Growing up at Wyrallah Public School

Measured in Term 1 and now again in Term 4, 2012.

The average height gain was 5.4 cm. The height range is a cute 109 cm to a strapping 155.5 cm.
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.

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 2012 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 2012 the enrolment was 18 students, 10 girls and 8 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. A part-time teacher assists in the delivery of quality teaching and learning programs.

Administrative support is provided by a permanent part-time School Administrative Manager. In addition, the school employed a part-time School Learning Support Officer. The beautiful grounds and safe maintenance is accomplished by a General Assistant, who was appointed during the year, by merit selection, permanently to the part-time position.

All teaching staff meet the professional requirements for teaching in NSW public schools.
Significant programs and initiatives

100% parent participation in application process for Priority Schools Funding Program, which resulting in being successful in receiving Transitional Education Funding for 2013 (first time for school).

World War II Memorial: the school community achieved the relocation, completion, rededication and commemoration of the registered WWII War Memorial which was facilitated by a Federal Government grant ‘Saluting Their Service’. Very strong and positive feedback was received from the broader school community.

Sport/Community: Received Federal grant for involvement in the Active After-School Communities program.

Parent Helper Program established, including District Office Literacy Training for parents to utilise a program to improve student reading.

School assessed, approved and listed as a ‘Neighbourhood Safer Place’ by NSW Rural Fire Service.

The Principal was awarded an ‘Every Student Every School’ scholarship to complete a Master of Special Education.

Successful first ever whole school excursion, Kinder to Year 6; with 100% attendance.

Gained approval for Solar Power in Schools Program.

Won ‘Top Recycler Award’ in the Lismore City Council School Resource Recovery Collection Program.

Student achievement in 2012

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.
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 2012. 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

P & C message

We have, once again, had a very busy year during 2012, and I would like to thank the executive for their hard work throughout the year. Mrs. Cheryl Creed, (treasurer), Ms Mia Scott-Wales (secretary) and Ms Angela Ware (Vice President).

We held many fundraising events throughout the year, ranging from the larger events like the Local Council Election Day stall, a bbq at Bunning’s and the Christmas Concert to smaller fundraising initiatives like cookie days, ice blocks and we even had a BBQ at Woolworths.

Some of the wonderful things that the P&C has been able to use these funds that were raised include: School text books for the year, funding the bus travel to get the students to whole school excursions including the school camp at Camp Koinonia, the Lismore Performing Arts Festival, PSSA Athletics Carnival at Tregeagle, school swimming scheme and two NORPA live theatre productions at Lismore City Hall. We also funded 50% of the ticket prices for these two shows. The P&C helped facilitate the distribution of our grant money for the replacement and rededication of the school’s war memorial. A big thank you to Mr Fred Hoskins for his wonderful efforts on this matter. The P&C also paid for the replacement school sign; many thanks to Mr Brian Grey for helping source and erect this very good looking new sign.

While we struggled for attendees at some of the meetings throughout the year, whenever a big fundraising event came up, the support was always there from many parents volunteering their time to bake cakes or turn snags on the BBQ etc. Wyrrallah Public School P & C would like to thank all of the parents who continue to support the school through our fundraising initiatives.

To our amazing school staff we are deeply appreciative of your commitment and support in ensuring that our children receive the quality education that they deserve.

We all look forward to another busy year at this lovely little school and we warmly welcome the new 2013 kindergarten students and their families.

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.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>26</td>
<td>18</td>
<td>15</td>
<td>11</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>16</td>
<td>11</td>
<td>7</td>
<td>7</td>
<td>10</td>
</tr>
</tbody>
</table>

Our ‘new’ school bell
Cast in bronze in the late 1800s, our refurbished bell tolls for us with a sweetness of tone not heard for many years.
Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.1</td>
<td>93.8</td>
<td>89.1</td>
<td>95.4</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>na</td>
<td>97.9</td>
<td>90.9</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>97.1</td>
<td>na</td>
<td>89.1</td>
<td>89.7</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>98.3</td>
<td>94.3</td>
<td>na</td>
<td>87.0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.3</td>
<td>93.3</td>
<td>94.8</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>96.8</td>
<td>97.2</td>
<td>96.0</td>
<td>97.3</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>91.0</td>
<td>94.3</td>
<td>96.0</td>
<td>96.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.6</td>
<td>95.7</td>
<td>94.7</td>
<td>92.7</td>
<td>93.6</td>
</tr>
</tbody>
</table>

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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Full-time</td>
<td>1.0</td>
</tr>
<tr>
<td>Learning Assistance</td>
<td>½ day</td>
<td>0.1</td>
</tr>
<tr>
<td>Support Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian/RFF</td>
<td>1 day</td>
<td>0.210</td>
</tr>
<tr>
<td>Teacher/Part-time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Teaching Staff</td>
<td>The equivalent of 1.31 full-time positions</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5 days</td>
<td>1.0</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1 day</td>
<td>0.2</td>
</tr>
<tr>
<td>Total Support Staff</td>
<td>The equivalent of 1.2 full-time positions</td>
<td></td>
</tr>
</tbody>
</table>

We presently have no identified Indigenous staff.
Staff retention

2012 was the first year at Wyrallah Public School for the Principal. The Office Manager and part-time teacher have been employed at the school for, collectively, over 34 years. The General Assistant retired from the position and a new permanent General Assistant engaged.

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>50%</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$319,464.89</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>42013.64</td>
</tr>
<tr>
<td>Global funds</td>
<td>41978.69</td>
</tr>
<tr>
<td>Tied funds</td>
<td>30019.96</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>7274.95</td>
</tr>
<tr>
<td>Interest</td>
<td>1830.97</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2046.08</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>125164.29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<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>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

School performance 2012

Wyrallah Public School is proud of the balanced and well-rounded curriculum and related activities throughout 2012. This section presents information about achievements and happenings in the areas of academia, art and sports.

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 2012 two (2) Year 3 students and four (4) Year 5 students 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 and enter the school name, Wyrallah Public School, in the Find a school and select GO.
Through the integration of the creative arts - visual arts, music, drama and dance – students are able to develop values, understanding, skills and knowledge that contribute to and enhance their understanding of other key learning areas. Throughout 2012 students were given opportunities to enhance positive self-expression, self-confidence and self-esteem.

**RSL State Art Awards:** To honour the ANZAC spirit students participated in the RSL Awards, which featured the poppy, a symbol of remembrance. Our students won an extraordinary eleven prizes of silver or bronze certificates.

**Bentley Art Prize:** students entered works of visual art into a major local art prize, which attracts many hundreds of entries from around the state.

**Live Theatre:** with the P & C paying for the bus hire, students thoroughly enjoyed attending two live theatre productions. *Bugalugs, Bum Thief,* was a delightfully silly play adapted from the novel by Australian writer, Tim Winton. *I, Bunyip* – which was incorporated into learning about Indigenous communities and their stories – was a magical presentation using puppet, visual effects and multimedia to entrance us all.

**School Social:** The school social, held in the Wyrallah community hall, was a rollicking dance night, including some old-time favourites. During the evening we all enjoyed a Year 6 student, Fletcher, singing while he played the guitar with highlights on the harmonica.

**Combined Small Schools Opera House Choir:** two of our students, siblings – Fletcher, Year 6 and Hayley, Year 5 – travelled to Sydney with...
students from several small schools to perform at the Sydney Opera House. They combined to present a choir of 750 students who gave the performance of their lives.

Lismore Performing Arts Festival: Kinder to Year 6 worked wonderfully as a team to present the humourous and very well-received *The New Australian National Anthem*. The item, by the *Sensitive New Age Cowpersons*, is a musical collage of about 15 iconic Australian songs.

Small Schools Choir: also for the Performing Arts Festival several of our senior students committed extra hours of practice to their role in the choir.

Theatre Sports: Stage 2 and Stage 3 students had lots of dramatic fun when they joined with students from the small schools of the Southern Cross Community of Small Schools to have a creative day of Theatre Sports.

Annual School Concert and Carols: to ‘round off’ 2012 all students presented performance items for the viewing and entertainment pleasure of their families and our broader school community.

Sport

At Wyrallah Public School the emphasis in physical education is on active, happy and safe participation. Our school is fortunate to be very well-resourced for all things sporty. Throughout 2012 students were able to develop the full range of fundamental movement skills and to incorporate those developing skills into various sport games.

Tregeagle District Swimming Carnival: Senior students travelled to Alstonville Pool to participate in the swimming carnival. Even students not swimming competitively went along to cheer and encourage their school mates.

District Cross Country: All ages participated in the cross country carnival, held at Rous Public School. The mud was memorable, making the track a bit more challenging for everyone. At least it didn’t rain on the day. Many of the younger students showed excellent promise of great things to come. Our star athlete for the event was Year 5 student, Hayley. Hayley went onto to represent the school at the Zone Athletics and we were very proud of her wonderful efforts.

District Athletics Carnival: Held at Tregeagle, it was fantastic to see every student participated with enthusiasm. The sideline cheering by fellow students, especially in support of our very young students was heart-warming to watch.

Active After School Communities: during the year Wyrallah Public School was successfully gained funding from the Federal Government to participate in the Active After School Communities program. With 100% participation our students had the benefit of professional sports coaching in tennis, t-ball and swimming. The aim is to provide, at no cost at all to students or families, quality physical activities that are fun and inspire a life-long love of being actively involved in sports.

Special School Swim Scheme: Each year the Department of Education and Communities provides support for students who are non or weak swimmers to develop the important safety skill of swimming and water safety.
Significant programs and initiatives

Aboriginal Education

Wyrrallah 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 involvement in an educational live theatre production called “I, Bunyip” which shared and explored Aboriginal community and identity through authentic stories.

Students learned how to sing the Australian National Anthem in an Aboriginal language, Luritja. This was part of the Kutja Australia project with students from Ntaria and Killara Public Schools and the Aussie icon singer, Ted Egan.

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 2012 Summer Olympics provided a great opportunity for our students to explore cultural identities.

During 2012 Wyrrallah students accepted, on behalf of themselves, the school and broader community, a wall hanging about the United Nations Declaration on Human Rights. Organised by Sanctuary North and co-presented by Federal MP, Janelle Saffin, the students gained insight into Human Rights issues, refugees and the Convention on the Rights of the Child.
The DEC calendar for multi-cultural diversity was used in the classroom to promote acceptance of the cultural, linguistic and religious diversity in Australia.

Environmental Education for Sustainability

Wyrrallah Public School is very fortunate to have beautiful school grounds. Our school has maintained its vision of and commitment to becoming an environmentally aware, sustainable school. A range of opportunities for authentic learning by students as well as involvement of the local community were undertaken throughout 2012. Activities included:

**Sustainability Audit:** students, with the direction and support of the Dorroughby Environmental Education Centre, actively participated in completing a sustainability audit of the school. Elements included were recycling, water and energy conservation, biodiversity and cultural heritage.

**National Tree Day:** in peer-supported teams, students planted trees within the school grounds that were suitable for koala habitat. A representative from the organisation Friends of the Koala led the students in an informative and very engaging session, followed by the tree planting.

**Farmer for a Day:** students acknowledged and learned about the National Year of the Farmer through a series of curriculum-linked activities presented by many local organisations represented at the local agricultural show.

**Vegetable, Fruit and Flower Garden:** students studied the biology and needs of plant systems while at the same time re-establishing the school garden. In addition to using the food grown in the garden for salads students also planted and grew day lilies which they gave to their mothers’ to celebrate Mothers’ Day.

**Connected Learning**

Students participated in a video conference on Sustainability, organised by the Dorroughby Environment Education Centre. They combined with a number of other small schools to share ideas about projects happening in each of the schools.
Programs for Students with Additional Educational Needs

Appointment of Learning and Support Teacher (part-time) During 2012, as a result of broader restructuring, regarding access to District Office professional support and resources was reduced. On balance, however, schools received individual allocations to enable them to continue to provide tailored educational programs for students with disabilities and/or additional learning needs. Wyrallah Public School received an allocation of half a day per week of Learning and Support Teaching.

Parent Partnerships Early in 2012 a number of parents actively participated in a professional training session delivered by a Support Teacher Learning Assistance. This collaborative approach, which additionally enhances the engagement of parents in our school, helps to provide the valuable implementation of individualised learning support programs. Targeting students with identified reading difficulties the school acquired a new resource, MultiLit, a program that provides one-to-one remedial reading instruction to students in Year 2 and up.

Progress on 2012 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

This target was not fully achieved however most students achieved the expected state and regional growth outcomes. 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 certificate level course: Inclusion for learners with speech, language and communication needs.
- Successful introduction of Multi-Lit reading tutor program 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.
Improved student outcomes in numeracy with 100% of students achieving at or above the expected growth of the region or state

While we did not achieve the expected growth in 100% of students, 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.

Engagement and Attainment

Target 3

Improved student achievement in NAPLAN to exceed regional and state growth

- Trend data indicates that 83% of students demonstrated positive growth in student achievement across all areas of NAPLAN.
- One student left the school due to relocating to another area.

- Enrolments from 2011 to 2012 increased by 20%.

Connected Learning

Target 4

Innovative use of technology is integrated into classroom practice to support students’ educational outcomes and to enhance students’ engagement

- Utilisation of new ICT learning tools, interactive technologies and ICT-based curriculum resources in supporting the teaching and learning of literacy and numeracy to all students. Programs include Mathletics and Reading Eggs.
- 100% of all students accessed technology on, at minimum, a weekly basis.
- Teacher capacity enhanced through active involvement in professional ICT learning.

School evaluation

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

Background

Throughout 2012 our school carried out a range of evaluations, both formally and informally. The opinions of parents, students and staff were sought. Topics covered included attitudes to:

- SWOT (strengths, weaknesses, opportunities, threats) analysis of the school & Leadership
- bullying and the Anti-Bullying Policy
- human rights
- role of parent helpers in school
- health and nutrition (curriculum/PDHPE), and
- interschool engagement
Methods used were written survey, small focus groups and presentations during P & C meetings and staff meetings.

While the response rate to some written surveys has room for improvement, combined with the alternate forms of survey, it was still achievable to gauge the perceptions of respondents.

**Literacy** is the foundational key learning area. Research has shown that teachers and parents working together collaboratively improve the positive outcomes of their children. Wyraliah Public School is committed to maintaining a strong home-school partnership.

**Findings and conclusions**

Of the respondents to a survey about parent helpers in our school 100% agreed or strongly agreed that:

- A strong home-school partnership was very important to their child’s education
- Positive benefits could be gained by appropriately trained parents providing support to the teachers in the classroom.

**Future directions**

As a result of the survey a specialist learning support teacher from District Office provided an information and training session for parent volunteers. The training was in the implementation of the reading tutor program, Multi-Lit. Two parents have been providing support to teacher identified students throughout 2012. It is anticipated that parent volunteer support will be maintained as an ongoing strategy.

**Parent, student, and teacher satisfaction**

In 2012 the school examined the opinions of parents, students and teachers about the school.

As an element of the activities around the Universal Declaration of Human Rights, students were surveyed in class about Article 26, the right to an education. (Survey adapted from one by D. Shiman & K. Rudelius-Palmer, Economic and Social Justice: A Human Rights Perspective, Minneapolis: Human Rights Resource Center, University of Minnesota, 1999).

Responses to the survey encompassed their understandings of and satisfaction with their school and the quality of the education they receive.

100% of all students agreed or strongly agreed that:

- My school is a place where students are safe and secure.
• All students receive equal information and encouragement about academic and career opportunities.

• Members of the school community are not discriminated against because of their lifestyle choices, such as manner of dress, association with certain people, and non-school activities.

• My school provides equal access, resources, activities and scheduling accommodations for all individuals.

• When someone demeans or violates the rights of another person, the violator is helped to learn how to change his/her behaviour.

### 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.

An element of the changes inherent in the reclassification of a school, in our case from P5 category (26 to 159 students) to a P6 category (1-25 students) is the need to ensure that all staff are suitably positioned to deal effectively and positively with those changes. All Wyrallah PS staff, permanent, temporary and casual, took advantage of a range of professional learning opportunities, throughout the year.

In addition to the Mandatory training in the Code of Conduct, Child Protection, CPR, Emergency Care 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 library management.

### 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.

**2013 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 and targeted strategies

• Provide a broad range of texts, including multi-media resources

• Use data to inform all planning for teaching and learning
• Participation with other small schools to improve consistency of teacher judgement, share resources and increase collegiality

**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.

**2013 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.

Lisa Fahy          Principal
Desré Kearney     Teacher
Rosemaree McLeod  Office Manager
James Quinn        P & C President

**School contact information**

Wyrallah Public School
Breckenridge Street NSW 2480
Ph: 02 6629 8246
Fax: 02 6629 8497
Email: wyrallah-p.school@det.nsw.edu.au
Web: wyrallah-p.schools.nsw.edu.au
School Code: 3529

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:


*Our 2012 School Leaders – Declan, Sean & Fletcher*
The 2012 Wyrallah Public School Annual Report is almost better than gum leaves. I hope you enjoy reading it.