Wallerawang Public School
Annual School Report 2013
School context
Wallerawang Public School has a current enrolment of 272 students. There has been a gradual increase in enrolments, with currently 11 classroom teaching positions, 3 of which are Assistant Principal positions. The school draws from Wallerawang/Lidsdale and surrounds. The staff is committed to providing solid educational foundations for students, in the context of a supportive and progressive school enrolment.

Principal’s message
I wish to acknowledge how privileged I feel each day as I drive through the front gate of our picturesque school. The school and community of Wallerawang are unique in so many ways and I have seen this clearly demonstrated over the two years I have been fortunate enough to relieve in the role. The partnership that is well established between school, home and the wider community contributes to a harmonious and supportive environment. The team of hard working and committed staff at Wallerawang Public School from teaching to support staff, administration staff and general assistants work, together to ensure that the children of Wallerawang and surrounds are supported in a quality education.

2013 has been a successful year on so many levels. A team approach to all that is done has meant success and achievement in all areas.

In reflection so much has been done to ensure that individual student needs are catered for in a progressive and happy school environment. Staff has clearly demonstrated their willingness to grow professionally through their involvement in Professional Learning and a preparedness to work with and support each other to ensure quality teaching and learning. Collaborative planning, programming, assessment and reporting have continued to develop; with stage leaders being instrumental in guiding the process. Staff trained in L3 and TEN are currently in their maintenance year, with these programs continuing to show results. The learning frameworks are being used across the school to plot students and to inform teaching programs. With the introduction of the Australian Curriculum and the implementation of English in 2014, a lot of time and planning has been put into this. This has been a supported process with staff gaining the knowledge to facilitate training across the school.

There have been many and varied achievements during the year including academic, sporting and creative highlights. We have worked towards achieving set targets, made adaptions where required and been progressive in our thinking to support students learning. Once again a positive team approach has ensured progressive change and identified areas of need with students learning addressed. The K-6 public speaking program was a huge success, with the standard continuing to improve each year. Matilda Café and Ebony Seymour participated in the NAIDOC public speaking competition and were invited to attend the state finals at Parliament House. This was a fantastic and well deserved opportunity for two talented public speakers. Wallerawang’s outstanding sporting success continued with students representing in both individual and team events from school level through to NSW representation. Year 6 student Pacey Stockton demonstrated what incredible potential he has as a future Rugby League star captaining the Western Region side and being selected in the NSW team to contest the interstate championships in Perth. Pacey was also selected in the Western Region touch football team where he was named Western Region player of the tournament. Other students to be selected to represent their school and district as part of Western Region teams were Dylan Miles – Rugby League, Athletics and Cross Country; Shaqyra Quinn – football and basketball; Thomas Fraser – Rugby League and basketball; Holly Beecroft – football and athletics; Hayden Wittingslow and Hannah Whyte – basketball and Tanvir Singh in cricket. The boys touch football team, with the support of their skilled and competent coach in parent Steve Miles, conquered the vastness of Western Region to be crowned Western Region champions and state NSWPSA quarter finalists.
again making history for the school as our girls football had done in 2012. They contested the state finals at Hamlyn Terrace with the same will and determination that got them to being the last 8 schools in the competition in all of NSW. Our girls touch football team was in the Western Region finals going down narrowly to Parkes and our girls football team were Western Region semi-finalists. The Peachey Shield Rugby League team travelled to Dubbo for finals day after being named runners up. All students who represented at school, district, region and state level did it with outstanding sportsmanship and pride in their school.

Community partnerships remain strong and evident in so many areas of the school. The P&C association continues to support so many aspects of the school and thanks to their amazing job this year classrooms are very well resourced to support literacy and numeracy programs. The school vegetable garden continues to provide fresh produce and a wonderful opportunity for students and community involvement, from tending to the garden to creating food dishes from the produce. Sharon Rushworth as a parent volunteer oversees this and has ensured its success through her enthusiasm and commitment.

In November the school and community came together to create an Australiana Extravaganza. This was an amazing showcase of talent, food, community entertainment and displays. It provided students with opportunities, developed experiences and an appreciation of everything that is Australian. It is a clear example of our strong community partnerships where students, teachers, parents and community worked together to create a rich learning and cultural event which was also lots of fun. Thanks go to parents Leigh Fitzpatrick and Simone Burns who worked tirelessly behind the scenes.

Before I conclude I wish to acknowledge each student in the school as individuals with their varying strengths and the contributions they make. I am proud of them all! The staff, parents, grandparents, relatives and the wider community contributes to a balanced education for all.

Both 2012 and 2013 have been an amazing journey. I thank everyone for their support and encouragement while I have been Relieving Principal of Wallerawang Public School.

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.

Relieving Principal
Jenny Lamborn

P & C message
The Wallerawang P & C Association is an integral part of the successful functioning of the school. It provides an invaluable link between children, parents and staff and allows parents to become actively involved in their children’s formative school years.

The P & C coordinates many activities throughout the school year operating solely on a voluntary basis.

Significant activities for 2013 included the planning and management of the annual school fete, catering for the Mountain Cruisers Car Club event and coordination of the Year 6 Farewell dinner. A very successful trivia night was also held again in 2013 with money raised going directly to the school to fund classroom resources. A couple of other events were also held including a lolly box fundraiser and a greeting card fundraiser.

Members also held Mother’s and Father’s day stalls, a Christmas raffle and catering for a number of special events throughout the year including Book Week assembly, Education Week open day, kinder orientation and Presentation day morning tea.
The P & C provide financial support to the school with the major purchase this year of 13 outdoor tables for the school playground. This has allowed every child in the school to have a comfortable table and chair to enjoy their morning tea and lunch. Funds have also been provided to continue to upgrade the literacy resources in each classroom. Repair to the structure over the outdoor play equipment was also necessary, with the P&C covering the cost of this.

The P & C operates the school uniform shop; opening one day per week from the school grounds. It is managed by a uniform coordinator on a voluntary basis providing a unique service to the school.

P&C also manages the operation of the school canteen. The canteen is the only one in our district that is solely run by volunteers. A convener and buyer are appointed to ensure a healthy menu is provided and to oversee hygiene, stock control and service delivery by volunteer parents who operate the facility. The canteen committee has continued to hold several healthy food days throughout 2013. These have proved very popular and have encouraged the children to try new, healthy food options. The standard food options in the canteen continue to be revised, with a variety of options being available to the children at all times.

The P & C Association provides an opportunity for the school families to get to know each other while providing a wonderful support to both the students and staff at the school in maintaining a strong partnership between home and school.

New members are always welcome. Meetings are held once a month at 7pm.

P&C Executive committee

Student representative’s message

Student Leadership Team

The Student Leadership team consists of 2 Captains, 2 Vice-Captains and 4 Prefects from Year 6. These students have been elected by their peers and have a variety of roles to fulfill throughout the year. This includes responsibilities such as; leading school assemblies and special events, greeting and meeting special visitors to the school, being a positive role model for their peers and representing our school at special community functions. The student leaders participated in various local events such as the Cancer Council Walk and local ANZAC Parade, where they led the local Community March down the Main Street of Wallerawang. They were an integral part of the annual ceremony and represented their school with great pride. The Leadership Team has been outstanding role models for their peers and has always been willing and eager to take on additional responsibilities.

Captain’s Message

This year we had a great leadership team that worked hard doing things for our school and community. It has been a fantastic opportunity to be a part of the 2013 School Leadership Team and we thank everyone for giving us this chance.

Tahnee Lamborn and Dylan Miles – Wallerawang Public School Captains 2013

Student Representative Council 2013

In 2013 Wallerawang Public School formally established their first Student Representative Council. The Student Representative Council (SRC) at Wallerawang Public School consists of 17 students; 9 students in Years 1-6 who are elected by their peers, school captains and prefects. The SRC attended the Student Team Leadership Day held at Cooerwull in Term 2 where they participated in a variety of leadership activities and presented their work to an audience. This allowed students to develop their leadership skills and built their confidence so that they could confidently plan and lead a variety of organised events at school. The SRC organised and led a
variety of fundraisers throughout the year including; Bandage Bear Day and a Footy Colours day, raising money for the Westmead Children’s Hospital and Cancer Council. The students have been responsible for holding and running their own meetings and have learnt about the different roles and responsibilities of a committee.

SRC Representative’s Message
This year we had the great opportunity to be a part of Wallerawang School’s first Student Representative Council. We organised different fundraisers for our community including the bandage Bear Breakfast and Footy Colours Day. The SRC has worked hard and thanks the students and staff for their great support.

Alexis Cathie – Student Representative Council 2013

Peer Support Program
This year the school implemented the Peer Support Program, with the focus this year being on Friendships. Students in Year six were trained over a two day period as Peer Support Leaders and students in Year 5 were trained as Co-Leaders in the program. The leaders were responsible for delivering a unit of work, “Keeping Friends”, to their peers. Each group consisted of a mix of students from Kindergarten to Year 6 and the program ran once a week over an eight week period. The module allowed the students to develop their leadership skills, build friendships and deliver the valuable program.

Kinder Buddies Program
All students in Year 6 were actively involved in the ‘Kinder Buddies Program’ where they were paired up with a Kindergarten child. The Year 6 students were responsible for helping their ‘buddies’ settle into ‘big school’, assisting them with school related tasks, being a role model and support person. The program is highly valuable and both leaders and kindergarten students reap many benefits from the program.

Sports Captains
Students in Years 3-6 have opportunities to develop their leadership skills in their roles as Sports Captains. In this role they are encouraged to lead their sporting house to achieve their best at various sporting events, model good sportsmanship and are responsible for the distribution of sporting equipment during play times. This opportunity has allowed students to develop their leadership skills from early primary years.

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

Student enrolment profile
Student attendance profile

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<th>Year</th>
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<td>93.8</td>
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<td>94.5</td>
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Management of non-attendance

Through our electronic system SENTRAL used for roll marking school attendance is monitored by school executive and two designated staff. If a student is absent for longer than two days a phone call is made home to check on the child’s well being by the classroom teacher. If there are areas for concern this is referred to the school executive for further follow up. Students who have high percentages of non-attendance and unjustified absences are referred to the Learning Support Team. Where this is considered to be an ongoing problem and area of concern, parents are supported in developing a regular attendance plan. This may involve contact with the home school liaison officer.

Workforce information

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

Workforce composition

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<th>Position</th>
<th>Number</th>
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<tr>
<td>Principal</td>
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<td>Assistant Principal(s)</td>
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<td>Classroom Teacher(s)</td>
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Teacher of Reading Recovery 1
Learning and Support Teacher(s) 1
Teacher Librarian 1
School Counsellor 1
School Administrative & Support Staff 9
Total 24

The National Education Agreement requires schools to report on Indigenous composition of their workforce. At Wallerawang Public School we currently have one Indigenous member of staff, employed in a part – time capacity.

Teacher qualifications

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

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<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

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

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</table>

Expenditure

| Teaching & learning                     | 39512.11  |
| Key learning areas                      | 39512.11  |
| Excursions                               | 43668.89  |
| Extracurricular dissections              | 34555.60  |
| Library                                  | 4105.98   |
| Training & development                  | 2192.72   |
| Tied funds                               | 99474.66  |
| Casual relief teachers                   | 42626.83  |
| Administration & office                 | 56802.62  |
| School-operated canteen                 | 0.00      |
| Utilities                                | 37287.73  |
| Maintenance                              | 18458.55  |
| Trust accounts                           | 42804.5   |
| Capital programs                         | 8313.64   |
| Total expenditure                        | 429803.83 |
| Balance carried forward                  | 102428.50 |
A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School P&C association. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Arts

Wallerawang Public School has had another successful and rewarding year in the arts.

A specialist music teacher was employed, teaching K-6 lessons at a class level. Opportunities to participate in choir, recorder and instrumental groups were also provided to primary students. These students performed throughout the year at Assemblies and local community events such as, View Club and Gorie Ban.

Early Stage One and Stage One students created amazing Easter hats with the help of parents and Year 6 buddies. K-6 classes also created an Easter collage poster about ‘thankfulness’ and they were displayed at the family day held in Portland. The classes that participated received a prize and a certificate thanking them for their efforts.

Nine students in Stage 3 participated in the Western Gateway Choir and sang at the opening of Education Week held at Lithgow Primary, earlier this year. A selection of students from nine schools then travelled to the local shopping Centre and nursing homes to perform and showcase our wonderful school’s talents.

Students at Wallerawang Public School showcased a variety of performances at a special Education Week Assembly. There were a number of community members recognised on this day for their contributions to the school. Parents then had the opportunity to visit their child’s classroom to see their son or daughter’s wonderful work.

In 2013 Wallerawang Public School were hosts to a variety of education performances. K-6 students learnt about the crossing of the Blue Mountains and attended a performance called The Crossing. The local Mayor visited and presented a commemorative coin to each student. Students had the opportunity to learn all about the dangers of different species in our environment at the ‘Deadly Australian Show’. They were also presented with the wonderful sounds from the Spanish community at Musica Viva and students in years 1-6 had the opportunity to experience Lithgow High School’s production of Camelot.

Students from K-6 showcased a variety of performances throughout the year at Grandparents day, Education Week, Book Week and Friday assemblies. Parents and the local community are always in attendance and are very supportive of our school’s successes.

Pauline Wellfare is a local potter who is well known for her craft, she has provided students in years 1-6 with the opportunity to learn about and create some wonderful pottery pieces. Students’ pieces were entered into local shows and art exhibitions and have won many awards.

This year Wallerawang Public School hosted an Australiana Extravaganza. Students had the opportunity to perform a variety of Australian songs, poems and stories. The school encapsulated Australian culture and had a lot of different events for students and community members to participate in such as, thong throwing, wood chopping, busking, face painting, whip cracking, coal shoveling, live bands and much more. The parents’ support for this event was outstanding and it was a very successful with over 700 people in attendance.

This year an upgrade to the school’s sound system has ensured clearer and directed sound
which has and will continue to enhance school presentations and performances.

**Sport**

Wallerawang Public School provides opportunities for all students to participate in a wide range of sporting activities with the support of school staff, parents and the wider community. Students participate in weekly sporting activities as well as having opportunities to represent their school in a variety of different sports at a district, region and state level as well as in organised knock out competitions.

Students from K-6 participate in annual athletics and cross country trials, while students from 8 years and over participate in the annual swimming carnival. 60 students have also participated in the Learn to swim program, providing swimming skills and life-saving lessons to students at the Lithgow pool in November.

In sporting trials, the school hosted its largest number of sporting competitions yet, increasing its sporting responsibility in the district. Wallerawang hosted the Lithgow district swimming trials and were responsible for the entries to the Western area trials in swimming, athletics and rugby league. The school was responsible for organising district teams in girls cricket, boys and girls tennis and conducting the district’s Rugby League trials. Wallerawang also hosted the district basketball trials and knockout gala day as well as two knockout rounds of girls touch football and three knockouts of boys touch football including the Western region final.

This year has been one of our most outstanding years yet for sporting representation across the school. We have had dozens of students participate in District and Western Area selection squads in sports such as Cricket, Touch Football, Rugby League, Basketball, Hockey, Soccer, Swimming, Cross country and Athletics. From these sports, nine students were selected as Western Area representatives participating at state trials, becoming some of the best athletes in New South Wales. To make this achievement even more impressive, Holly Beecroft, Dylan Miles, Pacey Stockton, Shaqkyra Quinn and Thomas Fraser represented at this level of competition in multiple events.

Holly Beecroft and Dylan Miles made the Western area athletics team, continuing their and our school’s success in this sport. Hayden Wittingslow, Thomas Fraser, Hannah Whyte and Shaqkyra Quinn added to Wallerawang’s basketball heritage by being selected in the boys and girls Western area basketball teams. Holly Beecroft and Shaqkyra Quinn made Wallerawang proud with their selection in the girls football team, while Tanvir Singh Impressed in the boys Western area cricket side. Dylan Miles showed his athletic ability by winning the Western area cross country event, earning instant selection, and the legacy of Wallerawang Rugby League was maintained by Pacey Stockton, Dylan Miles and Thomas Fraser’s selection in the Western area team. Congratulations are also extended to Pacey Stockton, as he captained the Western Region team for two consecutive years. He then substantiated his ability by his selection in the New South Wales Rugby League team at the Interstate Championships in Perth. This is a truly remarkable achievement. Pacey also proved to be the master of his craft by his selection in the Western Area Touch Football team, rounding his and our school’s sporting successes for 2013 by being voted Western Region player of the tournament.

Wallerawang’s success was also proven in school wide knockout sports. It was Wallerawang’s first year in the netball gala day competition and the girls did our school very proud. Netball was
alongside other sports such as boys and girls basketball, football and hockey. Our greatness in team sport came with boys and girls touch football, with the girls making the final round of the Western area competition, only being beaten by the narrowest of margins and the boys winning the Western Area division booking their seat in the quarter finals of the state competition. Touch Football is the fastest growing sport in NSW and its school based competition consists of over 600 schools. So Wallerawang’s achievements in this sport are to be highly commended. Rugby league teams were also entered in the David Peachey Shield & Russell Richardson Cup. With the senior team playing in the Peacheys Shield earning themselves a place in the finals day in Dubbo after being named runners up at the gala day in Portland.

Finally, the school would like to acknowledge all of the parents and carers who continually support PSSA sport in our school and community. Thank you for assisting with transport, catering, coaching, managing and cheering our school students on. Chris Anzlezark, Sloan and Joe Beecroft, Luke Bilby, Barry Jackson, Steven Miles, Jason Nunan, Melanie Quinn, Corey Stockton as well as the Wallerawang/Lidsdale P&C are acknowledged for their ongoing support with Wallerawang school sport.

**Academic achievements**

**NAPLAN**

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

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

**Significant programs and initiatives**

**Aboriginal education**

In Early Stage 1 Aboriginal perspectives were incorporated into the key learning areas as appropriate. In HSIE, through the unit “Places We Know – Australia” students learn about Aboriginal people, their beliefs and culture. Students also listened to and discussed the significance of dreamtime stories. They learnt about the colours, symbols and techniques associated with Aboriginal art and created artworks based on this. Indigenous students who scored level 0 in Best Start for comprehension gained funding through the Wambinya program. Mrs Therese Davidson was employed as an SLSO to provide additional support to these students.

As part of NAIDOC week celebrations, Stage 1 students participated in a Taronga Zoo video conference. Students were able to watch Aboriginal Dreamtime stories being told with the visual aids of Australian native animals. Students were able to engage with the Aboriginal presenter and ask questions regarding the Dreamtime stories and how they evolved.

In Term 4 Stage 1 students studied a unit on Australian Landscapes which allowed students to appreciate an awareness of sacred Aboriginal land such as Uluru. Students were also able to engage in Aboriginal Dreamtime stories and use these to inspire their artwork.

Stage 2 integrated Indigenous perspectives throughout their units of work, including studies on local area, local history, space & people and their beliefs. Indigenous perspectives were included in the study of state and national parks, with students exploring the significance of Aboriginal sites and land ownership. They learnt about the Wiradjuri nation, local sites of significance, and the impact of European settlement. Local history was examined from Indigenous perspectives, including the effect of colonisation on local Indigenous people. The unit
“People and their beliefs” incorporated Dreamtime stories, and explored Indigenous cultures and beliefs. Dreamtime stories about the sun, moon and constellations were interwoven into learning about space.

As part of a unit on Australian identities and values, Stage 3 studied a unit based on “The Rabbit Proof Fence” and examined the stolen generation in great detail. Students produced written recounts of the book and movie. Student’s personal responses demonstrated great empathy with those affected by the laws that allowed young Aboriginal children to be taken from their families. Part of this book study focused on the famous apology by Prime Minister Rudd. The students looked at the progression of Aboriginal rights throughout Australian history and important dates and people who helped bring equality to Aboriginal people throughout Australia. Students also studied traditional Aboriginal artworks, including those of Albert Namatjira. They were then given opportunities to produce their own artwork using traditional Aboriginal techniques. The unit helped students to gain a greater understanding of and respect for Aboriginal culture.

The school also participated in the NAIDOC Public Speaking Challenge, with two Stage students speaking at the Bathurst challenge, Ebony Seymour and Matilda Cafe. The girls were also invited to compete in the finals of the inaugural State NAIDOC Public Speaking challenge, where they presented a speech on ‘The History of the Yirrkala Bark Petitions 1963’. The challenge is part of building a greater awareness of NAIDOC Week, which celebrates the history, culture and achievements of aboriginal and Torres Strait Islander peoples.

**Multicultural education**

Throughout 2013 students have had many opportunities to experience and appreciate the diversity of different cultures from around the world. These opportunities included; student projects focusing on specific countries, a whole school cultural performance and different cultural perspectives embedded in HSIE topics completed this year.

Students from K-6 attended a musical performance by Tigrumana. Tigrumana captured the vast cultural and musical diversity of this amazing continent. Sailing the Sounds of South America was a stunning performance of contemporary South American urban music which explored the sounds of indigenous instruments, the rhythms of Latin America, European art music and North American jazz. Students were invited to join in with songs and were given the opportunity to play a variety of instruments.

Stage 3 students developed a book on the country of Morocco and presented their work at a special CWA International Day. Students experienced a presentation by Veronica Gillmer owner of Alphabet soup Pty Ltd viewing slides and memorabilia from her trip to Morocco. The student’s book was entered in the Blue Mountains Group CWA International book competition and achieved a High Commendation. Students had the opportunity to learn about Moroccan history, customs, language, education, government, festivals and much more.

Through their studies of the Australian Identity and Values in HSIE, Stage 3 students developed a clear understanding of immigration and refugees and differences they have made to Australia. Stage 2 students studied Personal Beliefs and Values gaining a greater understanding of the values, beliefs and customs of other cultures and benefits of multicultural Australia.

At Wallerawang Public school a comprehensive approach to environmental education enables students to participate actively in improving the school environment, address local environmental issues, form sound judgements on global environmental issues, play an active role and
participate actively as global citizens in protecting the environment.

Environmental Education
During 2013 children were provided with opportunities to participate in a variety of activities which promoted the development of environmental citizenship. Children learnt the importance of valuing and actively caring for the natural environment.

Experiences included:
- The continued development of the schools vegetable garden. With the help of parents and community members, summer and winter seedlings were planted by all students K-6 and placed inside a green house. The next stage of growth has seen them planted in outdoor garden beds with additional beds added as the garden increases.
- An environmental crew made up of Stage 2 & 3 students, are responsible for the care and maintenance of the garden on a daily basis along with volunteer parent Mrs Rushworth to ensure that the garden is watered, weeded, prepared and vegies picked.
- The vegetable garden produce has been available for the school community to purchase. With monies raised being put back into the development of the gardens. The school canteen uses some of the produce for salad sandwiches and fresh food days.
- A whole school initiative has been the collection of fruit break scraps. These are then placed into the compost bin in preparation for use in the garden beds.
- The worm farms are providing worm castings for the vegetable garden.
- The Keep Australia Beautiful ‘Clean up Australia Day’ campaign where students collected rubbish from the school grounds, the surrounds of the stadium, the roadside in front of the school and the foreshore of Lake Wallace.
- Kindergarten children and Year 6 students as part of the Kinder Buddies program, planted trees together as part of Planet Ark’s tree planting day. They also planted bulbs to assist in beautifying our school gardens.
- Whole school paper and cardboard collection for recycling, with recycle boxes in each classroom.
- Participation in the Environment Week Challenge called the “Tree Hugger” with the aim to reduce the amount of paper being used during Environment Week.
- Kindergarten learnt about caring for the natural environment and the need to reduce, reuse and recycle in a science unit called ‘I can do the right thing’.
- Stage 1 learnt about electricity and other forms of energy in a science unit titled ‘Powering On’.
- Stage 2 children learnt about the value of National Parks and went on an excursion to the Mt Tomah Botanic Gardens to further enrich their learning.
- Year 4 students participated in a video conference looking at tree planting and caring for trees.
- 5/6K wrote persuasive letters to the community asking them to donate old, unused mobile phones to be recycled as part of a Taronga Zoo initiative. They then recycled the coltan in the phone which was causing many problems in the Congo area of Africa. We were able to send off 3 satchels to be recycled.
- Stage 3 completed a unit of work on the rainforest and the conservation of the environment. It culminated in an excursion to Glenrock to visit a Rainforest and environmental education centre.

Drug Education
Drug Education is a key component of the school’s “Life Skills” Program. Lessons aim to provide students with knowledge, attitudes and skills that will enable them to understand the harms associated with drug use and to make
informed decisions about drugs. Age-appropriate lessons for K-6 are incorporated into the PDHPE content strands of Interpersonal Relationships, Personal Health Choices, Growth and Development and Safe Living.

The kits Out of Reach and Dr Gemma were utilised with Early Stage 1 and Stage 1 students to specifically identify the appropriate use, administration and storage of different types of medication.

Stage 2 students explored the identification and classification of legal drugs and how drugs can be helpful and harmful. They identified substances which contain drugs and considered strategies to avoid passive smoking.

Lessons with Stage 3 students focused primarily on the classification of legal and illegal drugs with particular emphasis on the effects of smoking on the individual and community. Stage 3 participated in “The Critics Choice” coordinated by the Australian Network of Young People and Tobacco, as part of a strategy to reduce the prevalence of young people smoking tobacco and they also designed anti-smoking messages.

**Life Skills**

2013 saw the continuation of the “Life Skills” program, conducted by Release Teachers Mrs Susan Dick and Ms Donna Lang.

The “Life Skills” program:

- is based on the Personal Development, Health and Physical Education K-6 syllabus, covering the content strands of Interpersonal Relationships, Personal Health Choices, Growth and Development and Safe Living.

Technology

Wallerawang Public School integrates technology into learning programs for every child Kindergarten through to Year 6. At Wallerawang we strive to continually improve the high standards of our technology education programs.

Australian National Curriculum training of staff has been undertaken throughout the year. Staff Meetings have used collaborative programming
to start the implementation of the new English curriculum.

The school management system Sentral has continued to be used with expansion and improvements continually occurring. Sentral training has been undertaken every term to ensure all staff are kept up to date with new features and the new modules our school is implementing. All incidents are recorded and students monitored in Sentral.

In 2013 Technology Education has included:

- Technology computer skill lessons with ALL K-6 classes as part of library lessons.
- Utilising the computer lab through a timetable updated each term where individual classes use the computer lab for extra technology education lessons.
- All students Grades 1-6 are using LOGON usernames and passwords for the Intranet server system, where every child saves work into their own ‘folder’ to store and retrieve at later dates.
- Children in Grades 1-6 using their STUDENT PORTAL from the Department of Education. This includes the use of email and My Library search engine.
- Improvements to every child’s computer skills from 2012 technology programs by extending and adapting their abilities and knowledge.
- Focusing on teacher collaboration to maximise relevance of technology lessons with class programs, utilizing online learning objects to increase student outcomes.
- Explicit teaching of Information Literacy Skills using ‘The Super 3’ and ‘Big Six’ guidelines for researching topics being taught in the classroom.
- Children from Years 3-6 were selected by staff to participate in an Enrichment Program on a term rotation. This group called the ‘School Editorial Team’ creates and publishes a school magazine each term.
- Virtual excursions for students using the Video Conference Centre. Some of these have included The Opera House and Taronga Zoo.
- Video Conference Centre has been utilised for a stage 3 Debating competition.
- The regular use of our Video Conference Centre for Staff training and meetings.
- Training Staff during Monday Staff Meetings in the use of technology and the new National Curriculum to improve learning outcomes for students.
- Expanding access to computers through Laptops operating via wireless. 10 laptops and 6 netbooks are available for class and staff use.
- Expanding and regularly updating the school website. The photo Gallery is constantly added to and News Items are created regularly. Updating the website is an ongoing process involving web services updates and releases throughout the year. The website provides comprehensive information about school organisation, programs and activities.

Best Start

The Best Start Assessment was administered individually to Kindergarten students within the first weeks of commencing school. This formal assessment provided teachers with extensive information about students’ knowledge, skills and experiences in literacy and numeracy prior to engaging in formal learning experiences.

Information gathered was thoroughly analysed and students were placed on the Literacy and Numeracy Continuums accordingly. Students’ academic progress in these areas was then monitored and tracked throughout the year. They were moved along the continuums as their skills and abilities increased. Early Learning Plans were also created, and assisted in the planning and development of classroom teaching and learning programs.

Parents received a report detailing their child’s skills prior to starting school and activities that they could implement at home to assist their child’s learning.
Transition to School

Wallerawang Public School helped students and parents prepare for the 2014 school year by offering a comprehensive orientation and transition program. A well-attended parent information night was conducted in Term 3 where school staff provided an insight into our school programs and its unique features. This was followed by an orientation morning where students participated in a literacy based activity and visited the school's library. Parents were also given a tour of the school.

During term 4, over five consecutive Mondays students attended a transition program known as ‘Early Birds’. This allowed them to familiarise themselves with their new learning environment, develop an awareness of routines, interact with school staff and meet new friends. The program focused on developing early literacy and numeracy skills. Each week students undertook a range of learning experiences which incorporated the use of an Interactive Whiteboard. At the conclusion of the program students presented a small musical item to parents and carers.

Two parent information sessions were conducted and included presentations by school staff and a variety of guest speakers. This enabled parents to find out and ask questions about the school, the curriculum, school readiness, uniforms and healthy lunch ideas. Parents also learnt about the invaluable links the school has with the local community, the important role the P&C has in supporting the school and ways in which they can become involved in the school.

Programs for students with additional educational needs

Wallerawang Public School provides several avenues for supporting students with additional learning needs. Support is mainly provided through the role of the Learning and Support Teacher (LaST) and the Learning and Support Team. The Learning and Support Team meet fortnightly and through a structured meeting format, discuss strategies to support students’ ongoing learning needs, as well monitoring students’ learning to ascertain progress. Students may be referred to the School Counsellor if needed, for further assessment and diagnosis of learning difficulties, or referral to other support services, such as speech pathologists. The Learning and Support Team meetings are well attended by staff members, who willingly share their expertise with other teachers, helping to create a supportive learning environment for all students.

This year the Learning and Support Teacher (LaST) position has been shared by two staff members, Donna Lang and Jennifer Gale. Donna Lang has successfully combined her role as Reading Recovery teacher with the support role of LaST, one day a week. Donna Lang has provided in-class support across the school, assisting with IEP’s and providing support to students who require it in completing class tasks. Jennifer Gale has provided support across four days through running the Multilit program and other additional programs. The Multilit program was introduced this year for the first time at Wallerawang, with very pleasing results. A parent volunteer, and now SLSO, Sharon Rushworth, was also trained as a Multilit tutor. Multilit was developed by Professor Kevin Wheldall, of Macquarie University, and is an intensive reading tutoring program designed to rapidly improve reading skills in low-progress readers. It helps students to develop word-attack skills to read unknown words, recognise sight words and to develop strategies to read more difficult texts in a supportive environment. Currently, nine students are on the program, with four students having
been referred off the program last term. This program has seen some wonderful results, with several students progressing up several reading levels. This has had a flow-on effect for participants in increased confidence and enjoyment of all school tasks, and student’s improvements in reading have also lead to improved writing and spelling.

Other responsibilities of the Learning and Support Teacher have included running a small group program with Kinder and Year 1 students to revise and teach basic literacy and numeracy skills, focusing on developing phonemic awareness and recognition of sight words, numerals and letters, as well as developing basic counting skills.

The “Circle of Friends” Peer social skilling and buddy support program has been run with selected students to assist students in developing a support network of peers, and in developing social skills through peer modelling. This program has been effective in developing friendships and helping students to successfully interact with others in social settings.

School planning and evaluation 2012—2014

School evaluation processes

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

- Focus group surveys – including students, staff and parent community
- NAPLAN analysis
- Staff surveys & collection of data

School planning 2012—2014: progress in 2013

School priority 1

*Increased level of numeracy achievement for every student in line with State Plan targets.*

Outcomes from 2012–2014

2013 Targets to achieve this outcome include:

- Decrease the percentage of students at or below NMS in Year 3 NAPLAN Numeracy from 14% in 2012, 12% (2 students) in 2013 and 10% in 2014
- Decrease the percentage of students at or below NMS in Year 5 NAPLAN Numeracy from 28% in 2012, 26% (2 students) in 2013 and 21% in 2014
- Increase the percentage of students at proficiency in Year 3 Numeracy 2011 from at least 19% (6 students) to 22% (7 students) in Year 5 2013
- Increase the percentage of students at proficiency in Year 5 Numeracy 2011 from 15% (5 students) to at least 21% (7 students) in Year 7 2013

Evidence of progress towards outcomes in 2013:

- 97% of year 3 students achieved above the national minimum standard in Numeracy NAPLAN
- 79% of year 5 students achieved at or above the national minimum standard in NAPLAN Numeracy
- Stage 1 teachers consolidating TEN training.
- ES1 & Stage 1 staff trained in Best Start and tracking children along the numeracy continuum
- Beginning training in Learning Framework in Number (K-6) and strategies for ongoing embedded assessment and plotting of students along the numeracy continuum
- Analysis of SMART data at an individual item basis to target areas for further development
- Implementation of skip counting program 3-6, involving volunteer tutors

Strategies to achieve these outcomes in 2014
• Mathematics focus K-6
• Implementation of new Mathematics syllabus and alignment of the continuum of learning
• Professional in K-6 Mathematics syllabus, programming, assessing and reporting on student progress
• PLAN software training 3-6
• Implementation of Best Start software to track students K-6

School priority 2

Increased level of literacy achievement for every student in line with State Plan targets.

Outcomes from 2012–2014

2013 Targets to achieve this outcome include:

• Increase the percentage of students reaching regional benchmarks K-2 by at least 5%.
  o Kindergarten in 2014 to 85% from 80% in 2013
  o Year 1 in 2014 to 65% from 60% in 2013
  o Year 2 in 2014 to 88% from 83% in 2013
• Decrease the percentage of students at or below NMS in Year 3 NAPLAN Reading from at least 23% in 2012 and 21% in 2013 (2 students) and 19% 2014
• Decrease the percentage of students at or below NMS in Year 5 NAPLAN Reading from 28% in 2012, 26% in 2013 (2 students) and 24% in 2014
• Increase the percentages of students at proficiency in Year 3 NAPLAN Reading from at least 34% in 2011 to 37% in year 5 in 2013 (2 students)
• Increase the percentages of students at proficiency in Year 5 NAPLAN Reading from 24% in 2011 to at least 30% in year 7 in 2013 (2 students)

Evidence of progress towards outcomes in 2013:

• 80% of Kindergarten children achieving at Reading Recovery Level 5 or above
• 60% of Yr. 1 children achieving at Reading Recovery Level 20 or above
• 83% of Yr. 2 children achieving at Reading Recovery Level 26 or above

• 92% of year 3 students achieved at or above the national minimum standard in NAPLAN Reading
• 95% of year 3 students achieved at or above the national minimum standard in NAPLAN Writing
• 90% of year 3 students achieved at or above the national minimum standard in NAPLAN Spelling
• 92% of year 3 students achieved at or above the national minimum standard in NAPLAN Grammar & Punctuation
• 93% of year 5 students achieved at or above the national minimum standard in NAPLAN Reading
• 93% of year 5 students achieved at or above the national minimum standard in NAPLAN Writing
• 90% of year 5 students achieved at or above the national minimum standard in NAPLAN Spelling
• 93% of year 5 students achieved at or above the national minimum standard in NAPLAN Grammar & Punctuation

Strategies to achieve these outcomes in 2014:

• Professional Learning in the new English syllabus for implementation in 2014
• L3 operating in the kindergarten classrooms
• ES1 & Stage 1 staff trained in Best Start and tracking children along the literacy continuum
• Differentiation of the curriculum to meet the needs of children through Every Student Every School program
• Auditing of human resources and identifying areas of need in Professional Learning and understanding
School priority 3
Enhanced school leadership capacity for school improvement.

Outcomes from 2012–2014
- All executive staff continue to use the Leaders Leading Learning project to support quality teaching and improved student outcomes
- Executive staff model quality teaching through the process of collaborative stage planning and implementation, demonstration lessons including strategies for embedded assessment, through the teaching/learning cycle
- Development, implementation and continual review of stage action in line with school targets for improved student outcomes

Evidence of progress towards outcomes in 2013:
- All executive staff involved in the Leaders Leading Learning project, including the creation of scaffolds through collaboration
- Quality teaching is modelled through the process of collaborative stage planning and implementation, including embedded assessment, through the teaching/learning cycle
- Increase in professional dialogue, sharing of quality resources and best practice through demonstration lessons and positive reflection

Strategies to achieve these outcomes in 2014:
- Continued collaboration through planned staged meetings with a purpose and focus for planning, assessment and reporting
- Develop action plans to encompass professional learning needs and school targets for improvement

Professional learning
All staff was involved in Professional learning programs throughout 2013. This consolidated and extended areas of learning for staff K-6 in focus areas. Mandatory training was undertaken and 2 new scheme teachers accredited and 2 supported in their maintenance phase. Where possible training was scheduled on MyPL@det.

Expertise within the school was used to support staff in Professional Learning and development of skills. Professional Learning included:
- 21st Century Pedagogies
- A process for programming a unit of learning: English K-10
- ASCIA anaphylaxis e-training
- 2013 SASS conference
- Accural accounting fundamentals
- Anti-Racism Contact Officer Training
- Bathurst SEG Principal Network Meetings
- Celebrating diversity – Moving Forward Together
- Child Protection Update Training – 2013
- Complex Trauma – understanding & implications for practice
- Disability Standards for Education: NSW DEC
- Facilitator training: Your school & the new K-6 English syllabus
- Language, Literacy & Learning (L3) Ongoing Teacher Training
- Maintenance of Accreditation
- Merit selection panel procedures
- Music: Count us in Workshop/Webinar
- Nonviolent Crisis Intervention – introductory course
- Online Training Australia – Special Education Needs. Understanding Autism Spectrum Disorders
- Online Training Australia: Inclusion for learners with speech, language & communication needs
- Primary LAST Network Day
- Programming for quality teaching & assessing
Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Program evaluations

Background

Parent, teacher and student satisfaction – school management, happiness and learning environment

Background

In 2013 parents, staff and students were surveyed through focus groups in regards to their general satisfaction in regards to school management and learning environment

Findings and conclusions

- Parents indicated the school is well organized and runs smoothly
- Parents said their children enjoy being at school and they feel welcome and included
- Parents responded positively to the professionalism, commitment and enthusiasm of staff
- Parents appreciate the positive communication between school and home
- Parents appreciate the extra opportunities offered to children
- Parents acknowledged the strong home school partnership and community links
- Staff feel the school runs smoothly, with clear roles responsibilities, routines and expectations set through forward planning
- Staff are willing to go above and beyond and take the lead if necessary
- Staff enjoy being at school and express that students and parents are happy
- Community support is valued and the reputation of the school in the wider community is evident
- Staff feel supported and valued and enjoy the collegial atmosphere of the school
- Staff are encouraged to grow both personally and professionally and appreciate the feedback and acknowledgement regularly expressed
- Students feel the school is well organized and everything runs smoothly
- Students enjoy being at school
• Students believe teachers encourage and help them achieve their best
• Students feel communication is strong with a variety of formats for finding out what is happening
• Students appreciate the extra opportunities and extra curricula activities that happen at the school

Future directions
• Communication during emergencies - possibly electronic messaging for emergency situations
• Review discipline and welfare system
• Upgrade and review of science and technology and music resources

Curriculum

Literacy

Background
The school undertook Literacy as a focus for the annual school evaluation in 2013. In 2013 Literacy was a focus for professional learning. Teachers, parents and students were surveyed through focus groups about their understanding of the teaching and evaluation of literacy.

Findings and conclusions
• Parents feel that the greatest challenges that children have in literacy are spelling, handwriting and using digital technologies
• Parents indicated that students who were good at literacy found it enjoyable
• Staff feel the greatest challenges to developing literacy skills is where students are when they commence school, background knowledge and support at home, along with conflicting teaching practices
• Teachers enjoy teaching literacy but have concerns about their own expertise and time restraints
• Students indicated a variety of areas that they experience challenges in
• They understand what literacy is and how important it is
• Most children enjoy learning in literacy sessions and indicated a wide range of teaching/learning activities that happen in their classrooms

Future directions
• Parents would like to know more about what happens in literacy sessions and have a better understanding of the new syllabus
• Staff would like to improve their knowledge of the new syllabus, 21st century fluencies and multi modal approaches to teaching
• Staff would like knowledge of programs throughout the school ie L3, Reading Recovery to enable consistency of teaching K-6
• Effective teaching of spelling and writing are identified as priority areas

Educational and management practice – Leadership

Findings and conclusions
In 2013 parents, staff and students were surveyed through focus groups in regards their perception of leadership practice due to the introduction of a whole new leadership team
Parents feel school leaders value the contribution of groups and individuals and encourage positive partnerships.

Parents feel leaders ensure everyone is treated fairly and all members of the learning community are encouraged to participate in decision making processes.

Parents feel leaders model commitment to school improvement and introduce changes to the school that are good for the students and the school community, for example change in class structure and assessment and reporting procedures.

Staff view leaders leading by example and encouraging positive partnerships with good supportive structures in place for planning and programming.

Staff believe they are able to have an opinion and are encouraged to participate in all aspects of decision making.

Staff believe leaders have a high level of commitment to making positive changes across the school, keeping up to date with curriculum, collaboration and sharing of ideas. Staff are aware of how decisions have been made – open and transparent decision making systems.

Students like that they feel acknowledged.

Students enjoy joining in with school and community events.

Leaders encourage participation and ensure students are treated fairly.

Leaders make changes that are better for the students and appreciate the physical changes.

**Future directions**

- Continue positive community partnerships and ensure a collaborative decision making process, including the whole school community.

**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.

Jenny Lamborn – Rel Principal
Katrina Foster – Assistant Principal
Amanda Brown – Rel. Assistant Principal
Katrena Fraser - Assistant Principal
Rebecca Auld – Admin Manager
Christopher Campling - Classroom Teacher
Kelly Gurney – Classroom Teacher
Susan Dick – RFF Teacher
Kristin Reid - Classroom Teacher
Beverley Nancarrow – Teacher-Librarian
Jennifer Gale – Learning & Support Teacher

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