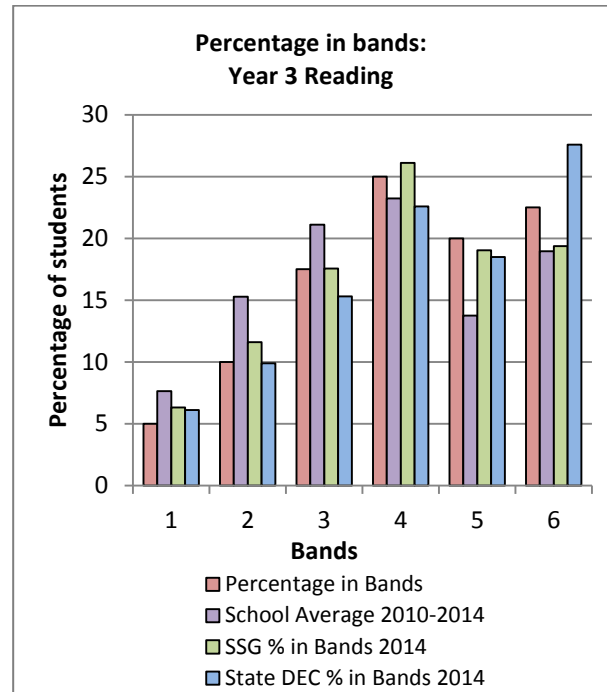
Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

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

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

The average mark in reading and spelling has shown significant increase and was above the Statistically Similar Group (SSG) average.

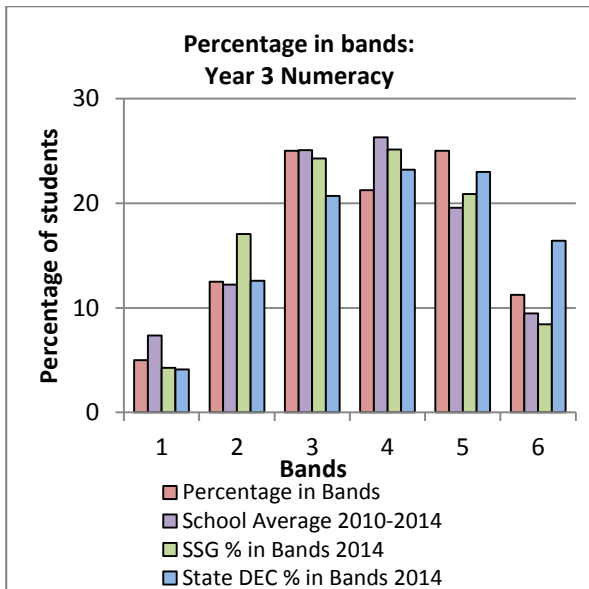
There has also been an increase in the number of Year 3 students achieving above a Band 3 and a decrease in the number of students achieving in the bottom band in reading, spelling, grammar and punctuation.



NAPLAN Year 3 - Numeracy

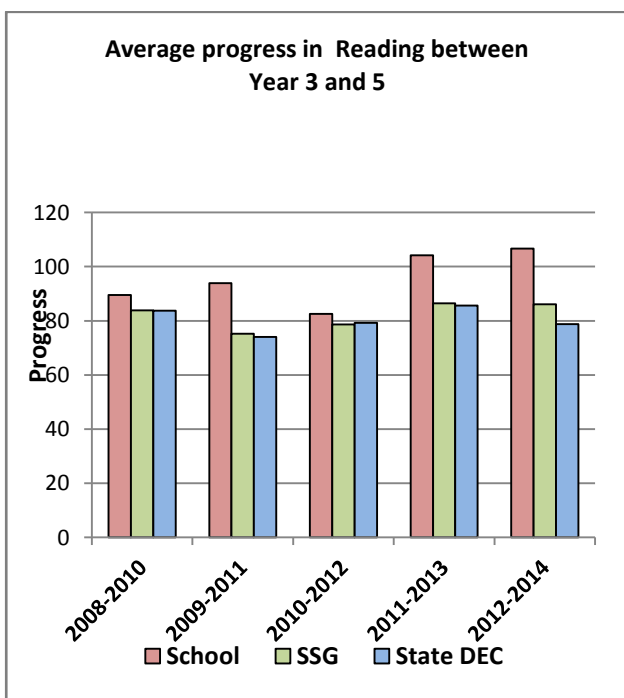
The numeracy results for Year 3 show the number of students performing in the top 2 bands has increased. The average mark is also higher than the Statistically Similar Group (SSG) average.

Teaching staff have been trained in the use of a balanced numeracy session approach to programming and a greater focus on collaborative programming has been implemented. Stage 1 teachers have also been using Targeting Early Numeracy Strategies (TENS)



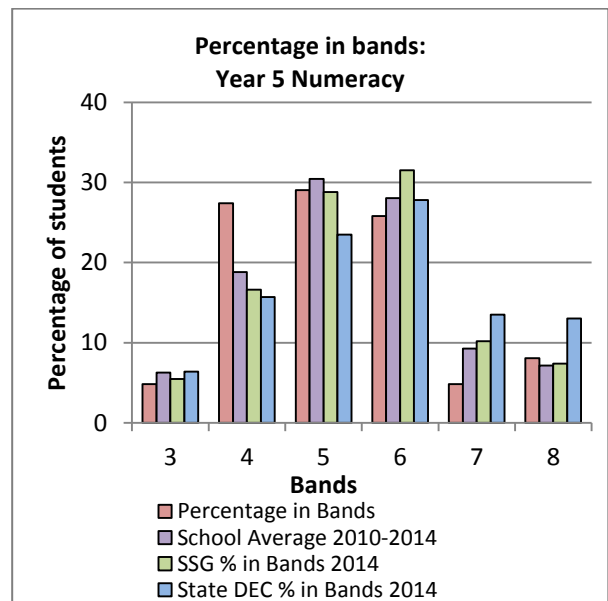
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

There has been an increase in the number of students performing in the top two bands for writing in Year 5. Students in Year 5 are being supported by the Learning and Support Teacher within the classroom to address their individual learning needs. Year 5 students have shown more growth in each component of the literacy NAPLAN Test from Year 3 to Year 5 than both the State DEC and Statistically Similar Group (SSG).



NAPLAN Year 5 - Numeracy

The number of Year 5 students performing in the bottom band has decreased and the number of students performing in the top band has increased for numeracy. Year 5 students have also shown more growth in numeracy from Year 3 to Year 5 than both the State DEC and Statistically Similar Group (SSG).



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	95.0
Writing	86.3
Spelling	97.5
Grammar & Punctuation	96.3
Numeracy	95.0

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	95.2
Writing	87.1
Spelling	90.3
Grammar & Punctuation	93.6
Numeracy	95.2

Other achievements

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.

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;



Participation in university competitions was high in 2014 with many pleasing results;

Enviro Team- worked tirelessly throughout the year on the school veggie garden, attended an excursion to the local waste management centre and helped to get waste and recycling bins in every classroom in the school;

Debating Team- 2014 saw the school debating team developed for Stage 2 & 3 students;

Questacon Science Circus-traveling science show demonstrated many scientific phenomena through hands on science experiments and demonstrations;



Life Education Van- 2014 again saw Healthy Harold visit WRPS to give students a greater understanding of their bodies and personal health choices;

Doroughby Environmental Education Centre (DEEC) visited Stage 2 with their environmental trailer and gave the students lots of information about sustainable living and solar energy;

Year 6 students attended a careers expo at Lismore South Public School. They had the opportunity to view many vocations and ask professionals questions about qualifications required to enter into the various career areas.

Aboriginal education

A large focus on professional learning around cultural awareness and Stronger Smarter continued in 2014. Two additional staff members attended 8 days of Stronger Smarter training. All teaching staff participated in a staff development day at Evans Head which focused on utilising the Stronger Smarter strategies and philosophies within the school and classroom.

Four Aboriginal students were chosen to participate in an art day at Albert Park Public School.



NAIDOC Day was celebrated with the whole school participating in a range of cultural activities. Noel King opened the day with a Welcome to Country and many of the Aboriginal students performed for the school. All students were then split into 10 groups and rotated through a range of activities including traditional games, storytelling, art and much much more. It was fantastic to have such significant involvement from the community on the day. All of the Aboriginal students also had the opportunity to work with community members to create a dance and singing performance for both the school and community NAIDOC Day celebrations.

Many of our Aboriginal students received educational and community awards at the local NAIDOC Day celebrations.

The Aboriginal students also participated in a cross stage reading program where the older students were buddied up with the younger students to participate in peer reading.

Multicultural education and anti-racism

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

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:

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 achievement of outcomes in 2014:

- Successful implementation of Language, Learning and Literacy (L3) to explicitly deliver improved literacy outcomes to Early Stage 1 students. Kindergarten

teachers have completed 12 months training in L3 strategies.

- Teachers have been trained in the collection and recording of PLAN data K-6. The Literacy and Numeracy Continuums are being used to ensure individual student's learning needs are assessed; continually tracked and learning plans are developed to cater for individual needs.
- Knowledge and skills from current staff has been used to continue and maintain the TENS program.
- Fortnightly professional learning times have been aligned across The Rivers schools to allow for staff to engage in professional learning with staff from other local primary and high schools throughout the year. Staff have met as Stage teams to work on planning and programming around the new mathematics curriculum.
- Staff have undergone 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.
- Two staff members attended training and are now implementing the 'Stronger Smarter' philosophy within the school.

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 achievement of outcomes in 2014:

- Reading and support materials have been purchased to aid in the delivery of L3 into Kindergarten classrooms.
- Numeracy resources have been purchased to aid in the delivery of TENS and in the implementation of new Mathematics Syllabus

- 60 iPads and a Mac laptop have been purchased 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 achievement of outcomes in 2014:

- Curriculum Leadership Teams were introduced to focus on specific curriculum areas and to give staff the opportunity to organise and guide curriculum development around the new syllabus and special interest activities.
- A diverse range of curriculum options were implemented for students to become highly engaged in eg. environment team, choir, dance, SRC, chess, photography, etc.
- Specialist learning days were conducted eg. Science day with a range of hands on activities and experiments.
- A quality orientation program to successfully transition pre-school students to WRPS was implemented. Pre-school children attended 4 full orientation days with their teachers for 2015.
- Positive Behaviour Learning (PBL) strategies across the school K-6 continue to be implemented. New signage and highlighting the weekly focus at assemblies has helped to keep staff and students focused.
- A school-wide system for class structure was developed to ensure individual learning and social needs of all students are being met.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

In Term 3, 2014 parents and community members took part in a comprehensive

survey and follow up discussions in meetings. Additional opportunities for feedback were provided through the front office, the newsletter and email. Several P&C meetings and Aboriginal Parent Team meetings were utilised to gather input and data. There was a high level of engagement, with over 100 formal responses.

In Term 4, 2014 students from Year 4 to 6 were surveyed and the Student Representative Council held meetings to share desired directions for the school.

Staff were involved in several planning meetings and forums where information was gathered on the future directions of the school, our priority areas, our processes and what our data (such as NAPLAN, PLAN, attendance and PBL) was saying in terms of where to next.

The executive and staff researched what was making a difference to student performance and scrutinized the department's directions, reforms and blueprints. This information was assessed and evaluated in terms of the impact on the school's future directions.

A shared framework and key processes were developed in consultation with all other Lismore town primary school principals to enhance the capacity and increase the opportunities of the collective resources of all Lismore schools and staff.

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

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
Tim Roberts	P&C President
Rowena McLaughlin	Assistant Principal
Ted Williamson	Assistant Principal
Glenn Maxwell	Teacher
Leanne Hall	School Admin Manager
Keron Savins	School Admin Officer

School contact information

Wyrallah Road Public School
152 Nielson Street, Lismore, NSW, 2480
Ph: (02) 66 213363
Fax: (02) 66 222952
Email: wyrallahrd-p.school@det.nsw.edu.au
Web: www.wyrallahrd-p.schools.nsw.edu.au
School Code: 3856

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:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>

