Wallerawang Public School
Annual School Report

2012
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 throughout the year. 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.

2012 has seen a collaborative approach to planning, programming, implementation, assessment and reporting. The focus has been on an integrated approach to teaching the six key learning areas with embedded assessment forming a part of the teaching and learning cycle. Staff have participated in regular professional learning utilising the expertise of school staff and district office personnel. This training has been linked to our school targets in literacy, numeracy and school leadership. This has included L3 to support early reading and writing development in the Kindergarten classrooms, Targeting Early Numeracy K-2, initial and ongoing training and mentoring in Reading to Learn, Best Start, the literacy and numeracy continuums and the learning framework in number. This has been made possible through the Priority School Funding Program that we have participated in over the last three years, where extra funds and teacher days were provided. This was our final year in this program.

During 2012 the students of Wallerawang Public School were provided with many opportunities both within the classroom and in the wider curriculum. I 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.

There have been varied academic, sporting and creative highlights during the year. With a focus on numeracy we have seen our targets met and students able to use a variety of strategies to solve problems. This will continue to improve as professional learning and understanding continues. Reading programs have seen the development of early reading strategies, with an identified focus on comprehension. The K-6 public speaking program was again a huge success with the level of presentations of a very high standard. Matilda Café and Ebony Seymour; an Indigenous and non-Indigenous student were entered into the Bathurst School Education group Public Speaking contest and were named overall winners. They went onto contest the regional finals in Dubbo and were named regional champions. It was a pleasure to watch the way these girls spoke and presented a complex topic. Our girl’s football team made history for the school by conquering the vastness of Western Region, to be named Western Region champions. We were then able to host the quarter finals, where the girls were victorious over a large Sydney school (Gymea Bay) and placed in the state finals being one of the last four teams in NSW. What a pleasure it was to follow these delightful girls, their super coach Chris Anlezark, team manager Mrs Brown and parents and supporters of the team on their journey. How proud I felt as they celebrated success with the whole school and community behind them. At all times the girls were outstanding ambassadors for Wallerawang Public School and appreciative of the opportunity provided to them. To add to their success the team was named the winner of the Reg Cowden Memorial Junior Sports Star of the year for the month of September. The boy’s touch football team were Western Region semi-finalists with the boy’s senior Rugby League team Peachey Shield finalists. Ben Murray was selected in the Western Region basketball team, Chloe Anlezark captained the Western Region girls football team and Pacey Stockton and Dylan Miles were selected in the under 11’s Rugby League teams with Pacey captaining the side. Holly Beecroft and Dylan Miles were a part of the Western Region Athletics squad. All students who represented at school, district, region and state level did it with outstanding sportsmanship and pride in their school.
The school vegetable garden has been an outstanding initiative with parent Sharon Rushworth and a team of committed parents and students ensuring its success. It is wonderful to see all the students in the school contributing by planting seeds and the produce and seedlings being sold after Friday’s assemblies to the school and wider community. Once again this has been possible due to the generous donation of both equipment and time.

In November after many months of organisation the students, staff and community came together to create a ‘Lakeview Restaurant’. This clearly demonstrated what an incredibly supportive community we have. Students were given an opportunity to be involved in a variety of roles from chefs, to waiter/waitresses/entertainers and support crew. All involved in the process did an amazing job and were proud to be a part of a great school.

2012 has been an amazing journey. I thank everyone for their support and encouragement.

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.

Mrs Jenny Lamborn
Relieving Principal

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

Significant activities for 2012 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. This year a trivia night was also held with money raised going directly to the school to fund classroom resources.

Members also held Mother’s and Father’s day stalls, Book Week assembly, Christmas raffle and catering for a number of special events throughout the year, Education Week open day, kinder orientation and Presentation day morning tea.

The P & C provide financial support to the school with the goal this year being to upgrade the literacy and numeracy resources in each classroom. Financial support was also provided for a full set of boys’ and girls’ sports uniforms for PSSA representative sport, an interactive whiteboard and the sports field upgrade.

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 implemented several healthy food days throughout 2012. These have proved very popular and have encouraged the children to try new, healthy food options. The standard food options in the canteen have also been revised during 2012, resulting in a wider range of healthy options being available.

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.

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

P&C Executive committee

Student representative’s message
The Student Leadership Team at Wallerawang Public School consists of the elected school captains, vice captains and four prefects. Students across the school take on leadership roles as House Sporting Captains. Each house has a junior and senior Captain and Vice-captain totaling 8 leadership roles. In addition to these representative teams all Year 6 students learn and implement leadership skills through the Peer Support Program.

2012 has been an exciting year. The student leadership team had the opportunity to develop a wide range of leadership skills including problem solving skills, team building and the recognition of reliance and responsibility inherent in their roles. Student leaders interacted at representative level with the local community through weekly assemblies and community events such as ANZAC Day. They also enjoyed interaction with NSW Department of Education and Community officials with special assemblies and other members of the wider community with Stage 3 on excursions. The leadership teams have participated in the Western Executive Student Team Leaderships days held at Cooerwull Public School and Bathurst West Public Schools and have assisted with the facilitation of a Student Voice and Leadership Day for all Stage 3 students.

All Year 6 students actively engaged in mentoring the new 2012 Kindergarten children through the Kinder Buddy program. The friendships from this program formed the basis of the Peer Support Program groupings in which Year 6 students led fellow students K-6 through one module. The module covered in 2012 was “Anti-bullying” and “Resilience”.

‘This year has been a great year to be school captains. It has been a fast ongoing time in year six as we have been on excursions and school work has been keeping us busy. We have enjoyed this opportunity and thank the staff & students for their support.’

Chloe Anelzark and Griffin Houston

School context

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
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Student attendance profile

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<th>2011</th>
<th>2012</th>
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<td>93.4</td>
<td>93.8</td>
<td>92.9</td>
<td>94.5</td>
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Management of non-attendance
Through our electronic system SENTRAL school attendance is monitored by school executive and two designated staff. Students who have high percentages of non-attendance and unjustified
absences are reported to the Learning Support Team on a fortnightly basis. A plan is then arranged to support regular attendance of the individual student including interviews with parents. Where improvement is not satisfactory, a referral is made to the home school liaison officer to support parents in developing a regular attendance plan.

**Staff information**

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

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teachers</td>
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</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<td><strong>Total</strong></td>
<td><strong>22</strong></td>
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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.

**Staff retention**

During 2012 two Assistant Principals were employed through merit selection, one commenced at the beginning on term 2, the second will start the new year with us. Temporary staff have filled positions of staff on leave and those that have transferred duty to other schools for a period of 12 months. Staff have willingly relieved in higher positions during the year. After a couple of years of a high rate of retirements and staff on leave we are beginning to move back into having stability of staff. Wallerawang Public School has a mix of enthusiastic early career teachers along with those that have the experience and knowledge to share, where all contributions are valued in a supportive school environment.

**Teacher qualifications**

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

All staff at Wallerawang Public School participate in ongoing professional learning to update their skills, in order to support students’ learning outcomes.

<table>
<thead>
<tr>
<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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**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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<td>Tied funds</td>
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<td>Canteen</td>
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<td><strong>Total income</strong></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Training &amp; development</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<td><strong>Total expenditure</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
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A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Achievements

Arts
2012 has been another successful year in the arts at Wallerawang Public School. A specialist music teacher was employed, teaching K-6 lessons at a class level, and choir and instrumental to primary students. Students in the instrumental group performed at the Orange Eisteddfod and were successful in achieving second place for their performance.

Nine students in stage 3 were members of the Western Gateway Choir and sang at the opening of Education Week earlier this year. This was followed up by a performance at Lithgow's local shopping centre and Three Tree Lodge nursing home. The choir was praised for their efforts and were invited to perform Christmas carols in term four at Three Tree Lodge.

Friday assemblies have been very popular this year with parents and the wider community. Each week a designated class showcase an example of her classroom work from one Key Learning Area. This work and other examples are promoted through the weekly newsletter and on the school’s website.

Student’s K-6 have also had the opportunity to experience ‘The story tellers chair’, and Lithgow High School’s production of Beauty and the Beast where they enjoyed watching previous Wallerawang students perform.

This year students in early stage one and stage one created amazing Easter hat’s with the help of their parents and Year 6 buddies which culminated in the annual Easter hat parade, which was a big success. Students in stage two took part in an incursion where members of ‘Old Sydney Town’ performed, recreating life back in the days of the early settlers. Students and staff dressed on period costume and were involved in enactments during the day.

Students K-6 presented items at an Education week special assembly and Grandparent’s day for Senior citizens’ week. Both assemblies were supported and enjoyed by those in attendance.

This year the school hosted The Lakeside Restaurant. Students had the opportunity to learn skills in hospitality and willingly took on roles as chefs, waiter/waitresses, drink waiters/waitresses or dining hosts. Students also took part in showcasing their talents in a production of ‘Wallerawang’s Got Talent’, an adaptation of ‘Australia’s Got Talent’. Local community members also volunteered their time and talents to this exciting venture. School staff, parents and the wider community worked together to support and organise this exciting fund raising event for the school and are thanked for their time and commitment to ensuring its success.

A very busy and rewarding year in the arts in creative and practical arts at Wallerawang!

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.

Students from K-6 participate in annual athletics and cross country trials, while students 8 years and over participate in the annual swimming carnival. In 2012, we have had some of the biggest teams yet participating in District and Western Area Trials. In athletics for example, a squad of over 35 students participated in the Western Area trials.

Wallerawang Public School is committed to the annual Learn to Swim Program. 60 students participated in swimming and life-saving at the Lithgow pool in December.

In 2012, the school entered 8 teams in PSSA knockouts. These were boy’s and girl’s football, basketball, touch football and hockey teams. The girl’s football achieved greatness and created history for the school by winning the Western Area division and placing third overall in State after an impressive win on home turf in the quarter finals against large Sydney school Gymea Bay. Our boy’s touch football also performed well making the semi-final in the Western Area division.

Rugby league teams were also entered in the David Peachey Shield & Russell Richardson Cup. Our Peachey Shield team were runners up in the Portland trials. The boys also played exceptionally well at the finals day held in Dubbo with the majority of schools participating at this level being from private and independent schools.

The school hosted the Lithgow district cross country trials at Lake Wallace, the district basketball trials at the indoor stadium as well as the girls’ football quarter final, where the whole school was in attendance.

Several students participated in district selection squads in basketball, hockey, soccer, swimming, cross country and athletics. There were also a number of Western Area representatives. Pacey Stockton and Dylan Miles made the Western Area under 11’s Rugby League team. Pacey had the extra privilege of captaining the team. Holly Beecroft and Dylan Miles made the Western Area Athletics team. Holly participated in the under 11’s shot-put and Dylan in the under 11’s long jump and 200 metres. Ben Murray was selected in the Western Area Basketball team.

Congratulations are also in order for Chloe Anlezark with her achievements in captaining the Senior Girl’s Western Area football side and being instrumental in the success of the school team making it to the state finals.

Finally, we would like to acknowledge all of our parents that continually support PSSA sport in our school and community. Thank you for assisting with transport, catering, coaching, managing and cheering our school students on. Special acknowledgements to Chris Anlezark, Sloane and Joe Beecroft, Luke Bilby, Barry Jackson, Steven Miles, Rob Morrow, Jason Nunan, Melanie Quinn, and Corey Stockton for your support with PSSA sport.

Acknowledgement goes to Wallerawang/Lidsdale P&C association for funding new sporting uniforms in scripted with school emblem and name. The students of Wallerawang not only played the part but looked the part.
**Academic**

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*.

**Significant programs and initiatives**

School staff ran a number of programs to provide students with extra educational support throughout 2012. These programs included:

- Aboriginal Education
- Multicultural Education
- Respect and Responsibility
- Environmental Education
- Priority Schools Program
- Drug Education
- Life Skills
- Technology Program
- Best Start Kindergarten Assessment
- Transition to School

**Aboriginal education**

Wallerawan Public School pays respect to the traditional custodians of this land, elders past and present and Aboriginal people in our school and community.

Relationships have been built with the local AECG to strengthen partnerships and inform school decision making. AECG members contributed to a cultural program on a Monday afternoon with stage 2 students.

Staff acknowledge and encourage Aboriginal culture within the school and have high expectations of Aboriginal students. School staff have started the process of professional learning to embed Aboriginal Pedagogies in quality classroom teaching.

All Aboriginal students have Personalised Learning Plans. PLP meetings were conducted where teachers met with parents and students to develop academic and social goals for the year. All parties contributed and the process was positive.

This Year our school received Norta Norta funding for a one year 4 child and Wambinya funding for three kindergarten students to support improved learning outcomes for the targeted students. The school employed an Aboriginal tutor Mrs Kym Cama.

Nominations were put forward by school staff for the Nangai Mai Awards and the Wudhararagarr awards. Ella Zorz was presented with the stage 1 encouragement award at a ceremony in Dubbo which recognised innovation, excellence and achievement.

Students in K-6 have had opportunities to learn about Aboriginal culture and customs as a part of HSIE units.

Matilda Café and Ebony Seymour from stage 3 took part in the Bathurst SEG Naidoc Public Speaking competition. Mrs Dick and the girls’ families supported them in writing a speech on the ‘Tent Embassy 40 years on.’ The students were successful in winning and were presented with an iPad for the school and a wooden trophy carved in the shape of Australia and a piece Aboriginal art as a keepsake. Matilda and Ebony then went on to represent and win at the Regional finals in Dubbo. An amazing achievement.

Wallerawang Public School as a part of the Western Gateway proudly signed the partnership agreement with the Lithgow Aboriginal Consultative Group at a ceremony held at Cullen Bullen Public School.

Students were involved in creating a design for our school message stick. The winning design chosen by Jill Bower the President of Lithgow’s AECG, was by talented young artist Madison Burns from year 4. Madison’s design was burnt onto the stick by Jason Zorz. There were also runners up in the competition and they were all presented with a certificate and a book provided...
by the local AECG. The message stick will be taken to meetings and celebrations.

**Multicultural education**

Throughout 2012 students have had many opportunities to experience and appreciate the diversity of different cultures from around the world.

These opportunities included; student participation in class activities relating to the London Olympics, student projects focusing on specific countries, a whole school cultural performance and different cultural perspectives embedded in HSIE topics completed this year.

The 2012 London Olympics provided many opportunities for students to become more familiar with cultural diversity and difference in an international sporting event.

The whole school performance, ‘At the Foot of the Storyteller’s Chair’, exposed all students to a variety of contemporary and traditional stories from Japan, Africa, India and Europe, depicting different costumes, language and themes within each story.

Stage 3 students completed projects on the country of East Timor and presented their work at a special CWA International Day.

Through their studies of the ‘British Colonisation of Australia’ in HSIE, Stage 2 students developed a clear understanding of life in England in the 19th century. Student participation in a Colonial Day, enabled further understanding and appreciation of the struggle of people from other lands to establish a colony in Australia.

**Respect and Responsibility**

Wallerawang Public School provides a variety of opportunities for students to help foster a deeper understanding of respect and responsibility. All Kindergarten students participated in a kinder buddy program and were paired with a Year 6 student to help develop and model positive friendships. All students participated in a Peer Support Program that gave stage 3 students the opportunity to support a small group of younger students through an anti-bullying based program.

At Wallerawang students are rewarded for showing respect and accepting responsibility through our step-up system. Children move through levels 4 to 8 and are rewarded with certificates at each stage. All students are encouraged to be responsible for their own equipment and to show respect for the schools’ equipment. Stage 2 students have the responsibility of distributing sports equipment at lunch time and are responsible for the collection of it each day. All Wallerawang students participate in the Public Speaking Program that encourages students to develop respect for their peers through listening and appreciating the work of others.

**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 2012 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:

- A new initiative has been the beginning of a vegetable garden. With the help of parents and community members, seedlings have been 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.
- The vegetable garden produce has been available for the school community to purchase. The school theatre restaurant used produce for the making of meals.
- A whole school initiative has been the collection of food scraps. These are then placed into the compost bin in preparation for use in the garden beds.
- A worm farm has been established with intention of 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.
- Bunnings Lithgow provided the school with tube stock of native grasses and trees to attract birds. Children in stage 1 planted these trees on the hill above the school buildings. Bunnings also donated hardware and equipment used for the vegetable garden.
- Whole school paper and cardboard collection for recycling.
- Kindergarten learnt about reduce, reuse and recycling 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 3 children, through literacy sessions, learnt about the impact of plastic in the environment.
- Stage 2 students viewed a video conference about the habitats of Frogs. This was presented by Taronga Zoo, Sydney.
- Stage 3 attended a video conference on bugs.
- Class 2F participated in a video conference with The Field of Mars Environmental Education Centre, Sydney. Along with seven schools from across the state, students learnt about native bird habitats. Students helped build a bird nesting box which has been erected in school bushland.

**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 Life Education Van visit during Term 2 and follow-up activities in Life Skills lessons were an integral part of the school’s drug education program with all classes K-6.

The kit ‘Out of Reach’ was utilised with Early Stage 1 students to explore safety messages about hazardous substances found around the home including medicines.

The alcohol education resource ‘Message in a Bottle’ was utilised with Stage 2 to develop students’ awareness of the possible harmful effects of alcohol.

Stage 3 students 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.

The “Dis-Wize” program, developed by the Mid Western Area Health Service, was also utilised with Stage 3 pupils to provide awareness and strategies to deal with carelessly discarded injecting equipment.

Life Skills Teacher, Susan Dick, participated in a Professional Learning workshop focusing on
support for drug education in communities of schools.

Life Skills

In 2012 the K-6 “Life Skills” program was conducted by Release Teachers Mrs Susan Dick, Miss Donna Lang and Ms Jodie Rayner.

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.
- Featured an ongoing focus on healthy lifestyle choices, supported by the Crunch & Sip Program.
- 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 2, 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 school visits by representatives of the NSW ambulance Service and the NSW Fire Service.
- Included Personal Development lessons for Stage 3 Students.

Technology

Technology is integrated into learning programs for every child Kindergarten through to Year 6. Wallerawang Public School strives to continually improve the high standards of our technology education programs.

In the October holidays the school computer system was upgraded with the DEC ET4L (Enhanced Technology for Learning) server. This enabled every machine to be re-imaged to Windows 7 system with a whole new choice of programs. A new wireless system was installed with the whole school now having strong reliable wireless access. All staff and students were trained in this new system during the first few weeks of Term 4.

The school management system Sentral has continued to be used with expansion and improvements continually occurring. Sentral training has been conducted twice every term to ensure all staff are kept up to date with new features and the new modules our school is implementing. All incidents, both positive and negative, are now recorded in Sentral.

In 2012 Technology Education has included:

- Technology computer skill lessons with ALL K-6 classes are part of library 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 & Communities. This includes use of email and E-backpack.
- Improvements to every child’s computer skills from 2011 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. The group for Term 4 was a selected group of Year 6 students who created a ‘Year 6 Magazine’ as a keepsake for our graduating Year 6 children.

Virtual excursions for students using the Video Conference Centre. Some of these have included The Opera House, Mars Environmental Centre, Fizzics Education, Electroboard and Taronga Zoo.

The regular use of our video conference centre for staff training and meetings.

Training Staff during Monday Staff Meetings in the use of technology to improve learning outcomes for students.

Expanding access to computers through Laptops operating via wireless. 9 laptops and 4 netbooks are available for class and staff use.

The installation of a new Interactive Whiteboard (IWB) mobile bundle in the demountable classroom, purchased by the P&C. Every learning space in the school now has an IWB.

Expanding and regularly updating the school website. The photo Gallery is constantly added to and News Items are created regularly. A new section was added called Class Showcases where different classes each week upload student work samples to showcase their class achievements. 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 Kindergarten Assessment

The Best Start Assessment was administered individually to Kindergarten students within the first weeks of commencing school. Essentially the assessment allowed teachers to formally observe and measure students’ knowledge, skills and experiences in literacy and numeracy prior to engaging in formal learning experiences.

Information gathered was analysed and students were placed on the Literacy and Numeracy Continuums according to their level of ability and skill. From this, Early Learning Plans were 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

Kindergarten students beginning school in 2013 participated in an extensive orientation and transition program. Parents and caregivers attended an information night at the beginning of Term 3 to learn about the transition process and were provided with information about the school. An initial orientation then allowed students the opportunity to participate in a literacy lesson and an interactive music lesson. Children were able to meet and interact with teachers, other kindergarten students and support staff.

The transition program was conducted over five consecutive Mondays during Term 4. The program focused on early literacy and numeracy skills. Each week children undertook a range of learning experiences which incorporated the use of an interactive whiteboard and completion of activities based around a ‘big book’. At the conclusion of the program children presented a small musical item to parents and carers.

Two parent information sessions were also 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, as well as learning about ways which they can become involved with the school.
Programs for students with additional educational needs

Wallerawang Public School’s learning and Support has undergone some changes as part of ESES changes implemented during 2012. This has resulted in our Learning and Support Teacher going from four days to five. Wallerawang currently has a thorough system in place for supporting students in their learning, including a Learning and Support Team that meets fortnightly to discuss students with learning and support needs. Meetings are structured to ensure students brought to the Learning and Support team are reviewed on a regular basis, and strategies are discussed within a supportive collegial environment, before being implemented in the classroom. Strategies and suggestions are then evaluated for effectiveness and if necessary, students referred to the School Counsellor for further assessment and diagnosis. The Learning and Support Teacher also provides a much-needed link between classroom teachers and the school counsellor, parents and other support staff outside the school environment.

The Learning and Support Teacher provides support to primary students through in-class assistance, team teaching and supporting students with extra needs in their classrooms. Stage 1 students are supported through an intensive literacy group, run four afternoons a week, with a focus on improving reading ability. Students are chosen to participate based on need, and attend two of the four sessions each week. The intensive group focuses on developing phonemic awareness, sight word recognition, fluency and decoding skills.

During Term 4, 2012 the school made the decision to purchase the MULTILIT Reading Tutor program to increase literacy levels and in particular to target low-ability readers. This program is highly regarded and research-based and is proven to significantly increase reading ability. The Learning and Support Teacher will facilitate the training of tutors who can implement the program, with a view to implementing in early 2013. This program should have visible results in increasing the lower band of student’s reading ability by mid-late 2013, which will hopefully have a cumulative effect on overall student achievement across the school.

Other Programs

Priority Schools Programs (PSP)

Priority Schools Programs support government schools serving the highest densities of low socio-economic status families in New South Wales. The programs are underpinned by principles of equity and are part of the NSW Government’s commitment to social inclusion.

PSP provided resources to improve the literacy and numeracy achievements and engagement of students from low socio-economic status backgrounds. These were the most critical requirements for student achievement across the full range of education and training outcomes.

As 2012 was the final year for the program at the school, funds have been expended on sustainable professional learning across the school to ensure students are receiving, quality researched based, up to date teaching and learning practices and experiences.

Kindergarten teaching staff have received ongoing professional learning in L3. Language, Learning and Literacy (L3) is a research based, cost effective Kindergarten classroom intervention program targeting reading and writing. As a result of this training Kindergarten teachers have reported pleasing growth for the majority of Kindergarten students in both reading and writing.

Stage 1 teaching staff have completed the Targeting Early Numeracy (TEN) professional
learning. The Targeted Early Numeracy (TEN) intervention program fulfils a government commitment to provide support for students experiencing substantial difficulty in learning numeracy in the early years to ensure all students are on track with numeracy by the end of Stage 1. Consequently Stage 1 teachers have reported that this professional learning has provided the teachers with very practical strategies for the students to use. This program is currently moving from the implementation to the maintenance stage and teachers have already reported growth in students’ numeracy achievement.

One teacher had been trained in the literacy program – Reading to Learn, bringing the total number of teachers trained in this methodology to nine across the school. Reading to Learn is still being implemented across the school and ongoing training has occurred with support from the regional consultancy. As Reading to Learn is still in various stages of implementation, achievement of school targets in literacy are in the process of being met by 2013-14. Teachers are continuing to report increased student engagement during literacy lessons and improved writing results in yearly assessments.

All teaching staff have participated in ongoing professional learning on the Learning Framework in Number with a focus on early arithmetic strategies and place value. Mathematics resources have been updated for shared use by Kindergarten to Year 6 and classroom sets have been purchased to support the implementation of Targeting Early Numeracy and Count Me In Too strategies.

Teaching staff across the school have participated in programming and planning days. This has given staff the opportunity to collaboratively program and plan teaching and learning cycles across the stage. As a result teachers are able to be consistent in their teaching practice and share teaching resources. This has also given teachers valuable time to analyse Smart Data (NAPLAN results), to develop quality embedded assessment tasks and to develop quality units of work resulting in improved student engagement and outcomes across the school.

Progress on 2012 targets

**Target 1**

- Decrease the percentage of students at or below NMS in Year 3 NAPLAN Numeracy from at least 29% in 2011 to 15% in 2012 (2 students), 11% in 2013 and 10% in 2014
- Decrease the percentage of students at or below NMS in Year 5 NAPLAN Numeracy form at least 35% in 2011 to 31% in 2012 (1 student), 26% 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

Our achievements include:

- 97% of year 3 students achieved above the national minimum standard in Numeracy NAPLAN
- 94% of year 5 students achieved at or above the national minimum standard in NAPLAN Numeracy
- Stage 1 teachers undertaking TEN training and implementation of strategies
- 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

**Target 2**

- Increase the percentage of students reaching regional benchmarks K-2 by at least 5%.
  - Kindergarten 64% in 2011 to 69% in 2012
  - Year 1 65% in 2011 to 70% in 2012
Year 2 80% in 2011 to 85% in 2012
- Decrease the percentage of students at or below NMS in Year 3 NAPLAN Reading from at least 19% in 2011 to 11% in 2012 (2 students) and 7% in 2013 and 2014
- Decrease the percentage of students at or below NMS in Year 5 NAPLAN Reading from at least 29% in 2011 to 21% in 2012 (3 students), 19% in 2013 and 17% 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)

Our achievements include:
- 81% of Kindergarten children achieving at Reading Recovery Level 5 or above
- 65% of yr 1 children achieving at Reading Recovery Level 20 or above
- 74% of Yr 2 children achieving at Reading Recovery Level 26 or above
- 100% of year 3 students achieved at or above the national minimum standard in NAPLAN Reading
- 100% of year 3 students achieved at or above the national minimum standard in NAPLAN Writing
- 89% of year 3 students achieved at or above the national minimum standard in NAPLAN Spelling
- 91% of year 3 students achieved at or above the national minimum standard in NAPLAN Grammar & Punctuation
- 78% of year 5 students achieved at or above the national minimum standard in NAPLAN Grammar & Punctuation
- Reading to Learn operating in all classrooms
- 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

Target 3
- The school executive team attend professional development offered by the Bathurst SEG as identified in Personal PL plans

Our achievements include:
- 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

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of

Educational and management practice - Reporting

Background

In 2012 parents, staff and students were surveyed through focus groups in regards to their understanding and perception of the schools reporting system.
Findings and conclusions

- Parents responded positively to the recent changes (semester 1) which had been made to include more detailed information about student achievements.
- Parents value face to face interviews with teachers.
- Parents believe the information they receive is helpful but they would like to know more about how grades are allocated.
- Parents appreciate the support they are given, for example strategies to be used at home to support learning.
- Teachers felt the structure change was positive and gave better information to parents.
- Staff see the need to have a more consistent approach to the allocation of grades and consistency of teacher judgement.
- Teachers are positive about the use of embedded assessment and would like continued professional learning in this area.
- Teachers wish to see standard reporting K-6 and the education of students and parents for greater understanding of this process.
- Students indicate that they have a clear understanding of how they are going at school with teacher and peer feedback.
- Students appreciate that teachers make the effort to individualise learning.

Future directions

- Parent workshops in: A-E reporting, embedded assessment and tracking student progress along the literacy and numeracy continuums.
- Continued Professional Learning for teaching staff in embedded assessment strategies and time to develop and plan quality assessment tasks.

Curriculum

Mathematics

Background

The school undertook Mathematics as a focus for the annual school evaluation in 2011 and 2012. In 2012 Mathematics was a focus for professional learning. Teachers, parents and students were surveyed through focus groups about their understanding of the teaching and evaluation of mathematics.

Finding and conclusions

- Parents felt that the greatest challenge that the students have in developing mathematical skills are: lack of confidence and lack of deep understanding.
- Parents report that children enjoy some aspects of mathematics, but feel frustrated with some processes.
- Parents would like more information about the teaching of mathematics and how to support their students at home.
- Teachers feel that student background knowledge and attitude are the greatest challenges in developing students skills in mathematics.
- Teacher knowledge has an impact on student outcomes.
- Teachers enjoy teaching mathematics, especially with recent training and development and resources which have been provided.
- Teachers would like to be better able to support student progress along the learning framework and make full use of classroom time.
- Teachers would like to be better organised with mathematics resources and have time to share quality teaching resources and observe other teachers in the classroom.
- Students indicated that the main difficulties they had in mathematics were solving difficult problems and using processes such as trading.
Most students enjoy mathematics and find it fun. Some indicate frustration when it is too difficult.

Students indicated a good understanding of the areas of mathematics that they wished to improve and showed a very thorough understanding of mathematical terminology and language.

**Future directions**

- Parent workshops in mathematics, the learning framework in number, and strategies to support students at home.
- Continued professional development in mathematics for all teachers K-6.
- Continued collaborative planning, timetabled opportunities in staff meetings to share resources and good teaching strategies.
- Time to observe other teachers in their classrooms teaching mathematics.
- Consolidation of the TEN program.

**Parent, teacher and student satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

**Parents**

- The school is well organised and runs smoothly
- Children are happy at school and enjoy being there
- The community support is strong and all feel welcome and included
- Parents believe staff are professional, committed and enthusiastic and understand student needs
- Communication between school and home is in depth and sufficient
- School environment and facilities are valued

**Teacher**

- Teachers feel the school runs smoothly and communication is effective and feel valued, supported and appreciated
- Teachers value the community support and feel parents are satisfied and students are well supported
- They feel the school is well resourced and they are provided with opportunities to grow and develop professionally
- Teachers greatly value stage collaborative planning and sharing of programs and effective teaching strategies

**Students**

- The majority of students enjoy being at school and feel safe and happy
- Students feel the school is well run and appreciate the routines and structures in place
- Students indicate teachers make learning fun and challenging and help them to achieve their best
- Students are well informed with what is happening at school
- Students enjoy the extra curricula activities and opportunities, as well as friendships and feel valued within the school environment

**Future Directions**

- Continue to develop the physical environment of the school
- Continue to value and encourage community partnerships and involvement
- Continue to ensure clear communication between school and home
- Continue to provide extra curricula opportunities for students

**Professional learning**

All staff were extensively involved in professional learning programs throughout 2012

- L3
- TEN
- Reading to learn (including ongoing training)
- Child Protection
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

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

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

Strategies to achieve these targets include:

- Consistent teacher practice through collaborative stage planning and programming
- The use of data to drive quality teaching and learning
- Implement the TEN program K-2
- Implementation of a whole school mathematics scope and sequence
- Whole school implementation of assessing and tracking students along the numeracy continuum and using this knowledge to drive teaching and learning programs
- Continued sharing of quality teaching practices and resources

School priority 2

Outcome for 2012–2014

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

2013 Targets to achieve this outcome include:

- Increase the percentage of students reaching regional benchmarks K-2 by at least 5%.
Kindergarten 81% in 2012 to 86% in 2013
Year 1 65% in 2012 to 70% in 2013
Year 2 74% in 2012 to 78% 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% in 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)

Strategies to achieve these targets include:
- All teachers develop the practice of the use of data to drive quality teaching and learning for improved student outcomes
- Consistent teacher practice through collaborative stage planning and programming
- Increased levels of understanding of the strategies involved in R2L through mentoring
- Consolidation and implementation of the L3 program in kindergarten
- Continued use of best start data to inform teaching and learning programs
- Tracking students along the literacy continuum K-6

School priority 3
Enhanced school leadership capacity for school improvement.

Strategies to achieve these targets include:
- 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

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
Donna Quinn – Rel Assistant Principal
Sue Pangas – Classroom Teacher
Rebecca Auld – Admin Manager
Christopher Campling - Classroom Teacher
Kelly Gurney – Classroom Teacher
Susan Dick – RFF Teacher
Kristin Reid - Classroom Teacher
Beverley Nancarrow – Teacher-Librarian
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr