

Wilberforce Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Wilberforce 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.

In preparing this report the school has gathered information following evaluations carried out during the year. The report analyses and details the school's practices and students learning outcomes. We continually monitor the school plan and this serves as directions for the school's future development. Student learning outcomes have improved steadily in recent years. The multi-age class structure has successfully supported quality teaching and learning.

School contact details

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Message from the Principal

It is with great pleasure that I present the 2016 Annual Report of Wilberforce Public School. This report highlights the achievements of students and staff and acknowledges the valuable contribution of parents and community members.

Wilberforce Public School continues to offer 'Quality Education in a Caring Environment'. Our school promotes individual and team efforts, academically, culturally, through sports and also socially. Consequently, we offer students a range of programs and learning activities, catering to those who excel, those who require support and all students on the learning continuum. We celebrate effort in appreciation and make clear the standards of behaviour we expect.

Our efforts are directed at students attaining the highest possible standard of learning outcomes. We have in the past year, concentrated on making the full curriculum available, relevant and interesting for the students, as well as making an effort to teach the children to be reflective learners.

The school supports special programs in the performing arts, art and student welfare. There is a particular focus on programs for students with special needs. The hard work, dedication and commitment of the staff of Wilberforce Public School in providing the best possible education for the students is acknowledged and commended.

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.

David Deal

Principal

School background

School vision statement

“Quality Education in a Caring Environment”

Our vision is to provide a holistic, quality learning environment

to develop confident and creative global citizens and leaders.

Wilberforce Public School aims to offer ‘Quality Education in a Caring Environment’.

Our school seeks to promote individual and team efforts, academically, socially, culturally and through Sport development. We aim to offer students a range of programs and learning activities, catering to those who excel, those who require support and all students on the learning continuum. We celebrate effort in appreciation and make clear the standards of behaviour we expect.

School context

Wilberforce Public School is in a semi-rural environment, in the Hawkesbury District, north-west of Sydney. The school has 335 students with a dynamic and caring staff, providing a rich and varied learning environment. The school has a strong academic record and this combined with sound performing arts and successful sports programs, gives opportunity for the students to gain a well-rounded education.

Due to an enhanced state-wide model of school financing, we received significant equity funding in 2015. This has enabled us to initiate significant research based initiatives in our school. These have included:

- increased release time for the school executive to better support stage teams with successful practice and student wellbeing initiatives.
- a planning day every term for each stage teaching team to examine data, share best practice initiatives, design units of work and to contribute to consistency of teacher practice and assessment.
- engagement in Learning Community projects, planning and communications, including website links, newsletter, school app, media liaison, competitions and performances with a view toward supporting new enrolments at the school.
- significantly enhanced technology purchases in partnership with the P&C Association.
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Due to significant programs being introduced, our aim is to embed and consolidate our improvements through ongoing support for staff and a culture of high expectations of our students in the 2015–2017 plan. In addition, we will actively implement new reforms and mandatory processes.

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, our school achievements and the next steps to be pursued. 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.

This year, our staff at Wilberforce Public School has discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated at our School Development Day in Term 3 to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on well being, curriculum and learning. The strong performance of the school in creating a positive and productive learning culture amongst staff and students has been a feature of our progress. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and valuing of each other. The results have been evident in the way that students are relating to each other and, importantly, in the increased engagement of students in learning. Attention to individual learning needs has been another component of our progress throughout the year. Students with high learning needs are being identified early and their parents are increasingly involved in planning and supporting the learning directions for them. We have also

successfully provided for the strong participation and contribution of our community in learning at the school.

Our major focus in the domain of Teaching has been on collaborative practice for staff members. An important opportunity has been provided to staff members in relation to planning, teaching and growing as a team in each of our stages. The use of technology for learning, the importance of data analysis to inform decision-making, the growing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that is moving student learning to a new level. Importantly, staff are developing our own evidence based practice through their reflections and evaluations of our collective work.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. 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.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in 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>

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Strategic Direction 1</p> <p>All students have an individual learning plan(ILP) and are making progress across the literacy and numeracy continuums. Aboriginal students are demonstrating higher average levels of progress than non – Aboriginal students. Cultural significance is included in all ILPs and with explored school programs.</p>	<p>\$3,839</p> <p>Aboriginal Education Programs</p>
English language proficiency	<p>Strategic Direction 2</p> <p>Accelerative Literacy engaged in practising skills in this area under the guidance of experienced practitioners. They are involved in coaching and feedback to improve their skills and understandings.</p> <p>Strategic Direction 3</p> <p>Community Linkage Programs communicating with parents and inviting them to meetings with students to develop ILPs and monitor progress.</p>	<p>\$5,475</p> <p>Literacy professional learning and development.</p> <p>Ongoing L3 and Multilit Literacy programs</p>
Low level adjustment for disability	<p>Strategic Direction 1</p> <p>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. 35 students were referred for learning support.</p> <p>80% of students have increased their engagement in the classroom with 15% being referred for further support.</p>	<p>\$119,392</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS Development: School executive assisting with the development of personal development programs through collegial assistance, observations and evidence gathering. Time for collegial share, development of lessons and accordance with new curriculums.</p>	<p>Half day per week allocated entitlement</p> <p>PDP development – Observations and evidence gathering</p> <p>Collegial Assistance</p> <p>New Curriculum adherence</p>
Socio–economic background	<p>Strategic Direction 2</p> <p>School leadership team and staff sharing coaching training and practising discussions with stage teams for Professional Development Framework purposes.</p> <p>Strategic Direction 3</p> <p>All feedback from community, wider community, staff and students attests to the positive relationships built through the linkage programs with Community Liaison</p>	<p>\$20,900</p> <p>Executive release time</p> <p>Community Linkage Programs</p>
Support for beginning teachers	<p>Beginning Teacher Support: Inductions to school systems, assessment and reporting as well as familiarisation with new curriculums</p>	<p>\$26,734</p> <p>TPL Course attendance</p>

Support for beginning teachers	the focus for assistance. Beginning teachers being able to supply program delivery, individual learning plans and attendance at courses for development the focus here.	Release for planning Inductions
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	185	173	166	169
Girls	154	157	151	153

Enrolments have increased steadily in recent years. Though Wilberforce is not in a growth area some migration from the private system has occurred and families moving out of the area for High School and work have been replaced by families with Primary children. The population for Wilberforce is expected in time to plateau out at approximately 310. A healthy interest in the school and the provision of 'quality education' at Wilberforce remains.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.7	95.7	95.9	96.4
1	95.2	96	96.4	95.8
2	95.5	93.6	96.9	95.7
3	95.9	94.1	94.3	96
4	94.6	95.5	95	93
5	93.1	94.6	95.1	93.9
6	93.5	93.6	94.5	93.5
All Years	95	94.7	95.4	94.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Attendance at Wilberforce remains strong. Adherence to the Department's 'Attendance Policy' has meant follow up as to reasons behind absences and the importance of good attendance for on-going education at the school. Promotion and celebration of students' good attendance at school also a focus at Wilberforce.

Class sizes

Class	Total
K RED	21
K BLUE	22
1/2B	18
1/2W	18
1/2N	21
1/2C	21
3/4A	28
3/4P	28
3/4M	27
3/4B	28
5/6T	30
5/6C	29
5/6W	29

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.05
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration & Support Staff	2.82
Other Positions	0.12

*Full Time Equivalent

Aboriginal Workforce Composition:

Out of our 26 staff membership, inclusive of support staff membership at Wilberforce Public School, two members are of Aboriginal indigenous background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	75
Postgraduate degree	25

Professional learning and teacher accreditation

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

Professional learning and teacher accreditation :

All teachers are involved in on-going professional learning and all are candidates for teacher accreditation at the end of 2016. Four teachers becoming accredited as proficient before this time frame occurred.

Staff is divided into teams lead by a member of the school executive. Team leaders hold regular meetings with team members, which look at school programs, personal plans and training and development needs.

Professional learning is based on priorities. Professional learning sessions are both formal and informal (inclusive of DET training) and provide direction, opportunity and feedback.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

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

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. Financial considerations include information on;

- voluntary school contributions
- any significant variation between income and expenditure
- retained income and retained income held in trust
- expenditure on student curriculum materials, resources and technology.

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

A full copy of the school's 2016 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.

Income	\$
Balance brought forward	193 846.00
Global funds	187 726.00
Tied funds	221 797.00
School & community sources	58 493.00
Interest	3 000.00
Trust receipts	10 064.00
Canteen	0.00
Total income	674 926.00
Expenditure	
Teaching & learning	
Key learning areas	18 989.00
Excursions	8 080.00
Extracurricular dissections	37 141.00
Library	6 624.00
Training & development	180.00
Tied funds	129 295.00
Short term relief	23 331.00
Administration & office	39 031.00
School-operated canteen	0.00
Utilities	41 874.00
Maintenance	31 624.00
Trust accounts	9 655.00
Capital programs	17 907.00
Total expenditure	363 731.00
Balance carried forward	311 195.00

The information provided in the financial summary includes reporting from 27 January to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	359 771.82
(2a) Appropriation	326 665.41
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	32 482.39
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	624.02
Expenses	-202 658.93
Recurrent Expenses	-202 658.93
(3a) Employee Related	-110 277.33
(3b) Operating Expenses	-92 381.60
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	157 112.89
Balance Carried Forward	157 112.89

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	2 158 760.77
Base Per Capita	16 957.57
Base Location	0.00
Other Base	2 141 803.20
Equity Total	149 605.60
Equity Aboriginal	3 839.10
Equity Socio economic	20 900.07
Equity Language	5 474.64
Equity Disability	119 391.79
Targeted Total	73 140.00
Other Total	57 860.28
Grand Total	2 439 366.64

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.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

- Year 3: from Band 1 (*lowest*) to Band 6 (*highest for Year 3*)
- Year 5: from Band 3 (*lowest*) to Band 8 (*highest for Year 5*)

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

Click on the link <http://www.myschool.edu.au>

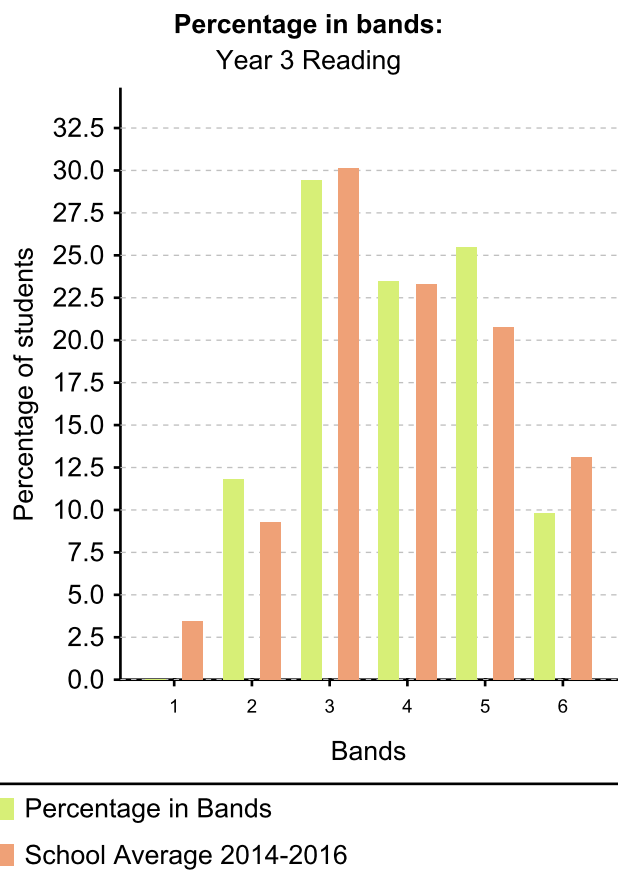
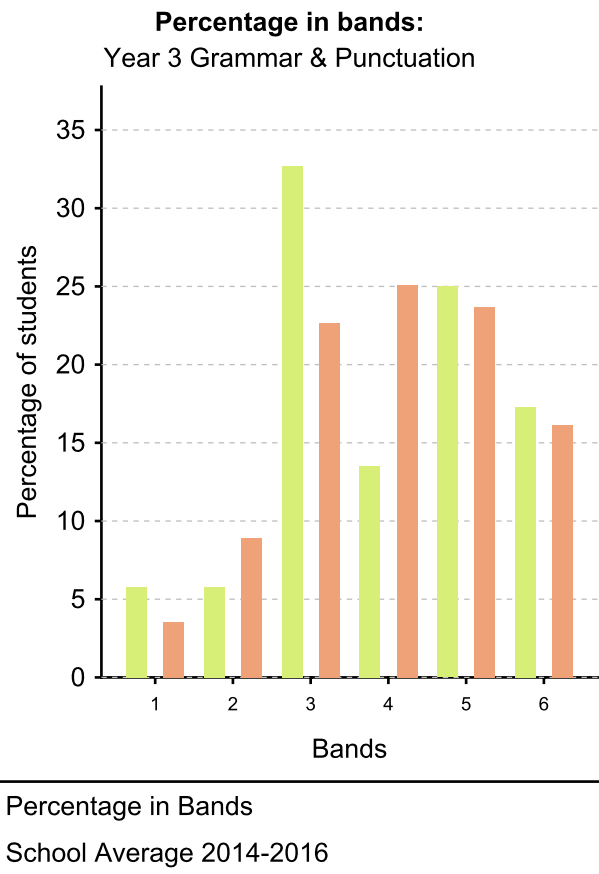
and enter the school name in the

Find a school

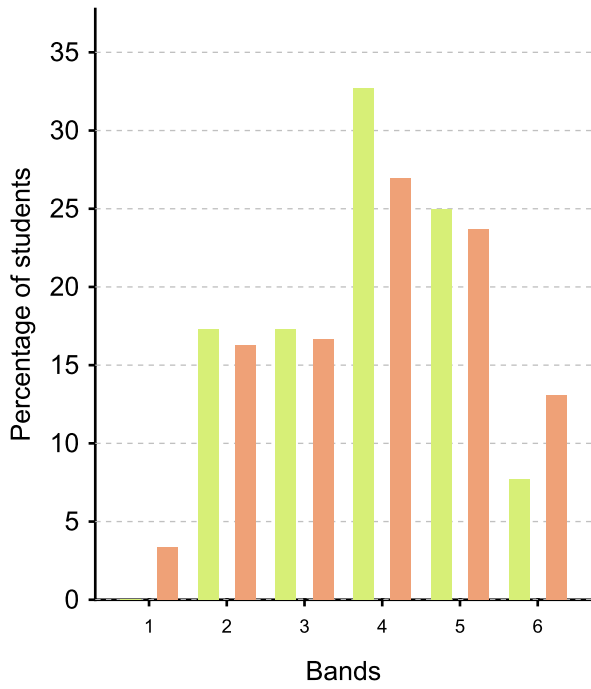
and select

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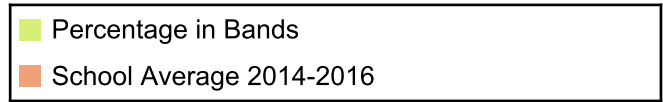
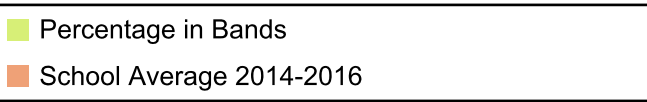
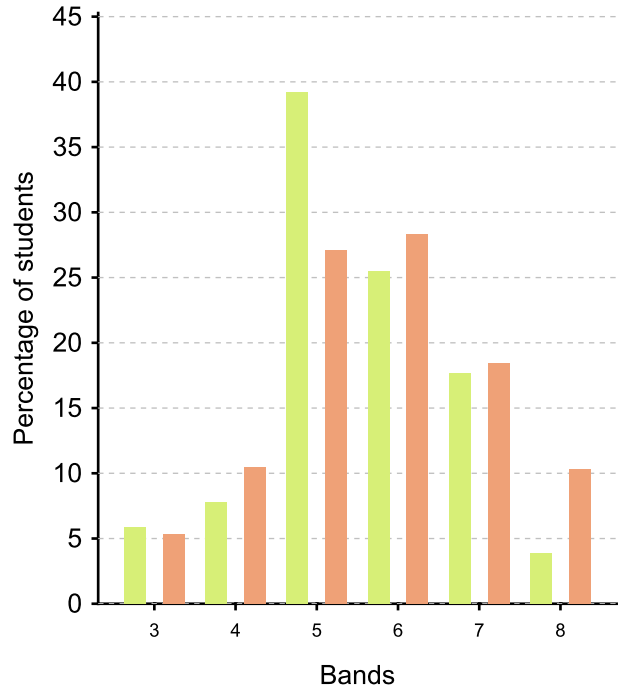
to access the school data.



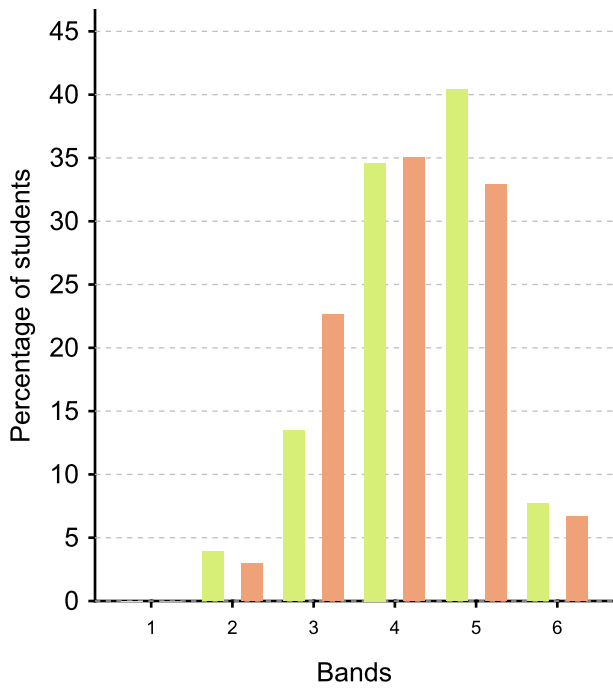
Percentage in bands:
Year 3 Spelling



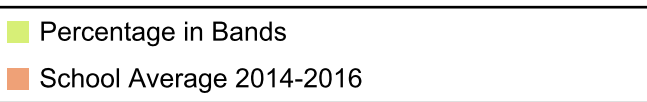
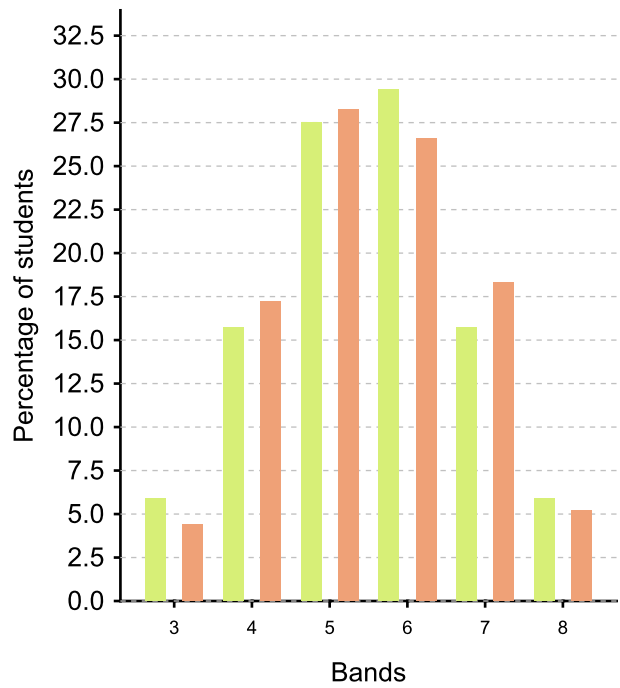
Percentage in bands:
Year 5 Grammar & Punctuation



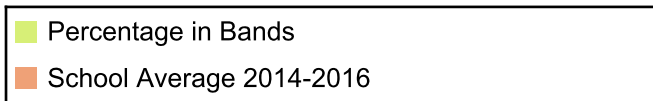
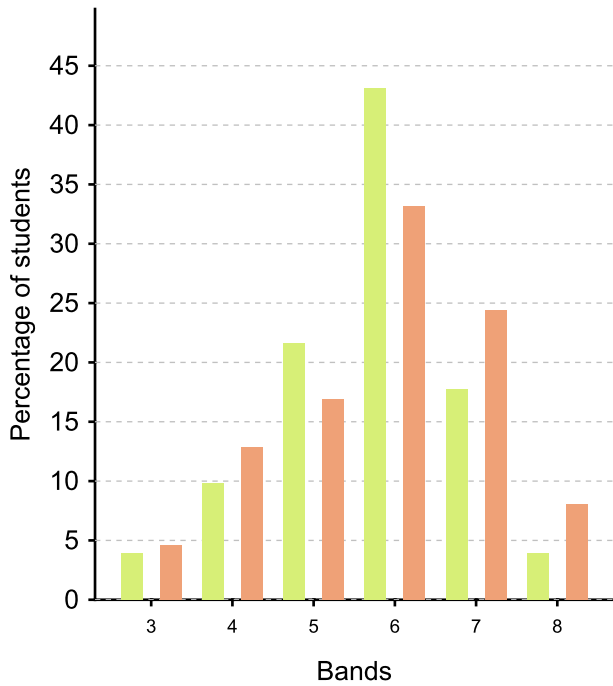
Percentage in bands:
Year 3 Writing



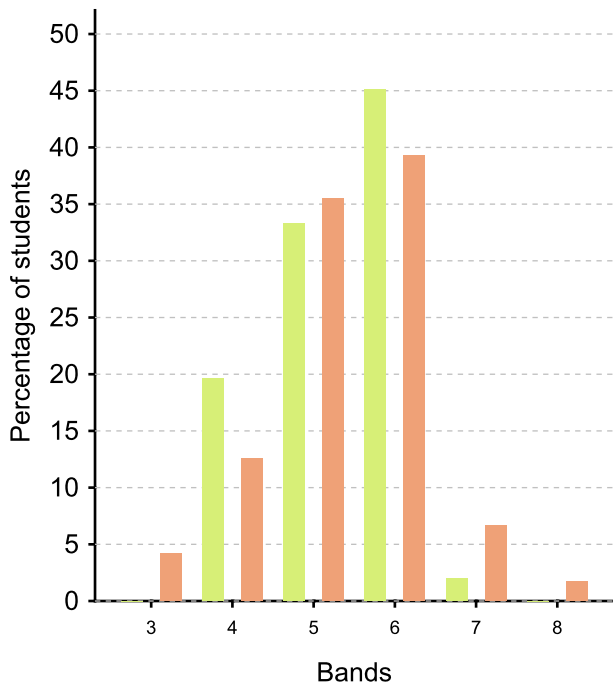
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



locating information, identifying connections, and selecting parts of speech. There was a weakness in comparison with the State where language choices in the text and the use of character descriptions was examined in writing.

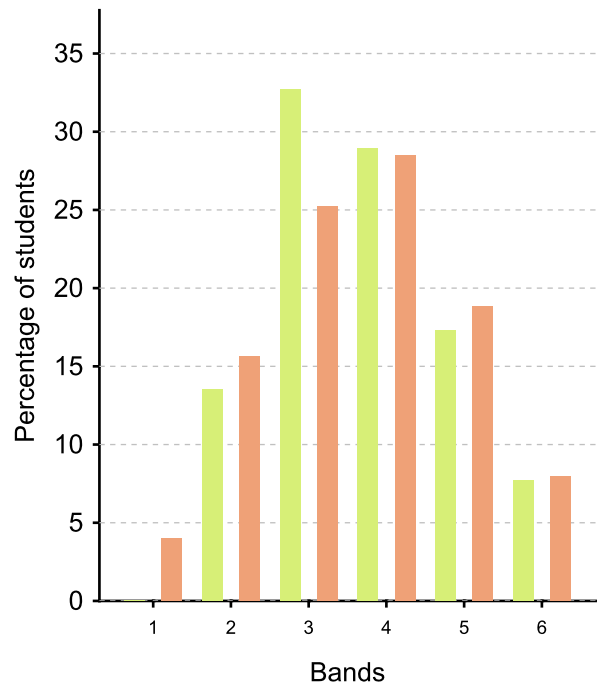
NAPLAN Year 5 – Literacy.

In 2016, 49 Year 5 students sat for the National Skills Tests (NST) in Literacy.

Strengths in Curriculum – Numeracy.

Analysis of the NST indicates a general strength in spelling and making connections in reading. Also, in making inferences and selecting parts of speech and making resolution to a complication in writing. There were differences in the identification of grammatical structure in comparison with the State.

Percentage in bands:
Year 3 Numeracy



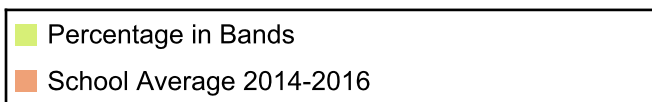
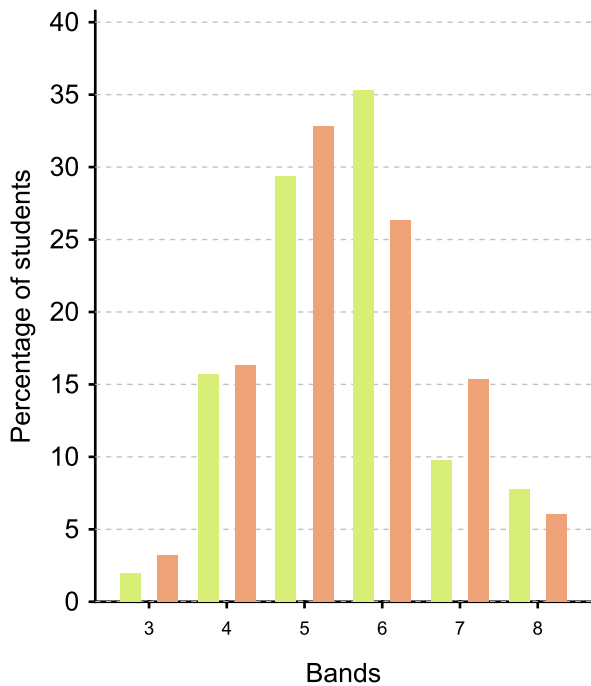
NAPLAN Year 3 – Literacy.

In 2016, 52 Year 3 students sat for the National Skills Tests (NST) in Literacy.

Strengths in Curriculum – Literacy.

Analysis of the NST indicates a general strength in

Percentage in bands:
Year 5 Numeracy



NAPLAN Year 3 – Numeracy.

In 2016, 52 Year 3 students sat for the National Skills Tests (NST) in Numeracy.

Strengths in Curriculum – Numeracy.

Analysis of the NST indicates a general strength in money, calculations and numeration. The areas for development are space and position.

NAPLAN Year 5 – Numeracy.

In 2016, 49 Year 5 students sat for the National Skills Tests (NST) in Numeracy.

Strengths in Curriculum – Numeracy.

Analysis of the NST indicates a general strength in graphing, mass and 3D shapes. There is no real weakness in comparison with the State.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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Policy requirements

Aboriginal education

Aboriginal Education

Knowledge and understanding of Aboriginal Australia is evident in and out of school through the observance of special days and perspectives across the curriculum. Policies and programs reflect the views and aspirations of Aboriginal Australia. Human society and its environment (HSIE) units include Aboriginal history and famous Aboriginal leaders who were actively involved in preserving Aboriginal culture. NAIDOC Week recognition being an integral part of indigenous culture celebration at Wilberforce.

All students participate in Aboriginal studies programs in various areas of HSIE, music, art, craft, literacy and dance, as well as through special visits.

Multicultural and anti-racism education

Multicultural Education and Anti-racism

Multicultural perspectives were integrated in all class programs, particularly during HSIE and CAPA lessons. Each class investigated the culture of another country. The individual class studies culminated in our whole school studies centring on countries of 'The World' which showcased aspects of the cultures of these countries. It incorporated many key learning elements across the curriculum.

We have zero tolerance in the school's anti-bullying and discipline procedures towards any form of racist behaviour. The school has an Anti-Racism officer to monitor school practices and procedures. Staff awareness has been raised, through discussions at staff meetings, when the cultural practices of students impacts on school events. Student's respect and understanding of cultural differences has been developed through class discussion and activities.

Other school programs

Respect and Responsibility

Values learning, the treatment of focus rule learning in school and the learning of respect and responsibility was carried out in school assembly gatherings as well as class lessons. Children explored a different focus value each week and parental input and evaluation was received through school P&C meetings during the year. The value in this treatment was seen in tolerance at school for different ethnic backgrounds, decreasing evidence of bullying issues and respect for all involved in school activities and endeavours

Drug Education

The drug education program at the school seeks every

opportunity in curriculum areas to build personal skills and social integration. The emphasis is to provide the students with the information and skills to make the right choices. Schools in the district combined to produce a scope and sequence of teaching lessons and resources in PD/H/PE to improve drug education. Units of study include;

- All about medicines;
- Keeping myself safe around medicines;
- How drugs affect me and others;
- Keeping myself safe around drugs; and Making decisions about drugs.

Achievements in Social, Cultural & Sport Areas

2016 has provided the children, staff and community members of our school the opportunity to be involved in and experience a great variety of social, cultural and sporting events including;

Student Leadership – Our nominated captain and prefect body chair and lead monthly Student Representative Council meetings under the guidance of the principal, Mr. Deal, learning correct meeting etiquette and procedure. This 'prefect body', have also led all school morning assemblies and special ceremonies in 2016, with particular note being made to the special assembly ANZAC Day Service, under the guidance of Mr. Wilson. Both our captains this year have been recognised, acknowledged and awarded with the "Young Citizens Awards", presented through the Richmond Rotarian group. Sporting Captains also have been afforded the opportunity to fulfil leadership roles and responsibilities in 2015, with their peer leadership in all school carnivals, those being the swimming, cross country and athletics carnivals. In addition Sports Captains and leaders organised house members for relay and team events within the carnival structures. House Sports Captains also assist with the organisation, setup, running and pack up of the 'Play Zone Shed' as part of the COLA activity area, 3 lunch times every week.

The School 'Buddy' program between Year 6 and Kindergarten students, led by Stage Three teachers under the guidance of Miss Tierney, have provided all of Year Five and Year Six students with additional leadership skills, experience and opportunity. This program has developed the senior students understanding of team work, co-operation, self-esteem and empathy of all students in a nurturing environment.

In preparation for the 2017 'Student Leadership Body', all children in Year Five this year have been provided the opportunity to self-nominate as candidates for captains or prefects in 2017. Many children (24) took up this opportunity to speak to their peers, staff and parents, presenting their case for election.

Family and Community programs – Wilberforce Public School has an active Learning Support Team that ensures the welfare of all our students. In 2016, it has again actively involved parents within the processes of review and support for our children requiring additional assistance. Throughout numerous

programs, including; Reading Recovery, Multi-lit, LaST, Counsellor discussions, Out Of Home Care liaison and class based programs, children have been supported and developed academically, emotionally and socially. Additionally, the school newsletter promotes positive family care and parenting support, through advertising a variety of support agencies, websites or 'Tips' that can assist families in the increasingly busy world.

The Parents and Citizens body this year have played a significant role within the school and community, extending and developing the school profile and relationships within our district. The P&C admirably assisted incoming schools with the catering services of the district athletics carnival running over two days. Our volunteer group provided substantial guidance and service to all schools of the Hawkesbury attending this event ensuring a large selection of high quality foods were available and provided. In addition, through running the "Shopping Tour", the P&C extended the relationships of families and community members within Wilberforce who attended this whole day bus trip. Ongoing support and assistance for our school, by the P&C in 2016 have included; financial support for the commencement of a library refurbishment program, ICT mobile device 'App' funding, classroom support and significant support for the construction of new fixed equipment going into 2017.

As part of the Hawkesbury Learning Community our school has had significant opportunity to enrich and showcase student talents and achievement through; participation in the "Young Writers Competition" – having district 'Primary School' stage winners, and the "Lawrence Hargraves" Mathematics competition for Stage 2 and 3 students where we placed 3rd.

Environmental Education and Sustainability

In 2016, all stages of the school have embedded components of 'Environmental Study and Sustainable Practices', into a variety of innovative Science or HSIE curricula activities that have included;

- **"Bird Houses"** – Kindergarten focusing on the environment and the needs and requirements of animals, such as birds.
- **"Earth and Sky"** – Stage 1 with a focus of sustainable water usage within homes and the community.
- **"Primary Industries"** – Stage 2 with a focus of ethical farming and mining practices, land and sustainable water usage in industry.
- Stage 3 having a focus on the sustainable usage of resources and recycling for improved goods, services and marketing.

The "Green Team", led by Stage One teachers, has continued the focus of environmental citizenship and recycling within the staff and student body. Children at our school have significant awareness as to their impact on the local and wider environment through this program and other significant days discussed and participated in. "Earth Hour", "Clean Up Australia Day" and the "Hawkesbury Garden Competition",

coordinated by our fabulous cleaning staff, have promoted and further enhanced this civic understanding within our children.

With forethought and planning in the establishment of our past BER building, rainwater tanks were installed, but with financial restrictions at that time they have not been 'usable' until this year. Submersible water pumps have been installed from school based funds to access and use this captured water, adding to the sustainability and maintenance of our grounds.

Achievements in the Arts and Sport – 2016 has shown significant achievement, development and promotion in the opportunity provided for children in the "cultural", and sporting aspects of their education.

Sport – Wilberforce Public School children have competed in all district carnivals, with the school having the following notable results;

- Swimming – 2nd place overall in Hawkesbury district of schools,
- Cross Country – 1st place overall in Hawkesbury district of schools,
- Athletics – 1st place overall in Hawkesbury district of schools.

Several children ranked high enough in the Hawkesbury district carnivals to participate further and compete at the Western Sydney Regional events.

In addition to these events, students have participated in PSSA targeted sporting events including; netball, cricket, tennis, rugby league and soccer. From these opportunities our school has been represented at Regional, State and National level by skilled and talented sportsmen and women.

School sporting programs and curricula have as their focus, fitness and 'Fundamental Movement Skills', leading to game play and full-fledged sports. A variety of different games and sports for 'Primary' students have included; basketball, mini hockey, lacrosse, "Aus-Tag" touch football and European handball. These have been embedded into the program to provide an engaging variety for children, but rely on the transferable fundamental skills and mini games developed in Stage 1 and Early Stage 1.

The provision of expert coaches and mentors in various sports has been utilised across the school, with all children K-6 participating in a number of clinics and sporting programs. 2016 has seen the continuance of the successful gymnastics program, introduction of Cricket NSW coaching clinics and T20 match gala days, Netball NSW Cup and the 'Backyard League' clinic.

The 'Arts' – Choir – the vocal ensemble led by Miss Niemeier has grown in number and in repertoire. The cohesiveness of the choir has been developed over a number of years, but in 2016 a number of specific talented students were identified, encouraged and coached to perform in a group presentation at the 'Hawkesbury Music Festival'. As a result the development of industry standard audio and microphone systems within our school was identified as a priority and acquired, allowing staff to showcase this talent at the highest possible level. The choir has ably represented the school throughout 2016, including performing on Presentation Day in our school hall.

Dance – The dance troupes under the tutelage and guidance of Mrs. Bean, Mrs. Wilkes, Miss Atkinson and Mrs van Hensbergen have pleased audiences throughout the year. In 2016, the dance group has grown substantially to include 97 eager and capable students. Dancers are split into 3 troupes embracing the inclusion of a number of boys. Over the course of 2016, the dancers have shown outstanding commitment and skill, with performances at a number of venues and before judges and audiences in competitive settings. These children have performed at;

- Riverview Market Place during Education week,
- St Johns "Spring Fair",
- The Hawkesbury City Eisteddfod – first entry to this competition, where 2 groups placed Highly Commended.
- The dancers have also performed at school, before peers and parents at assemblies and at our annual Presentation Day.