**Introduction**

The Annual Report for 2015 is provided to the community of Wallerawang School as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mr Duncan AULD
Principal

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Wallerawang NSW 2845    Phone 0263 551210


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**School background**

**School vision statement**

Our vision is to provide a happy, consistent, caring and educationally stimulating environment where children will recognise and achieve their fullest potential, so that they can make their best contribution to society in future years.

Wallerawang Primary School is a place where:

- we learn, achieve and work together
- everybody is welcomed
- high standards of learning are set and the achievements of each child celebrated
- children are expected to participate in their learning through working cooperatively with teachers and support staff
- parents participate in the learning of their children
- teachers communicate with parents with integrity
- we respect and care for everyone and everything around us
- everyone is different and has importance

Wallerawang Public School will challenge children of all abilities to achieve excellence in a wide range of academic, cultural and sporting activities. It will equip children for the increasing challenges, demands and opportunities of the twenty-first century by offering a differentiated, effective and rigorous curriculum as an entitlement to all.

A professional and highly motivated staff, in partnership with parents, will encourage each child to achieve their full potential. In a disciplined and caring environment, based on mutual respect, each child will be valued as an individual in his/her own right and his/her development encouraged.
Wallerawang School with a current enrolment of 304 students has a highly regarded educational reputation in the local area. It is recognised for being a welcoming and friendly school community. There is a strong network of schools, early childhood providers and communities across the Lithgow area all of which encourage collective efficacy in order to capitalise on the effectiveness of one another.

The school boasts a modern facility featuring twelve air conditioned classrooms, a large modern library (incorporating a networked computer lab and video conferencing facility), school hall, outdoor games court, fixed equipment area, grassed play area and sports field along with a two court multi-purpose indoor sports stadium.

The community of Wallerawang is currently experiencing high unemployment, with further job losses from the mining and electrical generation industries pending and limited growth in terms of town population over the past 10 years.

The school has established the following areas of priority: the new Australian Curriculum implementation, literacy, numeracy, quality teaching, student engagement and wellbeing, community engagement, staff professional learning and positive behaviour learning reforms.

Various innovative programs are offered by the highly qualified, experienced and committed staff. A strong Learning Support Team leads staff in catering for individual learning styles through differentiation of curriculum content taught.

Community involvement has been vital in contributing to the success of the school over the past decade.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In 2015 all school staff (including teachers, SLSO’s and office staff) were introduced to the School Excellence Framework where they undertook professional learning to hear about and gain understanding of the 3 domains; Learning, Teaching and Leading and the 14 elements that sit within the domains. Using quantitative and qualitative data and other aspects of school knowledge staff mapped the schools performance against the aspects of the framework under the performance headings of Delivering, Sustaining and Growing, and Excelling.

School performance collaborative placements are shown in the table below. Focus areas for ongoing improvement in 2016 are highlighted in light green.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Element</th>
<th>Statement of School Excellence</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>Learning culture</td>
<td>School culture demonstrates the building of educational aspiration and ongoing performance improvement across its community. Students take responsibility for their ongoing learning.</td>
<td>Sustaining and Growing</td>
</tr>
<tr>
<td>Learning</td>
<td>Wellbeing</td>
<td>There is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.</td>
<td>Delivering</td>
</tr>
<tr>
<td>Learning</td>
<td>Curriculum and learning</td>
<td>An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students.</td>
<td>Sustaining and Growing</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Learning</td>
<td>Assessment and reporting</td>
<td>Consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum.</td>
<td>Sustaining and Growing</td>
</tr>
<tr>
<td>Learning</td>
<td>Student performance measures</td>
<td>Students consistently perform at high levels on external and internal school performance measures.</td>
<td>Delivering</td>
</tr>
<tr>
<td>Teaching</td>
<td>Effective classroom practice</td>
<td>All teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies.</td>
<td>Sustaining and Growing</td>
</tr>
<tr>
<td>Teaching</td>
<td>Data skills and use</td>
<td>Student assessment data is regularly used school-wide to identify student achievements and progress, in order to inform future school directions.</td>
<td>Delivering</td>
</tr>
<tr>
<td>Teaching</td>
<td>Collaborative practice</td>
<td>There are explicit systems for collaboration and feedback to sustain quality teaching practice.</td>
<td>Sustaining and Growing</td>
</tr>
<tr>
<td>Teaching</td>
<td>Learning and development</td>
<td>Professional learning is aligned with the school plan and its impact on the quality of teaching and student learning outcomes is evaluated.</td>
<td>Sustaining and Growing</td>
</tr>
<tr>
<td>Teaching</td>
<td>Professional standards</td>
<td>All staff demonstrate personal responsibility for maintaining and developing their professional standards.</td>
<td>Delivering</td>
</tr>
<tr>
<td>Leading</td>
<td>Leadership</td>
<td>The school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement.</td>
<td>Sustaining and Growing</td>
</tr>
<tr>
<td>Leading</td>
<td>School planning implementation and reporting</td>
<td>The school plan is at the core of continuous improvement efforts, with the school’s vision and strategic directions evident in its main activity.</td>
<td>Delivering</td>
</tr>
<tr>
<td>Leading</td>
<td>School resources</td>
<td>Resources are strategically used to achieve improved student outcomes.</td>
<td>Sustaining and Growing</td>
</tr>
<tr>
<td>Leading</td>
<td>Management practices and processes</td>
<td>Management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.</td>
<td>Delivering</td>
</tr>
</tbody>
</table>

Our self-assessment process at the commencement of 2016 will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.
Strategic Direction 1
Excellence in Teaching and Learning

Purpose
In working together

- build the capabilities and capacities of all students so that they develop knowledge, understanding, creativity and expertise in all areas of learning to achieve their personal goals and lead successful lives in the 21st Century
- contribute to the development of systems and structures within the school that ensure experienced teachers provide a motivating, safe, stimulating and well-resourced learning and working environment for students, fellow staff, community members and visitors

The school leadership and improvement team met throughout 2015 on a termly basis and reviewed the progress of the school plan against the specified processes, products and practices. Within strategic direction 1, Excellence in Teaching and Learning, progress was recognised at a delivering level, consistent with the planned milestones and was determined through analysis of the three following contexts:

- Teams contributed to staff meetings and professional learning that supported the direction of the school and was aimed at improving the capacity of teachers in their core work
- Staff established a culture of high expectations within both teacher capability and student performance to improve student learning opportunities and achievement
- Staff regularly revised key teaching and learning strategies and processes by analysing various forms of internal and external data and by using it to inform their teaching programs and to assess their children’s learning

The key recognizable impacts were:

- Enhanced teacher practice as a result of professional learning
- Staff collaboratively planned, assessed and reported in line with Australian curriculum recommendations
- All students demonstrated individual level of growth across all Key Learning Areas

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| All students are engaged in experiences across all Key Learning Areas as identified through review of school programs | Whole school scope and sequence documents for Key Learning Areas (KLA’s) and stage programs were developed and evaluated in 2015 for 2016 implementation
Completed documents include:
Literacy K-6, Numeracy K-6, Science K-6 and History K-6
Teachers engaged in professional learning that required them to participate in classroom exchange practices where they observed specific and negotiated key teaching strategies within the literacy framework | $ 77 000


$ 77 000
**Strategic Direction 1**

<table>
<thead>
<tr>
<th>80% of students are achieving grade appropriate growth as reflected in tracking on the literacy and numeracy continuum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students achieving expected growth in NAPLAN has increased</td>
</tr>
</tbody>
</table>

Teachers reflected upon their observations with the colleague teacher and discussed the philosophy and pedagogy that sits within the specific teaching strategy.

Teacher confidence and capability improved through the strategic development of coaching, mentoring and observation practices.

100% of staff meeting agenda were developed in consultation with executive and in line with the school plan.

Teacher confidence and knowledge improved through their participation in stage planning sessions of professional learning.

Students have been assessed through the consistent use and application of the literacy and numeracy continuums.

Learning achievement is being consistency mapped through the use of Best Start and PLAN data software.

Teacher performance and development plans were established and reviewed to ensure ongoing focus on teacher development and the achievement of personal goals.

Teaching and learning programs were collaboratively developed and utilized in stage teams K-2, 3-4 and 5-6.

The school management plan was reviewed in readiness for ongoing implementation in 2016.

Consistency of teacher judgment was central to all professional learning to ensure dependable evaluation data.

Parent and Teacher interviews were conducted to develop and enhance the home to school relationship and inform student progress.

Survey data captured from staff in late 2015 indicated:

- 100% find their work as a teacher rewarding
- 100% recognise the significance of the school to home communication channels to improve student learning
- 100% believe that the community has high expectations on student achievement within their classrooms
Strategic Direction 1

Next steps

An ongoing focus within the strategic direction one of Excellence in Teaching and Learning will include consolidation of processes, products and practices that enhance the capability, understanding and achievements of the key stakeholders. This will include:

Students being immersed in learning that is relevant, sequenced, critically constructed, appropriate to ability, engaging and supported

Staff engaging in collaborative practices that develop the mindsets and capabilities to analyse their overall learning and teaching capabilities and performance against Australian Professional Standards for Teachers, to make informed judgements and to work together to plan the next steps

Parents working together with teachers in ensuring their understanding of curriculum expectations, teacher responsibilities and student learning expectations are clear

School leaders leading and participating in ongoing professional learning focused on school and systemic policies, procedures and expectations, continually seeking improvement for the benefit of all stakeholders

School executive managing their respective stage teams and areas of responsibility through purposeful practices and the setting of high expectations on self, staff and students

Strategic Direction 2

Excellence in Leading

Purpose

In working together

- build leadership capacity through focused professional learning and development that generates a school culture where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level

- embed the school plan at the core of leadership development and in school wide continuous improvement efforts, ensuring the schools vision and strategic directions are reflected in classroom practice and school organisational structures

Overall summary of progress

The school leadership and improvement team met throughout 2015 on a termly basis and reviewed the progress of the school plan against the specified processes, products and practices. Within strategic direction 2, Excellence in Leading, progress was recognised at a delivering level, consistent with the planned milestones and was determined through analysis of the three following contexts:

- Professional Learning and teacher performance and development plans were developed in line with the school’s vision and strategic directions

- The establishment of a School Improvement Team to oversee the management of the school financial resources against the implementation of the School Plan and evaluation of its impact

- Developing structures to facilitate a culture of high expectations of teachers and leaders to plan, develop and deliver various learning experiences to students that improve individual levels of student achievement
### Strategic Direction 2

The key recognizable impacts were:

- School leadership is recognised as being inclusive, proactive and visible
- The school’s improved performance in leadership confirmed growth against the NSW Excellence framework
- Teaching staff participated in Professional Learning in line with school priorities and their own Performance and Development Plan (PDP)

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<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff engage in collaborative practice with colleagues to support teaching</td>
<td>School executive and teaching staff completed annual Performance &amp; Development Plans in line with departmental and union frameworks</td>
<td>$16,790</td>
</tr>
<tr>
<td>Focus group and survey data indicates that school leadership is inclusive, proactive and visible</td>
<td>The school leadership team and executive staff encouraged leadership opportunities for other team members across the school to enhance individual capability and develop growth of collaborative practices and structures</td>
<td></td>
</tr>
<tr>
<td>Analysis of the NSW Excellence Framework reflects growth in targeted school improvement areas</td>
<td>School performance and culture was plotted against the School Excellence Framework to inform staff and community of school performance and establish priority areas for future focus and development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The finance committee met termly and used on-going information from the review of the management plan to inform budget decisions for the coming term and the next phase (2016)</td>
<td>$16,790</td>
</tr>
<tr>
<td></td>
<td>Professional Learning and mandatory training of teaching and support staff was tracked for 2015 and purposefully planned for 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Units of work were established in late 2015 for operation in 2016 in the Key Learning Areas of History, Science, Literacy and Numeracy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class structures for 2016 were determined through collaborative processes and ensured calculated placement of students against appropriate teachers</td>
<td></td>
</tr>
</tbody>
</table>
Strategic Direction 2

Supported professional learning for 2016 will focus on:

- L3 structures and philosophy for Literacy
- Numeracy
- History
- Science
- Consistent behaviour management structures and processes; and
- Mandatory training

Survey data captured from staff, students and parents overwhelmingly endorses the importance and success of home to school communication and the significance of high expectations placed on the students by staff and parents.

Next steps

An ongoing focus within the strategic direction two of Excellence in Leading will include consolidation of processes, products and practices that enhance the capability, understanding and achievements of the key stakeholders. This will include:

Students being provided leadership opportunities through various school initiatives including class leadership prospects, school leadership positions in sport, student representative council, school house leadership, public speaking, mentoring and being elected to the focal school leadership team.

Staff engaging in collective practices that foster individual strengths among fellow teachers and support staff, that require staff to learn and apply new knowledge and to participate in school leadership planning methods and in doing so increasing the capacity of themselves and others collectively.

School leaders to model professional ethics and team collaboration practices through high expectations, professional support and mentoring for teaching and support staff.
Strategic Direction 3

Community Partnerships

Purpose

In working together

- to form enriched relationships with the community through providing families the opportunity to share in school activities and work with staff to enrich school values, enhance student engagement in their learning and empower children to be responsible and respectful citizens who display empathy, self-regulation and resilience as they grow and mature

Overall summary of progress

The school leadership and improvement team met throughout 2015 on a termly basis and reviewed the progress of the school plan against the specified processes, products and practices. Within strategic direction 3, Community Partnerships, progress was recognised at a delivering level, consistent with the planned milestones and was determined through analysis of the three following contexts:

- Student learning was enriched by parent volunteers working in partnership with school staff on various academic, sporting, administrative, promotional, cultural and curriculum programs
- Staff and students were provided with opportunities to lead, participate, contribute and represent in a range of school and community events
- Parents and the broader school community were well informed using various forms of communication

The key recognizable impacts were:

- The school has a strong, supportive and committed P&C association
- Parents and community recognise the school as a leading educational facility
- School sponsorship and in-kind support from outside groups and business has strengthened

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey data analysis indicates high level satisfaction in the school</td>
<td>Survey data indicates that school and parent partnerships are well communicated, celebrated and valued by both staff and parents alike</td>
<td>$7000</td>
</tr>
<tr>
<td>Increased parental attendance at school assemblies, celebrations, P&amp;C meetings and special events</td>
<td>The Facebook platform is utilised on a daily basis with the primary purpose being to showcase school activities and achievements and promote the school to the local and broader community</td>
<td>$7000</td>
</tr>
<tr>
<td></td>
<td>The school website is updated weekly to ensure consistency between communication tools such as Facebook, newsletter and website</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent helpers and general school volunteers are recognised at school assemblies, promoted in the newsletter and on Facebook, and awarded recognition at specific events during the year such as Education Week and Presentation Day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Presentation Day ceremony celebrates student achievement with community involvement. In 2015 it was estimated that over 300 parents were in attendance</td>
<td></td>
</tr>
</tbody>
</table>
Strategic Direction 3

<table>
<thead>
<tr>
<th>School-attendance rates maintained above the state average of 92% (reflective of an inclusive and positive school learning culture)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Education Week and Book Week assemblies were highly successful with an estimated parent and community attendance of 350 and 500 respectively</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>The school executive staff worked with the home school liaison officer and continued ongoing conversations with parents via newsletters, direct correspondence and via newsletter signing the importance of regular school attendance. Personalised attendance plans were established in consultation with parents for students meeting the absence threshold</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student reports were distributed in term one which was followed up by surveying parents and staff regarding the layout, content and suitability of the report format and structure. The semester two reports were updated to reflect the feedback from the semester one review</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>The Parents and Citizens Association met regularly throughout the year and continued to develop a strong partnership and connection between staff and parents whilst also financially supporting key strategies and priorities of the school reflected in the School Plan</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>The school parents were represented on the School Finance Committee in 2015 to ensure integrity of systems, understanding of financial structures and to ensure transparency of public money and its use</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Survey data captured from parents indicated that:</th>
</tr>
</thead>
</table>

| • 71% of parents highly value the home and school partnership with a further 21% indicating they value it |
|• 86% of children enjoy school with only 14% indicating a sometimes rating for school enjoyment |
|• 100% of parents believe that the school and the teachers place high expectations on student learning and achievement |
|• 71% of parents read the school newsletter every week |
|• 79% of parents engage with the school Facebook page on a daily basis |
|• 15% of parents regularly view the school website |
Strategic Direction 3
Next steps

An ongoing focus within the strategic direction three of Community Partnerships will include consolidation of processes, products and practices that enhance the capability, understanding and achievements of the key stakeholders. This will include:

- Students actively participating in their own learning and assessment within the framework of class structures.
- Students contributing to the school operations by inclusion in leadership positions, sporting representation, monitor positions, student representative council and representation at community events.

Staff will continue to work collaboratively with parents and the community to build a high level of respect through open communication and participation.

Parents and the broader community will continue to be encouraged and invited to participate in the ongoing operation and development of the school as a community hub.

School leaders will continue to embed and encourage community partnerships within their leadership role at the school.
### Key initiatives and other school focus areas

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aboriginal background funding</strong></td>
<td></td>
<td><strong>$ 20 258</strong></td>
</tr>
</tbody>
</table>
| Wallerawang Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training. | - All students identifying as Aboriginal and Torres Strait Islander (ATSI) have been supported in their learning through the development and implementation of a personalised learning plan  
- Personalised learning plans have created the necessity for families to meet with staff and share in the development of goals, learning outcomes and identifying key focus areas for both home and school to work towards together  
- 100% of ATSI students have been supported in their learning through in-class individual and small group programs  
- School attendance rates for ATSI children are stable at 92%  
- All ATSI children participated in the annual NAIDOC event held at Lake Wallace in term three. Aboriginal students invited non-ATSI friends to attend with them which created greater cultural understanding and awareness for all in attendance  
- The Principal and Aboriginal School Learning and Support Officer (ASLSO) represented the school at AECG meetings held monthly in Lithgow and reported on the school's focus areas, support for Aboriginal children and cultural programs offered to ATSI children and their families  
- The ASLSO and the school Learning and Support Teacher (LaST) commenced the process of participating in the M-Goals initiative. In 2016 student personalised learning plans will be developed, trialling an on-line system |  |
| **Socio-economic funding** | | **$ 123 272** |
| Students from low socio-economic backgrounds often face additional educational challenges. The equity | - Students benefitted from enhanced teacher capabilities developed through increased participation rates of |  |
funding for socio-economic background provides funding to Wallerawang Public School to address the additional learning needs of these students.

- School Learning and Support Officers (SLSO’s) have been employed to work directly supporting teachers in engaging students in specialised and supported programs to enhance their level of achievement
- School executive staff were provided specific release time to engage with teachers and establish specific patterns of support that enhance and improve the capabilities of their teaching and support staff
- Teachers were released in teams to engage in collaborative planning to develop consistent understandings of curriculum expectations, to ensure assessment structures are dependable and to work towards achieving their personalised goals for 2015
- Executive staff were engaged in reviewing the School Plan to ensure continued focus on planned initiatives throughout the year and to report on the achievement of certain milestones that act as indicators of success in key programs
- Teachers worked hard to further enhance the partnership between the home and school by engaging in conversation face to face with parents, contacting parents via telephone where necessary and in stage 3 classes using computer assisted software packages to manage homework and project work in collaboration with families

<table>
<thead>
<tr>
<th>Low level adjustment for disability funding</th>
<th>$ 31 598</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under the Commonwealth Disability Discrimination Act 1992 and its associated Disability Standards for Education (2005), Wallerawang School is required to ensure that every student with disability is able to access and participate in education on the same basis as students without disability. This includes requirements to make reasonable adjustments to the student’s learning program and/or environment based on their assessed individual needs, and for students and their parents and carers to be consulted about the adjustments that</td>
<td></td>
</tr>
</tbody>
</table>

- School Learning and Support Officers (SLSO’s) were employed to work directly supporting teachers in engaging students in specialised and supported programs to enhance student level of achievement in key focus areas of literacy and numeracy
- All students identified with a recognised disability have been supported in their learning through the development and implementation of an Individualised Learning Plan (IEP)
- Individualised Learning Plans created
the necessity for families to meet with staff and share in the development of goals, learning outcomes and identifying key focus areas for learning adjustments to be developed for improved learning to occur

- Student participation in learning programs are managed to ensure that all children are able to access and participate in education on the same basis as those without disability
- Low-level adjustment funding was supplemented with the addition of integration funding which allowed for five School Learning and Support Officers to be engaged to support student learning across the school K-6 leading to greater access for all students, individualised student support and improved learning options for students

**Quality Teaching, Successful Students**

The QTSS resource allocation in 2015 was used to provide release time for a school executive member to set up collaborative practices in the school allowing teachers to work together and learn from each other by observing and discussing how they develop lesson plans and assessment tasks in the delivery of literacy teaching

- In semester two, teachers in Years 1 to 4 participated in a mentoring and teacher development program to enhance teacher capabilities and develop improved capacity to more effectively teach literacy
- Stage 1 teachers using the L3 teaching pedagogy mentored teachers in stage 2 modelling the specific delivery of lessons and lesson structures focusing on the learner
- 100% of participating teachers indicated an improved understanding of L3 structures and small group pedagogy along with a firm commitment to engage further in developing these structures into their own teaching and learning programs for literacy
- Time was also used to work collaboratively with other teachers in the consistency of teacher judgement in assessment of student learning and mapping learning on continuum scales
- 100% of participating teachers indicated growth in their own knowledge of assessment structures and in understanding markers that demonstrate learning has been consolidated by students

| 0.11 FTE teacher allocation (11days) |  |  |
**Student information**

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>131</td>
<td>136</td>
<td>139</td>
<td>147</td>
<td>151</td>
<td>154</td>
<td>152</td>
</tr>
<tr>
<td>Female</td>
<td>114</td>
<td>124</td>
<td>111</td>
<td>107</td>
<td>120</td>
<td>135</td>
<td>139</td>
</tr>
</tbody>
</table>

**Student attendance profile**

![Student attendance profile graph]

**Workforce information**

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8</td>
</tr>
<tr>
<td>Other positions</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At Wallerawang Public School there is one staff member that identifies as Aboriginal.

**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>Undergraduate degree or diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>25%</td>
</tr>
</tbody>
</table>
Professional learning and teacher accreditation

All staff were involved in Professional learning programs throughout 2015. This consolidated and extended areas of learning for staff K-6 in key focus areas. Mandatory training was undertaken when required. Where possible training was scheduled on MyPL@det to ensure accuracy of training data and records. Expertise within the school was used to support staff in the majority of professional learning and in the development of skills. Professional Learning included:

• Teaching from the new curriculum syllabus documents
• Programming for quality teaching & assessment practices
• Consistency of teacher judgment in assessing literacy and numeracy
• Language, Literacy & Learning (L3) New and Ongoing Teacher Training
• Using PLAN software
• Live Life Well
• 2015 SASS conference
• RAM financial understanding
• Accrual accounting fundamentals
• Anti-Racism Contact Officer Training
• Bathurst SEG Principal Network Meetings
• Child Protection Update Training – 2015
• Disability Standards for Education: NSW DEC
• Online Training Australia – Special Education Needs. Understanding Autism Spectrum Disorders
• Online Training Australia: Inclusion for learners with speech, language & communication needs
• Primary LAST Network PL
• Reading Recovery Ongoing Professional Learning
• SASS ERN Registration & Student Enquiry
• SASS – spreadsheet analysis and skill development in using and managing data
• Syllabus Plus K-6. Maths – What’s new: Measurement & Geometry, Maths in context: embedding learning across the curriculum, understanding the new syllabus, What’s new Number & Algebra
• Western Gateway Educational Community Principal development
• ICT in Education Conference
• CPR & Emergency Care
• Code of Conduct
• Complaints Handling
Financial information

Financial summary

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

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

A summary of data presented on the My School website is provided below.

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

YEAR 3

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### Date of financial summary
30/11/2015

### Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>128096.82</td>
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<tr>
<td>Global funds</td>
<td>168092.57</td>
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<tr>
<td>Tied funds</td>
<td>334740.01</td>
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<tr>
<td>School &amp; community sources</td>
<td>77189.94</td>
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<tr>
<td>Interest</td>
<td>4606.12</td>
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<tr>
<td>Trust receipts</td>
<td>26072.71</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>738798.17</strong></td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>12359.04</td>
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<tr>
<td>Excursions</td>
<td>36522.64</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
<td>3433.89</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
<td>64205.39</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>30932.17</td>
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<tr>
<td>Maintenance</td>
<td>12823.67</td>
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<tr>
<td>Trust accounts</td>
<td>24104.50</td>
</tr>
<tr>
<td>Capital programs</td>
<td>11223.88</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>560842.34</strong></td>
</tr>
</tbody>
</table>

**Balance carried forward** 177955.83

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

#### Year 3 Reading

**Percentage in bands:**

- **Year 3 Reading**
  - Band 1: Percentage in Bands
  - **School Average 2011-2015**

#### Year 3 Writing

**Percentage in bands:**

- **Year 3 Writing**
  - Band 1: Percentage in Bands
  - **School Average 2011-2015**
NAPLAN - Numeracy

Average progress in Writing between Year 3 and 5

Percentage in bands:
Year 5 Spelling

Average progress in Grammar & Punctuation between Year 3 and 5

Percentage in bands:
Year 5 Grammar & Punctuation

NAPLAN - Numeracy

Percentage in bands:
Year 3 Numeracy
Parent/caregiver, student, teacher satisfaction

In 2015, the school sought the opinions of parents, students and staff in regard to their general satisfaction of school organization, student learning and communication.

Their responses are presented below.

93% of parents indicated they are satisfied with the communication from their child’s teacher regarding learning

100% of parents indicated their belief that staff encourage all children to achieve to the best of their ability

100% of parents indicated that their child enjoys attending school

71% of parents indicated they read the school newsletter weekly

79% of parents reported checking Facebook every day for updates and communications

14% of parents indicated they do not access Facebook at all

Parents demonstrated high satisfaction in the areas of:

- Teaching and support staff
- The caring environment provided
- School facilities
- A welcoming environment for parents
- Positive communication between school and home
- A student focussed school

Parents identified the following as items that would improve the school:

- Increased car parking facilities
- A drop off / pick up zone
- New play equipment

88% of students are positive and aware of the positive communication between their parents and their teacher

100% of students reported that their teachers expect them to achieve to the best of their ability

89% of students indicated that really like being at school

Students demonstrated noticeably high satisfaction in the areas of:

- Positive teacher relations
- Excellent school equipment
- Sporting opportunities
- Making new friends
- Learning math’s, spelling and art

Students identified the following as items that would improve the school:

- New play equipment
- iPads for every classroom
- A greater focus on certain children’s negative behaviour
- More lunchtime opportunities
- More shaded areas

100% of teachers value the important role that teacher to parent communication plays in improving student learning and engagement at school.
100% of teachers believe that the school community has high expectations of student learning whilst in their care.

100% of teachers indicated a high level of satisfaction in their work as a teacher.

Teachers demonstrated high satisfaction in the areas of:
- Dedicated and supportive colleagues
- Ongoing improvement as a school
- Opportunity for professional development and self-improvement
- Parent and community support
- School facilities

Teachers identified the following as items that would improve the school:
- Alternate work spaces for teachers
- iPad roll out across K-6
- Greater funding to support students
- Flexibility of certain workloads to allow more support of student extra-curricular activities

**Policy requirements**

**Aboriginal education**

Wallerawang Public School acknowledges and pays respect to the traditional custodians of the land, Elders past and present, and all Aboriginal people in the community. Our school pays respect at weekly assemblies and special events and encourages and fosters positive relationships with Aboriginal people, working towards bridging the gap in socio-economic opportunities and educational disadvantage.

Attendance rates for ATSIs children in 2015 averaged 92%.

Personalised Learning Plans were developed in consultation with parents and students. Teachers, parents and students worked collaboratively together to implement strategies to help improve student performance at school. This year Wallerawang Public School employed an Aboriginal School Learning and Support Officer (ASLSO) with the assistance of RAM Equity Funding. The ASLSO was employed for 25 hours per fortnight and supported indigenous students K-6 with literacy, maths and social skills programs.

Our annual NAIDOC (National Aboriginal and Islander Day Observance Committee) celebration was held Thursday 3 September with an informative and fun day for all students K-6. The Lithgow Aboriginal Education Consultative Group (AECG) committee executives were onsite along with our special guest Mr Roger Holten, also known as Uncle Mick, Elder from the Dunghutti people of the mid-north coast of NSW. Uncle Mick delivered an informative and interactive artefacts show throughout the day to all the students. He told stories about each of the artefacts to explain their uses. Some of the students were called upon to assist with the demonstrations. All students participated in damper making on NAIDOC Day.

Students K-6 also participated in a district NAIDOC celebration at Lake Wallace. In 2015 all Aboriginal identified students were asked to invite a friend to the celebrations. Once at Lake Wallace students experienced traditional and contemporary dancing, an Australian reptile display, Koori sports and children’s art activities. They participated in spear throwing and learnt about Boomerangs and Woomeras and took part in cooking ‘Johnny’ cakes. Students also viewed the local Aboriginal Schools Exhibition.

In Years 3 and 4 students studied a unit called ‘My Place’ which looked at the original Aboriginal languages spoken in the local area and the special relationship that Aboriginal peoples have to Country and Place. Students listened to and responded to Aboriginal stories told about Country presented in texts and also learnt about areas of significance to the local indigenous tribes. In Science, students investigated how change in the environment was used by Aboriginal and Torres Strait Islander peoples to develop seasonal calendars as well as looking at how they explained phenomena such as day and night through legends and stories.

In Term 3, Year 5 students Ella Zorz and Wade Fraser competed in the Bathurst NAIDOC Public Speaking Challenge. The competition is held annually to build a greater awareness of NAIDOC celebrations which are held around Australia in July each year to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. 2015 was the fourth year students from Wallerawang Public School participated.
As a team, Ella and Wade confidently presented their speech on the topic “We All Stand on Sacred Ground: Learn, Respect and Celebrate”. They both spoke extremely well in a very competitive field of speakers, which presented a difficult task for the adjudicators. They competed against nine other teams, each of which consisted of one Aboriginal and one non-Aboriginal student.

Norta Norta funding will complement special learning programs for Aboriginal children in 2016 currently provided by class teachers and the ASLSO.

**Multicultural Education and Anti-Racism**

Throughout 2015 students had many opportunities to experience and appreciate the diversity of different cultures from around the world. These opportunities included; student projects focussing on specific countries and different cultural perspectives embedded in HSIE topics.

Students from K-6 participated in a variety of activities during Book Week. The theme for Children’s Book Week in 2015 was ‘Books Light up our World’. Students were encouraged to identify the connection between what they read and their own lives. By connecting what they read to their own experiences, to other books and media, students had opportunities to develop a deeper insight into stories from different countries and cultures.

Students had further opportunities to develop an understanding of another culture through research of Bike transport in another country, Capital Cities from around the world and their built environments.

In Term 1 students developed an understanding for the significance of the 100 Year Remembrance of Gallipoli by researching the country Turkey to understand and appreciate the differing culture.

Early Stage 1 & Stage 1 staff integrated multicultural education through quality texts and literacy units and also in HSIE historical studies. Early Stage 1 staff predominately focussed their teaching on Australian studies however through this they looked at cultural diversity within Australia whereas Stage 1 staff looked at celebrations across the world including learning about the ANZAC tradition.

Through the ‘My Place’ unit, Stage 2 students looked at the various cultural groups that migrated to Australia and their contributions to culture and the development of Australia as a nation. Students also researched global commemorations and celebrations and their origins and looked at the major world religions and people’s beliefs.

Stage 3 students participated once again in the CWA International Day where each student in Year 6 researched and presented a comprehensive and informative poster on the country of study, Italy. Students used the opportunity to learn about Italy, its history, customs, language, education, government, festivals and much more. The posters were entered in the Blue Mountains Group CWA International poster competition with one of our students receiving a Highly Commended.

Stage 3 students also entered a State wide competition for the Department of Education Cultural Diversity calendar for 2016. Three entries were successful in making it to the next level of the competition and of those three, one entry was selected to be included in the Cultural Diversity Calendar for 2016.

Wallerawang Public School has a trained Anti-Racism Contact Officer (ARCO). The school commits to the elimination of all forms of racial discrimination in school and this applies to all employees, students and the school community. Wallerawang Public School incorporates Anti-Racism education within existing curriculum programs.

School staff adhere to the department’s policy that ‘no student, employee, parent, caregiver or community member should experience racism within the learning or working environment of the department.’ If a situation should arise the ARCO is trained in complaints handling procedures.