Wyrallah Public School
Annual School Report
2014
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, welcoming and productive.

Throughout 2014 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 2014 ended with an enrolment of 18 students, 11 girls and 7 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 second part-time teacher also delivers quality teaching and learning programs. After over forty years of dedication to quality teaching, including over twenty years at Wyrallah, Mrs Desré Kearney took a very well-earned retirement from the end of Term 2, 2014. We wish her a long, healthy and happy retirement.
Mrs Cindy Robinson took over from Mrs Kearney providing excellent teaching and support to our students and school for the remainder of 2014.

Administrative support is provided by a part-time School Administrative Manager, Mrs Rebecca Dicinoski whose smile lights up our office. In addition, the school employed a part-time School Learning Support Officer, Mrs Gail Wergs, who provided additional support for students. The beautiful grounds and safe maintenance is accomplished by our wonderful General Assistant, Mr Brian Grey.

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

**Significant programs and initiatives**

Throughout 2014 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.

Just a few other diverse activities included:

* **CBC2U** – which is an initiative by the Children’s Book Council of Australia (NSW) which provided for a ‘real, live’ author and illustrator to visit our school and inspire our students to make meaningful connections - not only with the people visiting but to a world beyond our small, yet lovely, rural school. Connecting with author Candice Lemon-Scott and Illustrator, Lucia Masciullo enabled our students talk to and work with Candice and Lucia, enriching the students’ reading and writing experience. Wyrallah PS was able to invite and share this experience with another small school, Fernleigh PS.

* **Questacon Science Circus** – all students actively participated in this excellent Science Circus experience which stimulated and challenged an exploration of science and technology;

* All students actively participating in the **Live Life Well at School** program, incorporating regular healthy cooking lessons Kids in the Kitchen, utilising food grown in the school garden. Students successfully participated in an international food challenge, **Food Revolution Day**, organised by international celebrity chef Jamie Oliver.

* **Whole school excursion to Dorroughby Environmental Education Centre**, which provided an exciting and engaging range of science, technology and
creative arts activities. Students discovered the history of the Big Scrub, explored rainforests, visited the local water catchment area and utilised iPads and other equipment to document their explorations. In the evening, following an imaginative shadow play and story, students discovered that their sticks to make damper over the open fire really do need to be long enough!

*100% participation in the Active After-School Communities program, with students receiving professional coaching in a wide range of sports, including tennis, basketball, golf and soccer.

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

**Student achievement in 2014**

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**

Wyrrallah 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 our priority and is closely monitored. Our approach 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 Wyrrallah’s educational programs and strong community links.

I would like to take this opportunity to congratulate the students of Wyrrallah 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 Wyrrallah 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 2014. 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 President’s Report**

Wrrallah Public School ~ ASR 2014

Well, that year certainly flew by very quickly! Firstly, I would like to take this opportunity to thank Principal, Lisa Fahy and the amazing school staff for their incredible efforts and support in 2014.

The P&C would like to recognise the wonderful work that you do throughout the year to create an excellent environment for the students to learn and grow.
I would also like to thank the P &C executive: Sue Graham (Secretary), Peter Graham (Treasurer), Nathan Rose (Vice President) and also Charlotte Walker (Kids in the Kitchen and canteen) for their support in 2014. They have all been outstanding in their respective roles and I appreciate their time and commitment.

The year got off to a bright start with a busy fundraising BBQ at Bunnings in February. While we were fortunate to secure a second BBQ date at Bunnings in November, we were not so lucky with the temperature! I must say a BIG thank you to the parents and staff who volunteered on what was an unbelievably hot day.

We also held numerous fundraising BBQs out in the community throughout the year and we also had a garage sale stall at the local market, all of which helped us raise the profile of our school within the general public. This fundraising is vital to ensure our students can continue to get access to important educational resources and experiences, in and out of the classroom.

We have continued on strongly this year with the Healthy Kids School Canteen Association and Kids in the Kitchen programme, with much gratitude to Charlotte Walker for her hard work in delivering these fun, healthy activities for the students.

In July the school and P&C applied for a grant from Nestlé and Healthy Kids Association, and incredibly we were selected as one of only five schools nationwide to receive a $5000 grant to upgrade our ageing school kitchen. Thank you to Desré Kearney, Lisa Fahy and Charlotte Walker for their hard work in securing this grant.

A special thanks to Sue Graham, who tirelessly works for the betterment of the school and our students, and as the P&C secretary, we all know that Sue holds the whole thing together.

Nathan Rose has been working with the RTA and Lismore City Council to ensure we get our school zone signs upgraded to new signs with flashing lights and to also improve our current signage down on Wyrallah Road. The current signs are old and faded so hopefully we will see these improvements in early 2015. Nathan has also put a lot of effort into improving the school and P&C social media profiles; we are now moving with the times and have an impressive following on Facebook. Thank you for your great work this year Nathan, you have been a very welcome addition to the P&C executive.

Looking ahead to 2015, we will be busily installing the new kitchen over the Christmas break, there is a state election BBQ in March and hopefully a trivia night soon too. So I encourage everyone to come along to as many meetings as they can. With the school's 150 year anniversary fast approaching in 2017, there is also much work to undertake to ensure this amazing achievement is suitably celebrated.

Finally, thank you to all of the parents, extended families and community members who have helped in anyway this year, be it driving students to events or providing baked items for raffles and cake stalls or catering for school events, the school is better off for your efforts.

James Quinn, P&C President

Wyrallah Public School ~ ASR 2014
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>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td>2008</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>2009</td>
<td>15</td>
<td>11</td>
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<tr>
<td>2010</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>2011</td>
<td>8</td>
<td>7</td>
</tr>
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<td>2012</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>2013</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>2014</td>
<td>6</td>
<td>11</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 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>
<td>0.1</td>
</tr>
</tbody>
</table>

Total Teaching Staff The equivalent of 1.41 full-time positions

Staff establishment

This means 1) the teaching principal teaches on class for 4 of the 5 days each week; on the 5th day she is allocated 4 hours to complete all management for the successful functioning of the school, plus 2 hours standard Award time for lesson preparation. 2) a part-time teacher is funded for two days each week. 3)**These positions are not permanently filled.

School Administrative & Support Staff 5 days 1.0

General Assistant 1 day 0.2

Total Support Staff The equivalent of 1.2 full-time positions

We presently have no identified Indigenous staff.
**Staff retention**
Throughout 2014 the positions of Principal, School Administrative Manager, SLSO and General Assistant all continued smoothly, with no changes to incumbency. As mentioned earlier, our long-term part-time teacher commenced extended long service leave from the end of Term 2. This position was filled temporarily by another teacher until the end of 2014.

**Teacher qualifications**
All teaching staff meet the professional requirements for teaching in NSW public schools. The Principal is working towards additional postgraduate qualifications and is presently studying towards a Master of Special Education.

<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>

**Professional Learning**
All staff were involved in school, district and regional professional learning throughout 2014. Staff participated in a range of courses, including:

- Emergency Care
- Asthma Training
- ASCIA - Anaphylaxis training
- Child Protection
- Code of Conduct
- PLAN updates/BestStart
- Disability Discrimination Legislation
- Disability Standards for Education
- ESES (Every Student Every School)
- Strategic Financial Management
- Core Financial Literacy
- Count Me In Too (maths)
- Road Safety Education
- Communicating and Engaging with Your Community
- Introducing Adobe Connect
- Maths Syllabus: K-6 Maths-embedding learning across the curriculum
- Maths Syllabus: K-6 Maths-understanding the new syllabus
- Visible Learning (John Hattie)

**Teacher Accreditation**
The new scheme part-time temporary teacher was fully and actively supported through mentoring, release for courses and action projects. There were no beginning teachers.

**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>30/11/2014</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>64985.96</td>
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<tr>
<td>Global funds</td>
<td>49529.50</td>
</tr>
<tr>
<td>Tied funds</td>
<td>51270.92</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>10554.86</td>
</tr>
<tr>
<td>Interest</td>
<td>2282.69</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>971.80</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>179595.73</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>6471.66</td>
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<tr>
<td>Excursions</td>
<td>2470.60</td>
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<tr>
<td>Extracurricular dissections</td>
<td>4172.94</td>
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<tr>
<td>Library</td>
<td>530.84</td>
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<tr>
<td>Training &amp; development</td>
<td>1301.56</td>
</tr>
<tr>
<td>Tied funds</td>
<td>49264.91</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>2584.82</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>10178.62</td>
</tr>
<tr>
<td>Utilities</td>
<td>7841.26</td>
</tr>
<tr>
<td>Maintenance</td>
<td>4499.84</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>971.80</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>90288.85</td>
</tr>
</tbody>
</table>

**Balance carried forward** $89,306.88

A full copy of the school’s 2014 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 2014

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 2014 two (2) Year 3 students and two (2) 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.

As a general observation, it is a pleasing element that the overall trend data, based on the past five years of NAPLAN results, demonstrates an observable and steady overall increase in performance and achievement by students.

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

Other Achievements

Wyrrallah Public School has a long and proud tradition of being involved in a wide range of activities which provide students with expanded opportunities and experiences. Just some of the varied local as well as extracurricular experiences our students enjoyed include:

- Japanese drumming workshop
- Lismore Performing Arts Festival
- National Clean Up Australia – Schools Day
- National Day of Action Against Bullying
- Professional sports coaching including tennis, basketball, swimming, golf, soccer and athletics through the Active After School Program
- Excursion to Rocky Creek Dam
- Interschool competitions in Public Speaking, Chess & Draughts, Spelling, and General Knowledge quiz
- District level sports for swimming, cross country running and athletics
- Food Revolution Day, an international event organised by Jamie Oliver
- School Campout/Sleepover
- Kids in the Kitchen cooking lessons
- Education Week/Open Day
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.

During 2014 staff completed training in traditional Aboriginal games, dance and drama presented by Solid Mob. These skills were then used during a shared Community of Small Schools NAIDOC, held in Ballina.

Additional activities that focused explicitly on Indigenous issues included Harmony Day, students participating in the Harmony Day Poster competition, 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.

Low level adjustment for disability

Schools have the flexibility to decide how these resources will be best used to support students with additional learning needs in accordance with their individual learning needs. The funding can be used for teacher time, school learning support officer time and teacher release eg. for related professional learning and program coordination.

Throughout 2014 our school budgeted to engage additional teaching and school learning support 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.

All staff completed training in the Disability Standards for Education.

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.

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Professional dialogue to evaluate teaching practices and programs
- Student feedback on school programs and initiatives
- P&C discussion forums to evaluate programs
- Learning and Support in the Classroom and School Staff Survey
- Parental written feedback is received and evaluated

A copy of the current Management Plan is available through the school. Please note, it is currently being actively reviewed, in line with current best practice.

Each year targets are agreed upon which we work together to achieve. Literacy and numeracy 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.

**National Minimum Standards:** In both Year 3 and Year 5 100% of students achieved at or above the national minimum standard.

**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 outcome was met and exceeded for both Year 3 and Year 5.

Evidence of achievement of outcomes:

Growth data due to cohort size is not presented, however the following facts are based on NAPLAN data which presents the **Average Progress** for matched students within our school, between Year 3 and Year 5.

In addition to meeting all minimum standards, average progress data demonstrates that **100% of students in Year 5 from Wyrallah achieved average progress ABOVE both the Similar School Group (SSG) comparison as well as the State average.**

Strategies to achieve these outcomes:

- Daily whole school spelling program with explicit teaching of stage-based rules. **100% of Year 3 achieved Band 3 and 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.
- 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*

This outcome was met and exceeded for Year 5 however Year 3, although meeting national minimum standards, did not achieve at or above SSG or State level.

Evidence of achievement of outcomes:

Growth data due to cohort size is not presented, however the following facts are based on NAPLAN data which presents the **Average Progress** for matched students within our school, between Year 3 and Year 5.

In addition to meeting all minimum standards, average progress data demonstrates that **100% of students in Year 5 from Wyrallah achieved average progress SIGNIFICANTLY ABOVE both**
the Similar School Group (SSG) comparison as well as the State average.

Strategies to achieve these outcomes:

• 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.
• CMIT (Count Me in Too) and Numeracy in the Middle School Strategies utilised.

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. Please refer to Page 6 for some examples of the additional, ongoing Professional Learning that has been, and continues to be, undertaken by all staff at Wyrallah Public School. It should be acknowledged that a portion of the training is completed in each staff member’s own time.

School evaluation

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

Background

Throughout 2014 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.

The active use of social media was also introduced during 2014 following a survey about its use, role and usefulness. It was strongly supported and immediately implemented. You can enjoy our Facebook page at: www.facebook.com/WyrallahPublicSchool

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 2014 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.

Additional comments, with the exception of one, whose child struggles with literacy, were very positive and supportive:

“Wyrallah Public School is a wonderful school for children to learn and grow, with so much to offer for my children and all students.”

“Since my children have been moved to W.P.S. they have excelled academically
and it's really boosted their self-confidence, their respect for themselves and others.”

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 2014 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.

Literacy

To maintain a high level of quality teaching and learning the school has evaluated the key learning area of literacy. 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. The main survey concerned the teaching of English at Wyrallah Public. This was chosen due to the implementation of the new English Syllabus throughout 2014.

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 English 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 new skills in all areas of English and that English is an important subject for their child.

One respondent, however, felt that their child did not particularly enjoy English however did agree that is was very important. 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 literacy program ABC Reading Eggs and ABC Read Eggspress.

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 2015–2017

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.

2015 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
• 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 2015–2017

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.

2015 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
Rebecca Dicinoski    Office Manager
James Quinn          P & C President
(*Due to extended leave from mid-2014 and changes in temporary staff to cover the absence, this ASR has been completed by the above staff members.)

School contact information

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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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

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

Join us the weekend commencing 22nd September 2017.

Follow us on Facebook to keep up with events and happenings at our school:

www.facebook.com/WyrrallahPublicSchool

**Photo on front cover: Kinder to Year 6 having a fun, healthy time cooking ~ Kids in the Kitchen**