School context statement

Wallerawang School has a highly regarded educational reputation in the local area with a current enrolment of over 300 students. There is a strong network of schools, early childhood providers and communities across the Lithgow area and these networks make for a welcoming and friendly school community at Wallerawang.

There has been a gradual increase in enrolments over the past 10 years, with 12 classroom teaching positions now in place, 3 of which attract an Assistant Principal position.

Principal’s message

I firstly wish to acknowledge the honour I feel as principal of Wallerawang Public School. Being appointed as principal in 1999 and remaining in that role now for 15 years has created a platform for stability, improvements in student focused learning and teaching, professional growth of all staff, enhanced community relations, appropriate selection of teaching and executive staff and the development of improved facilities and infrastructure in what has been a steadily growing school.

In 2012 and 2013 I was seconded to work for the Department of Education in a series of leadership and development positions. This change created an opportunity for Mrs Lamborn to relieve as principal in my absence. I recognise the ongoing success of the school during this time and acknowledge Mrs Lamborn for her commitment, energy and focus on improved student learning and teacher up skilling in this time.

The school draws children from all walks of life with the community of Wallerawang currently experiencing high unemployment, further job losses from the mining and electrical generation industries pending and limited growth in terms of town population for many years now.

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, developmental programs for children with special needs and positive behaviour management initiatives.

A broad and successful range of programs in the arts and sport complement strong emphasis on quality teaching programs across all key learning areas that focus on skill development in literacy and numeracy.

The school boasts a modern facility featuring twelve air conditioned spacious classrooms, a large modern library (incorporating a networked computer lab and video conferencing facility), tiered learning area, school hall, outdoor games court, fixed equipment area, grassed play area and sports field along with a two court multi-purpose indoor sports stadium, all set in a picturesque rural setting overlooking Lake Wallace. Community involvement has been vital in contributing to the success of the school over the past decade.

The school and community of Wallerawang are unique in so many ways. The partnership that is well established between school, home and the wider community contributes to the harmonious and supportive environment at Wallerawang School. The team of hard working and committed staff including teaching and support staff, administration staff and general assistants work together to ensure that the children of Wallerawang and surrounds are supported in a quality education environment.

2014 has been another successful year for the school community as a whole. In reflection so much has been done to ensure that individual student needs are catered for in a progressive and happy school environment. Staff have 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. With the introduction of the Australian Curriculum and the implementation of English in 2014, a lot of time and planning was expended to ensure success. This was 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. Staff have worked towards achieving set targets, made adaptions where required and been progressive in their thinking to support students learning.

P & C message
The Wallerawang P & C Association is an integral part of the successful functioning of the school and supports programs, special events and fundraising initiatives. 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 2014 included the planning and management of the annual school fete, catering for the Mountain Cruizers Car Club event and coordination of the Year 6 Farewell dinner. A very successful trivia night was also held again in 2014 with money raised going directly to the school to fund classroom resources. The chocolate fundraiser was also another successful event.

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. In 2014 the P&C has made a significant contribution towards the purchase of iPads for the Stage 3 classrooms. The P&C have also funded the renovation of the existing school canteen, which includes the installation of an oven and dishwasher. This will now provide the opportunity to expand the menu in the canteen. Another Interactive Whiteboard was also purchased by the P&C for the additional classroom.

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 continued to hold several healthy food days throughout 2014. These proved very popular and encouraged the children to try new and 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 whilst 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 monthly on Monday evenings at 7pm.

Student Leadership Team
The Student Leadership team consists of 2 Captains, 2 Vice-Captains and 4 Prefects from Year 6. These students were elected by their peers and had a variety of roles to fulfill throughout the year which included 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 the 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 student leadership team also had the opportunity to attend the ‘Grip’ Leadership Conference at Bathurst where they had opportunities to develop and practice their leadership skills.
The Leadership Team were outstanding role models for their peers and were always willing and eager to take on additional responsibilities.

Captain’s Message
As Captains in 2014 we are known as the role models of our school. It is very important that we set a great example to the younger students and our peers. We have had many responsibilities in our role as Captains and have learnt so much throughout the year. We are very grateful for the opportunities that we have been given as leaders of our school.

Madison Burns and Kyle McMillan – Wallerawang Public School Captains 2014

SRC Representative’s Message
This year we had the great opportunity to be a part of Wallerawang School’s Representative Council. The SRC has had opportunities to meet and brainstorm creative ideas that will make a positive impact on their school and community. The SRC worked hard throughout the year to make a difference to their school and community and it has been a privilege to be a part of the school council in our growing school.

Dylan Walsh – Student Representative Council 2014

Peer Support Program
In 2014 school staff implemented the Peer Support Program, with the focus being on Resilience. 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, “Resilience” 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 in Term 3. The module allowed the students to develop their leadership skills, build friendships and deliver the valuable program.

Sports Captains
Students in Years 3-6 had opportunities to develop their leadership skills in their roles as Sports Captains. In this role they were encouraged to lead their sporting house to achieve their best at various sporting events and model good sportsmanship. They were responsible for the distribution of sporting equipment during sport and at other designated times.

This opportunity allowed students to develop 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

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<tr>
<th>Gender</th>
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Student attendance profile

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<td>92.9</td>
<td>94.5</td>
<td>95.2</td>
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Management of non-attendance

Through using the electronic system SENTRAL for roll marking school attendance is effectively monitored by school executive. If a student is absent for longer than three 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 absenteeism 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.

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

At Wallerawang School in 2014 there were two indigenous members of staff employed in part-time capacities.

Teacher qualifications

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

<table>
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<th>Qualifications</th>
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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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<tr>
<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Total income</td>
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</table>

Expenditure

| Teaching & learning      | 12450.07   |
|                         | 33034.96   |
| Extracurricular dissections | 24846.18  |
| Library                  | 2415.69    |
| Training & development   | 3565.54    |
| Tied funds               | 268620.91  |
| Casual relief teachers   | 47666.22   |
| Administration & office  | 46509.8    |
| School-operated canteen  | 0.00       |
| Utilities                | 33725.92   |
| Maintenance              | 11191.97   |
| Trust accounts           | 31660.56   |
| Capital programs         | 11779.36   |
| Total expenditure        | 527467.18  |
| Balance carried forward  | 128096.82  |
A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School P&C Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2014
Arts

Wallerawang Public School had a vibrant, creative and successful year in the key learning area of Creative and Practical Arts.

Classroom teachers delivered music lessons following the implementation of a whole school program that covered key musical concepts. Lessons involved students learning beat and rhythm, percussion, movement and composition.

The introduction of this program was very successful with staff delivering lessons with renewed enthusiasm and appreciation for music. Fundraising has allowed the purchase of new musical instruments for classroom and group performance.

Opportunities to participate in choir, recorder, ukulele and instrumental groups were also provided to primary students. An infant’s choir continued in 2014 and was also combined with primary to create a choir of approximately 90 students. The whole school choir performed two songs at the 2014 Bathurst Eisteddfod and also performed at special assemblies including Education week and Presentation Day.

Early Stage One and Stage One students created amazing Easter hats with the help of parents and Year 6 buddies. K-2 classes presented a delightful performance at the special Easter assembly to a full hall. Some classes created an Easter collage poster about ‘light’ and they were displayed at the family day held in Portland. The classes that participated received a prize. Year 1 students participated in an online interactive video conference titled ‘Bilby Easter Basket Making’. Students learnt about Australian environments and used garden items to decorate their hessian basket.

Stage 3 participated in a local excursion at Lake Wallace using digital devices to create still images of the environment. Photographic techniques and software were used to distort and enhance the images.

A special excursion for choir performers was organised to attend the annual Schools Spectacular in Sydney. Selected Stage 3 students participated in the Western Gateway Choir and sang at the opening of Education Week held at Lithgow Primary School.

Class performances were rehearsed and performed to delighted audiences at Grandparents day, Book Week and weekly assemblies. Students enthusiastically read, performed and entertained. Parents had the opportunity to visit classrooms to see their children’s work as part of the Education Week festivities. Parents and the local community are always in attendance and are very supportive of the school’s successes and achievements.
In 2014 Wallerawang Public School were hosts to a variety of educational and inspiring performances. K-6 students learnt about Australian Aboriginal culture, language and instruments during a performance by the indigenous “Adamidiginal”. Students had the opportunity to learn all about the water cycle, Australian animals and Aboriginal Dreamtime through a wonderfully engaging performance of “Tiddalik”.

Pauline Wellfare is a local potter who is well known for her beautiful craft. She 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 won several awards.

Regularly updated art and work samples are displayed throughout the school building, hall and movable display board. Student works were entered and hung at the local Lithgow and Rydal Annual Shows receiving many prizes. Classroom teaching and learning programs encompass a variety of theme arts and craft that enhance student awareness of the world around them.

In 2014 Wallerawang Public School hosted a Christmas Concert. Class items and small student groups had the opportunity to perform a variety of traditional and modern Christmas songs, dances and stories. The school encapsulated Australian Christmas culture and encouraged everyone to sing and feel the warm spirit of a community event.

Students enjoyed a creative variety of dance and drama performances displaying humour, grace and poise from students choosing to highlight their unique talents. Individual performers entered into the School Spectacular auditions and Bathurst Eisteddfod. A video presentation was entered into the Katy Perry/ Telstra video competition with willing students and teachers acting out an audition asking for Katy to visit our school.

Teachers and parents continued to work collaboratively in 2014 to encourage and provide various opportunities in the arts for the students at Wallerawang School.

**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, external sporting bodies and the wider community. Students participated 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 also including PSSA friendly and knock out competitions.

Students from K-6 participated in annual athletics and cross country trials, while students aged 8 years and over participated in the annual swimming carnival. 60 students participated in the Learn to Swim program, learning swimming and life-saving skills. A fun run was also organised.
in which all children participated with great enthusiasm.
In sporting trials, Wallerawang had the pleasure of hosting a great number of sporting competitions, maintaining its sporting responsibility in the district. Wallerawang hosted the Lithgow district cross country trials and were responsible for the entries to the Western area trials in swimming, athletics, cross country and rugby league. The school was responsible for organising district teams in girl’s cricket, boys and girls tennis and conducting the district’s Rugby League trials which were hosted on our sporting oval.
Wallerawang also hosted the district basketball trials and knockout gala day as well as one knockout round of girl’s touch football and two knockout rounds of boy’s touch football.
In 2014 dozens of students participated in District and Western Area selection squads continuing the school’s sporting traditions. Sports the children represented in included: Cricket, Touch Football, Rugby League, Basketball, Hockey, Soccer, Tennis, Swimming, Cross Country and Athletics.

From these sports two students, Connor Higgins and Ryan Neale were selected as Western Area representatives participating at state trials, becoming some of the best athletes in New South Wales. Connor Higgins continued his impressive representative record with back to back Western Area representation in Athletics and in touch football. Ryan Neale also demonstrated remarkable sporting prowess with his selection in the Western Area Hockey team.

Wallerawang’s success was also proven in school wide knockout sports. In 2014 staff had the task of organising our greatest number of sporting representative teams to date. Sports included: boys and girls basketball, soccer, touch football and hockey alongside girls netball, mixed Tennis and boys Rugby League. Our greatest achievement in team sport came with the boy’s touch football team which were narrowly beaten in round four of the knockout competition.
With external sporting competitions, Rugby league teams were entered in the David Peachey Shield & Russell Richardson Cup. The junior team, playing in the Russell Richardson Cup earned themselves a place in the finals day in Dubbo after their success at the gala day in Portland. Junior and senior (boys and girls) teams were entered in friendly competitions organised by Cricket NSW and Touch Football NSW which brought many schools from the Lithgow district together.
Finally, school staff acknowledge all of the parents and carers who continually support PSSA sport in our school and the broader community. Thank you for assisting with transport, catering, coaching, managing and cheering our school students on. Tammy and Chris Brown, Quentin Anderson, Leanne Houlison, Luke Bilby, Barry Jackson, Melanie Quinn, Corey Stockton and Marty Rushworth. We also thank members of the Wallerawang / Lidsdale P&C Association and acknowledged their ongoing support of school sport at Wallerawang.

**Significant programs and initiatives**

**Environmental Education**

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.

During 2014 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 school’s vegetable garden. With the help of parents and community members, summer and winter seedlings were planted by students K-6 and placed inside a green house. The next stage of growth saw them planted in outdoor garden beds with additional beds added as the gardening demand increased.
- An environmental crew made up of Stage 2 & 3 students, were responsible for the care and maintenance of the garden on a daily basis along with volunteer parent Mrs Rushworth to ensure that the garden was watered, weeded, prepared and veggies picked.
- The vegetable garden produce was 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 was 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 provided 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.

- An Environmental Award being presented each week, during Friday assemblies. Each class K-6 was designated an area of the playground to keep tidy. The areas were monitored at the end of each day and the class that had the tidiest area during that week is awarded “Afro” the Environmental Award.

- Kindergarten students planted a variety of native trees and shrubs as part of Planet Ark’s tree planting day.

- Stage 2 students planted Daffodil bulbs to assist in beautifying the school gardens.

- Whole school paper and cardboard collection for recycling, with recycle boxes in each classroom.

- 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’.

- Kindergarten participated in the Environment Week Challenge “Foodie” with the aim to create less pollution by reducing the amount of food wrapping being used during Environment Week. This coincided with the PD/H/PE Unit “Healthy Habits” and consolidated prior learning in the Science unit ‘I can do the right thing’.

- Stage 1 completed a unit on Life cycles, water resources and water use. Students used an interactive water cycle Smartboard activity written by the Queensland Water Department to assist children with their understanding of how the water cycle works.

- Year 1 attended a VC on Bilby’s and their environment. As a follow up to the VC, Year 1 students made an Easter basket decorated with found garden items.

- During Term 4 each Stage 2 class participated in a 1 hour litter workshop focusing on the many different ways that people litter and the negative effect littering has on the environment. The practical and interactive workshops were presented by an experienced environmental educator from Netwaste in conjunction with Lithgow Council.

- During National Recycling Week, Students K-2 participated in a waste education session delivered by an Environmental Educator from Lithgow City Council. The program ‘Better Get It Sorted’ introduced the students to the basics of recycling, identifying which items can and cannot be recycled in the household recycling bin and what they are recycled into.

**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. Age-appropriate lessons for K-6 were incorporated into the PDHPE content strands of Interpersonal Relationships, Personal Health Choices, Growth and Development and Safe Living.

The Life Education Van visit during Term 3 and follow-up activities in Life Skills lessons were an integral part of the school’s drug education program, with the safe use of medicines a key focus in each stage.

Additionally in Early Stage 1 and Stage 1 the kits “Out of Reach” and “Dr Gemma” were utilised to specifically identify the appropriate use, administration and storage of different types of medication.

Stage 2 completed the Life Education Unit “Mind Your Medicine” and the alcohol education resource ‘Message in a Bottle’ was utilised to develop students’ awareness of the possible harmful effects of alcohol.
Stage 3 students completed the Life Education Unit “It’s Your Call” focusing on a range of legal drugs and their effects, decision making and influences. The Unit was supplemented by Stage 3 lessons from The K-6 Drug Education Resource. These students also 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.

Life Skills

In 2014 the K-6 “Life Skills” program was conducted by Release Teachers Mrs Susan Dick and Miss Donna Lang.

The “Life Skills” program:

- aims to develop in students the knowledge, skills, values and attitudes that will help them to lead healthy and fulfilling lives
- involved students K-6 in weekly sessions 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
- featured an ongoing focus on healthy lifestyle choices, supported by the Crunch & Sip Program and “Fruit and Veg Month” activities
- encouraged student participation in the National Ride2School Day and Walk Safely to School Day initiatives in support of education on the benefits of an active lifestyle
- integrated the Life Education Van visit during Term 3, and follow-up activities, providing age appropriate health and drug education lessons
- implemented the “Be an Ambulance Hero: Dial Zero, Zero, Zero” program with students in Early Stage 1
- included Stage 2 participation in the Netwaste School Litter Education Program; and
- included Stage 3 participation in the “Bike Week Challenge” via video conference and included Personal Development lessons for Stage 3 students presented by classroom teachers.

Technology

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

Australian National Curriculum training of staff continued throughout 2014 focussing on Maths, English and Science. Staff Meetings and planning days were used for collaborative programming to implement the new curriculum.

The Sentral administration and management system has continued to be used with expansion and improvements continually occurring. Sentral training was undertaken at staff meetings.

30 iPads were purchased with generous P&C funding and implemented into stage 3 classes. Appropriate staff received Apple configurator software training to sync and manage the new iPad fleet.

In 2014 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 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 2013 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.
- A variety of Web 2.0 tools were utilised to most effectively engage students in their learning and research tasks.
- Explicit teaching of Information Literacy Skills using ‘The Super 3’ and ‘The Big Six’ guidelines.
- 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 included Powerhouse Museum, The Opera House and Taronga Zoo.
- The Video Conferencing Suite was utilised for a stage 3 Debating competition.
- The regular use of the Video Conferencing Suite for staff training and meetings.
- Expanding access to computers through Laptops operating via wireless. 10 laptops and 10 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

Within the first weeks of commencing school all students in Kindergarten completed the Best Start Assessment program. Students completed a variety of literacy and numeracy tasks whilst working individually with their classroom teacher. 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 in term one 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 and supportive orientation and transition program. A well-attended parent information night was conducted in Term 3. School staff provided an insight of the curriculum, school programs and extracurricular opportunities offered to students.

This was followed by an orientation morning where students experienced their first introduction to ‘big school’. They visited the
kindergarten classrooms and participated in literacy based activities. Parents were also given a tour of the school and morning tea was provided.

During term 4, over five consecutive Mondays, students attended the ‘Early Bird’ transition program. The program was managed by classroom teachers with the support of the local preschool teacher and two school learning and support officers.

The program focused on developing early literacy and numeracy skills, with students participating in a range of learning experiences. Students were also able to familiarise themselves with their new learning environment, develop an awareness of routines and expectations and interact with school staff whilst meeting new friends. 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.

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

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

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. School staff and students pay respect at weekly assemblies and special events and encourage and foster positive relationships with Aboriginal people, working towards bridging the gap.

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.

In 2014 Wallerawang Public School employed an Aboriginal School Learning and Support Officer (ASLSO) with the assistance of Norta-Norta and Wambinya funds for 17 hours per fortnight throughout the year. The ASLSO supported all indigenous students K-6 with literacy, maths and social skills programs.

In Early Stage 1 Aboriginal perspectives were incorporated into all key learning areas where appropriate. In HSIE, through the unit ‘Place We Know – Australia’ students learnt 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.

Stage 1 students studied ‘Collecting colours’, an English unit based on collecting Pandanus leaves, drying them and weaving baskets and bags. Stage 1 also looked at Aboriginal culture in modern settings completing a range of artworks to support learning.

In Stage 2 students studied Australian Settlement and Indigenous Australians in HSIE. They learnt the impact of European settlement and the effect of colonization on local Indigenous people. Stage 2 had the ‘Colonial show’ visit for a spectacular incursion that was very informative and engaging. Staff and Students participated by dressing up as a character that represented the ‘Colonial days’. The students also had numerous opportunities to be a part of the show.

In June, Year 6 students Brydie Zorz and Sam Petersen participated in the Bathurst NAIDOC Public Speaking Challenge. As a team they confidently presented their speech on “Aboriginal People Serving Australia in War Times”. They competed against nine other teams, each of which consisted of one Aboriginal and one non-Aboriginal student. They both spoke very well and were just outside the final placings.

The competition increases 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. This is the third year students from Wallerawang Public School have participated.

Students K-6 participated in NAIDOC celebrations at Lake Wallace. They experienced traditional dancing, face-painting, ochre paintings, clay models, musical instruments, decorating clapping sticks and boomerangs. They participated in spear throwing and learnt about Boomerangs and Woomera’s in the learning tent. Students created a joint artwork on NAIDOC theme ‘Serving country’, which was displayed at the NAIDOC event.

**Multicultural Education**

Throughout 2014 students 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 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 this year was ‘Connect to Reading’. 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.

Through their studies of ‘The British Colonisation of Australia,’ Stage 2 students had opportunities to discover the culture and laws of England at that time in history and the reasons why a variety of characters were deported. Students were able to gain a clearer understanding of the subsequent development of our multicultural nation in relation to the development of Australia as a nation.

Stage 3 students developed a book on the country of Botswana and presented their work at a special CWA International Day. 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 Botswanan history, customs, language, education, government, festivals and much more.

Professional learning

All staff were involved in Professional learning programs throughout 2014. 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. Expertise within the school was used to support staff in professional learning and the development of skills. Professional Learning included:

- Teaching for the new curriculum
- The Learner and the new curriculum
- Programming for quality teaching & assessing
- Language, Literacy & Learning (L3) New and Ongoing Teacher Training
- Using PLAN software
- A process for programming a unit of learning: English K-10
- Live Life Well
- ASCIA anaphylaxis e-training
- 2014 SASS conference
- Accural accounting fundamentals
- Anti-Racism Contact Officer Training
- Bathurst SEG Principal Network Meetings
- Child Protection Update Training – 2014
- Disability Standards for Education: NSW DEC
- 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
- Reading Recovery Ongoing Professional Learning
- SASS ERN Registration & Student Enquiry
- 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 SDD Term 2014
- Western NSW Region Principals Conference: Learning & Leadership
- Western NSW region ICT in Education Conference
- CPR & Emergency Care
- Code of Conduct
- Complaints Handling

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:

- Individual and focus group surveys and questionnaires – including students, staff and parent community
- NAPLAN analysis
- Staff surveys
- Collection of internal qualitative data
- Collection of internal quantitative data

School planning 2012-2014:

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 National Minimum Standard (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 2012 from at least 19% (6 students) to 22% (7 students) in Year 5 2014
- Increase the percentage of students at proficiency in Year 5 Numeracy 2012 from 15% (5 students) to at least 21% (7 students) in Year 7 2014

Evidence of achievement of outcomes in 2014:

- 17% of students in year 3 NAPLAN Numeracy performed at or below national minimum standard
- 22% of students in year 5 NAPLAN Numeracy performed at or below national minimum standard
- 39% of students in year 5 NAPLAN Numeracy achieved at proficiency level
- 27% of students in year 7 NAPLAN Numeracy achieved at proficiency level
- 95% of year 3 students achieved at or above the national minimum standard in Numeracy NAPLAN
- 92% of year 5 students achieved at or above the national minimum standard in NAPLAN Numeracy

Strategies to achieve these outcomes in 2014:

- Ongoing Mathematics focus K-6
- Implementation of new Mathematics syllabus and alignment of the continuum of learning
- Implementation of PLAN software to track students K-6
- PLAN software training 3-6
- 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
• Professional learning in K-6 Mathematics syllabus, programming, assessing and reporting on student progress

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 2012 to 37% in year 5 in 2014 (2 students)
• Increase the percentages of students at proficiency in Year 5 NAPLAN Reading from 24% in 2012 to at least 30% in year 7 in 2014 (2 students)

Evidence of achievement of outcomes in 2014:

• 80% of Kindergarten children achieving at Reading Recovery Level 5 or above
• 82% of Yr. 1 children achieving at Reading Recovery Level 20 or above
• 86% of Yr. 2 children achieving at Reading Recovery Level 26 or above
• 16% of year 3 students achieved at or below the national minimum standard in NAPLAN Reading
• 21% of year 5 students achieved at or below the national minimum standard in NAPLAN Writing
• 32% of Yr. 5 students achieved at proficiency in NAPLAN Reading in 2014
• 27% of Yr. 7 students achieved at proficiency in NAPLAN Reading in 2014
• 94% of year 3 students achieved at or above the national minimum standard in NAPLAN Spelling
• 93% of year 3 students achieved at or above the national minimum standard in NAPLAN Grammar & Punctuation
• 91% of year 5 students achieved at or above the national minimum standard in NAPLAN Reading
• 88% of year 5 students achieved at or above the national minimum standard in NAPLAN Writing
• 92% of year 5 students achieved at or above the national minimum standard in NAPLAN Spelling
• 91% of year 5 students achieved at or above the national minimum standard in NAPLAN Grammar & Punctuation

Strategies to achieve these outcomes in 2014:

• Ongoing professional Learning in the new English syllabus for refinement in 2014
• L3 operating in the kindergarten classrooms
• L3 operating in the stage one classrooms
• ES1 & Stage 1 staff trained in Best Start and tracking children along the literacy continuum
• Stage 2 & Stage 3 staff trained in PLAN data management and tracking of 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, within the teaching and learning cycle
• Development, implementation and continual review of stage focus areas in line with school targets for improved student outcomes

Evidence of achievement of outcomes in 2014:
• One executive staff member involved in the Leaders Leading Learning project
• Quality teaching is modeled 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 stage meetings with a purpose and focus for planning, assessment and reporting
• Develop action plans to encompass professional learning needs and school targets for improvement

Program evaluations
Parent, teacher and student satisfaction
In 2014, the school sought the opinions of parents, students and teachers in regard to their general satisfaction of school organization and management and of the school learning environment.

Participant responses are summarised below.
• Parents indicated the school is well organized and runs smoothly
• Parents said their children enjoy being at school and that they too 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 value the extra opportunities offered to children
• Parents acknowledged the strong home school partnership and community links
• 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 positive 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

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The school planning and evaluation team commenced developing the new school plan areas of strategic focus during semester two 2014 and will continue its’ development in term one 2015.

- Strategic Directions for the 2015 – 2017 planning cycle include:
  - Excellence in Teaching and Learning
  - Leadership Development
  - Community Partnership

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.

Duncan Auld - Principal
Jenny Lamborn – Assistant Principal
Katrina Foster – Assistant Principal
Katrena Fraser - Assistant Principal
Rebecca Auld – Administrative Manager
Kym Fahey – Classroom Teacher
Christopher Campling - Classroom Teacher
Kelly Gurney – Classroom Teacher
Kristin Reid - Classroom Teacher
Susan Dick – RFF Teacher
Beverley Nancarrow – Teacher-Librarian
Donna Lang – 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: