Messages

Principal’s message

Our school motto “Sharing in Learning” is evident in the dedicated and committed staff, parents and community members who ensure that a supportive learning environment is provided for all students.

Students, parents and community members all made fantastic contributions to a very successful year. Thanks must go to the entire school staff on their professionalism, caring attitude and persistence.

Bylong Upper Public School aims to encourage self-discipline, positive self-esteem and a love of learning. The students are supported and challenged academically, socially and physically to prepare them for success in life. All students are exposed to a wide variety of learning experiences.

Our school is a place where every student can learn and grow in confidence.

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 Megan Andrews

P & C message

Bylong Upper Public School P&C meets throughout the year and continues its committed and effective support of the school. Thank you to all members for their support and hard work.

Stuart Andrews

P&C President

Student representative’s message

The students of Bylong Upper Public School have been involved in many fundraising events this year. All students participated in Red Nose Day Crazy Hair Day and Quad Bike Safety Day. All students completed the Premier’s Reading Challenge, the Premier’s Sporting Challenge and the Prime Minister’s Olympic Challenge. Students participated in Healthy Eating Lunches, Nude Food Days and our annual Easter and Book Week parades.

Students of Bylong Upper Public School

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>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
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<td>####</td>
<td>#N/A</td>
<td>#N/A</td>
<td>3</td>
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<td>####</td>
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<td>#N/A</td>
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<td>2</td>
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</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>98.4</td>
<td>95.8</td>
<td>84.8</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>95.1</td>
<td>96.6</td>
<td>na</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>na</td>
<td>92.0</td>
<td>91.0</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>91.6</td>
<td>na</td>
<td>94.6</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>na</td>
<td>100.0</td>
<td>na</td>
<td>98.9</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>90.5</td>
<td>na</td>
<td>98.9</td>
<td>na</td>
<td></td>
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<tr>
<td>6</td>
<td>94.2</td>
<td>87.2</td>
<td>na</td>
<td>87.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>96.6</td>
<td>95.0</td>
<td>94.0</td>
<td>90.8</td>
<td>96.9</td>
</tr>
</tbody>
</table>

Management of non-attendance

Parents are encouraged to phone or send a note to the school should their child be absent due to illness or other reason.

The principal accesses the Home School Liaison Officer (HSLO) as required.
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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Casual Teachers</td>
<td>1</td>
</tr>
<tr>
<td>School Learning Support Officer</td>
<td>1</td>
</tr>
<tr>
<td>School Administration Manager</td>
<td>1</td>
</tr>
<tr>
<td>General Assistant/Cleaner</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
</table>

### Income

- Balance brought forward: $38557.57
- Global funds: $37159.67
- Tied funds: $19160.48
- School & community sources: $7700.44
- Interest: $1712.00
- Trust receipts: $1456.00
- Canteen: $0.00

<table>
<thead>
<tr>
<th>Income Total</th>
<th>105746.16</th>
</tr>
</thead>
</table>

### Expenditure

- Teaching & learning
  - Key learning areas: $14729.60
  - Excursions: $2209.37
  - Extracurricular dissections: $1720.65
- Library: $794.89
- Training & development: $2134.29
- Tied funds: $23899.69
- Casual relief teachers: $684.69
- Administration & office: $11024.27
- School-operated canteen: $0.00
- Utilities: $4355.27
- Maintenance: $2519.33
- Trust accounts: $1377.00
- Capital programs: $1681.82

<table>
<thead>
<tr>
<th>Expenditure Total</th>
<th>67120.87</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Balance carried forward</th>
<th>$38625.29</th>
</tr>
</thead>
</table>

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**

- Students were given the opportunity to enter art works in the Rylstone Show. Bylong Upper PS won second prize in the group artwork competition.
- All students performed at the annual Christmas Concert and drama activities.
- All students attended two Musica Viva concerts.
• All students participated in a Visual Arts Day. Activities included photography, drawing and painting.

**Sport**

• All students participate in Crunch and Sip and fitness activities, the annual small schools swimming carnival, learn to swim program and annual athletics carnival.

• A Go Go Golf day was held at Bylong Upper PS.

• All students enjoyed attending the Super 8’s cricket day in Mudgee.

• All students participated in the Premier’s Sporting Challenge and the Prime Minister’s Olympic Challenge.

• All students participated in the Annual Cross Country Carnival.

**Other**

This year the students and the school have enjoyed success in many activities. Highlights include:

• A visit to the Life Education Van.

• Participation in School Clean Up Australia Day.

• All students completed the Premier’s Reading Challenge.

• Participation in Nude Food Days, the Gutsy Challenge and Rubbish and Energy Day.

• Second prize in the Annual Green Day competition.

• Setting up and planting a school vegetable garden then cooking using what was grown in the garden.

• Planting an apple tree for Tree Day.

• Participating in annual events such as, Book Week parade and fair, Easter Hat parade and NAIDOC activities.

• Excursions to our local area – The Drip, Kandos Museum, Mudgee Cheese Factory and Colonial Inn Museum.

• Participation in a Japanese Cultural Day.

• Participation in many Video Conferences.

• All students participated in an excursion to Jenolan Caves and the Blue Mountains. This excursion was funded by KEPCO (Korean Electrical Power Company) & Cockatoo Coal.

**Academic**

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy & Numeracy – NAPLAN Year 3 & 5**

Small cohorts of students may allow students to be identified. As our school had one student sit the NAPLAN tests this year, results were reported individually to parents. Individual student reports were sent home to parents identifying areas of strength and aspects for improvement. Results from the test in literacy and numeracy have been...
analysed for each student and will be used to help determine strategies for improvement on an individual basis.

**Significant programs and initiatives**

**Aboriginal education**

There were no Aboriginal students enrolled at Bylong Upper PS in 2012.

Aboriginal histories, cultures and local traditions are incorporated across KLAs.

All students participated in NAIDOC week activities. A special day was held at Ulan Public School, where students were able to participate in a number of activities; including, indigenous games, dancing, didgeridoo playing and art activities.

A number of culturally appropriate resources have been purchased to complement teaching programs.

**Multicultural education**

Teaching programs incorporate multicultural perspectives across Key Learning Areas. The importance of valuing and respecting other cultures is continually reinforced in learning and social interaction opportunities. These develop an understanding of cultural, linguistic and religious differences whenever possible in an attempt to extend the students understanding of situations beyond the local community.

**Other Programs**

**Country Areas Program**

The Country Areas Program (CAP) is a specific program that provides extra funding to assist schools and their communities to enhance education outcomes and opportunities for students living in geographically isolated areas. In 2012 CAP provided $8113 of additional funding, consultancy support for the whole school review and planning as well as access to professional development. This year we participated in school and network initiatives.

As a result of the funds provided by CAP:

- Teachers explicitly taught writing across all stages through team teaching.
- Teachers regularly used a range of techniques to support teaching and learning including the Interactive White Board (IWB), interactive websites, CAP Collies Units and iPod touches.
- Teachers participated in a CAP Professional Learning Initiative with Rich Allen to develop a range of classroom strategies to enhance student engagement in a multi-stage setting.

**Progress on 2012 targets**

**Target 1**

**Literacy/Numeracy**

- A consistent whole school approach to the assessment and teaching of literacy.
- Students achieving stage outcomes in reading, writing and numeracy.
- School based data will show each student achieving individual goals in relation to stage outcomes for literacy and numeracy.

Our achievements include:

- Students in Kindergarten to Year Two are at or above regional targets in reading.
- Students in Stage 2 and Stage 3 are reading above their chronological age.
- All students showed improvements in reading level, reading fluency and sight word knowledge.
- Reading to Learn continues throughout the school.
- Two teachers were trained in Jolly Phonics.
- Literacy and numeracy programs were developed collaboratively.
- The School Learning Support Officer (SLSO) provided individualised support as required.
- NAPLAN and Best Start results were analysed.
- Professional Learning opportunities were utilised.
The Go Maths program has continued to be implemented K-6.

Target 2

Engagement

- Strengthened engagement of all key stakeholders in learning.
- Innovation in the use of technologies for teaching and learning.

Our achievements include:

- A technology day with the Connected Learning Coach providing support in the use of the interactive whiteboard.
- Participation in a professional learning day, “iPod technology in the classroom”.
- Teachers are confident in the use of the Video Conference equipment.
- Professional learning with the CAP consultant to support staff in the use of technologies in the classroom.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations of Teaching and Human Society and Its Environment.

Education and management practice - Teaching

Background

In order to make decisions to improve the effectiveness of the school, there is a need to seek the opinions of people on aspects of educational and management practice. This year the school will be evaluating Teaching. A School Map survey was issued to all staff and students.

Findings and conclusions

An analysis of survey results revealed the following information:

- The curriculum is relevant and caters for the needs of students.
- Teachers respond to student interests.
- School reports provide information about student learning.

- Staff are approachable and provide opportunities for students to succeed and be rewarded for improvement.

Future directions

- Teachers will maintain a commitment to their own professional learning.
- Assessment and reporting processes will be regularly communicated to families to ensure parents are aware of student strengths and areas for development.

Curriculum

Human Society and Its Environment

Background

Human Society and Its Environment (HSIE) is studied once a week, usually Monday afternoon.

One unit per term is implemented. During 2012 the students have studied the following units of work.

- Term 1: Our Australia
- Term 2: Cultural Study – Japan
- Term 3: The Way We Were
- Term 4: Local Area

The teaching programs were planned for the full range of learners. The teaching programs reflect the mandatory outcomes and content in each stage and are taught through a range of teaching strategies and learning activities.

Students use technologies in HSIE activities. Multi media presentations, internet searches, word processing, CD’s and videos have been
programmed in the learning activities and assessment tasks.

Findings and conclusions
An analysis of survey results revealed the following information:

- Parents acknowledged that HSIE is an important Key Learning Area.
- Students have a positive attitude towards HSIE.
- Students particularly enjoyed the technology aspect of HSIE.
- Staff identified a need to update the HSIE units written as a network group some years ago.

Future directions
- Staff will collaboratively work on the development of updated HSIE learning programs. These will reflect the National Curriculum.
- Teaching resources will be purchased and updated as required.

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

Parents identified the following strengths:
- Small student to teacher ratio provides an excellent environment for learning.
- Individual learning programs.

Students expressed a high level of satisfaction with the following:
- Bylong Upper Public School is a safe and happy place where everyone is treated fairly.
- We compete in lots of different sports such as Super 8’s cricket, swimming and athletics carnivals, cross country, Go Go Golf and learn to swim.
- Bylong Upper Public School has a great learning environment with lots of space and equipment.
- Access to technology is excellent with ten computers, two interactive whiteboards, a connected classroom, Video Conference facilities, one iPad and three iPods.
- Teachers and support staff are caring and supportive.
- Learning activities are fun and include lots of “hands on” learning.

Staff identified the following strengths:
- Parental support is strong.
- Students are provided with a wide range of opportunities.
- Bylong Upper Public School is well resourced.
- Planning is done collaboratively.
- Teachers have access to quality Professional Learning opportunities.

The future direction:
- Parents would like more social and sporting opportunities for their children to overcome a concern of small numbers of students at the school.
Interschool activities will be planned for 2013.

**Professional learning**

During the year staff joined other schools in combined school development days in Terms 2 and 3. Staff also undertook mandatory training such as child protection, emergency care and resuscitation. The Principal attended regional principals’ conferences. A focus in 2012 was Jolly Phonics. Two members of staff were trained. Staff also accessed a range of professional learning activities throughout the year to further develop teaching skills and assist in developing new school programs. During 2012 staff attended, Road Safety-Communities of Schools, Jolly Phonics training, iPod technology in the Classroom and Student Engagement Strategies with Rich Allen. School Administration Staff attended the SASS (School Administration and Support Staff) Regional Conference and SASS ERN (Enrolment Registration Number) Registration and Student Inquiry training.

**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

Literacy/Numeracy

2013 Targets to achieve this outcome include:

- A consistent whole school approach to the assessment and teaching of literacy.
- Students achieving stage outcomes in reading, writing and numeracy.
- School based data will show each student achieving individual goals in relation to stage outcomes for literacy and numeracy.

**Strategies to achieve these targets include:**

- Release teachers to allow for co-operative programming and assessment task development.
- Share programming and assessment strategies across school.
- Network with other small schools to implement Go Maths, Reading 2 Learn and Jolly Phonics.
- Analyse Best Start and NAPLAN data to assist in planning teaching programs.
- Develop individual learning plans as required.
- SLSO to provide individualised support as required.
- Purchase relevant classroom resources as required.

**School priority 2**

Outcome for 2012–2014

Engagement

2013 Targets to achieve this outcome include:

- Strengthened engagement of all key stakeholders in learning.
- Innovation in the use of technologies for teaching and learning.

**Strategies to achieve these targets include:**

- Continued incorporation of iPods into the classroom.
- Utilise the Connected Learning Coach to support staff in the purchase and implementation of iPads into the classroom.
- Train new staff in the use of the IWB, Bridget and the Video Conference (VC) equipment.
- Participate in connected learning and technology professional learning opportunities as they arise throughout the year.
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.

Megan Andrews
Principal

School contact information

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Web: www.bylonguppr-p.schools.nsw.edu.au
School Code: 1464

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: