At Wyrallah Public School we respectfully acknowledge the Bundjalung people who are the traditional Custodians and First Peoples of the Land on which our school stands.

Our school at a glance

Set in the picturesque and historic village of Wyrallah, Wyrallah Public School is a small rural school proudly overlooking the Wilson River. Nestled in attractive, well-maintained grounds, it is located approximately 11 kms from the city of Lismore on the far north coast of NSW. The grounds are shared with and home to several koalas.

In 2017 our school will be celebrating our sesquicentennial anniversary, acknowledging 150 years of continuous service to the community of Wyrallah.

Established in 1867 the school continues to enjoy strong community support. The school has demonstrated flexibility over the years, adapting to meet the changing needs and populations of the area. Community participation has been a feature of the school for many years, with parents, grandparents and members of the wider community giving their support to the school. This has developed a close family atmosphere, with a strong sense of shared values and common purpose between the school and the community. The atmosphere is calm, friendly and industrious.

Throughout 2013 our school has aimed to implement the guiding principles and goals of the N.S.W. Department of Education and Communities and the values and goals of the North Coast Region.

As a school community we are proud of the diversity of opportunities offered to our students and we enjoy celebrating their achievements and successes. Throughout this report there are many examples, including pictorial, of the accomplishments of our students, our parents and our staff. We particularly welcome and appreciate the level of parental interest and involvement in our school each year.

Students

In 2013 ended with an enrolment of 22 students, 13 girls and 9 boys. Presently the school consists of one multi-stage class, Kinder to Year 6.

Staff

Wyrallah Public School is led by a full-time teaching principal, Lisa Fahy. A permanent part-time teacher, Mrs Desré Kearney, also delivers quality teaching and learning programs.

Administrative support is provided by a permanent part-time School Administrative Manager, Mrs Rosemaree McLeod. During 2013, after many years of diligent service to schools, Mrs McLeod chose to retire, leaving the school at the end of Term 2. The position has been temporarily filled by Mrs Rebecca Dicinoski. In addition, the school employed a part-time School Learning Support Officer, Ms Annie Leishman. The beautiful grounds and safe maintenance is

Wyrrallah Public School ~ ASR 2013
accomplished by a General Assistant, Mr Brian Grey.

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

**Significant programs and initiatives**

Throughout 2013 Wyrallah Public School students and staff have participated in a range of special programs and educational initiatives which have enhanced both our learning environment as well as broadening the range of engaging activities for all of our students.

Support for students with additional needs, particularly in literacy and numeracy, was provided throughout the year, through the provision of one-to-one individual programs targeting specific needs.

Other diverse activities included:

* Threatened Species Program in conjunction with Taronga Zoo;
* Implementation of Mindfulness training for all students;
* Whole of school formal Accreditation for Waste Management by Lismore City Council;

*All students actively participating in the Live Life Well at School program, incorporating regular healthy cooking lessons, utilising food grown in the school garden;

*100% participation in the Active After-School Communities program, with students receiving professional coaching in tennis, netball, orienteering, athletics, dance and soccer;

*Parent Helper Program successfully maintained, providing valuable support to students in literacy;

*Successful first participation in ‘Discovering Democracy’ Stage 3 excursion to Canberra.

**Student achievement in 2013**

We are delighted with the participation of our students in all areas of their learning. You will see, as you read this report, our students have actively participated in a range of academic, physical, social and cultural activities all of which combine to provide a rich and engaging learning environment.

**Messages**

**Principal’s message**

Wyrallah Public School aims to meet the educational needs of the children in the surrounding rural areas through quality educational programs for all students. The curriculum is balanced, challenging, rewarding and enjoyable. Proficiency in literacy and numeracy is closely monitored. It aims to assist the students to become life-long learners through
a self-directed and positive values-based curriculum. Self-esteem, confidence and teamwork are developed through Wyrallah’s educational programs and strong community links.

I would like to take this opportunity to congratulate the students of Wyrallah Public School for their hard work during the year. The students have continually achieved positive results and have made steady progress through diligence and commitment to their studies. They have participated with enthusiasm, in a variety of academic, cultural and sporting events, displayed good competitive spirit and succeeded on a number of fronts. I would, also, like to thank them for their wonderful behaviour in and out of the classroom. The students at Wyrallah are kind, well-mannered and courteous to staff and peers alike. (We have our ‘moments’ but don’t all families?!) I sincerely extend my thanks to the parents and wider community for their outstanding support throughout the year. I would also like to acknowledge the invaluable support and contribution of all our staff who work together to achieve the best for our students, our school and its community.

It has been my privilege to lead this school in 2013. 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.

Lisa Fahy, Principal

** Presidents Report 2013**

Well another year has flown by and first and foremost a big thank you to all of the parents, school staff and community members that have helped the P&C in so many different ways in the past year.

A wide variety of activities and events throughout the year kept us all on our toes, and while there was a lot of sausage turning and raffle tickets sold, some people put in outstanding efforts to help the school in many diverse ways.

Our fundraising efforts were spread across many different avenues from the Christmas concert to BBQ’s outside Bunnings and Blue Ribbon Meats, the Election Day stall to the Canteen and Easter raffles.

All of the funds we raised are being put to good use supporting the school with things like new and effective text books, bus hire for travel to and from events, and subsidising entry costs of trips and excursions throughout the year.

We had a great day at the Bunnings BBQ on the June long weekend, successfully raising over $1000 for the P&C. Unfortunately a second BBQ date at the start of December was cancelled due to a double booking, but a new date on February 22nd 2014 has now been confirmed.

The Federal election in September was a big day for the P&C and much effort was put into holding a cake stall, BBQ and raffles. Events like this along with our popular Christmas concert are very worthwhile and a great way of connecting with the local community and promoting the school.
It is at these types of events that we get to see that genuine family feel permeate through our lovely school grounds and the true value of being a small school.

Also during the year, through the diligent work of Sue Graham, the P&C was able to apply for and secure a volunteers grant that enabled the P&C to at long last purchase a laptop computer and digital camera for the school and step into the 21st century. These items will be invaluable to us in the years ahead.

I would like to thank the executive once again for the tireless effort they have put in over the past year. Cheryl Creed (treasurer), Sue Graham (secretary), Mia Scott-Wales (Vice President).

A special thank you and farewell to Cheryl and Mia who are leaving us after many years of great service and particularly Cheryl who has been our long standing treasurer for many, many years. You will be missed.

Last but not least our incredible school staff, led so admirably by Principal Lisa Fahy, the support you all provide to the students and families is amazing and very much appreciated.

A special farewell for Rosemaree McLeod who left the school after an impressive 17 years of dedicated service, Rosemaree helped the P&C immensely over this time, doing a lot of the P&C paper work in the school newsletter and always willing to turn up and help with any sort of fundraising event. Thank you Rosemaree.

In 2014 we are hoping to welcome some new faces to the monthly meetings and hopefully some fresh ideas also. We will look to continue our tried and tested fundraising events and have a go at some new ones - look out for the Trivia night, planned for term 2!

James Quinn, P&C President

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>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Male</td>
<td>18</td>
<td>15</td>
<td>11</td>
<td>8</td>
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</tr>
<tr>
<td>Female</td>
<td>16</td>
<td>11</td>
<td>7</td>
<td>7</td>
<td>10</td>
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</table>

Enrolments

![Graph showing enrolments 2007 to 2013 for male and female students]
Student attendance profile

Management of non-attendance

Student attendance is consistently monitored and non-attendance is managed by open communication between the principal and parents.

Staff information

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

Wyrallah Public School is fortunate to have both teaching and non-teaching staff who are caring and dedicated.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Per week (approx)</th>
<th>Entitlement</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Full-time</td>
<td>1.0</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>½ day</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian/RFF Teacher/Part-time</td>
<td>1 day</td>
<td>0.21</td>
</tr>
<tr>
<td>Teacher, Priority School funding</td>
<td>½ day</td>
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</table>

We presently have no identified Indigenous staff.

Staff retention

Throughout 2013 the positions of Principal, part-time Teacher, SLSO and General Assistant all continued smoothly, with no changes to incumbency. At the end of Term 2, however, the School Administrative Manager took extended leave then chose to retire at the completion of leave. The position has been filled temporarily until the retirement is finalised.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Year</th>
<th>School 1</th>
<th>School 2</th>
<th>School 3</th>
<th>School 4</th>
<th>School 5</th>
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<tr>
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<tbody>
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<td>93.3</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Teaching Staff</th>
<th>The equivalent of 1.41 full-time positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Support Staff</td>
<td>The equivalent of 1.2 full-time positions</td>
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</tbody>
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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>50%</td>
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</table>

**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

### Income

- Balance brought forward: $46540.41
- Global funds: $44428.80
- Tied funds: $39099.29
- School & community sources: $8662.91
- Interest: $1698.22
- Trust receipts: $1236.20
- Total income: $141665.83

### Expenditure

- Teaching & learning: $13601.57
- Excursions: $2737.49
- Extracurricular dissections: $2748.74
- Library: $417.24
- Training & development: $543.92
- Tied funds: $33200.52
- Casual relief teachers: $979.37
- Administration & office: $9429.02
- Utilities: $8293.94
- Maintenance: $2397.73
- Trust accounts: $2330.33
- Capital programs: $0.00
- Total expenditure: $76679.87
- Balance carried forward: $64985.96

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School P & C Association. Further details concerning the statement can be obtained by contacting the school.

### School performance 2013

#### Achievements

**Academic**

In the National Assessment Program (NAPLAN = National Assessment Program Literacy And Numeracy), 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 Yr 3)
- Yr 5: from Band 3 (lowest) to Band 8 (highest for Yr 5)
- Yr 7: from Band 4 (lowest) to Band 9 (highest for Yr 7)
- Yr 9: from Band 5 (lowest) to Band 10 (highest for Yr 9)

In 2013 three (3) Year 3 students and one (1) Year 5 student completed NAPLAN. Due to the small cohort of students comparative graphs and data are not included in this report, to protect the privacy of individual students. The number of students who sat for NAPLAN is so small that trend and group analysis for a single year do not provide reliable or informative data. Individual differences are noted and form the basis of learning plans.

The My School website provides detailed information and data for national literacy and numeracy.

The address/link for the My School website is [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name, *Wyrallah Public School*, in the Find a school and select GO to access the school data.

### Significant programs and initiatives

#### Aboriginal Education

Wyrallah Public School respectfully acknowledges that it is located on land within the Bundjalung nation. The original custodians of the land are acknowledged at all formal assemblies and community events. We are committed to providing indigenous perspectives across the curriculum.

Activities that focused explicitly on Indigenous issues included Harmony Day and the intentional choosing, sharing and exploration of Aboriginal community and identity through authentic stories and texts used within the curriculum.
**Multicultural Education**

Our school places emphasis on the delivery of teaching and learning programs which promote racial tolerance and harmony and promotes multicultural perspectives across the curriculum.

The DEC calendar for multi-cultural diversity continues to be displayed and used in the classroom to promote acceptance of the cultural, linguistic and religious diversity in Australia.

The Principal has received training in anti-racism initiatives and has the additional role of Anti-Racism Contact Officer.

**Transitional Equity Funding**

As a result of excellent parent participation in the Priority Schools Funding Program survey and evaluation our school received, for the first time, some additional funding with the Transitional Equity Funding. The money was utilised throughout 2013 to engage additional teaching time to help work towards providing for and improving the educational outcomes of all our students. Students with identified additional learning needs received targeted intervention.

**School planning and evaluation 2012—2014**

**Progress on 2013 targets**

Our School Management Plan ensures that Wyrallah Public School provides the best possible outcomes for each student. A copy of the Management Plan is available at any time through the school.

Each year targets are agreed upon which we work together to achieve. Literacy, numeracy and use of technology were priorities for all students at Wyrallah.

Professional learning activities undertaken by teachers throughout the year focused on the priority learning areas. Resources were also directed into targeted areas.

**Literacy**

**Target 1**

**Improved student outcomes in reading and writing with 80% of students achieving at or above the expected growth of the region or state**

Due to the very small cohort percentage-based targets are problematic. In future more suitable, meaningful targets will be set.

Growth data due to cohort size is not presented, however 100% of Year 3 students achieved at or above minimum standard in the target areas of reading and writing, achieving Band 3 in all areas of Literacy in NAPLAN. In Year 5 the NAPLAN range was Band 3 to Band 7.

Our achievements include:

- Daily whole school spelling program with explicit teaching of stage-based rules. 75% of Year 5 students achieved Band 5 or higher.
- Implementation of Best Start kindergarten assessment, identifying students’ prior knowledge and establishing starting points for literacy learning of Early Stage students. Of our Kindergarten cohort 60% reached Clusters 5 and 6 in all areas of literacy.
- 100% of all teaching staff completed a professional learning in literacy strategies:
  - Successful maintenance of reading tutor programs for identified students needing additional support.
  - Employing additional teacher support to enable separate literacy and numeracy groups.
  - Utilisation of new resources to support explicit teaching of learning to read.
Numeracy

Target 2

Improved student outcomes in numeracy with 100% of students achieving at or above the expected growth of the region or state.

100% of Year 3 and 100% of Year 5 students achieved at or above minimum standards.

Our achievements include:

- 100% of Year 5 students achieved Band 4 or higher in numeracy in NAPLAN.
- Increased engagement of students by integrating a wider range of teaching and learning strategies.
- Positive engagement by students in online maths activities, such as Mathletics.

Professional learning

At Wyrallah Public School we value the performance and capabilities of our teachers and staff - particularly their expertise, intellectual development, professional judgement and networks. To continue to improve the education and training outcomes for students all staff here undertake professional learning to consolidate and extend their capabilities.

In addition to the Mandatory training in the Code of Conduct, Child Protection, CPR, Emergency Care, Anaphylaxis and Asthma Management, relevant staff completed training in the areas of supporting students in speech, language and communication needs, syllabus implementation, the numeracy continuum, Best Start and financial management.

School evaluation

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

Background

Throughout 2013 our school carried out a range of evaluations, both formally and informally. The opinions of parents, students and staff were sought.

Methods used were written survey, small focus groups and presentations during P & C meetings and staff meetings.

It was very pleasing to note that the response rate to written surveys improved significantly from the previous year. This, combined with the alternate forms of survey, enabled the school to effectively gauge the perceptions of respondents.

Parent, student, and teacher satisfaction

Research has shown that teachers and parents working together collaboratively improve the positive outcomes of their children. Wyrallah Public School is committed to maintaining a strong home-school partnership.

In 2013 the school examined the opinions of parents, surveying a wide range of aspects of school life. It was very pleasing to note that very high satisfaction rate in every category of the survey. The possible methods of response to the survey used ‘Strongly Agree, Agree, Disagree or Strongly Disagree’. 100% of responses were in the Strongly Agree or Agree response categories.

Program Evaluations

Teaching

Each year the school completes an evaluation of educational practice in one of the following:
learning, teaching, planning, management, leadership and culture.

In 2013 our school evaluated teaching as part of our cyclic evaluation. Teaching was chosen as we could evaluate how the school can enhance its educational programs. A School Map Survey was used to test the perceptions of the school community.

Findings and conclusions

There are four possible methods of response to the survey used: almost always, usually, sometimes and rarely. 100% of respondents agree that Wyrallah Public School teachers usually or almost always provide activities that are interesting and appropriate to their child’s needs and abilities. Future directions will include sustained and relevant professional development to maintain such a high level of satisfaction.

Mathematics

To maintain a high level of quality teaching and learning the school has evaluated the key learning area of mathematics. The evaluation assists in ensuring that the school’s teaching and learning programs meet the requirements of the syllabus and the individual needs of students.

Findings and conclusions

Similar to the Teaching survey, this survey provided a choice of four responses: strongly agree, agree, disagree, strongly disagree.

In general the responses were very consistent across all respondents and overall the results represented a very positive view of the teaching and learning of maths at this school. In 8 out of the 10 survey questions 100% of respondents agreed or agreed strongly in the positive impact on their child. For example 100% agreed/agreed strongly that their child is developing their ability to work mathematically and that maths is important for their child.

Two respondents, however, felt that their child did not particularly enjoy maths while one of those respondents further indicated that they, as a parent, lacked confidence in supporting their child at home in maths. This points to an area where the school can be more proactive by providing support and information to the parents, via the newsletter, workshops and in person. The school has provided, free of charge to all families, access to the online maths program Mathletics.

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 – Literacy

Outcome for 2012–2014

Wyrallah Public School intends to improve literacy skills of all students with a focus on reading in Kinder to Year 2 and writing in Years 3 to 6.

2014 Targets to achieve this outcome include:

- Improve reading skills of students in Kinder to Year 2
- Develop independent writing skills of students in Years 3 to 6
- Increase the expressive language skills of all students, Kinder to Year 6
- Improve the teacher knowledge of the teaching of literacy, with a specific focus on reading and writing

Strategies to achieve these targets include:

- Maintain implementation of Best Start/PLAN and targeted strategies
School priority 2 - Numeracy

Outcome for 2012–2014

Wyrallah Public School intends to improve the overall numeracy skills of all students. Students will demonstrate achievement and growth as they progress along the numeracy continuum.

2014 Targets to achieve this outcome include:

- Improve student performance in numeracy Kinder to Year 6 by developing student confidence and ability in problem solving
- Enhance teacher skills in the use of data to inform programming and planning for the teaching of numeracy

Strategies to achieve these targets include:

- Identify focus areas for development through specific assessments and SMART (School Measurement And Reporting Toolkit) data
- Provide professional development in data analysis and ensure use of NAPLAN and other assessment data to explicitly inform programming and planning.
- Use of technology to support teaching and student learning
  - Individual learning plans developed for students experiencing sustained difficulty in numeracy

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.

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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:
Wyrallah Public School will be celebrating its 150th anniversary in 2017.