

Wyrallah Road Public School

Annual Report



Wyrallah Road Public School

Whole School - 2018

Principal: Gareth Hockings Deputy Principal: Rowena McLaughlin



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2018



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Introduction

The Annual Report for **2018** 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.

Gareth Hockings

Principal

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Message from the school community

2018 has been another great year for the hardworking P&C. I am looking forward to seeing what next year holds and what can be achieved.

We have three major projects which we are hoping to deliver as soon as possible.

These projects are a Nature Based Playground, a covered walkway to the hall and to purchase new white boards for the class rooms.

As most of you have seen, the Nature Based Playground is well underway with the completion due by March 2019.

Charmaine Williams has worked tirelessly on this project and has been supported by the P&C to ensure the success of this beautiful addition to our school.

We were successful in receiving a sizeable grant from the NSW State Government to help build the covered walkway to the hall. This, supplemented with funds from the P&C and the school, will see this essential infrastructure project completed next year.

The P&C has also contributed \$5000 to the school to purchase much needed reading books for the classrooms and we will continue to subsidise the fantastic music program offered at the school.

We are also very proud to say our canteen menu is being used as the example menu to other schools of a healthy canteen. Our fantastic Canteen Manager Sue Pagotto has worked extremely hard to create interesting and healthy options for our children to order.

One of our major fundraising efforts for 2018 was the Staff Development Day at SCU. It is attended by the teachers and staff from the local Primary and Secondary schools. We raised over \$8000 which was an amazing result.

We also held some minor fundraising events including our annual Mother's Day and Father's Day stalls, a luncheon for a local motorcycle club and the Christmas Fair.

It is really enjoyable to be part of a supportive and passionate school community like Wyrallah Road Public School.

Rachel Young

P&C President 2018

Message from the students

Over the past seven years we have been so fortunate to experience many wonderful things above and beyond classroom learning. Between us, we have benefited from extra opportunities in creative arts, sport, technology and enrichment groups. It would not have been possible without the incredible support of our great teachers. For this we say thank you.

To all the parents, grandparents and friends who help and to those who volunteer their time to the school in so many other ways we say thank you. You have all helped us get to where we are today.

To our classmates – we have shared many good times. Together, we have created memories and friendships that will last a life time. Thank you for making primary school the great experience it has been and let's all make sure that we work hard to look after each other as we go our different ways.

Abigail Griffiths and Jed McPherson

School Captains 2018

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, 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 documents the findings from self-assessment using the School Excellence Framework along with school achievements and outlines the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation process. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Within the School Excellence Framework domain of Learning the results indicated that:

The school plan clearly outlines that the purpose of learning at WRPS is for students to be engaged in rich learning experiences, developing knowledge and skills with a strong sense of wellbeing. The evidence shows that staff are committed to delivering rich learning experiences to meet the individual needs of students. The school supports the transition of students into Kindergarten and Year 7 by collecting, analysing and sharing important information about students to ensure their transition is successful. The school has an attendance plan and attendance data is regularly harvested and discussed at Learning and Support Team Meetings. The school has a strong focus on Positive Behaviour for Learning (PBL), which aligns with the school wellbeing policy. The new behaviour expectations were co-developed with parents, students and staff and are explicitly and consistently applied across the school. Curriculum delivery is integrated to allow greater flexibility for teachers to program highly engaging teaching and learning experiences. The programs are developed to ensure that assessment is integrated into the teaching and learning programs and tasks are developed using marking rubrics that can be used for feedback to students and parents. The school uses a range of internal and external data sources such as L3, PLAN, NAPLAN and TEN. This data is used to support the reporting process and to develop programs to meet the individual learning needs of students.

Within the School Excellence Framework domain of Teaching the results indicated that:

WRPS ensures success for our students through the delivery of high quality teaching practices. Teachers regularly collaborate across stage teams to share curriculum knowledge, data, feedback and other student information to inform the development of integrated curriculum programs. These programs are regularly reviewed and adapted to meet the needs of students. The school uses a wide range of data to track the progress of students. Extensive professional learning time is given to analysing performance data in stage teams and across the whole school. Data is used to evaluate student understanding of lesson content and to adapt teaching programs accordingly as a result. Teachers regularly engage in Consistent Teacher Judgement (CTJ) to monitor progress, identify gaps for improvement and areas for extension. The school has implemented a school wide approach to the development of teachers' Professional Development Plans (PDP). Staff actively engage in lesson observations of colleagues and use the professional teaching standards to reflect on their own and others' teaching practice. PDPs are discussed, reflected upon and monitored throughout the year and senior executive staff work with APs to ensure teachers are working towards areas for development or continual improvement. Formal mentoring is provided to new staff to improve teaching and develop supportive relationships within the school. Teachers with leadership aspirations are also given opportunities through relieving leadership positions or other opportunities across the school. Teachers regularly engage in professional learning to improve their practice and experts on staff are used to provide professional learning.

Within the School Excellence Framework domain of Leading the results indicated that:

The school regularly uses the knowledge and skills of staff to provide professional learning across the school and also across a professional learning community. The focus is on ongoing improvement of practice to ensure that every student makes measurable learning progress. The school regularly engages the community in a range of school events and embeds themselves in activities within the wider community. Feedback on performance is regularly solicited from staff, students and community members. This feedback is always analysed and acted upon. The school planning process is cyclic and ongoing at WRPS. The community is consulted through surveys or focus groups and staff spend time evaluating and formulating the plan during staff meetings and professional learning time. The school plan milestones are communicated to staff on a regular 5-week basis and progress is fed back to staff at the end of each term at staff meetings. The progress towards achievement of improvement measures within the plan, student learning and improvement in other area across the school are reported in the Annual School Report. A strong focus has been placed on technology through the Digital Literacy Grant. The school is working towards integrating technology into teaching and learning lessons through the purchase of new technologies and providing staff with professional learning on how to use them expertly. The school also benefits from opening up its facilities to community groups to use. The school engages with the community through a range of mediums including the school website and social media pages.

Our self-assessment and the external validation 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:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Excellence in Learning

Purpose

Students will be engaged in rich learning experiences, developing knowledge and skills with a strong sense of well-being.

Overall summary of progress

2018 has seen a significant focus on relaunching Positive Behaviour for Learning (PBL) at WRPS. The students, teachers and community members were surveyed to determine 3 new school wide expectations. Staff then developed explicit teaching lesson sequences to ensure the consistent teaching of school wide expectations from K-6 and classroom and playground posters were created outlining expected behaviours across all school settings. Behaviour data is regularly recorded and data is monitored twice a term by the PBL team. A launch of the new expectations was delivered to the school community at the Education Week Assembly.

The employment of an Aboriginal School Learning and Support Officer 2 days per week was undertaken to provide targeted literacy and numeracy support to students. This role included a check-in program for students, cultural studies for enrichment groups and implementing the Bundjalung language program (1 additional day per week was funded by the Language Nest).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students with a positive sense of belonging from 75% in 2017 (baseline) to 81% in 2020 (state average).	\$15 000– cost of orientation/transition programs.	The Tell Them From Me data indicates that WRPS has a school mean of 70% which is down 5% from 2017.
Reduce the gap in attendance rate between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students from baseline 3.79% (2017) to less than 2.79% (2020).	\$11 400–Stronger Smarter Training for 2 teachers.	The attendance gap has been reduced by 0.89% in 2018.
Increase and maintain the effectiveness of Positive Behaviour for Learning as measured through the School Evaluation Tool from 77% (2017 baseline) to 90% in 2020.	\$6 000–PBL budget for roll out of new expectations, signage, win bins, awards, gold days.	The 2018 SET data indicated an overall percentage of 90% from the data collected. This was an increase of 13% from 2017.

Next Steps

WRPS will continue to refine and improve their PBL structures across the school as per our action plan. Ongoing professional learning for staff will be included in the whole staff PL plan in 2019. The school has also requested support from the PBL AP to continue to work closely in monitoring and improving our PBL structures across the school.

School wide attendance monitoring guidelines will be revisited at the beginning of the 2019 school year. Attendance data will be consistently collected and monitored by the AP and reported at fortnightly learning and support meetings.

Strategic Direction 2

Excellence in Teaching

Purpose

Ensure success for our students through the delivery of high quality teaching practices.

Overall summary of progress

K–2 teachers engaged in L3 kindergarten and L3 Stage 1 training throughout 2018. 98% of Kindergarten students are exiting Kindergarten meeting or exceeding the reading expectations for their first year of school. 86% of Year 1 and 87% of Year 2 are exiting their respective years at or above reading expectations.

All teachers regularly engage in CTJ during stage professional learning time and rigorous discussion around the collection and analysis of student performance data.

Two additional staff members were trained in the Stronger Smarter Leadership program and implemented these philosophies within the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Equal or better the Statistically Similar Group (SSG) in NAPLAN Writing scores for Year 3 and Year 5 by 2020 a. Baseline Year 3 (2017) –15 points b. Baseline Year 5 (2017) –4.8 points	L3 Kindergarten \$56 600 –training and casual cover, SLSO costs, resources. L3 Stage 1 \$56 900– training and casual cover, SLSO costs, resources.	Changes to the way NAPLAN data is reported means that the improvement measures needed to be changed slightly for the 2018 school plan. Year 3 writing went from a difference of –4.5% from SSSG in 2017 to –4.1% difference in 2018 for writing. Year 5 writing went from a difference of –1.7% from SSSG in 2017 to –10% difference in 2018 for writing.
Increase the 'Average NAPLAN Scores over Time' average for Reading Yr 3 as measured through Scout from an average of 413.5 (2015–2017 baseline) to 430 by 2020. Increase the 'Average NAPLAN Scores over Time' average for Reading Yr 5 as measured through Scout from an average of 490.7 (2015–2017 baseline) to 500 by 2020. Increase the 'Average NAPLAN Scores over Time' average for Numeracy Yr 3 as measured through Scout from an average of 399 (2015–2017 baseline) to 410 by 2020. Increase the 'Average NAPLAN Scores over Time' average for Numeracy Yr 5 as measured through Scout from an average of 488.8 (2015–2017 baseline) to 495 by 2020.	TEN– \$2 400 Professional learning costs– \$4 000.	K–3 value add is remaining steady. 3–5 value add was trending up. 5–7 value add was trending down.

Next Steps

Utilising formative assessment to flexibly and responsively adapt teaching as an integral part of daily classroom instruction across the school so that formative assessment is practised expertly by all teachers.

Embed individual student learning goals for Literacy and Numeracy into every classroom in relation to the learning progressions.

A greater focus on curriculum differentiation for all students, including those who are performing above their grade/stage expectations.

Continue to improve teacher capacity through modelling of quality teaching practices, instructional leadership and ongoing professional learning for teachers.



Strategic Direction 3

Excellence in Leading

Purpose

Lead teaching and learning through school and community collaboration and quality educational practices.

Overall summary of progress

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.

Significant time has been spent continuing with planning for integrated units or refining current practices to ensure consistent and high quality teaching is occurring in every classroom. This has included ensuring all curriculum content is being covered and refining assessment practices and procedures across the school.

An extra part-time executive position was created to help build leadership capacity in staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the student perception of teacher expectations for success from 8.2 (2017 baseline) to 8.7 (TTFM NSW Government Norm).	QTSS \$131 000—IT teacher, instrumental program, additional executive positions.	The Tell Them From Me data indicates that WRPS has a school mean of 8.2 which is exactly the same as 2017.

Next Steps

The staff have recognised that further improvements could be achieved by continuing to improve teacher capacity through modelling of quality teaching practices, instructional leadership and ongoing professional learning for teachers.

The leadership opportunities for teaching staff in 2019 will be expanded with the creation of extra executive positions.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$60 799 • Aboriginal background loading (\$4 569.00)	Successful transition and orientation of 13 Aboriginal students into Kindergarten for 2019. Successful transition of 5 Aboriginal students from year 6 to 7. 2 staff attended 6 days of Stronger Smarter Leadership training. Attendance at local AECG meetings by Principal or executive member. Termly meetings of Aboriginal education parent team. Purchase of culturally appropriate resources. Continuation of L3 Kindergarten and L3 Stage 1. Employment of Aboriginal SLSO 2 days per week. Events such as NAIDOC Day and PLP celebration BBQs held.
English language proficiency	RAM Equity Funding \$5 599	English as an Additional Language or Dialect teacher employed. Harmony Day recognised to celebrate and highlight diversity of school and wider community.
Low level adjustment for disability	RAM Equity Funding \$ 50 734 1.0 FTE staffing allocation	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.
Quality Teaching, Successful Students (QTSS)	QTSS staffing allocation • Quality Teaching, Successful Students (QTSS) (\$11 635.00)	All teaching staff provided with extra RFF time each fortnight. Time used to support staff to complete the PDP process through meetings with supervisors and lesson observations. Release time provided to staff to develop integrated curriculum.
Socio-economic background	\$125 146 • Socio-economic background (\$15 643.00)	This funding was used to employ SLSO staff to support the implementation of the L3 program in Kindergarten and Stage 1 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
Support for beginning teachers	\$24 675 • Support for beginning teachers (\$1 702.00)	Beginning teachers accessed additional release from face-to-face teaching responsibilities, professional learning and designated time to work with a supervisor/mentor.
Targeted student support for refugees and new arrivals	New arrivals program staffing allocation	A small number of students enrolled at WRPS have recently arrived in Australia. Most of

Targeted student support for refugees and new arrivals	New arrivals program staffing allocation	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.
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	256	250	241	238
Girls	258	276	272	279

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95	95.5	94.2	94.3
1	93.4	94.4	94.4	92.9
2	93.8	92.6	93.5	93.7
3	93.2	93.7	93.2	94.2
4	93.7	92.2	91.9	93.4
5	93.3	91.8	91.4	93.7
6	91	92.3	92	92
All Years	93.4	93.2	93	93.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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 2018, we had 5 students that were identified as significant attendance concerns with annual rates falling below

75%. This has been an improvement of 33 students from 2017.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.68
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.96

*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 was undertaken by Wyrallah Road Public School staff in 2018. The total expenditure for professional learning for the year was \$11 034.11

All appropriate staff participate in whole school and stage based professional learning every Tuesday afternoon. All required staff participated in mandatory school staff development days and have completed mandatory training in 2018. All staff participated in a combined Staff Development Day in Term 2 with the Rivers P-12 schools at Southern Cross University with guest speakers and training around the teaching of English.

Four Kindergarten teachers and five Stage 1 teachers

completed their L3 Kindergarten and L3 Stage 1 training and two teachers attended Stronger Smarter Training.

Teachers also attended STEM PL through the Questacon travelling science centre, training around new syllabus documents, learning progressions and PLAN 2, music, sport coaching and network meetings.

Several teachers also completed the accreditation process at proficient level of the Australian Professional Standards for Teachers and all pre-2004 teachers became accredited at proficient level at the beginning of 2018.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	610,401
Revenue	4,801,327
Appropriation	4,564,877
Sale of Goods and Services	1,562
Grants and Contributions	227,366
Gain and Loss	0
Other Revenue	300
Investment Income	7,222
Expenses	-4,515,287
Recurrent Expenses	-4,515,287
Employee Related	-4,093,030
Operating Expenses	-422,258
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	286,040
Balance Carried Forward	896,440

WRPS has plans for Minor Capital Works to take place in 2019 and also a wide variety of educational programs to be implemented.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,666,205
Base Per Capita	99,198
Base Location	3,362
Other Base	3,563,645
Equity Total	346,391
Equity Aboriginal	60,799
Equity Socio economic	125,146
Equity Language	5,599
Equity Disability	154,847
Targeted Total	122,282
Other Total	287,826
Grand Total	4,422,705

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.

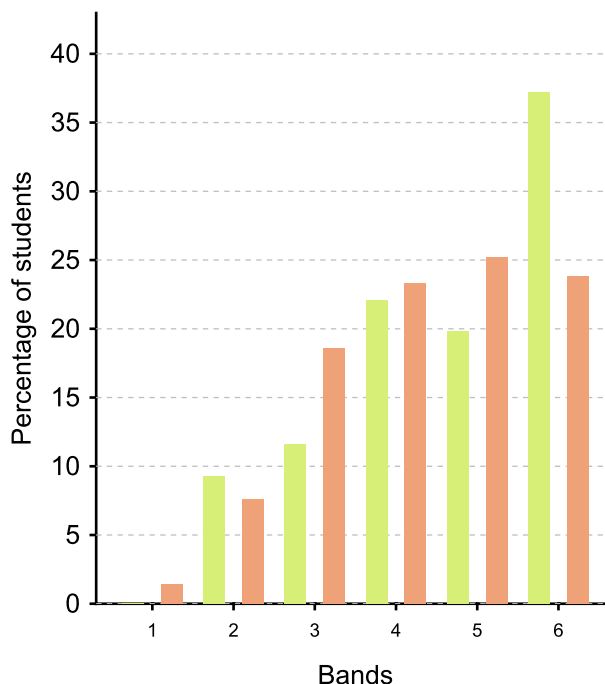
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

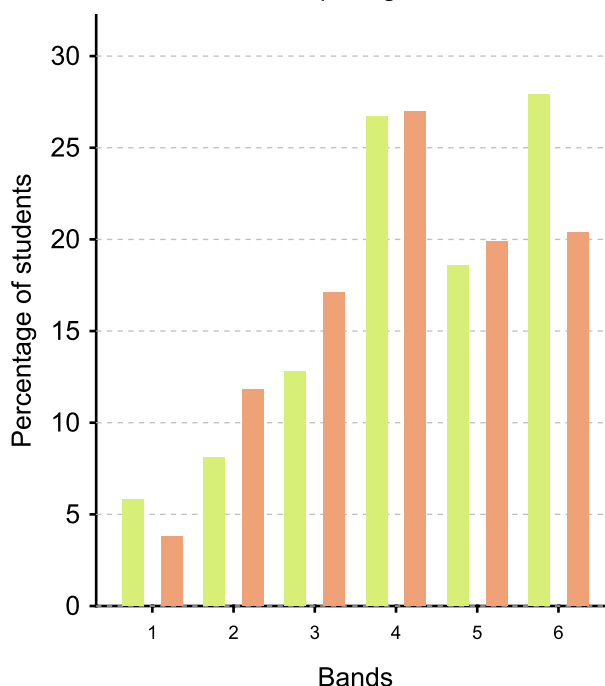
Students in Year 3 in 2018 showed improvement in their literacy performance. The number of students performing in the top two NAPLAN bands has increased in grammar and punctuation, spelling, reading and writing.

Year 5 students have increased the percentage of students in the top two bands of grammar and punctuation and writing.

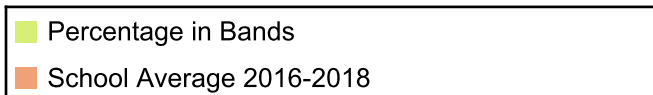
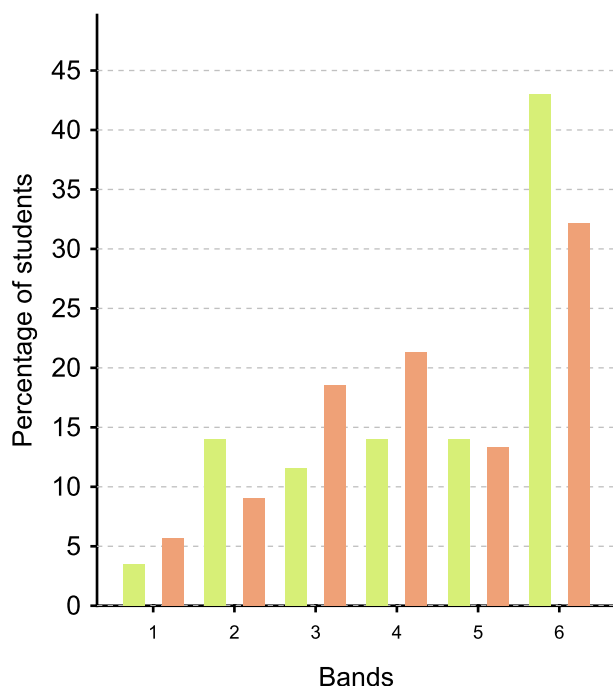
Percentage in bands:
Year 3 Reading



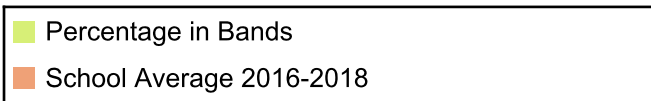
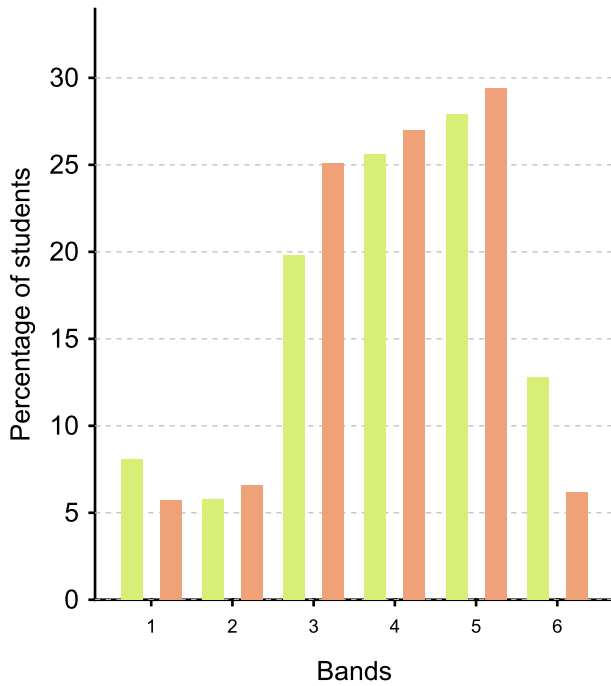
Percentage in bands:
Year 3 Spelling



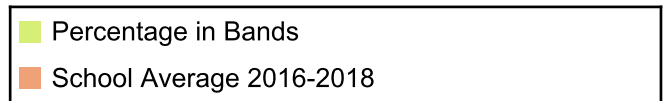
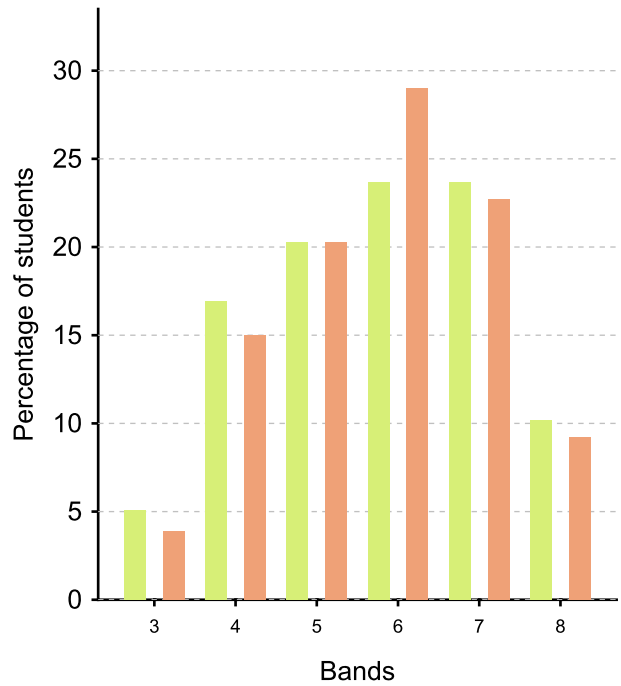
Percentage in bands:
Year 3 Grammar & Punctuation



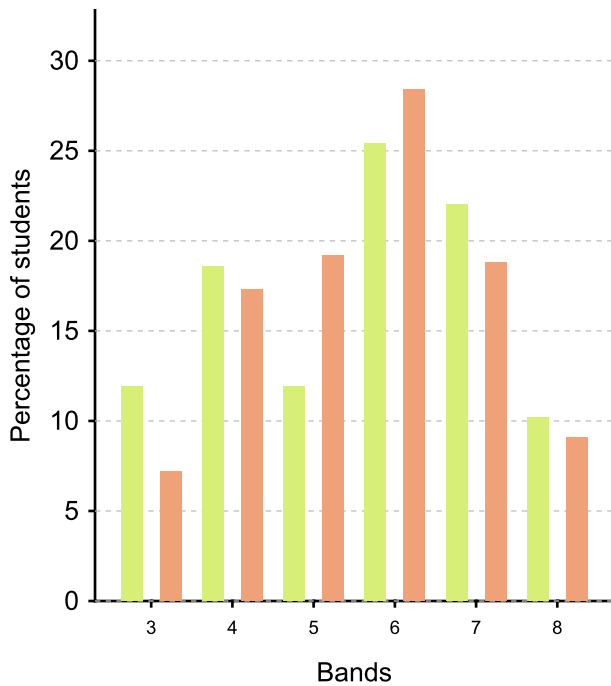
Percentage in bands:
Year 3 Writing



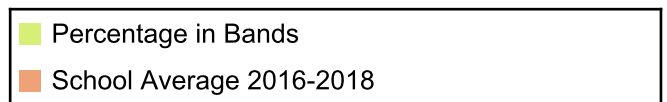
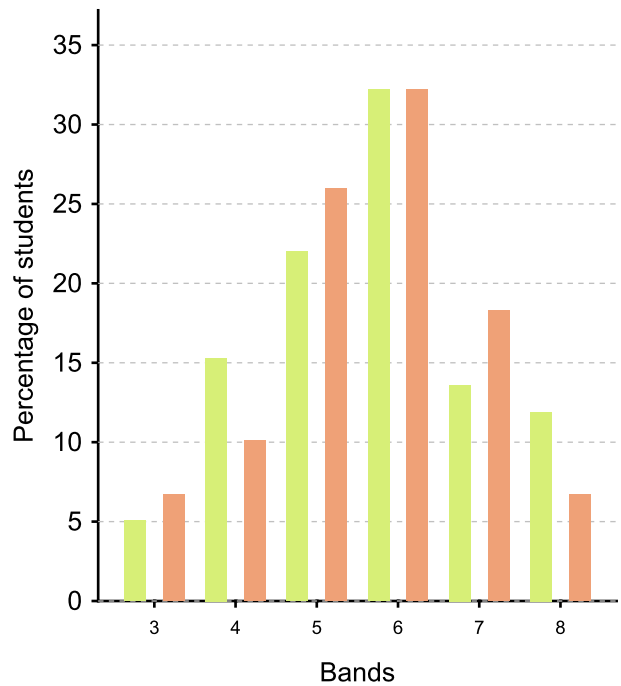
Percentage in bands:
Year 5 Reading



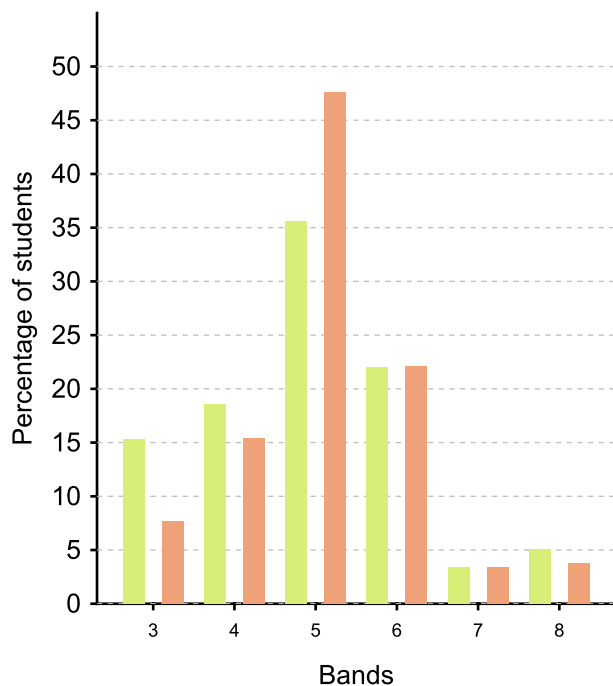
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



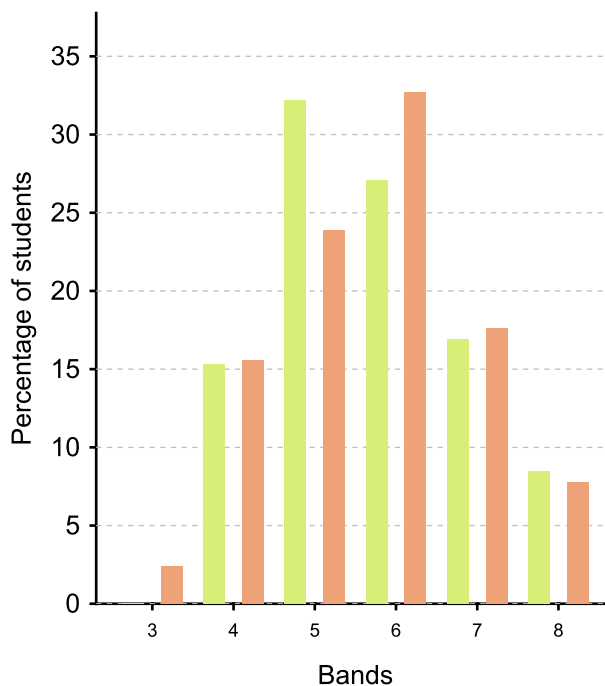
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Students in Year 3 and Year 5 in 2018 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 Year 5 performing below national minimum standard in Numeracy.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

WRPS is exceeding the Premier's Priority Target for the percentage of students in the Top 2 Bands in reading and numeracy by over 9%. This is an increase of 8% from 2017.

The following information shows the percentage of students in the top two NAPLAN bands from 2017 to 2018.

Year 3

Reading: from 48.4% to 57%

Writing: from 37.1% to 40.7%

Grammar and punctuation: from 38.7% to 57%

Spelling: from 27.4% to 46.5%

Numeracy: from 32.3% to 51.2%

Year 5

Writing: from 2.9% to 8.5%

Grammar and punctuation: from 25% to 32.2%

Numeracy: from 25% to 25.4%

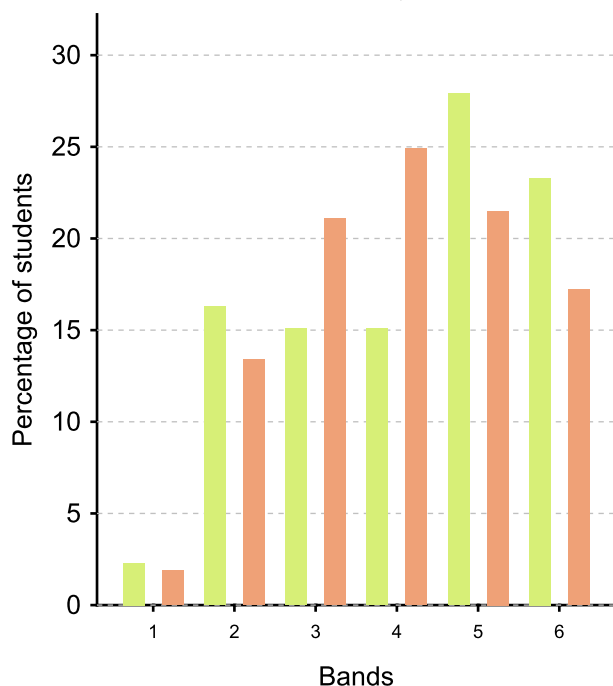
The following information shows the percentage of Aboriginal students in the top two NAPLAN bands from 2017 to 2018.

Year 5

Writing: from 0 % to 9.1%

Reading: from 20% to 45.5%

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Numeracy: from 20% to 27.3%

Grammar and punctuation: from 20% to 27.3%



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. The students from Years 4–6 at Wyrallah Road Public School completed the Tell Them From Me survey. Their responses are presented below:

83% of students have friends at school they can trust and who encourages them to make positive choices.

94% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

85% of students do not get in trouble at school for disruptive or inappropriate behaviour.

84% of students try hard to succeed in their learning.

Parents and Caregivers from Wyrallah Road Public School completed the Tell Them From Me survey. Their responses are presented below:

86% of parents indicated that the school's administrative staff are helpful when they have a question or problem.

79% of parents indicated that teachers encourage their child to do their best work.

88% of parents feel their child is clear about behaviour expectations at school.

80% of parents indicated that communication from school is in clear, plain language.

80% of parents felt they could easily speak with their child's teacher.

Teachers from Wyrallah Road Public School completed the Tell Them From Me survey and the People Matter survey. Their responses are presented below:

85% of staff indicated that school leaders took the time to observe their teaching.

88% of teachers at this school work with other teachers in developing cross-curricular or common learning opportunities.

88% of teachers talk with other teachers about strategies that increase student engagement.

91% of teachers set high expectations for student learning.

Policy requirements

Aboriginal education

Wyrallah Road Public School received Aboriginal background funding in 2018. The school has continued to employ an Aboriginal SLSO and two additional staff members participated in the Stronger Smarter Leadership Program. L3 Kindergarten and L3 Stage 1 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 to 6 students.
- * A cross-age peer tutoring program was run to support reading and relationships between students in Stage 1 and Stage 3.
- * All Aboriginal students progress was monitored through their PLPs which were created in consultation with teachers, students and parents.
- * Students performed an Aboriginal dance as part of NAIDOC celebrations at both the school and community 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.
- * The school introduced a Broader Bundjalung Language Program.



Multicultural and anti-racism education

Aligning to the school plan, WRPS 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 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.