

Wideview Public School

Annual Report



2016



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Introduction

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

Belinda Zorian

Relieving Principal

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Message from the Principal

Wideview Public School offers our students diverse learning opportunities due to the efforts of an outstanding team of teachers and a positive and supportive community. In 2016, the professional development of all teachers continued with an emphasis on evidence-based pedagogy which resulted in improved academic results K-6.

A snap shot of some of our key achievements during 2016 include:

- Academic results in the NAPLAN showing improved results in the number of students who are achieving greater than or equal to the expected growth between years 3 and 5 in Numeracy. Wideview PS has significantly more students in year 3 and 5 in the top two bands in Reading, Spelling, Grammar and Punctuation and Numeracy when compared to the state.
- A comprehensive Performing Arts program. Many students have the opportunity to be part of the dance, recorder, guitar, percussion, choir or band programs. In 2016, students performed at the Opera House, Hornsby RSL, Town Hall, Glen Street Theatre, Berowra Musica and eisteddfod competitions.
- Exceptional student visual arts program. In term 3, each class selected an artist and studied their techniques, colour choices and use of media which culminated in the 9th Annual Wideview Art Show. This show was a major community attraction for the Berowra Community.
- Excelling in swimming with 4th place in the zone carnival with one student representing the school at the National Championships in Darwin and winning 10 events. Three students also qualified for the Sydney North Athletics Carnival and the Girls' Football team won the PSSA competition.
- The continued implementation of the Positive Behaviour Engagers Learners program.
- The effective implementation of the Google Education suite to enhance learning opportunities.
- Staff implementation of the new Geography syllabus through a technology focus.

We certify that the information provided in this report is the product of rigorous school self-assessment and review processes undertaken with staff, parent and student leaders and provides a balanced and genuine account of the schools achievements and areas for development.

School background

School vision statement

To develop a collaborative and well informed whole school community that provides authentic quality education through effective teaching practices to ensure all students are successful learners and active and informed future leaders.

School context

Wideview Public School is situated in the northern Sydney bushland suburb of Berowra Heights. It has a student population of 394 and 22 staff. Wideview school is a student – centred school where student needs are a priority, where opportunities to participate in a variety of activities exist, and where lifelong learning is a feature of programs designed to ensure that the potential of all students is realised and where individual gifts and capabilities are recognised and nurtured. Wideview Public School has strong partnerships with its community and a supportive parent body. The school has developed a number of key partnerships, which assist in the enhancement of student outcomes. Student learning needs are wide ranging with a need to extend very capable students whose learning outcomes could be expected to be above stage learning expectations and a need to support students who are struggling to meet stage expectations. The school has a highly committed and dedicated staff.

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, staff members at Wideview Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated at our Executive meetings and planning days to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the school plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the School Excellence Framework. This ensured that our improvement efforts align with these high level expectations.

LEARNING

In the domain of Learning, our efforts have primarily focused on wellbeing, 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.

As a 'Positive Behaviour Engages Learners' (PBEL) school, Wideview Public School is mindful of the wellbeing of students. Through the effective implementation of the whole school positive behaviour program the staff have assisted students to develop a clear understanding of required expectations, become responsible for their own behaviour and work together to create a positive, productive and harmonious learning community. Our school–wide expectations are represented with our 'Wilson' mascot and reinforces the values of pride, being responsible and respectful. Students are awarded blueys for displaying appropriate behaviours and weekly awards at assembly are acknowledged. The positive effects of this program are displayed in the way that students are relating to each other. As a result, the majority of students achieved their Wideview badge.

Wideview Public School has an effective Learning Support Team. This team is integral to the school's operation; coordinating, developing, implementing, monitoring and evaluating educational programs, ensuring that all students' needs are catered for. Access to support mechanisms for students requiring adjustments are handled in a professional, sensitive manner with the child's needs at the centre of the decision making process. The effective organisation of school resources to maximise time and instruction is a priority. The support teacher, Ms Freya Mosler teaches three days a week as a withdrawal program. A Speech Pathologist was engaged (1 day per week for 4 terms per year) to further support students. This parent paid program will continue in 2017. SLSO teachers have been employed to focus on the needs of the students in Reading through the 'Rip it Up Reading' program and within classrooms across all KLAs.

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of students using evidenced–based teaching practices. Student outcomes are a result of systematic and explicit teaching of

Numeracy and Literacy. Language, Learning and Literacy (L3) which is a two-year classroom-based professional learning program targets text reading and writing within small groups of three to four students at least three times a week has been implemented in the kindergarten and year 1 classrooms. At the end of 2016, one teacher completed the Early stage 1 course with five teachers completing their first year of the program. This professional learning program will be expanded in 2017 to include year two teachers.

TEACHING

In the domain of teaching, the school has focused on effective classroom practices in the teaching of the new Australian curriculum for NSW. Evidence was obtained of teachers taking the responsibility for their ongoing learning with attendance at external professional learning courses. The sharing of information with others, as well as professional reading completed was evident. The improvement of teaching practices with 21st century fluencies a focus for many teachers. Professional Learning sessions by the Geography/History committee has resulted in the teaching of collaboratively written units. Programs used by teachers include online resources such as Google earth, Google maps, National Geographic Map Maker Interactive and GAP minder.

Members of the School Executive Team have demonstrated instructional leadership by promoting and modelling the effective use of the Literacy Continuum in guiding teaching and learning programs. Each area of the Reading component of the continuum was unpacked and the teachers' obtained a deeper knowledge and understanding of where their students were placed, but more importantly, what activities would guide them to achieving further. By the end of the year student data was entered into the PLAN software data which assisted teachers with reporting to parents and will additionally assist the students' new teachers in 2017. Members from the English committee linked rubrics to the continuum and shared this with the staff. Teachers are continuing to cater for the needs of their students by plotting their students on the Literacy Continuum in the Reading aspects of Reading text, Comprehension and Vocabulary and using this data to guide their teaching/learning activities.

LEADING

In the domain of leading, there was a change mid year with Mr McTernan's absence on an exchange program and the replacement of a Relieving Principal, Mrs Zorian. The transition was done as smoothly as possible with the School's Strategic Directions examined in term 3 of 2016 and processes redefined to allow for specific details. The school community continued to be engaged with the progress of the school directions and plan and were regularly consulted at school functions. Attendance numbers in P&C general meetings increased steadily throughout semester 2. Resource management of the school has been led by the Principal and the Executive members. Early succession planning for 2017 assisted all teachers. The implementation of the LMBR reforms were undertaken reasonably smoothly with positive feedback from the school community in regards to term schedule of payments, clear communication through the website and use of school app, when necessary.

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

Creating a high performing and dynamic learning school for students

Purpose

Development and implementation of quality curriculum, personalised learning and innovative practices for all students.

Overall summary of progress

The classroom-based, early intervention program of Language, Learning and Literacy (L3) has been implemented in Kindergarten and year 1. The implementation has been supported by two L3 consultants who have conducted professional learning workshops, taught lessons for teachers to observe and have provided feedback of our teachers' practices. The L3 program targeted text reading and writing within small groups of three to four students at least three times a week. Students developed the skills to work independently for short periods of time when their peers participated in Guided Reading and Guided Writing lessons with the teacher. The activities were designed to provide students with opportunities to work alone, interact with a peer and participate in a small group environment. Teaching decisions were based on ongoing, sensitive observations, rather than a prescribed and sequenced series of teaching and learning steps. Data was collected every 5 weeks to assess learning and inform teaching. 'Focus on Reading' modules have been presented by Mr Carlos to teachers from years 3 to 6 over the last two year period. Regular professional learning sessions which focused on Reading comprehension and fluency were presented with follow-up activities to be trialled within the classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To achieve and sustain 75% or more of students in Kindergarten and Year 1 achieving at or above the benchmark set for Reading. 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 improve the growth in writing between years 3 and 5.	<p>Following the implementation of the Language, Learning and Literacy (L3) program into Kindergarten and Year 1 the majority of students achieved at or above the benchmark for reading set for each year grade. At the conclusion of 2016, 86% of students were at the expected attainment for Kindergarten with 55% of these students working beyond grade level. With Year 1, 84% of students had reached the benchmark for Year 1. 'Focus on Reading strategies were implemented in literacy lessons as evidenced by teaching programs and lesson observations by Executive Teachers. More students are aware of the explicit strategies and are using these as prompts when comprehending texts. A workshop was provided to the parents, 'Reading and Writing in Kindergarten and how you can help your child at home' in May 2016. As a result, parent response was positive with the recommendation of further topics to be presented. In Writing, due to a different type of text being assessed when the year 5s were in year 3 there was no NAPLAN data compiled. The numbers of students in the top two bands is at or below the state average which indicates that writing is an area of focus for 2017.</p> <p>The Geography syllabus was implemented successfully with most teachers favouring the use of online resources ie. Google earth, Google maps, National Geographic Map Maker Interactive and GAP minder. Survey results indicated that the students were more engaged in lessons and that teachers were able to share and collaborate units of work. Professional Learning sessions were delivered throughout semester 2 with the staff proficient at using the Google Education suite. Due</p>	<p>L3 trainer allocation fee to the Department, relief for casuals as teachers attending professional learning meetings, reading resources, attendance of staff at Geography professional learning day, resources to support the Geography units.</p> <ul style="list-style-type: none">• (\$30000.00)• (\$6000.00)• (\$6000.00)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To achieve and sustain 75% or more of students in Kindergarten and Year 1 achieving at or above the benchmark set for Reading. 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 improve the growth in writing between years 3 and 5.	to the implementation of iMaths resources from K–6 lessons maths concepts of the curriculum related more to real-life situations. Most investigations engaged and motivated students. Problem solving strategies were explicitly taught, encouraged and developed over time and were part of most weekly lessons. NAPLAN results indicated that 56.7% of students performed in the top two bands in year 3. 64.7 % of year 5 students made more than the expected growth. These results were significantly higher than 2015's 48.9% and 2014's 43.4% of students.	

Next Steps

In 2017, teaching programs and teaching practices will continue to use evidence-based systematic and explicit teaching practices and L3 will be implemented in year 2. Four teachers will work alongside the L3 consultant implementing the program. Additional levelled texts will need to be purchased to support this program. Professional Learning money as well as school-based funding will be allocated to this area. A year 1 teacher and two kindergarten teachers will undergo professional learning for their second year of the L3 program. The years 3 to 6 program will see the developing of literacy units in Reading/Viewing with the use of multi-modal texts.

Teaching writing will continue with the emphases on the explicit teaching of modelled, shared and guided lessons. The use of rubrics will assist in assessment of and for learning as well as a checklist for students at the whole text level, sentence and word level. The resource of 'Seven Steps to Writing' will be expanded across years 3 to 6 with three teachers attending whole day courses. The 'Words Their Way' Spelling program will be modified for the weaker students following professional learning sessions by the school's speech therapist. Technology will enhance our school's writing program with the subscription K–6 of '2Simple.' Students will be tracked in all eight areas of the Literacy Continuum by the end of term 1, 2017. This continuum will support teachers in their designing of lessons for teaching programs.

The Learning and Support Teaching (LaST) will teach within classrooms with identified individual or groups of students who require extra support. Individual learning plans will be developed with ongoing evaluations to direct teaching/learning programs. The communication and support of parents through this process will take on a greater focus.



Strategic Direction 2

Developing quality leadership, management and professional learning practices

Purpose

Embedding and implementing explicit targeted and engaging professional leadership and learning for all teachers.

Overall summary of progress

Wideview PS is a professional learning community with a focus on differentiation for student learning. Following the members of the Executive attending training on Planning Literacy and Numeracy (PLAN) K–6 staff plotted students in Reading. As a result, these practices are being utilised to inform teaching and learning programs. All staff have individual Professional Learning which are aligned to Australian Professional standards.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Aspiring leaders develop their leadership capacity for innovation and best practice in teaching. At least 60% of students meet grade PLAN benchmarks as effective assessment practices are utilised to develop informed teaching and learning programs. All staff have individual Professional Learning Plans which are aligned to the Australian Professional standards. As a result of the collaboratively designed plans teachers will show evidence of met personal goals.	<p>Evidence was obtained of teachers taking the responsibility for their ongoing learning with attendance at external professional learning courses. The sharing of information with others, as well as professional reading completed was evident. The improvement of teaching practices with 21st century fluencies a focus for many teachers.</p> <p>Professional Learning sessions by the Geography/History committee has resulted in the teaching of collaboratively written units. Programs used by teachers include online resources such as Google earth, Google maps, National Geographic Map Maker Interactive and GAP minder. Professional Learning sessions by the Geography/History committee has resulted in the teaching of collaboratively written units.</p> <p>Teachers are continuing to cater for the needs of their students by using the Planning for Literacy and Numeracy (PLAN) continuums. Teachers successfully plotted their students along the literacy continuum in the Reading aspects of Reading texts, Comprehension and Vocabulary Knowledge. This plotting of data guides teachers in their programming for teaching/learning activities.</p>	(\$10000.00)

Next Steps

In 2017, this Strategic Direction will be enhanced with further processes. The direction will focus on the School's Teaching Elements with a focus on effective classroom practice and collaborative practice. The school leadership will demonstrate instructional leadership through the embedding of formative assessment practices to shape student learning. Professional Learning opportunities in clarifying and sharing learning intentions with students as well engineering effective discussions will be delivered during term 1. The Executive will mentor teachers through lesson observations and provide teachers with constructive structured feedback. A focus on collaborative practices of the Executive and the teachers will be adopted.

Deeper knowledge and understanding by the students in the area of Geography/History will be achieved through the inquiry approach within the library lessons. Students will utilise the laptops to develop their research skills. The implementation of a new platform, 'Oliver', will see students write and share book reviews and have the ability to source information from libraries beyond the school.

With the introduction of Information Communication Technology (ICT) lessons students will develop 21st century fluencies of collaboration, communication, critical thinking and creativity. ICT lessons will link closely to classroom programs and bring together the knowledge of subject matter and technology. The students will be taught the ICT capabilities including ethical understanding as well as word processing, coding and game design. The Google Education suite will be utilised by teachers for collaboration of units. Professional Learning sessions throughout the year will further enable innovation within teaching/learning programs.



Strategic Direction 3

Building an informed and supportive school community.

Purpose

Implementation of effective communication frameworks and school planning in partnership with an informed school community.

Overall summary of progress

Strong connections with our broader school community continues to flourish. The Keerawall Community of Schools project, a collegial network of neighbouring schools, developed initiatives under the three strategic directions of the school plan. This initiative will be embedded with our school plan. Opportunities to share units and resources across schools were a major focus with the implementation of the Geography syllabus K–6.

Effective two-way communication between families and the school has used a range of strategies to regularly seek and share information about students' achievements and learning needs, school policies, practices and community initiatives. Technology continues to be our main drive to communicate between home and school with the inclusion of regular emails, newsletters, website and Active School Apps. The Google Education surveys which are communicated to parents via the newsletter allow parents who are busy a chance to have their say with areas such as reviewing current school practices with suggestions for improvements. A revised 'The Wideview Welcome Book' communicates information to parents of kindergarten students and newly enrolled students Yr1–6.

Families and the school share the responsibility for student learning and wellbeing. We work together to create positive attitudes to learning, develop shared understandings of how children learn and learning programs build on families' capacity to support learning at home. Information nights were conducted to inform parents of practices within the school such as teaching reading to Kindergarten students by the Assistant Principal and Speech Therapist. Multiple opportunities throughout the year are available for families and teachers to discuss students' social and academic progress such as with the parent teacher information nights and formal interviews in July. An open communication policy is instilled throughout the year with teachers being available to meet with parents. An extensive transition to school program exists with pre-schoolers attending the school for five morning sessions. This transition program supports families to feel connected and remain involved as their children progress through the school.

A very committed P&C committee continues to work closely with the school. Annual events such as Father's and Mother's Day Stalls, the Art Show, Showcase, Fete, Easter Bunny visit, Easter Hat Parades, Book Parade, Cherry Drives and Cookie Dough Drives assist with the raising of well needed resources for the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To improve parent participation in our school-home partnerships by a 20% increase in parents attending P&C meetings and supporting the P&C. Parent surveys indicate an increase in understanding of new English and Mathematics curriculums. Parent surveys show an increase in an ability to support their child's learning at home. Parent, staff and student surveys indicate an increased positive school culture of inclusion and respect.	P&C meetings participation steadily grew with record numbers at the final meeting of the year. Coordinating fundraising events still requires further involvement. The P&C continues to hold many events throughout the year. The P&C were responsible for the ticketing for the Showcase concerts which resulted in nearly three concerts full to capacity. Many P&C events were well attended throughout the year. Parent surveys indicate a slight increase in understanding of the new English and Mathematics curriculums and an ability to support their child's learning at home. Parent, staff and student comments at the end of the year indicate an increased positive school culture of inclusion and respect.	\$5000

Next Steps

Professional learning activities for staff on ways to communicate with families and the community using technology such

as blogs and wordpress accounts. This form of communication assists parents who are unable to be involved in the school due to outside work commitments as well as gives the students a purpose for their learning through the publishing of work to a wider audience. The utilisation of the parent body with their work-related expertise and involvement with the students eg establishment of a writing group, film editing group, scientists, computer engineers etc

The newly appointed Learning and Support Teacher as part of Student Welfare Committee will engage the parents in their child's learning through the writing of individual education plans with regular meetings to track milestones and future learning opportunities. This along with opportunities for information sessions by the Counsellor will assist with parents engagement with student learning and student outcomes.

The introduction of a term overview and the incorporation of student work in the newsletter will assist with maintaining an informed school community. The establishment of a wordpress newsletter may incorporate videos and link to class blogs. The statistics page will assist to gather data on its use.

The formulation of the 2018–2020 Strategic Plan in late 2017 will involve a consultative decision making plan by the Wideview Public School staff, students and the parent body.



Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	School Learning Support Officers were employed to support students with additional needs who do not have targeted funding. Rip it Up Reading was implemented using SLSO's	\$70 000:00
Quality Teaching, Successful Students (QTSS)	By providing each AP with one hour additional release from face to face allowed them to organise stage related events	One day per week since the beginning fo term 2
Socio–economic background	By providing learning support officers time in classrooms, students from socio–educationally disadvantaged backgrounds have been better supported academically and socially.	\$9365:00
Support for beginning teachers	In 2016 there were 2 newly appointed permanent teachers in their first few years of teaching. Funding received in 2016 was used to provide additional release to support programming, collaboration and professional goals. Teachers reported high level satisfaction with their induction, and support around programming.	\$8160:00



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	186	190	201	200
Girls	178	179	194	195

Wideview Public School has continued to maintain a steady enrolment pattern, which is enhanced by our strong links with local preschools. The Kindergarten enrolments were larger than usual with 60 students enrolled. Effective orientation sessions support the well-structured Kindilinks program for our Kindergarten students. The transition program is highly valued by the community and is a feature of the many enrolment enquiries.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.3	96	95.7	97.4
1	95.9	96.7	95	97
2	96.8	95.3	95.7	96.8
3	97.1	96.8	95	96.5
4	95.6	95.9	95.8	96.7
5	95.4	96.1	95.5	96.4
6	93.7	96.4	94.4	98
All Years	96.1	96.2	95.4	97
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 is highly valued at Wideview Public School. We are above the average for attendance in all K–6 years. Regular reminders in the newsletter emphasising the importance of being at school each day as well as

on time. Unsatisfactory students' attendance is managed through the school's learning and support team with referral to the Home School Liaison Team, when appropriate.

Class sizes

Class	Total
KCG	20
KH	20
KD	21
1D	23
1W	23
1F	23
2C	23
2 RW	23
3S	28
3A	25
3/4H	30
4SV	31
5C	28
5D	27
6T	24
6K	24

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	14.37
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration & Support Staff	2.92
Other Positions	0.15

*Full Time Equivalent

Workforce retention

During the course of 2016, Mr McTernan and Mrs Shaw began an exchange program to America in semester 2 and Mr and Mrs Jackson from Colorado began a year's

teaching program. During semester 2, 2016 and semester 1, 2017 Mrs Belinda Zorian began the position of Relieving Principal of Wideview Public School. Ms Freya Mosler, the Learning and Support Teacher (LAST) transferred to the Grafton area and Mrs Michelle Anthonisz was appointed through the merit selection process. We welcome her to the school 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	57
Postgraduate degree	43

Professional learning and teacher accreditation

Substantial teacher professional learning was delivered to school staff in 2016.

As well as the weekly Professional Learning sessions conducted at school the following highlights the school's priority to professionally engage teachers with evidence-based practices to improve student outcomes:

Geography syllabus – Professional Learning sessions by the Geography/History committee has resulted in the teaching of collaboratively written units. Programs used by teachers include online resources such as Google earth, Google maps, National Geographic Map Maker Interactive and GAP minder. This delivery was part of the Community of Schools Group.

Focus on Reading – The Primary staff attended P/L sessions on the Comprehension section of this program. As a result, The Super six comprehension strategies were implemented in stage 2 and 3.

Language, Learning and Literacy (L3) program which is a two-year classroom-based professional learning program targets text reading and writing within small groups of three to four students at least three times a week was implement in the Kindergarten and Year 1 classrooms. At the end of 2016, one teacher completed the Early stage 1 course with five teachers completing their first year of the program.

Two teachers attended a two-day program '**Ready Set Grow**.' Applying the Ready Set Grow Teaching resources to the sustainable school fruit and vegetable garden program was overseen by Mr Tom Carlos.

Some teachers completed the '**Supervising Preservice Teachers**' training in term 4, prior to accepting students in 2017.

LMBR training – Mr Kim McTernan, Ms Rikke Hansen, Mrs Jenee Fawdry and Ms Karen Wadling received training throughout the year in the Learning Management Business Reform. The three APs received some half day training.

PLAN (Planning for Literacy and Numeracy) implementation – Mr Mal Harpur and Mr Ian Thomas attended PLAN training, conducted several P/L sessions and began the implementation process of plotting students along the numeracy and literacy continuums.

STEAM – All staff members attended the Science, Technology, Engineering and Mathematics Steampunk conference at Wahroonga Public School. This three hour event comprised of a guest speaker from the USA and then two, one hour workshops by the Wahroonga Public School and other invited presenters.

Re-visiting the **English syllabus** – Some staff attended a three hour workshop on the English syllabus which focused on the multi-modal component.

Numeracy Building Blocks – Some staff attended a three hour on-line course which focused on the early stages of the Mathematics syllabus.

All staff received training in the use of **Google Apps for Education** (including Google Classroom)

Mr Rimas Milasas, the librarian had several P/L sessions for the implementation of **Oliver**. Mr Milasas attended throughout the year, the Northside Gifted and Talented meetings, where catering for the needs of the G&T students was a focus.

Community and Engaging with your Community course was attended by the Principal and .Assistant Principal.

Throughout the year, stages from each school within the community of schools group came together to discuss units of work, reporting and assessment.

Weekly Executive Meetings and the Executive Planning Day in term 4 focused on the Professional Standards, The Excellence Framework, The School Plan and milestones. The 2017 plan of P/L sessions to focus on Dylan Wiliam's 'Formative Assessment, Learning intentions, collaborative planning and the use of the QTSS allocation for mentoring and providing feedback to teaching practices were established.

Mandatory training in the provision of first aid, emergency care, response to anaphylactic shock, child protection, fraud and corruption

35% of our teaching services workforce has achieved accreditation with the Board of Studies Teaching and Educational Standards. 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.

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	391 971.20
(2a) Appropriation	272 666.34
(2b) Sale of Goods and Services	3 813.78
(2c) Grants and Contributions	114 572.09
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	918.99
Expenses	-293 398.31
Recurrent Expenses	-293 398.31
(3a) Employee Related	-133 727.25
(3b) Operating Expenses	-159 671.06
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	98 572.89
Balance Carried Forward	98 572.89

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	2 515 837.43
Base Per Capita	21 325.45
Base Location	0.00
Other Base	2 494 511.98
Equity Total	79 386.04
Equity Aboriginal	0.00
Equity Socio economic	9 365.60
Equity Language	0.00
Equity Disability	70 020.44
Targeted Total	0.00
Other Total	16 855.13
Grand Total	2 612 078.60

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.

Literacy NAPLAN Data

In Year 3, 64 students and in Year 5, 55 students participated in NAPLAN. Our results reflect the school's ability to cater for the needs of a diverse range of abilities through differentiated lessons.

Reading results are strong. 66% of students compared to 52% of the state are in the top two bands.. Catering for the needs of lower performing students is still a need with 5% of students scoring in the lower two bands. In Writing, 54% of Year 3 students are in the top two bands which is the same percentage as the state. There are no students below the national minimum standard. There has been considerable progress in writing but a continuation of this focus, is still required. Writing with an effective resolution, the development of characters as well as using effective and accurate paragraphing requires attention. The school had no

students in the bottom band compared to 1% of the state. Growth of Year 5 students since being in Year 3 is unavailable as a different text type was required.

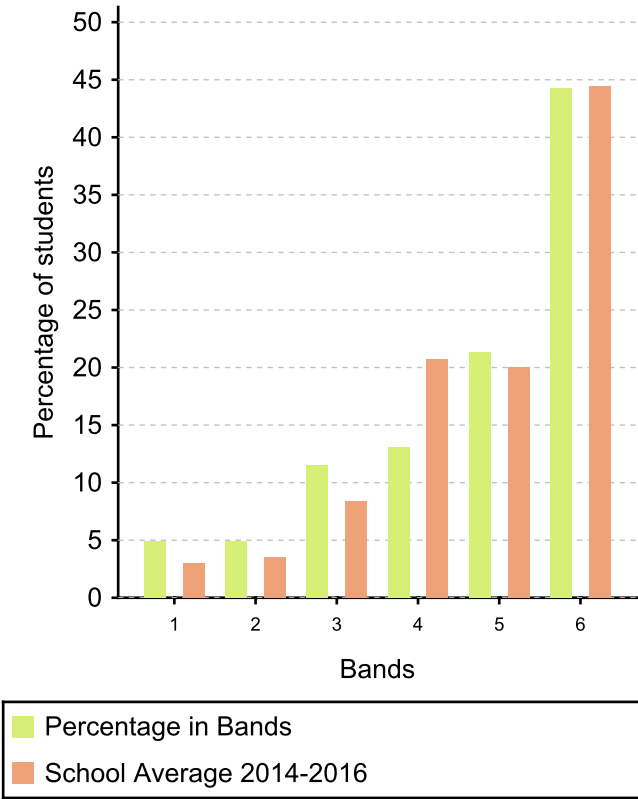
In Year 5, 56% of students are in the top two bands in Reading. The scores were significantly better than the state average. In Year 5 Writing, 16% of students were in the top two bands compared to 19% of the state. Our average score for writing was significantly less than schools like ours and slightly less than the state average. We are showing some improvement in this area but more work in the teaching of writing is required.

In Spelling, the two year trend of boys out-performing girls is noted. In 2016, 34.6% of girls compared to 53.8% of boys were in the top two bands and in 2015, 68.2% of girls compared to 72% of boys. Improving the girls' results in spelling will continue to be a target.

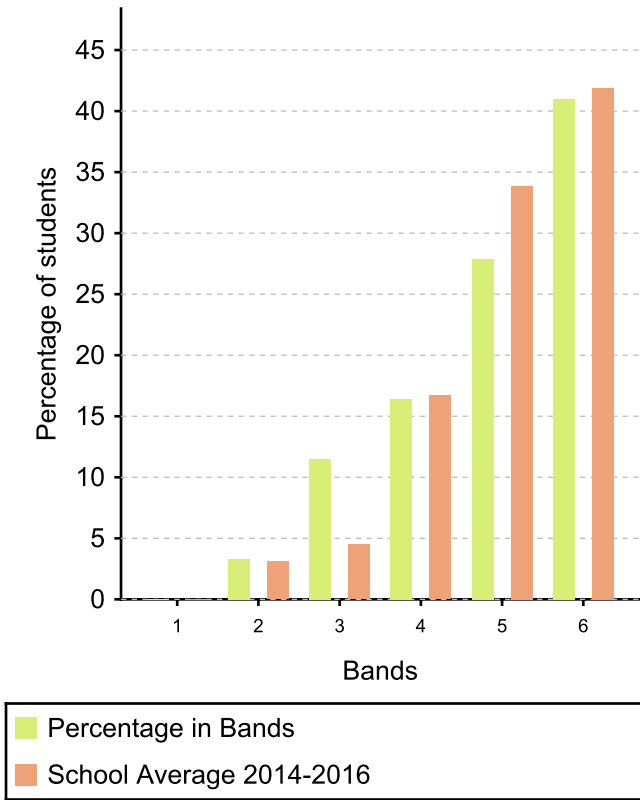
There is no significant difference in the amount of progress students made in reading from Years 3 to 5 compared with schools like ours.

There were many areas where the school percentage choosing the correct response was 10 or more above the state population percentage.

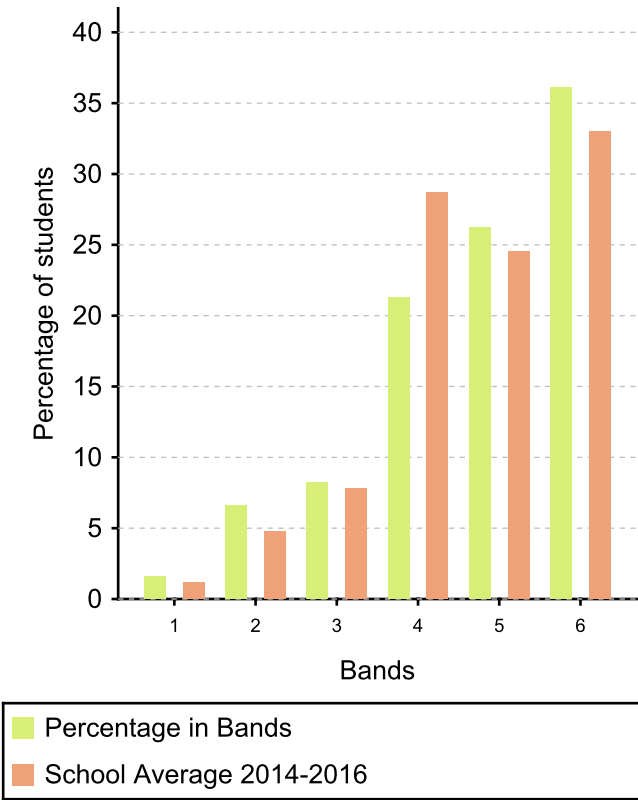
Percentage in bands:
Year 3 Reading



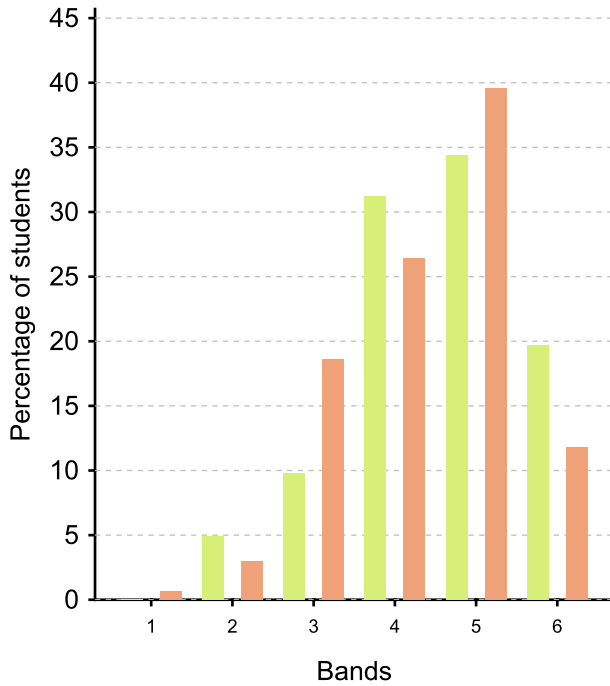
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in bands:
Year 3 Spelling

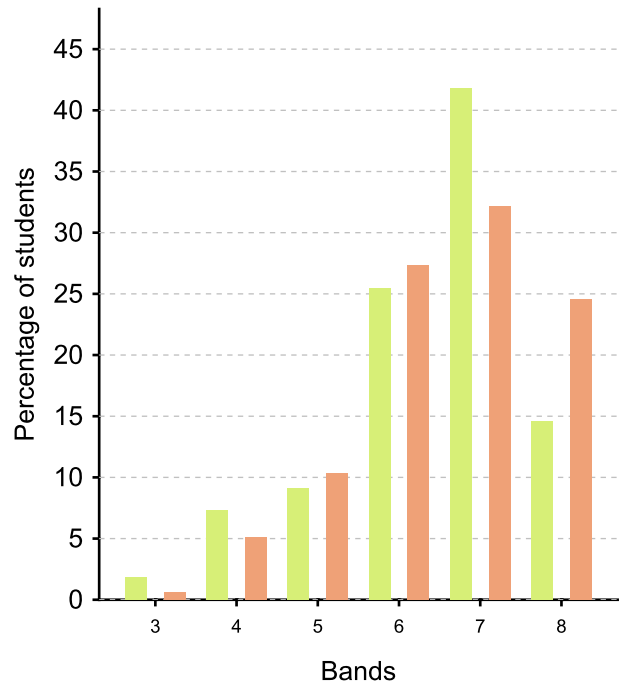


Percentage in bands:
Year 3 Writing



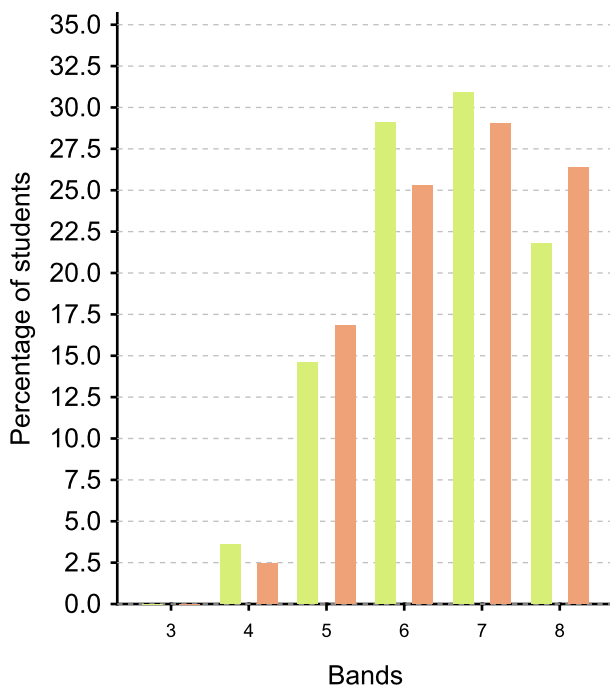
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



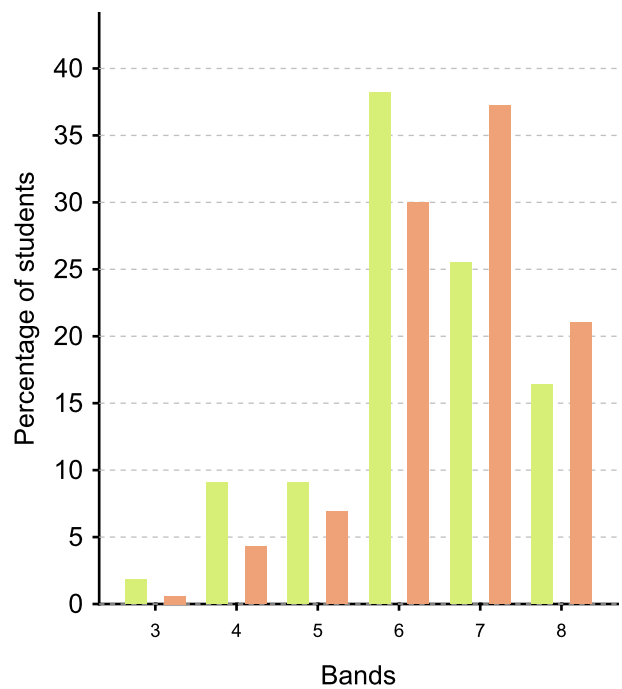
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation



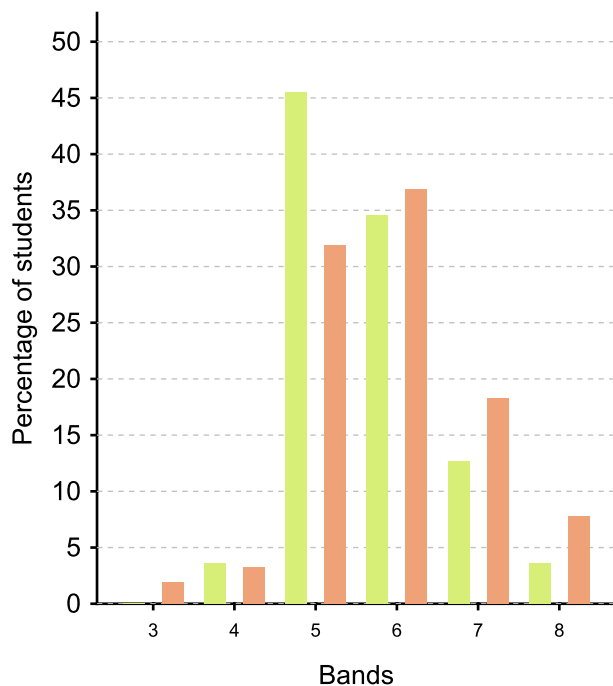
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling



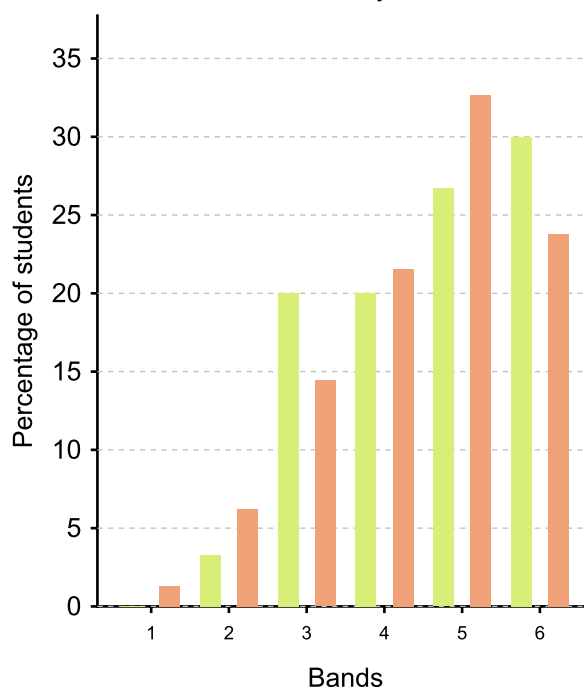
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

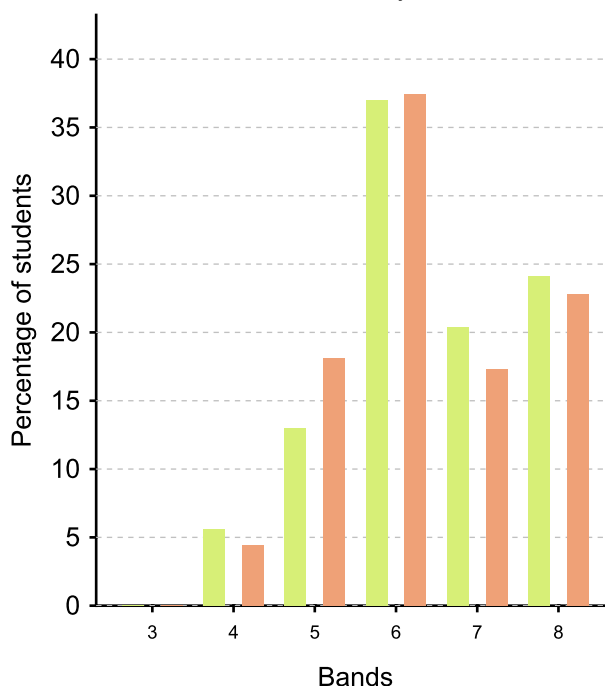
Numeracy NAPLAN data

In 2016, Year 3 Numeracy results were very good with 57% of the students performing in the top two bands compared to 29% of the state. In Year 5, 44.5% of the students performed in the top two bands compared to 30.5% of the state.

Very good student growth between Year 3 and 5 indicates that we are catering for the needs of the students. In 2016, 64.7% of students equaled to or were above the expected growth from Years 3 to 5. This is significantly more than in 2015 with 48.9% of students and in 2014 with 43.4% of students. The school has no students below the national minimum standard. The school has many areas that we are excelling at across all strands of Mathematics.

The three year trend of boys out-performing girls is a trend across the state with an average of 3% difference. Our results, indicate a significant difference as in 2016, 56% for girls compared to 73% of boys in numeracy were in the top two bands and in 2015 36.6% of girls compared to 60% of boys. Improving the girls' results in numeracy will continue to be a target. There are less students in the bottom three bands compared to schools like ours which indicates that we are catering well for these students. There is no significant difference in the amount of progress students make in numeracy here compared with schools like ours.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

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. Their responses are presented below. Students, teachers and parents were invited to participate in the 'Tell Them From Me' survey during the latter part of 2016.

The 'Tell Them From Me' student survey was completed by 121 students in Years Four, Five and Six. The survey showed that students at Wideview PS, when compared to NSW norms have higher rates of participation in school sports and extra curricular activities. Students generally feel accepted and valued by their peers and by others, have positive relationships and value schooling outcomes. They also generally feel that learning time is used effectively, instruction is relevant to their lives and that classroom instruction is well organised with appropriate feedback given to help them learn. 63% of students were interested and motivated in their learning which was just below the NSW Government norms. Wideview Public School offers a range of extracurricular activities with 72% of students involved compared to 55% of the state. 94% of students have positive relationships compared to 85% of the state. Levels of bullying were comparable to the NSW norm, with 31% of students responding that they were victims of moderate to severe bullying in the past month. This response needs further investigation, particularly as it is not reflected in other school data collection. 44% of students have positive homework behaviours compared to 63% of the state. 63% of students are interested and motivated compared to 78% of the state. 73% of students strongly agree or agree that they expect to go to university. 100% of students feel good about their culture.

The 'Tell Them From Me' teacher survey was completed by 13 teachers. Overall teachers indicated that they worked together to share planning and resources. They also felt that the school is inclusive and that they understand the learning needs for students with special learning needs. There was a high level of collaboration, a positive learning culture and the teaching of specific strategies. Areas for

improvement identified in the teacher survey were that teachers wanted access to useful feedback that would help to improve their teaching from colleagues. Talking to students about barriers to learning (67%), using formal assessment tasks to help students to set challenging learning goals (77%) and providing examples of graded work (65%) were also identified in the teacher survey as areas for further consideration. 73% of students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts and 75% use computers or other interactive technology to undertake research. The consideration of using technology to improve interest and motivation needs to be further explored.

The 'Tell Them From Me' parent survey was completed by 45 respondents. In general, the parents were aware the school supports positive behaviour and safety at school. Parents indicated that they feel welcome at Wideview PS. Informing parents about their child's progress is an area that parents feel needs further consideration. 66% felt that their child's progress was written in terms that they understood, 58% felt informed about their child's behaviour, whether positive or negative, 59% were well informed about their child's progress in school subjects and 52% were informed about their child's social and emotional development.



Policy requirements

Aboriginal education

Throughout 2016, all classes continue to have cross-curriculum priorities encompassing Aboriginal and Torres Strait Islander histories and cultures embedded into teaching and learning programs, with particular emphasis in the Key Learning Areas of HSIE and Literacy. These perspectives were taught in line with the NSW Syllabus for the Australian Curriculum. All staff were also involved in professional learning in catering to the needs of Indigenous students within the classroom.

As a school we continue to use the "Acknowledgement to Country" at all assemblies and formal occasions.



Multicultural and anti-racism education

Wideview Public School promotes a highly inclusive learning environment where students and their families from all cultural, religious and language backgrounds are positively supported and encouraged to participate in all areas of the school environment. Within our school, approximately 9% of students come from Language Backgrounds Other Than English (LBOTE).

Our LAST teacher teaches EALD students using the ESL scales, in line with the English syllabus, to ensure that students develop the necessary language required to access the academic language of class programs. EALD teachers work closely to support class programs by team-teaching or withdrawing students with additional needs.

Our school has an anti-racism policy supported by an anti-racism officer. We celebrated Harmony Day within the classroom program earlier in the year through activities to develop our understanding of our diverse cultural, religious and language backgrounds. Teachers in the school have programmed and assessed using the new English curriculum, with units that focus on cross curriculum priorities and general capabilities that encompass intercultural understanding.

Other school programs

Public Speaking

Students in Kindergarten to Year 6 participated in a public speaking competition at class level. Students in Kindergarten to Year 2 presented a speech on a topic of their choice. Each class nominated a student to present at the K – 2 school final where a winner was chosen from each year.

Students in Years 3 to 6 competed in the Multicultural Perspectives Public Speaking Competition. Each class nominated a finalist speaker to present at a school final, with two winners from Stage 2 and Stage 3 selected by an independent adjudicator. The four finalists proceeded to the Local Area Finals where they were required to present their prepared speech and an impromptu speech. All students did an outstanding job and represented their school proudly.

Debating

During 2016, the Debating Club was introduced as an extra curricular activity to help develop the skills and confidence of our Stage 2 and Stage 3 students. Students participated in activities to learn aspects of debating such as preparing persuasive argument, making judgements about current affairs and understanding opposing views. Throughout the year, students formed teams and held in-house debates. We hope to engage in debates with other schools in future years.

Performing Arts

At Wideview Public School we pride ourselves on our excellence in the Performing Arts. The students can be involved in this area from as early as Kindergarten to Year 6.

School Bands

The School's band program has had a year of many musical highs. The Junior and Senior Bands have continued their strong growth both in size and standard. The Senior Band now has 30 members, and a broader range of instruments including bass clarinet, euphonium and xylophone. The Junior Band has reached 20 students, including 4 trombones. The band performed impressively throughout the year and truly shone at the Berowra Musica. The 'new' Junior Band has already started rehearsing with over 20 new members who look very promising indeed. The Band committee has been purchasing instruments throughout this year and hiring them to the band members. This will in turn allow us to make music more accessible to the students at Wideview as there is less financial burden on parents. The musically talented Pippi Eisner has been assisting with the band conducting and tutoring, and she has become an indispensable support.

Joe Manton has continued to coordinate and lead the guitar groups, and the students' musical abilities have continued to develop. They have performed at a range of occasions throughout the year including Asquith Girls High and the Wideview Performing Arts Night.

Between the Junior Band, Senior Band, Guitar Group and the Percussion and Recorder Groups, there are over 95 children involved. The extra curricular music program that is offered at Wideview is extremely comprehensive and offers the students a wide range of rich musical opportunities. We would like to thank the parents and tutors for all of their support.

Primary Choir

The Wideview Public School Primary Choir consisted of students in Years 3 to 6 and rehearsed two lunch times per week. 2016 was our second year as part of the Sydney North Arts Alive Combined Choir. Our Choir combined with 15 other schools to perform at the Sydney Town Hall. One of our Year 6 students was chosen to sing as a soloist at the Town Hall concert as well as the Sydney Opera House concert. Our choir also combined with several local schools to sing at the Hornsby District Music Festival which was held at the

Hornsby RSL. We had the opportunity to sing at the Harmony Day assembly, ANZAC service and at the Wideview Performing Arts night.

Infant's Choir

The Infant's Choir is open to all children in Years 1 and 2 and from Term 3 Kindergarten is also included. Infant's Choir is a fun and enjoyable way for students to participate in group choral singing, learn new songs and vocal skills as well as perform at numerous events throughout our school calendar. Some of these include our Performing Arts night, School Assemblies, The Easter Hat Parade, Presentation Day and community events such as Berowra Christmas Markets. From Infant's Choir the children are able to make an easy transition to Primary Choir.

Dance Groups

Wideview Public School has two dance groups. Both our Senior and Junior groups rehearsed one morning per week. They performed at the Battle of the Schools at Marsden High, in the Sydney North Public Schools Dance Festival at Glen St Theatre, at the Hornsby District Music Festival and at the Wideview Performing Arts night. In term 4 students in Years 2 to 5 had the opportunity to participate in Dance Workshops in preparation for the audition for our 2017 groups.

Showcase

Wideview Public School's end of year concert show cases our excellence in the Performing Arts and has become quite a highlight of the School's calendar. Each class performed an act which was either a song, dance or drama or a combination of all. Our theme for the show was "Turn Back the Clock". This captured the imaginations of Wideview's staff and students and they joined together to choreograph, design and write performances that encapsulated the "go back in time" theme beautifully. Staff joined with the P&C to sell tickets for the show using the online ticketing system TryBooking. This proved to be a most successful way to sell tickets for the show and with a new system it enabled every Wideview family to see their children perform as well as raise much needed funds for our school. We had three concerts in total, with each concert going for a duration of an hour and a half. A matinee (11.30am), a twilight performance (5.30pm) and an evening performance (7.00pm) spread over two days. Showcase is an event that highlights the community spirit that is so prevalent at Wideview. With enthusiasm, staff and students unite to display a concert that is of the highest quality. Parents also lend their support through buying and making costumes, creating props and advertising and assisting with sound and lighting. In essence, it is a perfect example of school and community partnership and a highly successful event.

Art Show

Wideview continued to develop its passion for the Visual Arts in 2016. Visual Arts programs were run successfully throughout the year. During terms 2 and 3

techniques, colour choices and use of media. This exploration culminated in the 9th Annual Wideview Art Show where students displayed their artistic prowess through sculpture, ceramic, photography, collage, wax work and sketch. Students created individual artworks and collaborated on a major work with their class. For the first time all students were invited to participate in the 'Young Wilson' portraiture competition where they created an image in the media of their choice of a person who inspires them. This competition was met with great excitement from students from Kinder to Year 6. All were impressed with the standard of the art works produced by the students. This year the Art Show and contributions from the school community raised over \$3 800 which will continue to support and develop our school's Creative Arts programs.

Sport

Hornsby Zone Swimming Carnival saw amazing results. This culminated in one of our best results at a Hornsby Zone Carnival eclipsing our 5th place in 2015 by finishing 4th overall. Seven swimmers then represented our school at the Area Carnival. Hornsby PSSA Zone Athletics Carnival at the NSW Academy of Sport in Narrabeen produced personal bests. At least one student from Wideview placed in the top 10 of every single event on the day. Many of our future Olympians smashed their PB's, and Wideview had finalists in many events. The Long Jump, Discus and Shot Put events also had finals which meant that students had finished in the top 6 in their age group. Three students from Wideview qualified for the Sydney North Athletics Carnival by finishing in the top two of their event. Wideview's Girls Football won the Grand final.

ANZAC Day

Our school leaders led a moving and poignant ANZAC Day Service that was attended by a large number of parents, friends and community members. Our special guests included members from the Australian Defence Forces and Berowra RSL. The prefects and special guests addressed the assembly about themes of ANZAC and students read their own reflections on ANZAC Day which reflected a maturity well beyond their years. The choir performed a beautiful rendition of "Always Remember" which moved everyone.

Great Aussie Bush Camp

Stage 3 students took on many challenges at the High ropes course, canoeing, archery, dual flying fox, giant swing and Lost Islands. They visited some amazing places such as The Rainforest at Mungo Brush and the incredible sand dunes but they also learnt about cooperation, sharing and teamwork.

Techheads

Nine students from Year 5 with a passion for technology joined Tech Heads. They were given the skills to support teachers and students with in-class technology. These students conducted technology audits across the school and assisted with maintenance of both the computer lab and iPad fleet. In late 2016 the

Tech Heads liaised with staff to organise, advertise and undertake a small fundraiser for the school selling old computer parts which had been destined for eWaste. The money students raised went towards the Technology Budget. In 2017 these students have the opportunity to continue their school service by moving to the PA Team, assisting with sound and lighting at school events.

ViewFest

2016 was the fifth year Wideview continued to develop its short film project. Stage 3 students with a love for storytelling, an affinity for technology, skills in collaboration and problem solving along with a love for learning were invited to be part of the ViewFest team. These students gave of their own time to develop their joint ideas into a short film to be entered into suitable short film competitions for children. Students honed their critical thinking skills, ability to plan and foresee problems, organise their time and think on their feet. In December, the Wideview community joined together to celebrate the World Premiere of ViewFest 2016. The students were able to create six short films showcasing their newly developed skills, with 'mystery/thriller' proving a popular genre. Several of these films have gone on to be entered into external competitions and many of these students are now choosing to study film-making at high school.

G&T workshops

Wideview continued to enjoy strong ties with the G&T community. Wideview is a founding member of the Northside Gifted & Talented network providing our students with access to multiple G&T workshops throughout the year. These workshops explore a dynamic range of topics such as Science and Design, Engineering Challenges, Photography and Creative Writing with successful children's authors. These workshops are free of charge for students of the network. Wideview also nominated over 120 students from Years 1–6 for workshops provided by G.A.T.E ways Education. These students enjoyed extending themselves in areas such as Science, Mathematics, Critical Thinking and Writing.