

# Wyrallah Road Public School

## Annual Report



2017



3856

## Introduction

The Annual Report for 2017 is provided to the community of Wyrallah Road Public School as an account of the school's operations and achievements throughout the year.

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

Realising the potential in each and every child is truly a team effort. It is with the combined support of parents, family, peers, teachers and support staff that Wyrallah Road students are able to tackle challenges in their efforts to engage with education and life. This combined effort has helped to realise another successful year for the whole Wyrallah Road Public School community.

This year, with more targeted support to our indigenous students, we have seen a dramatic increase in academic achievement. Some of these initiatives, coupled with other school-wide programs such as Language, Learning and Literacy (L3) and Targeting Early Numeracy (TEN) has helped to significantly lower the number of students achieving below the national benchmark. This work has also contributed to our Aboriginal students bettering the state average in Year 5 reading and spelling while significantly closing the gap in almost all other areas.

In Term 3 our school performed the whole school concert to an appreciative crowd of more than 600. Over two energy-filled nights, each class graced the stage with performances following the theme of colours. This gave all our students from young to old a chance to experience creative arts onstage with all the bells and whistles.

2017 also saw more work being done in the area of student engagement, through the enrichment program, creative arts, technology and sport. As well as the capacity to build knowledge and talents in a number of representative opportunities, students were given the chance to explore areas of interest by partaking in subjects such as: Aboriginal cultural studies, Italian, drama, visual arts, extension sports, computer coding, media studies, practical science, dance, choir and more.

It has been an exciting year and all of us at Wyrallah Road Public School look forward to building on these successes into 2018.

Gareth Hockings

Principal

## School contact details

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6621 3363

### Message from the school community

2017 was another fruitful year for the P and C. With the success of the school show, and the winning of grant applications and the catering of the school functions, it saw the P and C raise another \$30,000 for the school.

Once again the school canteen and uniform shop continued to work tirelessly, playing an important role in raising funds and providing a service to the school community.

It has been an honour to be the P and C president of 2017, and I am proud of the accomplishments made this year, including the strengthening relationship with the school. I'd like to take this opportunity to thank our P&C executive team, our grant application writer, Sue in the Canteen, the p and c members, all the volunteers, and WRPS Staff for all your hard work throughout the year.

Thank you,

Tim Roberts

2017 President

### Message from the students

It has been another incredible year at Wyrallah Road Public School and we would like to acknowledge our Year 6 friends, peers and classmates. We would like to thank all the teachers and staff here at WRPS, we're so grateful for the many opportunities that our school has provided us. We would also like to acknowledge all our parents who not only support the school by giving up time to the P&C, canteen, uniform shop and transporting kids to events but also the everyday things like making sure we have lunches in our bags and clean uniforms to wear.

Sam Levinson wrote, "Don't watch the clock. Do what it does. Keep going." By this, we think he means time is the one thing that everybody on this planet has in common. The clock keeps moving, regardless. So do what it does and keep going. If you are struggling, keep going, if things are great, keep going, the clock will never stop and neither should you.

Tylah Crabtree and Kai Gylling

School Captains

## School background

### School vision statement

To provide an inclusive, welcoming and friendly school, supported by a close-knit community where students receive a dynamic education and are provided with opportunities to foster individual talents and interests.

### School context

Wyrallah Road Public School, with an enrolment of 523 students (including 12% Aboriginal students), is located in Lismore. The school has a supportive and active Parents and Citizens' Association as well as a regularly meeting group of Aboriginal parents. The school has an active Student Representative Council and programs include Language, Learning and Literacy (L3 and L3S1), Positive Behaviour for Learning, Reading Recovery, English as an Additional Language/Dialect, various sporting endeavours, choirs, dance groups and instrumental programs. Technology is a focus area with interactive whiteboards, computers and iPads in every classroom. The school reputation is enhanced by an enthusiastic staff committed to the school's traditions and values.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

#### Learning

In the domain of learning, the school has a strong focus on building educational aspirations and ongoing performance improvement ensuring that all students make learning progress. All Kindergarten classes have a Language, Learning and Literacy (L3) program operating with teachers engaging in ongoing professional learning. Teachers have also completed training in Targeting Early Numeracy Strategies (TENS). The school has a TENS trainer and student progress data is regularly collected. All classes K–6 record student learning on PLAN and this data is used to develop explicit teaching programs, culminating in individualised learning for all students. An extensive transition program is in place for students entering Kindergarten and Yr 6 to Yr 7. The school collects and analyses data to inform and support a successful transition for students. Sentral was used to track student behaviour and welfare data and also for consistency in reporting student progress to parents. In the area of wellbeing, the implementation of a whole school approach based on Positive Behaviour for Learning (PBL) principles further developed a consistent approach in language, data collection and analysis practices. A positive, respectful school culture is evident, ensuring good conditions for learning. The school achieves value-added results on external performance measures.

#### Teaching

In the domain of teaching, the school has placed importance on collaborative practice both within and across stage teams and on an integrated curriculum approach to planning. An opportunity has been provided to staff to develop their skills and experience as curriculum leaders and to further improve the quality of planning, teaching and assessment. Continued emphasis has been placed on improving teacher practice, the integration of technology, data analysis, classroom observations and feedback. Teachers regularly engage in Consistent Teacher Judgement (CTJ) to help promote a consistent and comparable judgement of student learning, monitor student learning progress and identify areas for improvement and extension. Teachers' Professional Development Plans (PDP) are supported by a whole school approach to developing professional practice. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. Formal mentoring is provided to support beginning teachers, improve teaching and develop aspiring leaders. Areas of teacher expertise are identified and utilised to provide professional learning to other staff across the school.

#### Leading

In the domain of leading, our school is dedicated to building the capacity of staff to be effective leaders within the school. Opportunities have been provided to staff allowing them to take on leadership roles within the executive team and



across the school in a variety of settings. A culture of effective, evidence-based teaching and ongoing improvement is a focus to ensure every student makes measurable learning progress. Teaching and non-teaching staff proactively seek to improve their performance. The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

UNITY: Creating a collaborative, innovative learning community, connecting Wyrallah Road Public School with its school community and other public schools across The Rivers P–12

### Purpose

To meet the evolving needs of our students. To develop positive relationships and strong partnerships between parents, students, staff, community and other public schools.

### Overall summary of progress

Wyrallah Road Public School has continued to create a collaborative and innovative learning community with links to other local public schools as part of The Rivers P–12 Community of Schools. Through these links, several opportunities for staff and students have been created including involvement in combined professional learning days for staff, improved transition procedures from primary to high school for students and collaboration between principals through the collegiate network.

Employment of Aboriginal School learning and Support Officer 2 days per week to support students' learning in the classrooms and to strengthen the links between school and community.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Whole school student attendance will be above 90% and partial absences will be above 90%.	Staffing entitlement	Whole school attendance for 2017 was 93% (this figure includes partial attendances).
Reduce the number of Year 5 Aboriginal students in bands 3 and 4 to 0 in reading and numeracy..	\$6 855.66	This target was met in 2017 with 0 Year 5 Aboriginal students in Bands 3 and 4 in reading and numeracy. Employment of an Aboriginal SLSO to provide extra support for Aboriginal students has had a positive impact on these results.
100% of Aboriginal students have a PLP which is completed in consultation with parents and students.	\$357.75	Increased communication and involvement from Aboriginal families in schooling and the PLP process with 100% of Aboriginal students having a PLP.
75% of Year 5 students will make equal to or greater than expected growth in NAPLAN reading.		75.4% of Year 5 students were successful in making equal to or greater than expected growth for NAPLAN reading in 2017. This was up from 52.5% in 2015 and 52.6% in 2017.
More than 30% of Year 5 students will be at proficiency for NAPLAN reading.		40% of Year 5 students were at proficiency for NAPLAN reading in 2017. This was up from 24% in 2016 and 22% in 2015.
More than 45% of Year 3 students will be at proficiency for NAPLAN reading.		48% of Year 3 students were at proficiency for NAPLAN reading in 2017. This was up from 39% in 2016 and 36% in 2015.
Increase the percentage of Year 5 Aboriginal students making equal to or greater than expected growth in NAPLAN reading from 54.5% in 2016 to at least 60% in 2017.	\$7 356.90	100% of Year 5 Aboriginal students made equal to or greater than expected growth in NAPLAN reading in 2017.
Increase the percentage of Year 5 Aboriginal students making equal to or greater than expected growth in NAPLAN numeracy	\$3 678.45	80% of Year 5 Aboriginal students made equal to or greater than expected growth in NAPLAN numeracy in 2017.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
from 50% in 2016 to at least 60% in 2017.		80% of Year 5 Aboriginal students made equal to or greater than expected growth in NAPLAN numeracy in 2017.
Increase the percentage of Years 3 and 5 students in the top two bands for reading NAPLAN.	\$3 678.45	Year 3 reading increased from 27.3% in 2016 to 44.4% in 2017.  Year 5 reading went from 33.3% in 2016 to 20% in 2017.
Increase the percentage of Years 3 and 5 students in the top two bands for numeracy NAPLAN.		Year 3 numeracy went from 18.2% in 2016 to 0% in 2017.  Year 5 numeracy went from 0% in 2016 to 20% in 2017.

## Next Steps

In 2018, the school will focus on consistently teaching Positive Behaviour for Learning expectations and regularly collating student data to inform the development of school-wide practices.

The school will regularly monitor student attendance data, including whole and partial attendance and attendance rates of Aboriginal students. School-wide processes will be put in place to proactively pre-empt concerns and address issues that arise.



## Strategic Direction 2

QUALITY: Leading teaching and learning through quality educational teaching practices

### Purpose

To ensure a quality continuum of learning for our students, strong leadership and outstanding teaching.

### Overall summary of progress

Dedicated time was regularly provided to staff to develop integrated curriculum units within stage teams, which will enable staff to cover content in a more succinct way by integrating KLA areas and giving students a deeper knowledge of curriculum areas as a result.

Beginning teachers were provided with a mentor teacher. Both mentor and mentee teachers were provided with extra release time to work with each other on identified areas of need and to observe each other's teaching and provide feedback. As a result, new staff felt more supported and know the school routines and procedures and mentors gained valuable knowledge and skills to further develop their personal professional development.

Teachers continued to build capacity by accessing professional learning to implement quality programs including L3 and TEN with a focus on the effective collection and use of data to inform practice.

A school based literacy teaching program was implemented and led by WRPS staff to deliver improved literacy outcomes for Stage 1 students.

One staff member was appointed to higher duties part-time to supervise staff and other school wide programs ensuring consistent leadership and supervision for staff across the school.

Four more staff members were trained in Stronger Smarter and implemented these philosophies within the school.

Staff developed personal professional learning goals and engaged in peer to peer observations as part of the Professional Development Framework. This led to rigorous professional dialogue about continual improvement of teaching practices across the school through feedback and self evaluation.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students entering Year 1 will be in Cluster 4 or above in reading.	\$60 800	Only 70% of students in Kindergarten are entering Year 1 at Cluster 4 or above.
80% of students entering Year 2 will be in Cluster 6 or above in reading.	\$45 600	90% of students will be entering Year 2 at Cluster 6 or above.
100% of teaching staff will have a PDP and all teaching staff will engage in at least 2 peer observations.	QTSS	All teaching staff have a current PDP which has been reviewed with their supervisor at least twice throughout the year and all staff have engaged in 2 peer to peer observations and have been observed by their supervisor.
100% of beginning teachers will have a designated mentor and time allocated to work with them.	PBT Funding	All beginning teachers in their initial two years of teaching have been allocated a mentor and time has been allocated each term to meet.
100% of teachers programs will reflect the use of PLAN data to guide their programming.		Teacher record PLAN data at the end of every term and use this data to guide their future programming.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All K–2 teachers regularly collect and record TEN data.		All K–2 teachers are trained in TEN and all K–2 teachers record TEN data at the end of every term.
100% of teaching programs reflect new syllabus requirements.		APs regularly check teaching programs and ensure that teachers are covering syllabus content and requirements through the program checklist.
Another 4 teachers will have completed the Stronger Smarter Leadership program.	\$18 062.46	Four new teachers have completed Stronger Smarter training and are implementing the philosophies within their classroom and the school.
Increase the number of staff willing to present whole school professional learning.		Throughout 2017 eight staff led whole school PL sessions with all staff presenting PL during the Week 6 Term 4 session.
Curriculum leaders and stage teams members will be provided with extra release time to support the planning and development of integrated curriculum units.	QTSS	Regular time was timetabled for curriculum leaders and stage team members to program integrated curriculum units.

## Next Steps

In 2018, every classroom teacher will use data to inform and differentiate their teaching and learning by tracking student progress and teaching programs will show evidence of altering curriculum delivery as a result.





### Strategic Direction 3

SUCCESS: Ensuring success for our students as learners, leaders and citizens

#### Purpose

To develop successful learners who are confident, well rounded, creative individuals with a strong sense of self.

#### Overall summary of progress

PBL continued to be a focus with school wide expectations regularly communicated to students and staff through weekly announcements. The PBL team met twice a term with student data discussed and a change in school wide expectations was made as a result of survey data from staff, students and parents.

Enrichment programs continued to run in Stages 2 and 3 and there was an increase in the number of students accessing the instrumental program and the formation of a school band.

A dedicated work space for staff was created to provide a communal work area for teachers when they were on RFF.

Staff have received PL throughout the year on various technologies including the use of SENTRAL which has greatly enhanced the management of student data, reporting, exchange of information and in school communication.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
10% reduction in the number of serious (planning room, amber level, red level, warning of suspension or suspension) RISC entries.	\$6 000	The school moved from using RISC to SENTRAL for recording behaviour incidents. Serious behaviours entries was reduced by 8.6% in 2017.
100% of teachers will update PLAN data on a termly basis.		All teachers K–6 update their PLAN data at the completion of every term.
100% of Stage 2 and 3 students will have access to enrichment activities at WRPS.	Staffing allocation	In Semester 1, 2017 all Stage 2 and 3 students accessed enrichment activities 2 afternoons a week. NB—This program did not run in Semester 2 2017 due to the biennial school concert.
Individual Education Plans are in place for all students with a disability diagnosis or receiving intervention support.		All students recorded on NCCD data as requiring an IEP have a current IEP which was created in consultation with parents.
Increase the number of students accessing instrumental lessons within the school.	\$3 427.00	An increase of 57% in the number of children accessing instrumental programs in 2017 compared to 2016.
Stage 1 and 2 teachers' confidence and skill level regarding the implementation of technology into classroom practise will improve through weekly team teaching with the technology teacher.	\$101 574.00	All Stage 1 and 2 classes access team teaching time in the technology room with the technology teacher.

## Next Steps

In 2018, teachers will be allocated time to collaboratively develop and review teaching and learning programs that are integrated across syllabus areas to engage and inspire student learning.

Teachers will use structured feedback from colleagues to improve their teaching practice.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$ 38 714.42	<p>Twice termly participation in AECG meetings.</p> <p>Termly coordination of the WRPS Aboriginal parents team meeting.</p> <p>Culturally appropriate resources purchased.</p> <p>Continuation of L3 program in Kindergarten and implementation of literacy program in Years 1 and 2.</p> <p>Four staff accessed Stronger Smarter Leadership training.</p> <p>Employment of Aboriginal SLSO 2 days per week.</p> <p>Cultural events including NAIDOC and BBQs.</p>
<b>English language proficiency</b>	\$ 18 138.15	<p>English as an Additional Language or Dialect teacher employed.</p> <p>Harmony Day recognised to celebrate and highlight diversity of school and wider community.</p>
<b>Low level adjustment for disability</b>	\$ 60 602.11	<p>This funding was used to expand the integration funding program, targeting our most at need students as identified through the Learning and Support Team meetings as well as through the collection of data in the Nationally Consistent Collection of Data process.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS allocation	<p>Providing time for mentor teachers to meet with mentee teachers and to observe each other's teaching. Provide extra executive release time to APs to improve programming, planning and teaching within each stage team.</p>
<b>Socio-economic background</b>	\$67 901.12	<p>This funding was used to employ SLSO staff to support the implementation of the L3 program in Kindergarten and school based literacy program in Year 1 and Year 2 as well as to run targeted programs across the school. It was also utilised to supply student assistance funding to ensure equitable access to school programs.</p>
<b>Support for beginning teachers</b>	\$46 757.13	<p>Beginning teachers accessed additional release from face-to-face teaching responsibilities, professional learning and designated time to work with a supervisor/mentor. Mentor teachers were also released.</p>
<b>Targeted student support for refugees and new arrivals</b>	New arrivals program staffing grant	<p>A small number of students enrolled at WRPS have recently arrived in Australia. Most of these students had limited or no English and accessed additional targeted teaching support. In every case, the students experienced significant growth in their understanding of English and their ability to participate in all areas of the curriculum.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	255	256	250	241
Girls	244	258	276	272

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.6	95	95.5	94.2
1	94.1	93.4	94.4	94.4
2	93.7	93.8	92.6	93.5
3	95	93.2	93.7	93.2
4	94.5	93.7	92.2	91.9
5	93.5	93.3	91.8	91.4
6	94.6	91	92.3	92
All Years	94.2	93.4	93.2	93
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Each fortnight, attendance rolls are checked by a member of the school executive and any attendance concerns are reported to the Learning and Support Team. At WRPS, we believe in early intervention and class teachers will send a letter home to parents if a student's attendance rate drops below 90%. If no improvement is made, parents receive a formal letter with an attendance report and are then required to meet with an Assistant Principal at the school. For students with habitual absenteeism after these measures are put in place, a formal referral to the Home School Liaison Program is made. In 2017, we had 27 students that were identified as significant attendance concerns with annual rates falling below 85%. School procedures and improvement measures

have seen over 52% of these students return to healthy attendance patterns.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	19.18
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	1.5
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.96
Other Positions	0

\*Full Time Equivalent

Wyrallah Road Public School has three Aboriginal teachers and one Aboriginal SLSO.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	93
Postgraduate degree	7

## Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Wyrallah Road Public School staff in 2017. The total expenditure for professional learning for the year was \$37 410.49

WRPS currently has 10 teachers in the process of gaining their accreditation at the proficient stage of the Australian Professional Standards for teachers and 10 teachers maintaining accreditation at the Proficient stage of the Australian Professional Standards for teachers.

All required staff participated in mandatory school staff development days and have completed mandatory training in 2017. All staff completed Nonviolent Crisis Intervention Training, a combined SDD in Term 2 with the Rivers P-12 schools at Southern Cross University with guest speakers and training around the teaching of Mathematics.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>489,476</b>
Global funds	381,164
Tied funds	469,151
School & community sources	138,420
Interest	6,298
Trust receipts	11,379
Canteen	0
<b>Total Receipts</b>	<b>1,006,413</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	54,079
Excursions	18,631
Extracurricular dissections	31,707
Library	6,526
Training & Development	830
Tied Funds Payments	314,836
Short Term Relief	49,610
Administration & Office	72,289
Canteen Payments	0
Utilities	56,261
Maintenance	9,799
Trust Payments	10,648
Capital Programs	22,873
<b>Total Payments</b>	<b>648,088</b>
<b>Balance carried forward</b>	<b>847,801</b>

The information provided in the financial summary includes reporting from 1 December 2016 to 31 December 2017.



	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	934,853
Appropriation	858,739
Sale of Goods and Services	2,173
Grants and Contributions	73,421
Gain and Loss	0
Other Revenue	0
Investment Income	521
<b>Expenses</b>	-324,453
Recurrent Expenses	-324,453
Employee Related	-153,626
Operating Expenses	-170,826
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	610,401
<b>Balance Carried Forward</b>	610,401

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	3,551,072
Base Per Capita	80,387
Base Location	3,736
Other Base	3,466,950
<b>Equity Total</b>	419,667
Equity Aboriginal	65,595
Equity Socio economic	148,622
Equity Language	10,240
Equity Disability	195,211
<b>Targeted Total</b>	68,540
<b>Other Total</b>	129,438
<b>Grand Total</b>	4,168,717

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

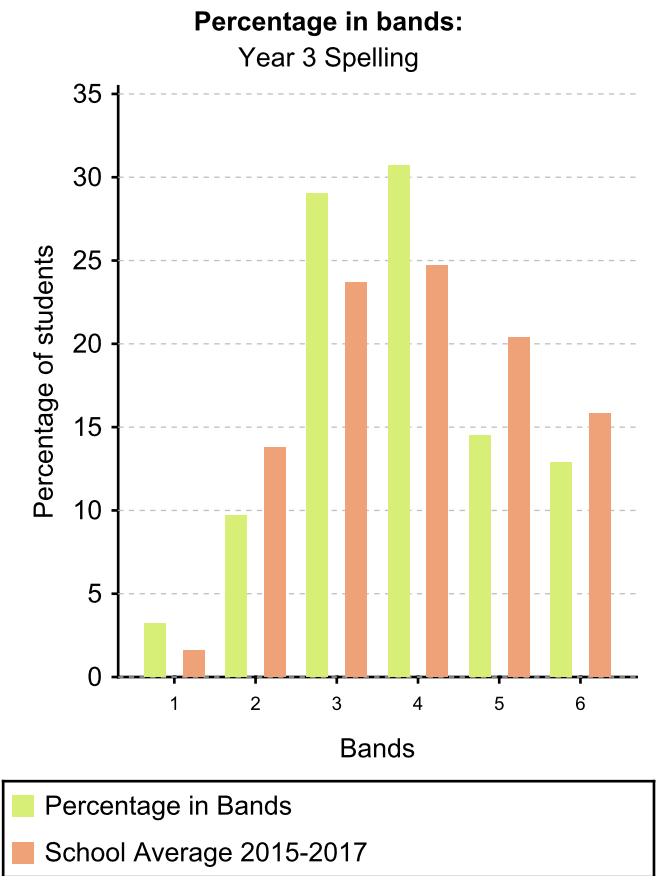
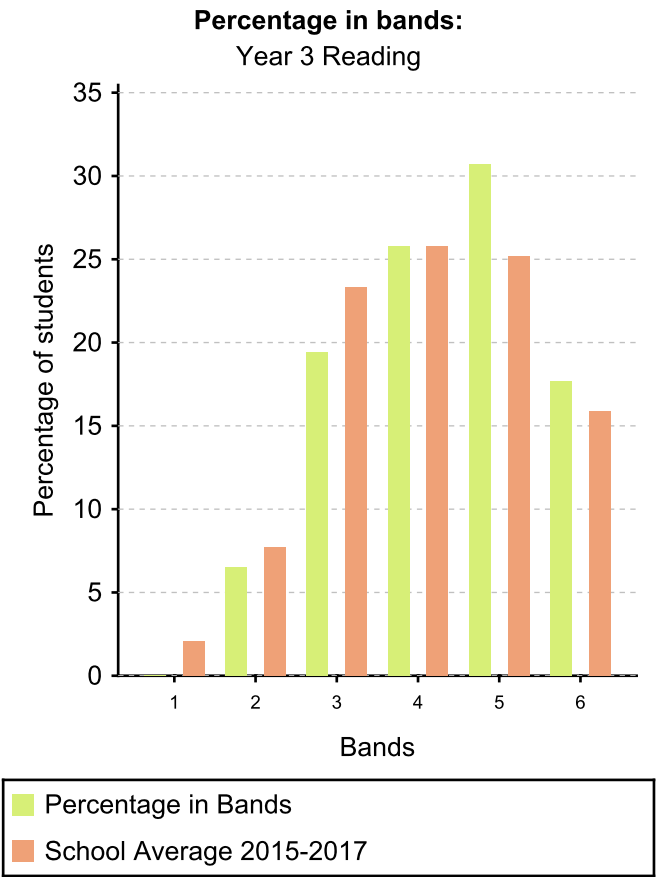
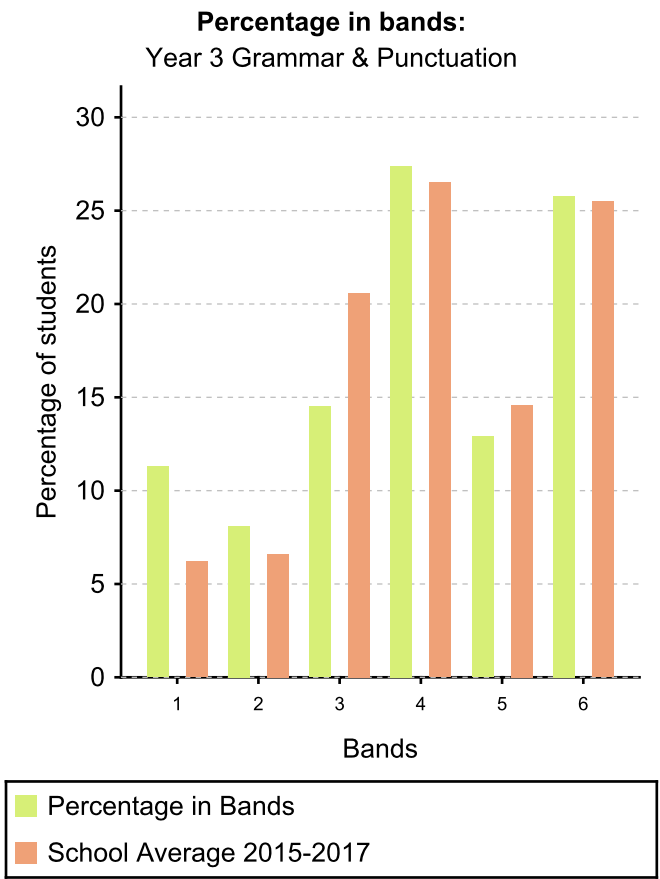
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

# School performance

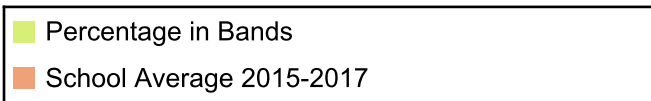
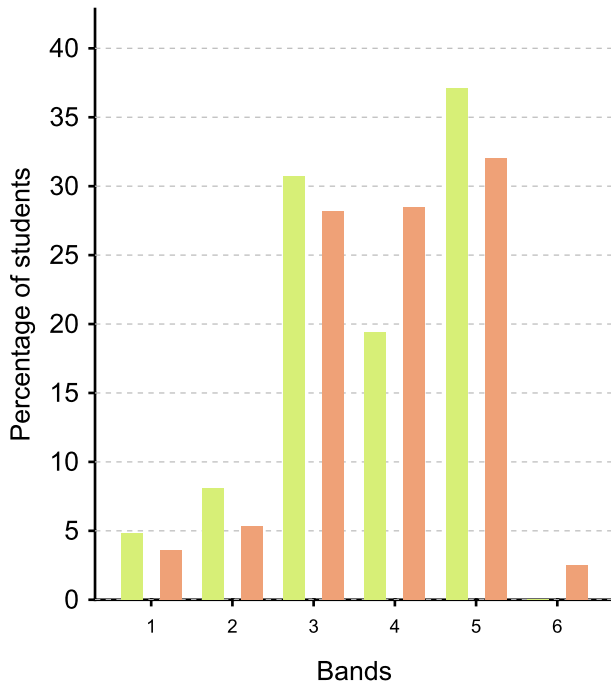
## NAPLAN

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.

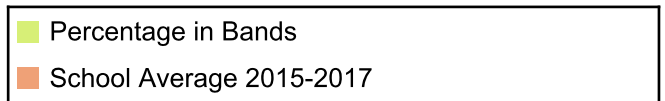
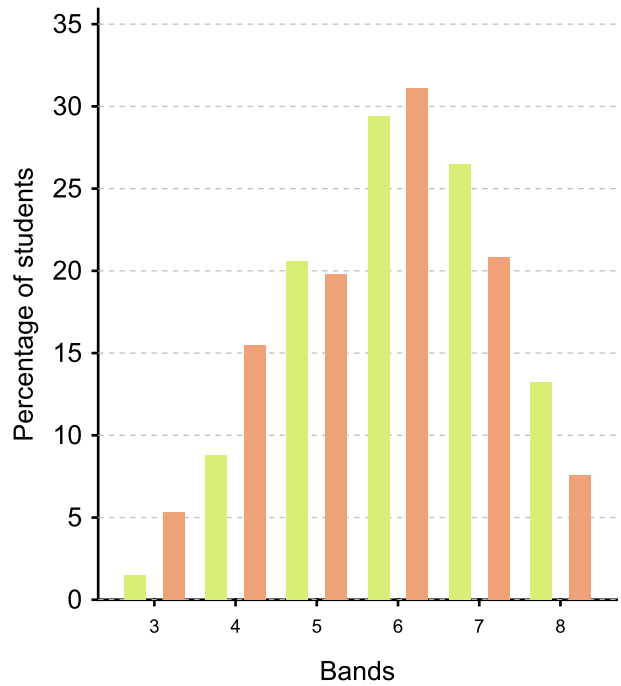
Students in Year 3 in 2017 showed improvement in their literacy performance. The number of students performing in the top two NAPLAN bands has increased in grammar and punctuation, reading and writing. Year 5 students have increased the percentage of students in the top two bands in both reading and spelling. There has also been a reduction of the number of students performing below national minimum standard.



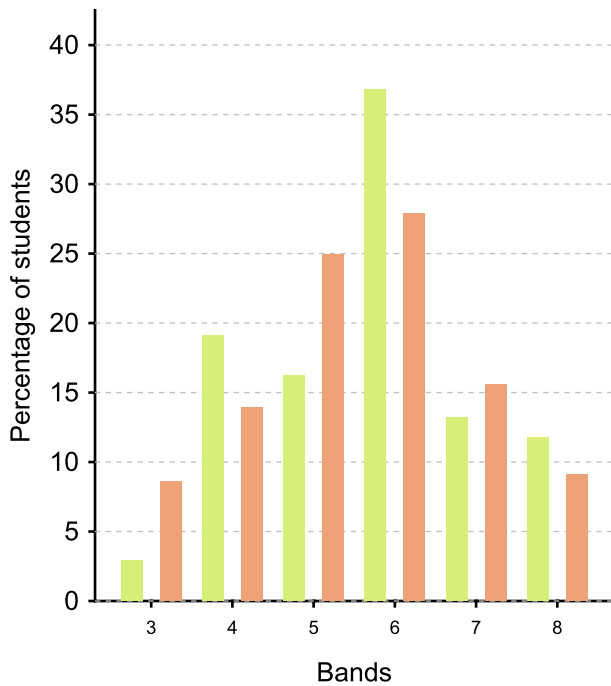
**Percentage in bands:**  
Year 3 Writing



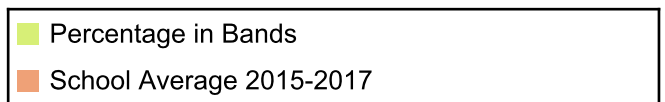
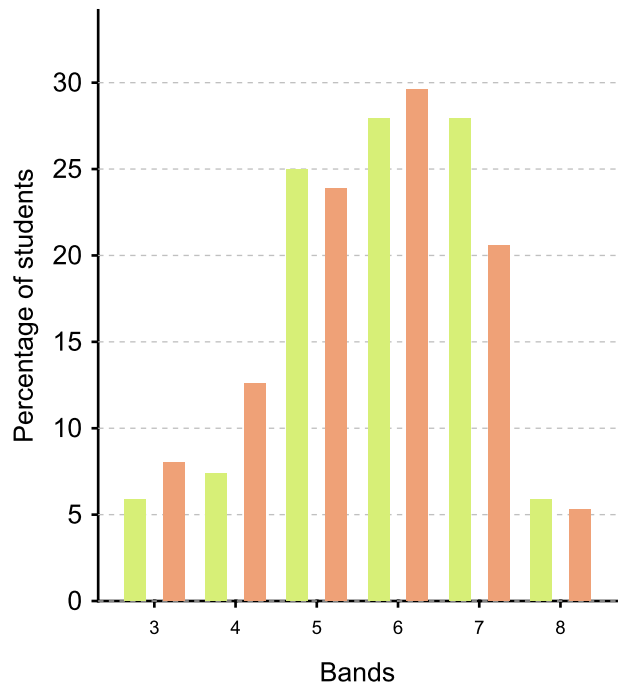
**Percentage in bands:**  
Year 5 Reading



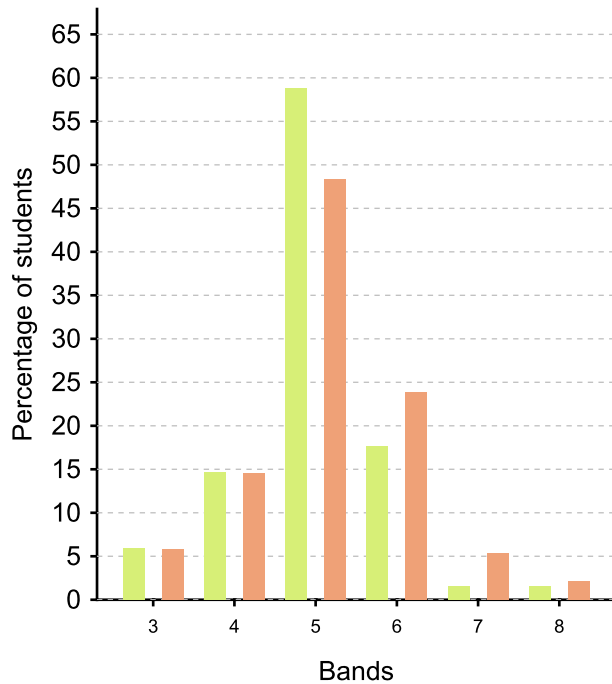
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling

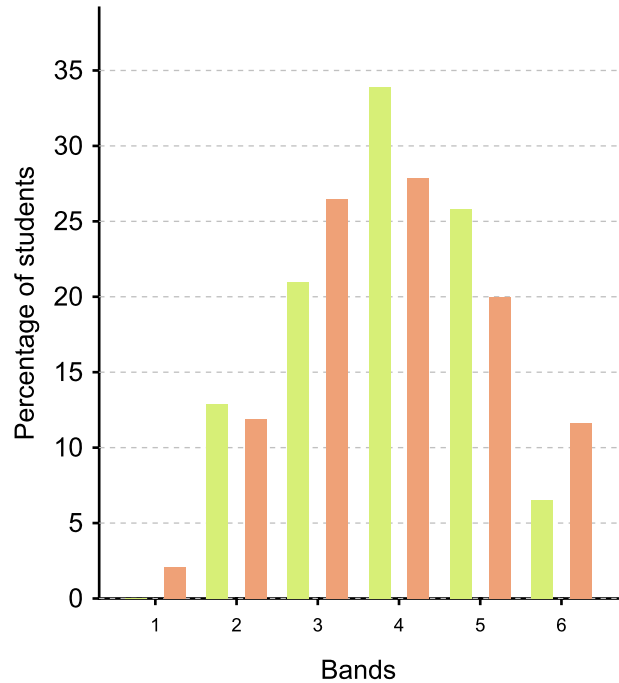


**Percentage in bands:**  
Year 5 Writing



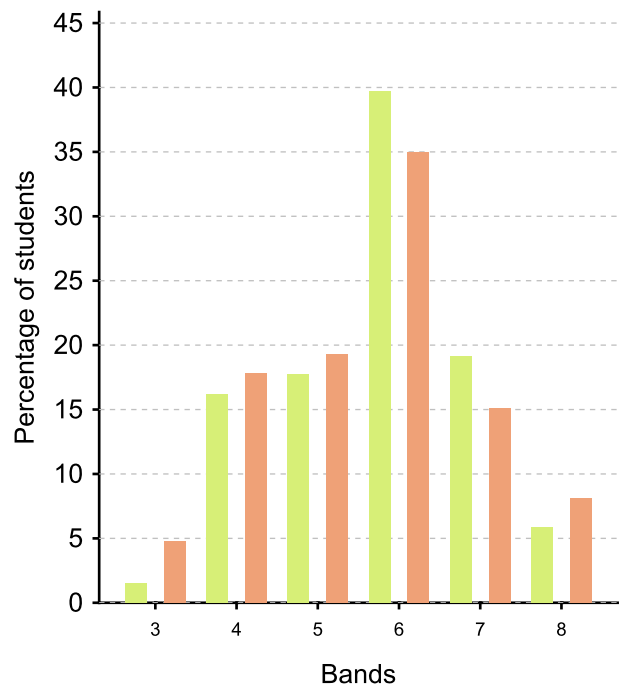
Students in Year 3 and Year 5 in 2017 showed improvement in their numeracy performance with both grades showing an increase in the percentage of students performing in the top two bands. The school also saw a reduction in the number of students in both Years 3 and 5 performing below national minimum standard in numeracy.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the Premier's target to increase the percentage of students in the top 2 NAPLAN bands by 8% by 2019 WRPS has made the following growth from 2016–2017:

The following information shows the percentage of students in the top two NAPLAN bands from 2016 to 2017.

**Year 3**

Reading: from 38.7% to 48.3%

Writing: from 27% to 37.1%

Grammar and punctuation: from 36.5% to 38.7%

Numeracy: from 27.9% to 32.3%

**Year 5**

Reading: from 23.8% to 39.7%

Spelling: from 17.3% to 33.8%

The following information shows the percentage of Aboriginal students in the top two NAPLAN bands from 2016 to 2017

**Year 3**

Reading: from 27.3% to 44.4%

Writing: from 18.2% to 55.6%

Grammar and punctuation: from 18.2% to 33.3%

**Year 5**

Spelling: from 25% to 60%

Numeracy: from 0% to 20%

**Parent/caregiver, student, teacher satisfaction**

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below:

Students from Years 4–6 at Wyrallah Road Public School completed the Tell Them From Me survey.

\* 91% of students had positive behaviour at school. The NSW Govt norm for these years is 83%.

\* 95% of girls and 87% of the boys in this school had positive students behaviour. The NSW Govt norm for girls is 91% and for boys is 75%.

\* 93% of students in this school tried hard to succeed. The NSW Govt norm for these years is 88%.

\* 94% girls and 93% of boys in this school tried hard to succeed. The NSW Govt norm for girls is 90% and for boys is 85%.

Parents and Caregivers from Wyrallah Road Public School completed the Tell Them From Me survey.

\* 81% of parents indicated that they felt welcome when visiting the school. NSW Govt norm is 74%.

\* 84% of parents indicated that the school supported learning and encouraged their child to do his or her best. NSW Govt norm is 73%.

\* 91% of parents indicated that the school supports positive behaviour. The NSW Govt norm is 77%.

\* 81% of parents indicated that the school has positive two-way communication and that they are informed. NSW Govt norm is 66%.

Teachers from Wyrallah Road Public School completed the Tell Them From Me survey and the People Matter survey.

\* 93% of staff worked collaboratively with their colleagues to develop cross-curricular and engaging learning opportunities for their students. NSW Govt norm is 78%.

\* 90% of teachers at this school felt they have a positive learning culture in their classrooms and set high expectations for their students. NSW Govt norm is 80%.

\* 93% of teacher at this school establish clear expectations for classroom behaviour. NSW Govt norm is 75%.

\* 97% of teachers at this school indicated that the staff at this school focus on improving the work we do. NSW Govt norm is 69%.

\* 97% of teachers at this school felt that they were acknowledge and had received recognition for the work



that they do. NSW Govt norm is 67%.



## Policy requirements

### Aboriginal education

Wyrallah Road Public School received Aboriginal background funding in 2017. The school has continued to employ an Aboriginal SLSO and another four staff members participated in the Stronger Smarter Leadership Program. L3 Kindergarten was also a significant focus to support quality literacy skills being developed at the start of school.

As a result of these initiatives:

- \* An intensive one-on-one program was developed to support the improvement of literacy and numeracy skills for targeted Year 3 and 4 students.
- \* A cross-age peer tutoring program was run to support reading and relationships between students in Year 6 and Year 2.
- \* All Aboriginal students progress was monitored using the literacy and numeracy continuum and PLAN data.
- \* All students performed an Aboriginal dance as part of NAIDOC celebrations.
- \* An Aboriginal student was identified to participate in a leadership conference in Lismore.
- \* The Aliya King Leadership Award was awarded to a Year 4 Aboriginal student during NAIDOC Week celebrations to encourage their future leadership aspirations.
- \* A strong focus was put on embedding Aboriginal perspectives into all curriculum content.



### Multicultural and anti-racism education

In line with the School plan, the school continued to review its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded for all students. Further to this, our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

Teachers participated in professional learning and included strategies for embedding multicultural and anti-racism education into their teaching and learning programs.

A highlight of the year was Harmony Day, with many families coming to school to share their stories with all students.