

Wahroonga Public School

Annual Report



2016



3833

Introduction

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

Tom Moth

Principal

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Message from the Principal

The 2016 school year was characterised by high level student, staff and community learning. Together, we forged an identity as a place where learning happens beyond the classroom.

After developing skills over the previous two years to help deliver the Federal Government's innovation revolution, the teaching staff at Wahroonga undertook more high level professional learning in the area of STEAM education (Science, Technology, Engineering, Arts, Mathematics). They developed learning sequences that were open ended and inspired students to apply scientific principles to inquiry investigations.

Our students asked questions, hypothesised, researched, designed, prototyped, evaluated and refined. They identified global issues of a geographic or civil nature and sought to find solutions to problems that not even our world leaders have been successful in addressing.

In 2016 learning was enhanced through deliberate efforts to make our learning public – through open days, class blogs, newsletter briefs, YouTube channels and smart device applications.

More than ever, an appreciation of the concept of lifelong learning is generated amongst the Wahroonga community. Our teachers and other staff members, our students, and our parents are buying into the notion that each day we can know more, do more and care more than the day before – that each day we are all continually learning.

Other highlights include Wahroonga's performance groups and representative teams continuing to set the benchmark in local competitions and gala days, while our student wellbeing practices were overhauled with resounding success. Through a proactive and energetic Parents and Citizens Association social committee, a warm and positive school community dynamic has emerged exemplified by a range of events including golf days, lawn bowls, breakfast barbeques and trivia nights, where participation numbers soared.

Tom Moth

Principal

School background

School vision statement

The teachers, parents and students at Wahroonga Public School work together within a happy and supportive educational environment to ensure that everyone can realise their full potential. The school is a dynamic learning organisation striving for improvement in the context of 21st century education.

School context

Wahroonga Public School is a metropolitan school in the Ku-ring-gai local government area in the northern suburbs of Sydney with an enrolment of 737 students from Kindergarten to Year 6. The community serves an ever-growing number of families newly arrived in Australia. Wahroonga is an affluent demographical area with a high percentage of families achieving tertiary educational qualifications. The school relies on the support of its parent community through the representative P&C Association in order to run a number of academic programs in-line with local need.

Wahroonga Public School is affectionately known as 'The Bush School', as it is set amongst a native Blue Gum High Forest, and features unique, attractive grounds including both natural and built features. Two in-ground swimming pools and an outdoor amphitheatre are main attractions.

The school has 29 mainstream classes and offers students a range of extra-curricular activities including chess, sport, dance and choir. The school band is renowned in the local area.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

Learning

Student learning continued to be the central focus. A collaborative approach to supporting student success was underpinned by the experience and expertise of our Learning and Support Team, English as an Additional Language teacher and Enrichment and Extension teacher. A strong sense of wellbeing assists a positive learning culture. In 2016, a new Code of Behaviour was implemented incorporating the Responsibility Ladder which allowed students to take ownership for their actions and learning. Students developed skills and knowledge to assist them to care for themselves, and contribute to the wellbeing of others. A school mascot, Kooki the Kookaburra, was introduced and has now been integrated into many aspects of school life. Creativity, computational thinking and STEAM inquiry learning formed an integrated approach to curriculum delivery. Relationships with Atlassian, the University of Technology and the Hornsby Central Community of Schools demonstrated the school's commitment to sustaining and growing curriculum and learning opportunities for students. Areas of Focus documents were provided each term, clearly outlining the learning content and approaches for parents. While teachers analyse school performance data to identify trends, using this data effectively and consistently to inform planning of particular student groups and individual students will be the focus in 2017.

Teaching

Engaging students in creative and critical thinking was a focus in 2016. Each grade team collaboratively designed STEAM inquiry units of work, created films and took part in coding lessons under the guidance of Deputy Principals and Assistant Principals. Literacy and Numeracy Continuums and assessment rubrics were used to guide consistent teacher judgement and will be further utilised to enhance effective planning in 2017. Collaborative practice was a prime focus in 2017. Explicit systems for collaboration and giving effective feedback including Performance and Development Framework observations, classroom walkthroughs, quality teaching rounds, consistent teacher judgement and

collaborative grade planning practices ensured that a professional learning community prevailed. Beginning teachers were provided with targeted support and all teachers contributed to Action Learning Teams linked to the School Plan. Increased attention in 2017 will be given to the sharing of learning from targeted professional development to ensure that teachers' expertise is valued and shared, and also to evaluating professional learning activities to make certain they are consistent with strategic directions.

Leading

School leadership is shared amongst the school. In 2016, one Assistant Principal relieved in the role of Deputy Principal. One Deputy Principal gained promotion to Principal, and two classroom teachers gained promotion to Assistant Principals, outside the school. Executive staff and leaders of the school's STEAM initiative collaborated with outside agencies and other schools to hold the inaugural STEAMPunks conference in 2016. Parent and community members were actively consulted and regularly involved with policy updates and school events. While school planning is directed towards effectively implementing the School Plan, a greater use of evidence-based strategies and collaboration with key stakeholders to develop the school vision will be the focus in 2017. Resource management ensured full curriculum requirements were met and, in 2017, budgetary responsibility spreadsheets will ensure that accountability for financial management is shared.

Our self-assessment process will 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>

Strategic Direction 1

Deep student ownership and engagement in learning

Purpose

To develop the students' skills and understandings of the 21st century fluencies outlined in the Australian Curriculum's 'General Capabilities': literacy, numeracy, information and communication technology (ICT) capability, critical and creative thinking, personal and social capability and intercultural understanding.

Overall summary of progress

In 2016, teaching programs were written and shared with the use of collaborative tools (Google Suite). Programs and practice reflected the implementation of ACARA General Capabilities. A STEAM (Science, Technology, Engineering, Arts, Mathematics) approach was evident in all stage programs integrating the scientific inquiry method, misconceptions approach and information communication technologies (ICT). Inclusion of parents in STEAM initiatives supported student learning in the classroom. Mentoring by global CT leader Atlassian introduced staff to the Digital Technologies curriculum. A global project-based learning opportunity, the Solar Buddy Campaign, was completed. Assessment practices in 2016 included STEAM assessment rubrics that reflected creative and critical thinking and embedded formative assessment strategies including Visible Thinking Routines. Engineering-based design challenges in some stages (ES1: automated chicken feeder; S1: sailing toy challenge; water filtration system; shadow timekeeper; S2: sustainable house; vox pop science film; S3: challenge-based design task (laser light device), vox pop science film) provided integrated assessment opportunities across all key learning areas. Professional learning for staff included the formation of action learning teams which were responsible for sharing and implementing Student Ownership and Engagement across the whole stage. Wahroonga engaged with experts in STEAM and computer science through partners Crooked, Kaleidoscope Science, Atlassian and the Hornsby Central Community of Schools. Sharing and contributing to the broader knowledge of innovative practice across the wider educational community was evident by attendance and sharing of practice at our STEAMPunks Conference, Young Creators Conference (MAAS), NSW Young ICT Explorers (3rd place achieved) and participation at the Edutech Future Schools Conference and mlearn Conference.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Product: To achieve and sustain 75% or more of students in Year 5 achieving expected growth in the national assessment program for reading and numeracy, and to reduce the gap in student writing achievement relative to reading and numeracy.	Product 1: The percentage of students achieving expected growth from Year 3 to 5 was: Writing: 62% ('12-'14); 57% ('15); NA ('16) Reading: 68% ('12-'14); 84% ('15); 67% ('16) Numeracy: 71% ('12-'14); 68% ('15); 68% ('16)	\$25,000
Product: teaching programs and practice reflecting the implementation of the ACARA General Capabilities.	2016 National Assessment growth data was not available in writing due to a variance in text type assessed from Year 3 to 5. Disappointingly, our growth rate in Reading had reverted to 2012–2014 levels. Product 2: • All K–6 classes were distributed with a set of learning intention posters, attracting a high percentage of implementation. • Student reflection upon learning intentions and success criteria was increased in all classrooms. • Students were able to identify the purpose of their writing. • The school newsletter featured links on what to do at home to support children in writing. • Seven Steps to Writing Successes in lessons was maintained.	

Next Steps

2017 will see all programs including library, ICT and music identifying and implementing the ACARA General Capabilities. The use of collaborative tools (G Suite) to program, incorporating inquiry frameworks (e.g. GOASA), the Scientific Method and STEAM design tasks, will continue. A new emphasis in 2017 will be on the Arts in Student Ownership and Engagement and its integration with Digital Technologies. Emphasis on research and evidence-based practice in all action learning teams will be a priority with all team members accountable for sharing directions, resources and meeting discussions with their stage. In 2017, opportunities to grow involvement in communities of practice will include school professional development sessions, the Hornsby Central Community of Schools, STEAMPunks conference and teach-meets. Effective feedback (e.g. classroom walkthroughs) and reflection on learning (e.g. Introduction of Project Zero: Visible Thinking Routines) will continue to be focuses. Expansion of public learning will be a focus in 2017: more class blogs including new student editors, two Twitter accounts: @WPSbushschool (>278 followers), @steampunks2016 (>118 followers) and new staff Twitter users. Continued improvement in the strategic management of communication to all stakeholders including website, newsletter, staff bulletin, school app and social media will be seen.

Strategic Direction 2

Excellence in delivering quality teaching

Purpose

To develop teachers' classroom effectiveness, capacity to reflect on their teaching, and adjust methods as appropriate as a result of deep reflection against the NSW Quality Teaching Framework.

Overall summary of progress

Mentoring programs to increase teacher quality were implemented in 2016 with seven teachers supported. The focus was on providing a variety of teaching strategies to assist in developing students' deep understanding of important, substantive concepts, skills and ideas. Students were encouraged to use higher-order thinking, foster dispositions such as self-regulation, reflection and enthusiasm and to understand that writing is for pleasure and purpose. In 2016, tools and strategies for infusing writing in the differentiated classroom were provided and ways of infusing writing across the key learning area content strands were discussed. Differentiated and instructional strategies for writing were provided and updated rubrics with explicit criteria were utilised for student self-reflection. Units of work across all stages were developed to promote higher-order thinking in writing tasks. Professional Development sessions were given for 'Seven Steps to Writing Success' and also by an Occupational Therapist (handwriting difficulties and possible strategies). The English as an Additional Language/Dialect guide to cultural understanding and considerations when teaching writing was examined. Opportunities were given to teachers to video their own teaching and reflect on their practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Product: All teachers have participated in a form of collegial observation with a view of developing a consistent language of what quality teaching looks like at WPS; also showing growth across the domains of quality teaching.	<ul style="list-style-type: none">• Student work samples evaluated using rubrics• Identification of the need for teacher scaffolding to support students to produce more quality texts• Teacher expectations on self and students rising as reflection occurs	\$15,000
Product: In the national assessment program, for 75% of students in year 3 to be placed in the top two bands for writing and numeracy, and for 70% of year 5 students in numeracy, and 50% of year 5 students in writing to be placed in the top two bands.	The percentage of students achieving in the top two bands of NAPLAN was: Writing Yr 3: 68% ('12-'14); 71% ('15); 79% ('16) Numeracy Yr 3: 67% ('12-'14); 67% ('15); 63% ('16) Writing Yr 5: 33% ('12-'14); 22% ('15); 35% ('16) Numeracy Yr 5: (62% ('12-'14); 57% ('15); 55% ('16)	

Next Steps

2017 will see further professional development opportunities including visible learning practices (goal setting and success criteria) and the increased use of Literacy and Numeracy Continuums. Key Aspect 6 of the Numeracy Continuum (Fraction Units) will be a focus: Teachers will identify fraction tasks or work samples that will form part of their formative assessment of student achievement against the continuum. Parent information sessions about the Numeracy Continuum, focusing on fraction units, will be given. New teachers will attend 'Seven Steps to Writing Success'. More teachers requested mentoring in 2017, with 13 out of 13 responses requesting writing support from the Enrichment and Extension teacher. Effective feedback opportunities in 2017 will be flexible and linked with continuum differentiation and plotting (e.g. classroom walkthroughs, team teaching). Executive members of staff will be released to observe or release other teachers to observe colleagues through Quality Teaching Successful Students funding. In 2017, programming templates (English, Maths, STEAM) and graphic organisers will be accessed via the Wairoonga Staff Hub. Stage planning days will continue with programs making explicit reference to the Quality Teaching focus and continuum clusters. Teaching programs are expected to reflect differentiated content, outcomes and expectations of students in line

with adjustment plans. Each stage will establish a data wall or use a laminated continuum book to track student progress for aspects of writing. Stage meetings will be held to review data. Review of class and grade differentiation based on tracking data will take place in 2017 with teachers reflecting on student work samples in consistent teacher judgement sessions. Opportunities for teachers to video their teaching and reflect on practice will continue. The school reporting format will be reviewed in line with continuums and learning goals.

Strategic Direction 3

Strong, resilient and happy students

Purpose

To develop students skills and understandings when facing challenges, with focus on raising the level of personal responsibility in supporting the wellbeing of themselves and others.

Overall summary of progress

In 2016 a set of streamlined core values were introduced amongst the school community, supported by high visibility signage and the acknowledgement of students who display these values through Kookaburra Pins. The school mascot, Kooki, was named through a popular vote. Kooki is now a continual reminder for all students and community members about the school's behavioural expectations. A 'choose your own adventure' style story featuring Kooki's Day At School was designed and shared for Education Week. School-wide language surrounding the concept of responsibility was introduced alongside the Responsibility Ladder. The principal taught a lesson in every class throughout the school to introduce the ladder and its association with core values. The Responsibility Ladder levels inform staff members how to respond to student behavioural choices. When appropriate (levels C and D) staff members offer praise, while students are challenged to report a classmate on one of these desirable levels. At times when students choose levels A and B interventions to support students make more responsible choices are provided such as teacher-led reflection. The school captains produced instructional videos demonstrating core values in action in six locations around the school and these are available for all staff to reference on the school server. Thirty-two Year 5 students were selected and trained in the delivery of playground games designed to support K-2 students develop social skills such as turn-taking, rule-following, sharing and negotiation. These students led manipulative toy based-play four lunch times each week throughout the year. Three staff members conducted lunchtime clubs where targeted students participated in remote control, art or drama activities. This semi-structured play enhanced the students' ability to interact with others and facilitated the development of friendships surrounding similar interests. Physical wellbeing was supported through the school's first participation in the Premier's Sporting Challenge. Staff also took part to model active lifestyles. Mindfulness programs in selected classrooms enhanced the spiritual and emotional wellbeing of students and data collected indicates students were more prone to learn following these sessions. Over forty Year 3 & 4 students completed training and wore bright You Can Sit/Play With Me bands during play sessions, indicating their willingness to support lonely or isolated peers. The school participated in the Tell Them From Me surveys and used the data to refine its approaches to wellbeing as the year progressed. A parent/carer library of texts to support raising children was sourced and the catalogue is available on the school website.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teacher, student and parent awareness of and satisfaction with student well-being practices to rate at or above 90%.	<p>In Term 1, a new Student Wellbeing policy was launched after significant community consultation. Staff attended an evening professional development session to familiarise themselves with the document and its practical implementation.</p> <p>The principal led sessions with the P&C outlining changes in the Student Wellbeing policy and responded, as appropriate, to feedback. 97% of staff feel supported by school policies related to wellbeing, while 86% of parents believe that the school's wellbeing practices support a positive learning environment.</p>	\$15,000
A reduced number of recorded negative behavioural incidents and an increased number of recorded positive behavioural incidents.	<p>An analysis of data revealed that negative incidents declined throughout the year, though within each term, a mid-term spike was evident. In Semester 1, an average of 20 negative incidents per week were recorded, and this dropped to 10 in Semester 2. Kookaburra Pins are awarded to acknowledge students displaying core values at all times. 185 pins were awarded in 2016.</p>	

Next Steps

2017 will see the consolidation of school core values and the Responsibility Ladder with a shared Google Site created as a wellbeing hub. This hub will contain resources such as signage, sample scripts, audio recorded conversations with students and instructional videos. A renewed focus on the Bounce Back program and increased use of shared Bounce Back language will increase attention to the concept of resilience. This will also be supported by 'Principal Challenges' which will ask students to select responses to situations where resilience is required. Increased role play and drama lessons will allow this to occur. Thousands of purple, green and yellow counters have been purchased to be used as 'free and frequent' awards for students who display core values (each colour aligned to a value). These will be given freely by all staff in both the classroom and playground, and collected at a central point. When enough counters have been accumulated by all students of the school, a designated whole school acknowledgement will occur. School Learning and Support Officers will be rostered weekly to run small social skills groups for half a dozen target students in each grade, while the Sports in Schools company will also be engaged to enhance social programs. Physical wellbeing will remain on the agenda as the school embraces the Physical Literacy Continuum, weekly minutes of physical activity are incorporated into class timetables, and the Jump Rope for Heart initiative and Premier's Sporting Challenge occur. The community will be supported through presentations and forums surrounding resilience, run by the school counsellor, while mental wellbeing programs including This Way Up and Kids Matter will be explored as student anxiety becomes more prevalent.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	The school's one Aboriginal student achieved curriculum outcomes and displayed learning commensurate with his age and level of schooling.	\$676
English language proficiency	In both Year 3 and 5, students of Language Backgrounds other than English out-performed native English speakers in every measure of the National Assessment Program.	0.4 Staffing, plus \$22,576
Low level adjustment for disability	School Learning Support Officers are engaged to work in classrooms alongside targeted students requiring additional guidance. Teachers receive training in the formation of learning adjustments and participate in the Nationally Consistent Collection of Data on School Students with Disabilities.	0.5 staffing, plus \$26,302
Quality Teaching, Successful Students (QTSS)	Classroom 'walkthrough' practices implemented in all stages across the school, allowing executive staff to engage in instructional leadership underpinned by observation of practice, team teaching and the provision of quality feedback	0.547 staffing
Socio-economic background	Students from families experiencing financial hardships are provided with the same curriculum related resources and opportunities including excursions.	\$2,859
Support for beginning teachers	Beginning teachers demonstrate professional knowledge, practice and engagement in line with the Australian Standards for Teachers and are supported in the achievement of professional accreditation with the NSW Education Standards Authority.	\$24,249

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	379	373	363	369
Girls	349	350	354	353

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

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.3	97.3	94.5	96.7
1	96.3	95.9	94.9	96.9
2	95.8	96.9	95.5	96
3	96.6	96.6	95.2	95.6
4	96.1	96.1	95.9	96.4
5	95.8	96.2	95.3	95.1
6	95.7	95.4	93.1	95.2
All Years	96.1	96.4	94.9	96
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

Student attendance rates in 2016 are shown to be lower than in previous years. This is partly due to new record keeping protocols which require schools to include students taking extended travel as 'absent' rather than 'exempt'.

Non-attendance requires caregivers to provide a written explanation. Absences for illness and injury are recorded as 'sick' while absence for reasons such as domestic necessities and attendance at special events

are recorded as 'leave'.

When concerns about student attendance are held, the Deputy Principal makes contact with the caregiver and discusses strategies the school can employ to assist improve the student's attendance. Continued non-attendance results in a referral to the Department of Education's Home School Liaison Officer.

Class sizes

Class	Total
KL	20
KGR	20
KCD	20
KC	19
KW	20
KB	20
1/2G	23
1V	23
1MK	22
1HN	23
1B	23
2MI	24
2HP	24
2D	24
2C	24
3/4S	30
3S	30
3F	30
3C	30
4E	28
4OV	28
4H	28
4G	29
5S	31
5C	31
5W	30
6TB	29
6G	27
6F	29

Structure of classes

Class size and structure are informed by a standardised staffing formula. Kindergarten classes are

filled with approximately 20 students. This number increases throughout the grades.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	26.5
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher of ESL	0.4
School Administration & Support Staff	4.47
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

No staff members of Wahroonga Public School are of Aboriginal or Torres Strait Islander descent.

Workforce retention

During the course of 2016 four permanent staff members departed Wahroonga. Mrs Ruth Carlos and Miss Alix Spillane received promotions to the position of Assistant Principal at Asquith and Lindfield Public Schools respectively, Mrs Deb Evans received a promotion to the position of Principal at Bondi Beach Public School and Mrs Tanya Tronson separated from the Department of Education. The school welcomed Mrs Sue Campbell, Miss Nadia Shah, Miss Andrea Olieric and Mrs Tanya Croswell to the permanent classroom teaching ranks and selected Miss Ruby Kerr to take up a graduate recruitment permanent position in 2017.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	78
Postgraduate degree	22

Professional learning and teacher accreditation

Substantial teacher professional learning was delivered to school staff in 2016. The school coordinated a conferenced labelled STEAMPunks with keynote speaker Amanda Fox, foundation teacher at the STEM Academy in Savannah, Georgia inspiring audiences to 'fail hard.' Wahroonga continued its association with academic partner with Dr. Jane Hunter of the University of Technology Sydney who continued to provide support for our STEAM education initiatives. In pursuing our target to maximise staff and student skills in General Capabilities in Education, we partnered with global information technology firm Atlassian to enhance teacher skills in computer science.

All teaching staff members worked in action learning teams to explore STEAM, differentiated learning in writing, literacy and numeracy learning continuums and student wellbeing. These teams collected pre-data, implemented various interventions to improve practice and measured post-data to judge effectiveness.

All staff members received training in the Department's new Wellbeing Framework for Schools and new school wellbeing protocols, the Quality Teaching Framework, diabetes awareness training and use of Google Apps for Education (including Google Classroom).

Mandatory training in the provision of first aid, emergency care, response to anaphylactic shock, child protection and Disability Standards in Education also occurred.

22% of our teaching services workforce has achieved accreditation with the NSW Education Standards Authority. This number increases each year.

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.

Income	\$
Balance brought forward	354 317.26
Global funds	344 796.72
Tied funds	146 906.14
School & community sources	441 687.80
Interest	4 999.99
Trust receipts	6 360.84
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	131 065.01
Excursions	24 095.72
Extracurricular dissections	112 138.72
Library	4 966.13
Training & development	31 675.85
Tied funds	100 017.64
Short term relief	64 798.52
Administration & office	84 852.68
School-operated canteen	0.00
Utilities	70 462.40
Maintenance	83 519.02
Trust accounts	8 333.03
Capital programs	67 791.48
Total expenditure	0.00
Balance carried forward	0.00

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

	2016 Actual (\$)
Opening Balance	0.00
Revenue	1 330 970.84
(2a) Appropriation	910 253.39
(2b) Sale of Goods and Services	16 303.23
(2c) Grants and Contributions	400 034.52
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	4 379.70
Expenses	-854 604.06
Recurrent Expenses	-854 604.06
(3a) Employee Related	-446 998.86
(3b) Operating Expenses	-407 605.20
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	476 366.78
Balance Carried Forward	476 366.78

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	4 566 931.71
Base Per Capita	38 573.01
Base Location	0.00
Other Base	4 528 358.70
Equity Total	144 231.54
Equity Aboriginal	676.01
Equity Socio economic	2 858.97
Equity Language	63 384.12
Equity Disability	77 312.44
Targeted Total	105 130.00
Other Total	1 755.00
Grand Total	4 818 048.26

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.

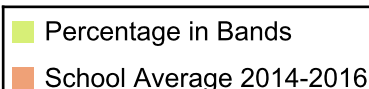
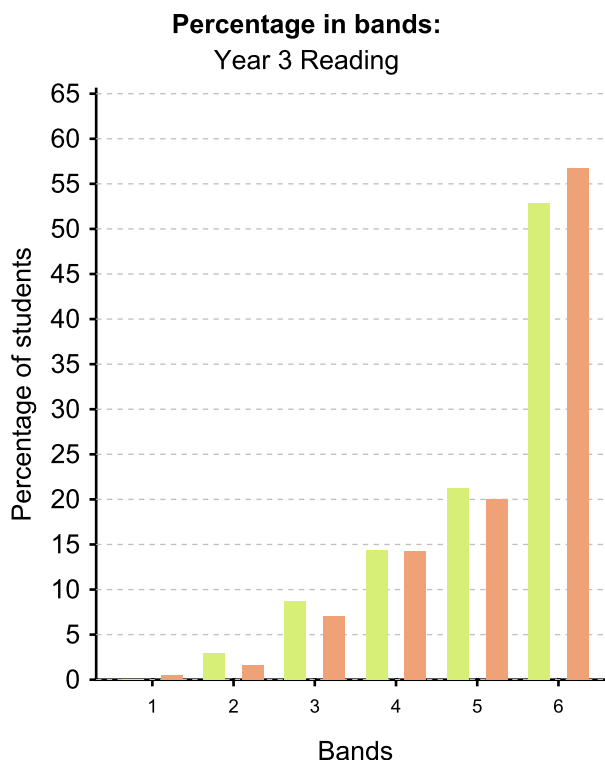
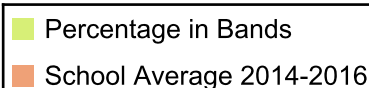
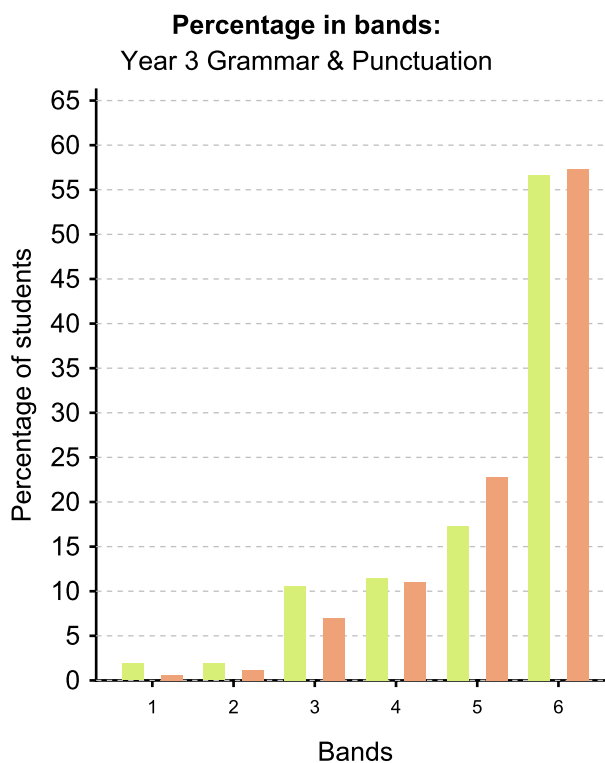
School performance

NAPLAN

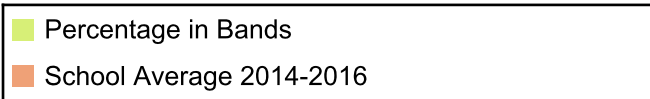
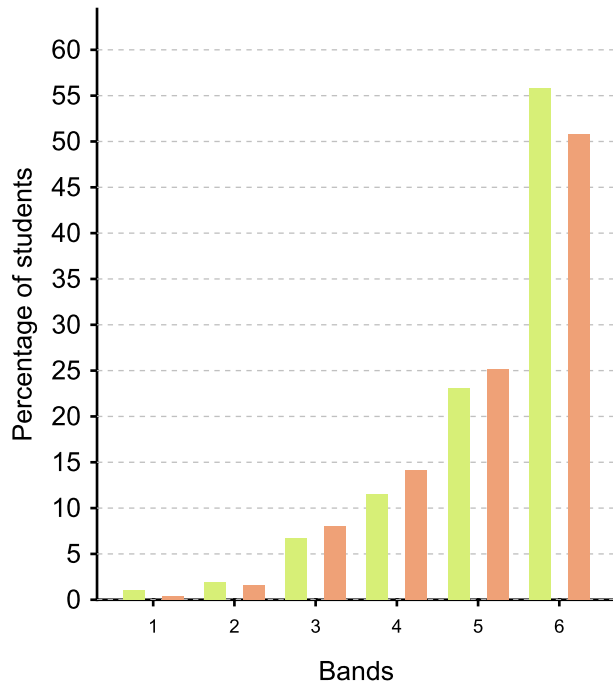
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

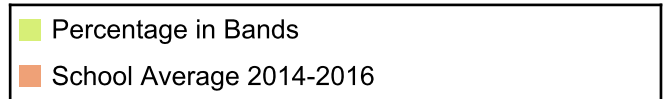
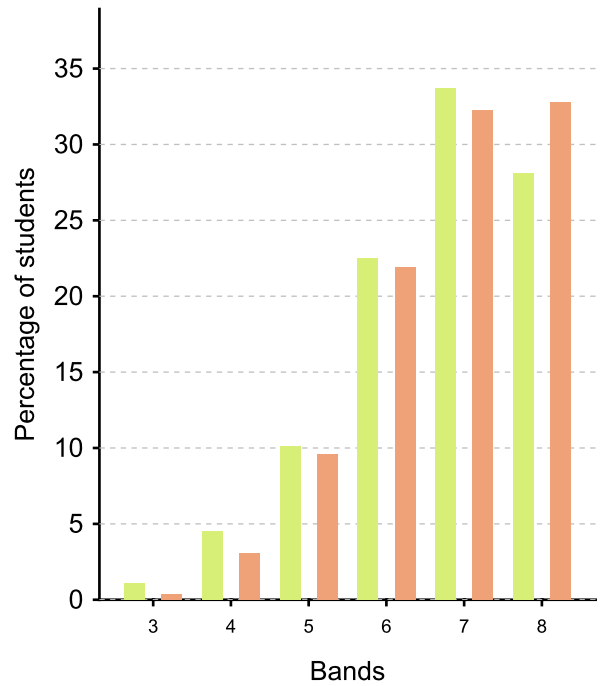
Students at Wahroonga Public School continue to excel in the literacy components of the National Assessment Program against their state-wide counterparts. Year 3 performance is comparable to schools in our high-achieving local geographical area, while Year 5 performance is generally below. A sustained focus on improving outcomes in writing has seen improved results in both Years 3 and 5.



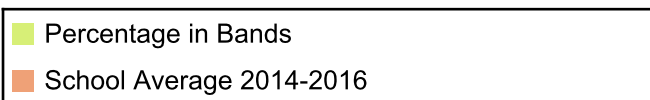
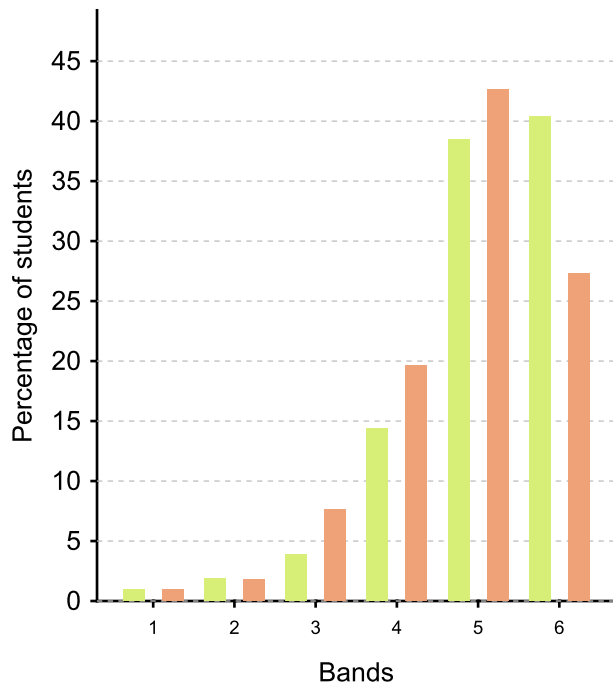
Percentage in bands:
Year 3 Spelling



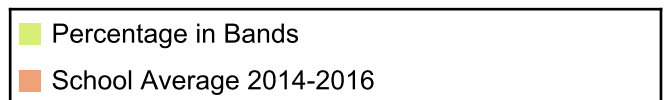
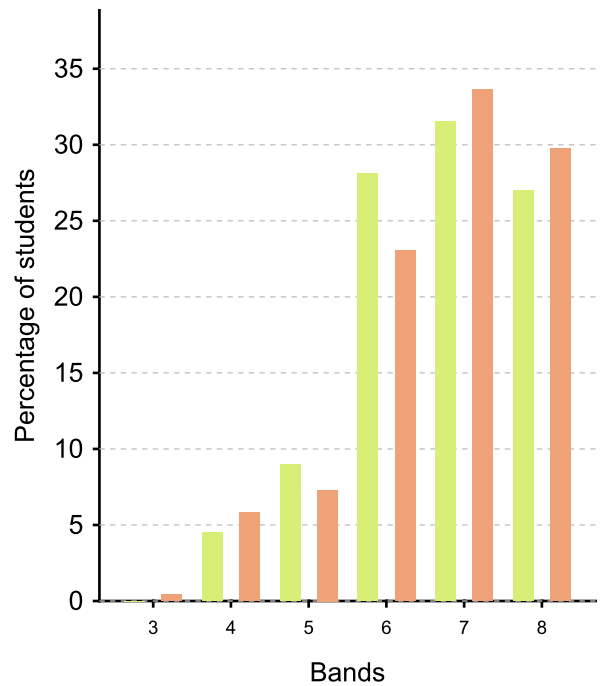
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Year 5 Grammar & Punctuation



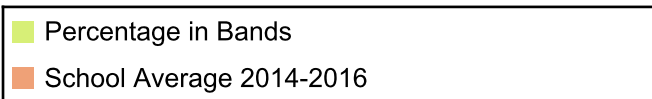
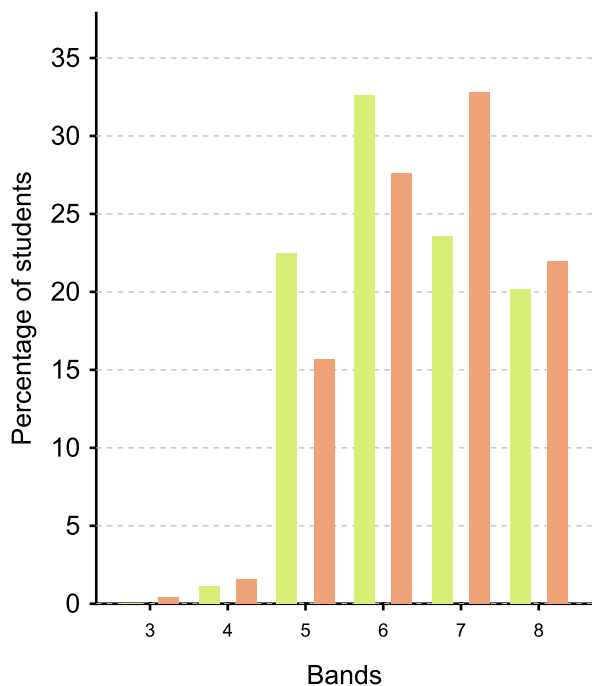
Percentage in bands:
Year 3 Writing



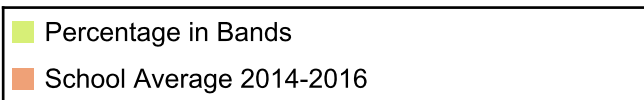
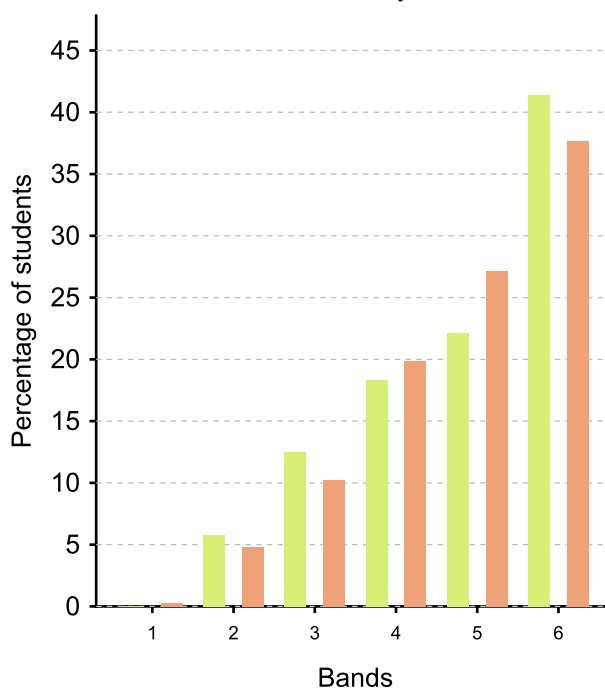
Percentage in bands:
Year 5 Reading



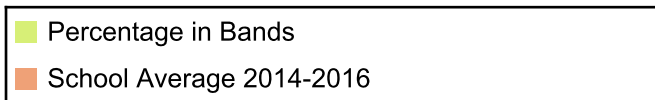
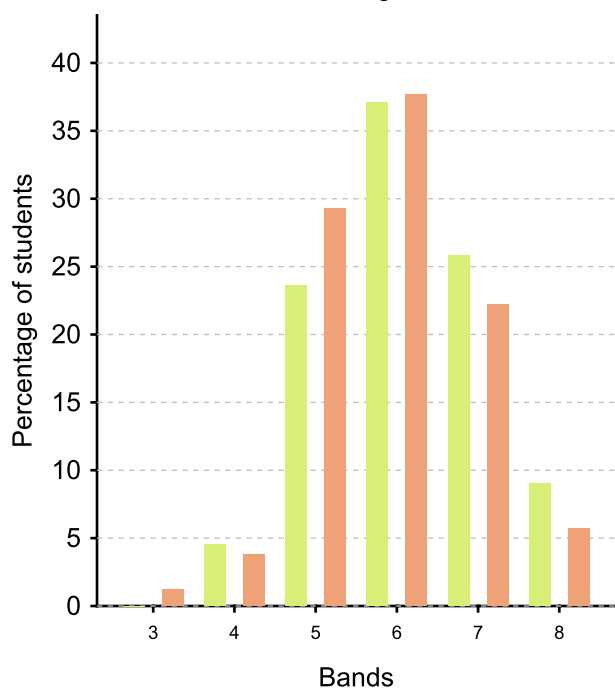
Percentage in bands:
Year 5 Spelling



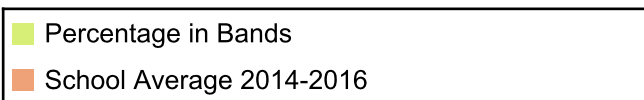
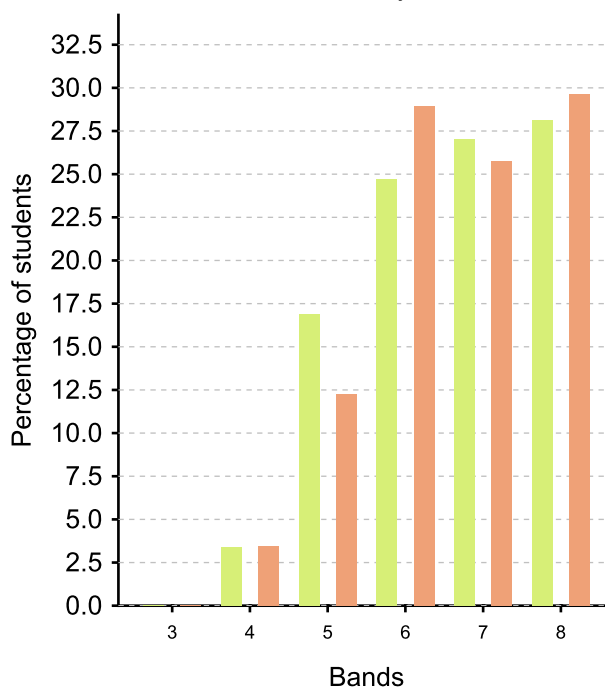
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Students at Wahroonga Public School continue to excel in the numeracy components of the National Assessment Program against their state-wide counterparts. Year 3 performance is comparable to schools in our high-achieving local geographical area, while Year 5 performance is generally below. A sustained focus on improving outcomes in number has seen improved results in both Years 3 and 5.

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.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. A Google Form was used to collect responses. There were 138 parent, 34 staff member and 335 student responses.

Parents, students and staff members were surveyed and asked to indicate their level of satisfaction with a number of school practices. The highest and lowest areas of satisfaction for each group of stakeholders are summarised below.

Parents' Highest Areas of Satisfaction

My child is happy attending The Bush School. **92.0% 'Agree' or 'Strongly Agree'**

The school leadership is approachable and treats me with dignity and respect. **86.2% 'Agree' or 'Strongly Agree'**

Parents' Lowest Areas of Satisfaction

The school Parents and Citizens' Association is effective and accessible. **69.6% 'Agree' or 'Strongly Agree'**

I am aware that the school has a 3 year strategic plan which is available on the website. **71.7% 'Agree' or 'Strongly Agree'**

Students' Highest Areas of Satisfaction

I understand that it is MY responsibility to learn. **95.5% 'Yes'**

I try hard, even when I don't like doing the work. **75.5% 'Yes'**

Students' Lowest Areas of Satisfaction

The school captains and prefects can help me when I have a problem. **41.2% 'Yes'**

I enjoy working in groups with other children. **61.5% 'Yes'**

Staff Members' Highest Areas of Satisfaction

I enjoy working at The Bush School. **97.1% 'Agree' or 'Strongly Agree'**

School practices support me in handling student welfare situations. **97.1% 'Agree' or 'Strongly Agree'**

Staff Members' Lowest Areas of Satisfaction

School practices allow me to collaborate with colleagues. **88.2% 'Agree' or 'Strongly Agree'**

I feel aware and informed of current Departmental reforms. **85.3% 'Agree' or 'Strongly Agree'**

Each group was also asked to provide additional notes regarding their experience with Wahroonga Public School. The responses below represent only common themes and are paraphrased from the data set.

Positive Feedback

Students:

- Like teachers helping when topics are not understood
- Enjoy learning alongside their peers

Teachers:

- Are supported in managing workload
- Feel that their opinions are valued

Parents:

- Find the leadership approachable and responsive
- Enjoy the sense of community and report a positive shift in parental engagement
- Report their children are happy

Feedback for Consideration

Students:

- Would like the prefects and captains to help more often

Teachers:

- Would like a greater focus on fundamentals of literacy and numeracy

Parents:

- Communication with teachers is inconsistent
- Academic focus is waning
- Student placement into new classes without peers is concerning

The full data set is available at the school office.

Response to Findings

The large majority of parent, student and staff feedback was of a positive nature which is encouraging and validates many of our current practices. A clear sentiment that Wahroonga Public School is a focal point and source of pride for the community exists.

Student responses indicated an increased portion of our population feel comfortable talking to a teacher if a problem arises. This can be attributed to explicit training and development in conversational style wellbeing approaches grounded in Choice Theory and Reality Therapy. Consistent with 2015, students still report a low level of confidence in the student leaders and a lack of enthusiasm to working in groups. These are areas that the school can address by enhancing social and emotional programs and teaching proactive leadership. More students than the previous year responded positively to statements such as "I enjoy coming to school" and "My friends are kind and supportive."

Statistical feedback from parents, comparative to 2015, is overwhelmingly positive. Significant gains have been made in communicating our three-year plan and achieving a high level of community support. 72% of parents (previously 51%) are aware that the school has a plan. Our other focus, to enhance wellbeing practices showed a dramatic improvement where 86% of parents agreed that the school has clear wellbeing practices that support a positive learning environment, compared to 76% the previous year.

Other marked improvements include the effectiveness of the P&C Association and the school's communication practices, which 38% of parents strongly agree are clear and efficient, compared with 17% the previous year.

To further enhance parent satisfaction and engagement with the school, a return to educating students in the basics of literacy and numeracy, informed by evidence driven practice will occur. This will be supported by increased use of tracking methods of student achievement such as the NSW Learning Continuums which pinpoint a student's current level of progress. Our practice of separating students from one year's class into all available future year classes will change so that no less than 5 students from each class will be placed alongside familiar peers in the ensuing year. This feedback is useful and we are committed to responding accordingly.

Staff members provided the most heartening feedback of the three groups surveyed. In ten separate lines of questioning, all ten experienced significant growth in positive responses from the previous year. Most notably, 77% of staff 'strongly agree' that they enjoy working at The Bush School (compared to 37% the previous year), 94% of staff agree or strongly agree that their opinions and professionalism are valued (compared to 59% the previous year) and 92% of staff agree or strongly agree that communication practices are clear and efficient (compared to 44% the previous year). The attitudes gleaned from staff members are

exceptionally encouraging and validate staff welfare initiatives and operational practices that have been refined over the previous 12 months.

Many staff concurred with parents that they would like a greater emphasis on educational 'basics' such as literacy and numeracy.

Policy requirements

Aboriginal education

Students at Wahroonga Public School consider Aboriginal and Torres Strait Islander cultures and histories across all Key Learning Areas. Significant events are celebrated including NAIDOC week and National Sorry Day.

Multicultural and anti-racism education

Through studies in all Key Learning Areas, students at Wahroonga Public School view the world from a multicultural perspective, with specific consideration given to the cross-curricular priority of Asia and Australia's engagement with Asia. 34% of students at the school are from language backgrounds other than English and programs are designed to teach about valuing and appreciating the school's rich multicultural community. A trained Anti Racism Contact Officer responds to any alleged acts of racism within the school.

Other school programs

Student Representative Council

The Student Representative Council has had an active and successful year. The student members of the SRC have enthusiastically represented their classes engaging in discussions in a range of areas including student welfare, playground issues, selecting charities to support and organising fund-raising days. Any issues or suggestions made by class representatives at the meetings are then discussed, if required, voted on or followed up by the staff SRC coordinators with the Principal.

The SRC would like to thank the students and the school community for their generous support of fundraising activities. Clarke Road School for Specific Purposes are in need of a new school bus and in Semester 1 the SRC raised \$1225 to assist in their fundraising. In Semester 2 the SRC raised \$840 for research into juvenile diabetes.

Environment Representative Council

The Environment Representative Council (ERC) is made up of representative students from Years 2–6. In 2016 the committee focussed on The Bush Patch vegetable garden and developing a composting initiative. In Term 4 the ERC was awarded with a \$3,000 eco-schools grant from the State Government

which will help to ensure our initiatives are able to be maintained into the future.

Chess Club

The Chess Club has celebrated another year, its twelfth, full of wonderful inter-school competition, friendly lunchtime matches and excellent fair play displayed by all. There were 45 new members over the year with 35–40 regular members.

Two teams were fielded in the Upper North Shore Zone of the NSW Junior Chess League Interschool Competition over Terms 2 and 3. Team A placed equal second in their division of the Intermediate Grade. Team B won their division in the Rookies' Grade. Three members of the Team B squad were from Year 2.

Wahroonga Public School hosted the Upper North Shore Zone round of the NSW Junior Chess League Primary Schools One-Day Competition on Monday October 31. 26 teams from 7 schools participated, with WPS fielding 7 teams. Teams A, B, C and D all finished in the top 10, with team A's fourth place qualifying them to play in the state finals of the competition on Sunday, November 27.

Team A participated in the State Finals of the one-day competition and finished equal 21st from a field of 50, just two points off the podium.

The Chess Club conducted four internal tournaments over Terms 3 and 4. The annual presentation ceremony and end-of-year party was held on November 15. Trophies, prizes and certificates were awarded for achievements in tournaments, interschool chess, improvement, enthusiasm, citizenship and for the chess problem competition.

Enrichment and Extension

The Enrichment and Extension program provides challenges for students who have been identified by a parent, teacher or both, for inclusion in weekly withdrawal classes in literacy and/or numeracy. The knowledge, understandings and skills outcomes being addressed are aligned to those addressed in the general classroom.

The differentiated program meets students' needs at a higher instructional level and provides varied pathways for success. Fostering desirable attitudes and habits such as self-regulation, reflection and enthusiasm for lifelong learning is a priority.

To promote engagement for optimal learning, practices include:

- Differentiation of content by offering varied materials, presenting numerous alternative options and strategies to achieve high quality outcomes
- Instructional methods that involve in-depth research-based practices including curriculum compacting and scaffolded support models. The aim is to empower the students to drive their own learning

- Pacing of material to promote interest and focus
- Workshop sessions with experts. This year Boori Pryor and Frané Lessac presented workshops for Years 1–6, inspiring our young writers.

Dance

This year WPS had four dance groups: junior, intermediate, boys and senior. All four groups rehearsed at lunch in the hall and performed at various events. The junior dance group performed two different items at school assemblies. The intermediate and senior groups performed at eisteddfods, assemblies, creative arts nights and the Sydney North Dance Festival. In 2016, we introduced our first boys group performing to Uptown Funk! The boys enjoyed performing and each week continue to develop their skill and confidence in front of the crowd.

Band

2016 has been another wonderful year for the band program.

Four concert bands, a stage band and recorder ensembles make Wahroonga Public School's band program one of the most respected in Sydney. The expertise and dedication of our conductors and tutors is evident in the results, with all bands playing at an exceptionally high standard.

Band camp remains a highlight of the year with the children making giant strides in their playing whilst having a wonderful time. Workshops, band competitions, concerts and assembly performances are also motivating for the children. Once again our bands performed extremely well at the various eisteddfods and band festivals, winning many 1st and 2nd places and gold and silver awards.

The Wahroonga Band Festival was a huge success and has earned a reputation in the wider community as being one of the best-run competitions in Sydney.

The Senior Concert Band toured the Forster and Taree region. The band performed six highly-acclaimed concerts for a range of audiences, entertaining and educating children from large regional schools to tiny rural schools. Principals were extremely grateful and the children were absolutely thrilled to experience such fabulous music.

Choir

Over seventy enthusiastic Years K–2 students attended Junior Choir rehearsals while Year 3 and 4 students participated in the Intermediate Choir with much enthusiasm. They performed in the Primary Proms at the Sydney Town Hall and were the featured choir at the Music Count Us In event. 30 students in Years 5 and 6 sang in the Senior Choir and performed at the Sydney Opera House in the Festival of Choral Music. All three choirs performed in the 'Celebration of Song', at school assemblies throughout the year and at either the K–2 Celebration Day or 3–6 Presentation Day at

the end of the year.

The inaugural 'Celebration of Song' took place at the start of Term 3. All choirs were involved, with workshops throughout the day with a guest conductor, and participation in an evening concert where each choir performed separately as well as in a combined song. The concert also featured The Idea of North – an A cappella quartet. It was a most successful event with excellent support from the school and parents.

For the first time this year the school was involved in the Schools Spectacular at the Qudos Bank Arena– an event run by the Department of Education Arts Unit involving 5,300 NSW Public School students. 20 students from the Senior Choir and Stage 3 participated in this very special event. The 2016 Schools Spectacular now holds a world record for the largest amateur variety act.

Music

Every student at the Bush School experienced weekly music lessons with a specialist teacher. Programs were strongly influenced by the Kodaly and Orff pedagogies. From Kindergarten to Year 6 children learned to sing, move, play, arrange, compose and perform music in ever increasing complexity. Classes studied music from around the world and through the ages, with classical music a focus. Musical studies were supported by visiting performances from Musica Viva and Indigenous performers.

This year's Musica Viva concert was presented by The Sousaphonics – a band that plays "party music from around the world". It was an eclectic mix of folk music from Poland, Samba from Brazil, Carnival music and Circus music. It was very enjoyable music for the students to discover in release from face-to-face classes leading up to the concert.

Wahroonga PS participated in the 2016 Music Count Us In event in November. Over 500,000 school students across the country sang the same song at the same time. This year's song "Let it Play" was written by a group of young people (including a boy still in primary school!) along with their mentors, John Foreman and Jai Laga'aia.

The Ukulele Club continued in its second year and was attended by a very enthusiastic and dedicated core group of students from Years 2 to 5. Their progress was steady and they were able to enjoy a number of performance opportunities in the second half of the year at assemblies. Some students even wrote their own songs.

There were regular opportunities this year for students to be showcased at pre-assembly performances, entertaining the students, parents and visitors as they waited for the assembly to start. It was wonderful to see some of our most musically-talented soloists perform for an audience.

Young ICT Explorers

Wahroonga Public has a long history with the Young ICT Explorers Competition, affectionately known as YICTE. This competition encourages teams of students to create something, anything, using ICT. Students have a great opportunity to learn a new skill, solve a problem, or follow a passion. Teams can also put their STEAM skills to use in a real-world, authentic project, which arises from and follows closely the students' own interests and concerns.

This year the YICTE team was well-subscribed, with other 50 students commencing a project in our lunchtime club. We were pleased to see that nine teams from Wahroonga Public, 21 students in total, who entered a project in the competition were accepted into the NSW Finals Judging Event, held at the University of NSW on August 13. Projects ranged in complexity from a hoverboard design to a complex sensor-controlled car. At the NSW Finals, one Year 4 student demonstrated her robotic arm project and was awarded 1st place in the Year 3 & 4 category. A Year 3 team demonstrated their project to control Minecraft using real-world objects, which earned them a Merit Award.

Sport

2016 was a year dominated by Hughes house taking out all three major carnivals.

Wahroonga is a member of the Hornsby Zone Primary Schools Sports Association which coordinates inter-school events in the three major carnivals and also weekly competitions. 2016 was a successful year with the school coming home with both zone swimming and crosscountry trophies. Other notable successes were achieved in the weekly PSSA competition where the junior netball team and three of the four AFL teams were crowned champions while the junior soccer team were runners up.

This year witnessed the reintroduction of gala days to the Wahroonga PS calendar. The school sent over 50 students to the Northern District Rugby League gala day as well as the Hornsby Spiders basketball gala day.

Additional programs which aimed to develop students' confidence and locomotor skills and reinforce healthy living and active lifestyles were made available including Moving Bodies gymnastics lessons, creative dance, swim survival, Sports in Schools Australia physical education and the Macquarie University sports program.

Premier's Sporting Challenge

Term 3 began with a flurry of physicality from students and teachers alike with the Premier's Sporting Challenge at the Bush School. Students engaged in vigorous fitness, sport and dance, at school and at home, with most students achieving a gold medal and many achieving a diamond medal level. Teachers also participated, at times with hilarious competitiveness, in afternoon games of netball and dodge-ball. The aim of the PSC is "to have more students, more active, more

of the time” and encourage leading healthy, active lifestyles.

Premier’s Reading Challenge

The Premier’s Reading Challenge is an initiative that aims to foster a love of reading for enjoyment in students in NSW and to encourage them to broaden their reading and experience quality literature that they might not otherwise be exposed to. It is not a competition, rather a challenge for students to read more and read more widely.

At the Bush School, a record 248 students across Years K–6 completed the Challenge. All of Kindergarten took part in the Challenge through shared reading of books in the library and in their classrooms. Students in Years 1–6 were encouraged by the librarians to take part in the Challenge through displays in the library and identification of school library books that are on the PRC booklists.

Premier’s Debating Challenge

In 2016 five students from Wahroonga Public School participated in the Premier’s Debating Challenge. As part of their training the students dedicated their own lunchtimes to developing important public speaking and teamwork skills. As a result, they successfully improved their oral communication, organisational and cooperative skills. The students competed in four debates involving one-hour unassisted preparation as part of the competition. They presented high quality arguments on a number of national and global issues, winning two of the four debates. The students represented the school proudly whilst hosting debates and when visiting local schools as part of the competition.

Scientific Method of Inquiry

As part of the response to the 2015 National STEM School Education Strategy, Wahroonga PS initiated an innovative, future focussed approach to teaching STEAM in 2016. We developed a whole school strategy in collaboration with the Student Ownership and Engagement Action Learning team. We engaged real scientists to deliver teacher training in more contemporary scientific principles, using evidence-based pedagogy and 21st century technologies. Our focus was on critical thinking, creativity and using the scientific method of inquiry-based learning — more like how real science is practised.

Students have focussed on using critical thinking to create hypotheses, test ideas, identify misconceptions, analyse observations, solve problems, design solutions and have a deeper understanding of scientific concepts. Students have also created films in a range of genres to tell rich, personalised stories, interview families and the public and to identify and address scientific misconceptions.

Stewart House

Stewart House in 2016. Year 2 students eagerly set up stalls to sell 140 high balls and key ring torches, and distributed bags to collect clothing donations. Stewart House provides services for up to 1,800 public school children who are provided with dental, optical, hearing and medical screening and treatment during their stay at Curl Curl. Your generosity is very much appreciated and will ensure that this valuable service continues into the future.

Artify Club

The aims of Artify are to enrich the Wahroonga Public School environment with and through art and artistic actions. Students are encouraged to give back to the school community through collaborative action. This year was the first year of Artify. We had an overwhelming response with over 50 students from Years 2–6 taking part. Artify met at lunchtime once each week. This year Artify students completed tiled mosaic pavers, painting people and a flower forest mural at the entrance to one of our school buildings. We worked with the school community to display our artworks and also received donations of some materials from parents.

Kindergarten 100 Days

July 26th marked the 100th day at school for our Kindergarten cohort. Leading up to and on the day students were immersed in mathematical learning around the concept of ‘100’. From counting forwards and backwards to making groups, sorting, measuring and timing, students and teachers celebrated the milestone enthusiastically.

Swim School

Years 2 to 6 classes participated in the Term 1 and Term 4 swimming program with Year 1 joining during Term 4. Lessons have been conducted by specialist swim instructors. Students have been instructed in water safety and learn-to-swim with stroke development lessons. We are very fortunate to have an onsite pool to add this program to our curriculum.