

# Wiley Park Public School

## Annual Report



2016



4553

## Introduction

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

Rene Demos

Principal

### School contact details

Wiley Park Public School

Denman Ave

Wiley Park, 2195

[www.wileypark-p.schools.nsw.edu.au](http://www.wileypark-p.schools.nsw.edu.au)

[wileypark-p.School@det.nsw.edu.au](mailto:wileypark-p.School@det.nsw.edu.au)

9750 0144

### Message from the Principal

Children grow so quickly and school life seems to pass with such speed. Therefore it is important that every hour, every school day is used productively.

Our students benefit from a very experienced group of teachers and staff, those who throughout the year continue to be involved in quality professional learning, collaborative programming and planning and demonstrate a genuine desire to provide the best learning and social environment for all our students.

Our community too have high aspirations for their children and desire a future of success for their child.

At Wiley Park Public School, not only do we provide opportunities in all Key Learning Areas but additionally we offer many extra curricula programs such as drumming, percussion, vocalist training, band, yoga, community languages and fitness training.

We are a proud community school and focus on rewarding and acknowledging those who follow the rules and demonstrate a good work ethic.

This document provides a thorough summary of a very productive year of work.

I am very proud of all our achievements and the work we do to support and improve our student outcomes along with the valuable work we do with our community.

Mrs Rene Demos

Principal

### Message from the school community

The Parents and Citizens body meets on the third Monday of each month. The meetings are a valuable communication tool for the school community.

This year, we have been pleased to invite guest speakers to the meetings to discuss topics such as family health, environmental issues, recycling and community events. We have been pleased to see an increasing number of parents and community members joining our meetings.

We appreciate the work undertaken by the school for the students. In turn, we have shown our support to the school by raising funds to buy equipment for the school. In 2017, we are looking forward to continuing our fundraising efforts.

We thank all members of the P&C, the parent community and the school for their hard work and dedication to our children.

Hasna Ahmad

President

### Message from the students

The Student Representative Council is made up of two students nominated by each class in Year 3, 4, 5 and 6.

At the fortnightly meetings the students discuss the suggestions received from their classes which are then voted on. Once proposed to the staff, the SRC worked collaboratively to achieve their goals, aiming to make Wiley Park Public School a better place for students, staff and the community.

In 2016, the students have supported the Starlight Foundation and have raised over \$750. They displayed excellent teamwork and leadership skills to organise the fundraising day. The SRC also took part in the Campsie Police Christmas Appeal where they collected new gifts from students and staff which were then distributed to disadvantaged families in the community.

Students have acquired leadership skills, demonstrating an ability to coordinate events within the school where they have shown great initiative, responsibility and collaboration.

Hana Ghazzaoui and Souhaib El Arja 5B

SRC Representatives

## School background

### School vision statement

At Wiley Park Public School we believe in creating a happy and safe environment that values student learning and achievement. We aim to develop all students to become confident, independent learners, respectful citizens and creative and critical thinkers. We achieve this through providing engaging learning experiences, developing positive relationships and by working collaboratively with the school and wider community.

### School context

Wiley Park Public School (WPPS) is located in Sydney's South West. The school population of 520 students consists of 98% of students from language backgrounds other than English (LBOTE) including 22 students who are refugees. There are 39 languages and 31 countries of origin represented in the school the largest language groups being Arabic (42%), Bengali (14%), Vietnamese (6%), Samoan (6%), and Urdu (6%).

Student learning is supported by the English as a Second Language (ESL) and New Arrivals programs, Arabic, Samoan, Bangla and Vietnamese community language programs, Reading Recovery and learning assistance programs.

Community programs which operate in the school include: Schools as Community Centres (SaCC), Good Beginnings multicultural playgroup. WPPS has productive partnerships with Books in Homes Australia, Australian College of Physical Education, Sydney University, University of New South Wales, Notre Dame University and Canterbury Community volunteers.

The school community is identified as low socio economic and receives additional funding to address equity issues through the Resource Allocation Model.

## 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.

During 2016, the staff of Wiley Park Public School used the School Excellence Framework as a tool to inform, monitor and evaluate our teaching practice. During Professional Learning sessions, teams of teachers examined the School Plan 2015–17 to determine areas of strength and development as we continue our journey of excellence.

### Learning

In the domain of Teaching, our focus has been Curriculum and Learning and Wellbeing. As a school we continue to refine our planning and programming to reflect quality teaching and professional practice in every learning environment, providing students with opportunities to connect, succeed and thrive, relevant to their stages of learning and development.

Our continued work in the area of new curriculum development and implementation, including History and Geography and English through Concepts, ensures that staff are continuing to align teaching and learning with the New South Wales Syllabus for the Australian Curriculum. The process of differentiating instructions continues to be a focus area to help meet student specific needs and goals through programs including L3.

We continue to look at ways to actively collect and use information to support students' successful transitions, with a particular focus on streamlining our Early Stage One and Special Education Unit intake and transition programs to best support needs. Refining our transition procedures has allowed us to work closely with families and agencies including local preschools and service providers to support students with special needs.

The new process also gives students who may need additional support the opportunity to access in-school transition programs.



## Teaching

In the domain of Teaching, our focus has been Data Skills and Use and Collaborative Practice. As teachers, we continue to use selected internal and external data collection tools such as standardised assessments including PLAN and NAPLAN to determine goals for achievement and to develop a consistent teacher judgement of expectations. Staff have worked collaboratively to design assessment tasks in areas including Reading Comprehension across Stages 1–3 to help track student progress across English outcomes and the Literacy Continuum. Such school-based instruments have been developed to be used regularly to help monitor student learning progress, to identify skill gaps for improvement and investigate intervention strategies to help support need.

As a staff we continue to investigate quality opportunities for staff to provide and receive planned constructive feedback from peers and school leaders to improve teaching practice. Classroom observations and peer visits, in areas including L3 and Mathematics, have allowed for teachers across the school to be reflective of their own teaching and act in an advisory and mentor role to help improve the teaching across the school.

## Leading

In the domain of Leading, our school has focused on Leadership and Resources. We have developed a strong commitment to Wiley Park Public School being recognised as a central part of the Wiley Park community. Through productive relationships with external agencies such as universities we aim to improve educational opportunities for students. Through the HUB project, our work with The University of Notre Dame, endeavours to develop quality experiences for Teacher Education Students by developing the leadership skills necessary for teachers to become quality mentors. As a school we recognise that leadership development is central to school capacity building and we continue to mentor and provide experiences for staff who are aspiring school leaders. We also understand that creative and innovative ways of using school resources can help maximise student learning. We have investigated using our teaching and learning spaces in a flexible and fluid way to maximise learning opportunities. As a school we are committed to ensuring that the school is well resourced to support newly created units of work to support new Syllabus documents and that current technologies are accessible to staff and students.

This new method of planning and assessing our school achievements has had a substantial, positive impact on our school. Details of our achievements in 2016 and next steps in 2017 for our School Plan 2015–2017 goals as outlined on the following pages.

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 engaged successful learners who achieve their potential

### Purpose

To ensure students are achieving personal learning goals through effective differentiation, continuous monitoring and feedback, appropriate intervention programmes and leadership opportunities.

### Overall summary of progress

#### Getting on Track

Data is an important tool to not only track student achievement, but to also inform future planning to ensure quality, focused learning opportunities. In 2016, standardised Reading Comprehension assessments were implemented as part of a range of tools to measure student performance in five weekly intervals. Mathematics assessments to measure and record using the Numeracy Continuum were also developed ready for use in 2017.

#### The Whole Child

Student welfare is a primary concern for Wiley Park Public School. A range of programs were implemented in 2016 to support the social and emotional needs of our students. The Whole School Fitness Program has been continued throughout the year, with students reaping the benefits of the targeted motor skills being taught each day. Students also enjoyed the 'A Happy Me' lunchtime yoga program, funded by a grant from the Lantern Club. Students got to learn how to rest and relax while also strengthening their bodies.

Supporting students at school, the behaviour levels system continued in 2016. This program recognises positive student behaviours and rewards students who demonstrate positive behaviours through the year.

### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year   | Funds Expended<br>(Resources)   |
|--|---|---|
| Demonstrated growth across multiple assessment including NAPLAN, PLAN, Best Start, L3, Whole School assessment | All stage teams reviewed the milestones from 2015 and set new goals for 2016.<br><br>To support the achievement of the goals, whole school assessment tools in Reading Comprehension and Mathematics were developed and trialled to collect consistent and reliable data to ensure student performance and inform teaching practices.   | \$2500 to acquire resources and support professional learning.          |
| Increased number of students engaged in a variety of learning opportunities which develop the whole child.     | 'A Happy Me' lunchtime yoga program was launched with all students across the school being given access to free yoga sessions once per week.<br><br>The school drumming and vocal groups were expanded to include a greater number of students who demonstrated a desire to take part. Students were actively involved in performances both in the school and in the community, showcasing their talents and newly acquired skills.<br><br>The Peer Support program was embedded into the teaching program in 2016. Students from Stage 3 led small groups of students through the 'Moving Forward' program about resilience. | \$67000 to support the music program<br><br>\$2000 Peer Support program |

## Next Steps

### Partnerships with Parents

In the third year of our school plan we shall work with the newly established Schools As Community Centre (SACC) officer to implement a range of programs and initiatives to encourage and develop community involvement in the school.

### The Whole Child

In 2017, the focus of the school will be the development and roll out of social skills programs designed to support students in the playground.



## Strategic Direction 2

Staff participating in professional development across the curriculum in order to deliver high quality classroom practice

### Purpose

To embed and sustain school practices where teachers take responsibility for ongoing learning, professional growth and career development to improve student outcomes across the curriculum.

### Overall summary of progress

#### Curriculum

The reports given by the school to parents and carers are a primary document that outlines the achievements and areas of development for students. 2016 marks the first full academic year where student achievement has been reported using the new ESR program. During Semester One, teacher feedback was sought in relation to experiences using ESR in 2015. This feedback was instrumental in the refining of the processes for reporting in 2016 and beyond. In Term 3, teachers provided further feedback and participated in professional learning to reaffirm the elements of quality reporting and agreed standards for reporting.

Curriculum planning using the NSW Syllabus for the Australian Curriculum was central to professional learning in Term 2 and Term 3. All teachers participated in workshops where the NSW Syllabus was examined and scope and sequences for the school were developed. From these, unit outlines were developed to guide teachers in their planning for year groups as they access the learning opportunities in class. These workshops led to an increase in teacher confidence working with the NSW Syllabus for the Australian Curriculum, particularly in History and Geography, where measured teacher confidence increased from 56% in 2015 to 79.2% in 2016.

#### Professional Practice

The Professional Practice team this year focused on standardising Numeracy assessment strategies across the school as a means of gathering consistent data to track student development and inform future planning. All teachers were involved in the development and trialling of assessment tools to gather data that can be used to supplement other sources, including NAPLAN.

### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year  | Funds Expended<br>(Resources)               |
|--|--|---|
| Improved professional implementation of evidence based programmes to deliver high quality classroom practice   | All teachers took part in professional learning to develop their skills and understanding of quality reporting techniques.<br><br>The updated student report format was issued to families at the end of the year.   | \$2000 Professional learning for Reporting  |
| Demonstrated enhanced staff knowledge of NSW Syllabus for the Australian Curriculum content and ability to effectively communicate student achievement to families | All teachers participated in professional learning to develop a scope and sequence as well as quality teaching programs of work in History and Geography, Science and English.<br><br>A scope and sequence for spelling was also developed to target support spelling skills for all students in Kindergarten to Year 6. | \$7000 to support quality teaching programs |
| Professional Learning Plan goals linked to Professional Development schedule.  | Teachers have developed their skills to use PLAN and L3 data to inform teaching and learning cycles.<br><br>Teaching programs demonstrate an inclusion of L3 strategies in the K–2 classrooms.   | \$2000 L3 funding                           |



## Next Steps

### Curriculum

In 2017, teachers will continue to embed the History and Geography Syllabus into practice. A scope and sequence has been developed and will be used to trial units of work to be assessed for student engagement and achievement.

### Professional Practice

Standardised diagnostic assessments will be implemented across all stages of the school during 2017. The assessments will also be reviewed for effectiveness.

The Instructional Leaders will lead Early Stage 1 and Stage 1 in the development of best practices for data collection and tracking systems to enhance planning and ongoing student learning.



### Strategic Direction 3

A positive school culture supported by collaboration within our school and across our community of schools

#### Purpose

To ensure student learning is supported by positive communication and relationships through engagement with our school and wider communities.

#### Overall summary of progress

##### Educational Communities

In 2016, the focus for Educational Communities has been the development of effective transition programs to support students coming to Wiley Park Public School, students leaving and students who are moving within the school.

To support students and their families, the Leapfrogs program for Kindergarten enrolments was updated to reflect the needs of the community. More than 90 families took part in the program this year.

As our students prepare for high school, it is important that we also prepare them for the change they are undertaking. We have established Orientation Days with local high schools to provide students with the opportunity to visit their new school and prepare themselves for the next chapter in their learning journey.

##### Partnerships with Parents

Parents and community members are actively encouraged to become part of the Wiley Park Public School community.

In 2016, our Community Room was refurbished with modern kitchen, meeting and learning facilities. As a school we work together to support the educational needs of our students as well as being a source of social and educational options for parents and community members.

Twenty parents participated in BCA training offered within the school to gain qualifications as SLSSO's in schools. Parents and community members also joined in opportunities to learn about Road and Water safety in Australia.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Progress achieved this year   | Funds Expended<br>(Resources)   |
|---|---|---|
| Stronger links with schools, collegial networks, community businesses and organisations.            | Students entering Kindergarten in 2017 have been part of the renewed 'leapfrogs' Kindergarten orientation program.<br><br>High school transition programs have been established with local high schools to support Year 6 students as they enter high school.               |   |
| Increased parental engagement with the school and local community across multiple points of access. | Parent workshops have been held focussing on Road and Water Safety.<br><br>Parent projects including Clean Up Australia, Garden and Sewing Clubs have all resulted in parents coming into the school and engaging with the school and fellow parents and community members. | \$1000 Facilitating and catering for workshops<br><br>\$5000 Parent and Community workshops and clubs |

## Next Steps

### Educational Communities

In 2017, our focus for Educational Communities will be the embedding of NAIDOC celebrations as well as White and Pink Ribbon events with our school community.

### Partnerships with Parents

Continue parent projects to strengthen parent engagement including Clean Up Australia day, gardening and sewing club as well as parent helpers in the classroom.



| Key Initiatives                            | Impact achieved this year   | Resources (annual)            |
|--|---|-------------------------------|
| <b>English language proficiency</b>        | <p>Funding was used to develop and deliver professional learning opportunities for all staff to enhance understanding of EAL/D learning and the ESL scales.</p> <p>Teachers were mentored in ESL teaching techniques and programs were developed to support students.</p> <p>Whole school EAL/D data was audited and updated to provide current information.</p>  | \$31719.72                    |
| <b>Low level adjustment for disability</b> | <p>Improved student outcomes:<br/>K–2 50% of students at stage cluster level in reading and 60% in writing</p> <p>3–6 60% of students at stage cluster in reading and writing</p> <p>55% of students to achieve expected NAPLAN growth in Literacy and Numeracy</p> <p>55% of students will achieve expected growth in NAPLAN</p>   | \$50 518 – RAM Low Adjustment |
| <b>Socio–economic background</b>           | <p>Additional Classroom Teachers were employed to support teaching and EAL/D programs.</p> <p>Funds were also allocated for Professional Learning in L3 and Reading Recovery to support student outcomes.</p>   | \$205 461.64                  |
| <b>Support for beginning teachers</b>      | <p>All beginning teachers receive additional support and funding during the first three years of their career.</p> <p>Support is offered through access to additional professional development and mentoring time with their supervisor. There is one teacher eligible for this scheme.</p>   | \$4080                        |
| <b>Hub School Project</b>                  | <p>In 2016, Wiley Park Public School was selected to join with University of Notre Dame to develop projects and products that support Teacher Education students during their training.</p> <p>This project has included the development of policies, procedures and products tailored to the needs of the school and the university.</p>   | \$95000                       |
| <b>Technology</b>                          | <p>This year there have been a number of significant improvements in the area of Technology.</p> <p>Staff have participated in several Professional Learning sessions on Google Apps and different learning programs conducted by the Technology Committee.</p> <p>These included a number of different sessions that have focused on Google Drive and various other programs such as Smart notebook and Adobe Photoshop.</p> | \$101 000                     |



|                                  |  |           |
|----------------------------------|--|-----------|
| <b>Technology</b>                | <p>Wiley Park PS also purchased 210 Chromebooks that have been deployed across the school for use in K–6.</p> <p>Our school also received 20 new computers in the 2016 rollout. We have also upgraded the Wi-Fi so that all classrooms now have access.</p> <p>Our new classroom and demountable has now been set up with a switch and data ports.</p> | \$101 000 |
| <b>Policies and Registration</b> | <p>During Term 2, teacher groups researched, planned and wrote a range of policies to support the operations and actions of Wiley Park Public School.</p> <p>The policies were endorsed by the staff and presented to the P&amp;C committee who have endorsed the documents.</p>   | \$250     |



## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2013       | 2014 | 2015 | 2016 |
| Boys     | 281        | 284  | 294  | 307  |
| Girls    | 254        | 234  | 238  | 260  |

Wiley Park Public School has a student enrolment in 2016 of 567 students. This enrolment represents a second consecutive year of growth in student enrolments.

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 95.7 | 93.9 | 93.2 | 93.1 |
| 1         | 95.2 | 95.7 | 91.5 | 93.4 |
| 2         | 95.1 | 95.3 | 93.4 | 92.3 |
| 3         | 95.3 | 96.7 | 93.5 | 92   |
| 4         | 96   | 95.4 | 93.7 | 91.3 |
| 5         | 95.3 | 96   | 93.6 | 94.6 |
| 6         | 96.2 | 95.2 | 94.7 | 93.1 |
| All Years | 95.5 | 95.4 | 93.3 | 92.8 |
| State DoE |      |      |      |      |
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 95   | 95.2 | 94.4 | 94.4 |
| 1         | 94.5 | 94.7 | 93.8 | 93.9 |
| 2         | 94.7 | 94.9 | 94   | 94.1 |
| 3         | 94.8 | 95   | 94.1 | 94.2 |
| 4         | 94.7 | 94.9 | 94   | 93.9 |
| 5         | 94.5 | 94.8 | 94   | 93.9 |
| 6         | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94   | 94   |

## Management of non-attendance

### Management of non-attendance

Wiley Park Public School is proactive in managing students of non attendance. Together with the Home School Liaison Officer (HSLO) students are identified whose attendance is of a concern. These students are monitored closely through:

- Weekly attendance report to the HSLO.
- Consistent communication with parents by notification letter, telephone or interview.
- Stringent adherence to HSLO procedures.
- Meetings between the HSLO, Deputy Principal and Parents to discuss areas of concern and ways the school can support improved attendance.

### Class sizes

| Class           | Total |
|-----------------|-------|
| KMATOS          | 23    |
| KALEXANDER      | 22    |
| KSZE            | 22    |
| KMAYTOM KL      | 23    |
| 1FOX            | 22    |
| 1STANDEN        | 23    |
| 1SKAF 1T        | 23    |
| 1HAFDA          | 22    |
| 2BROWNING       | 24    |
| 2SALEM          | 24    |
| 2COOK/EL HADDAD | 25    |
| 3CARR           | 30    |
| 3ARJA           | 30    |
| 3/4FOR/MIC      | 27    |
| 4KAUR           | 28    |
| 4GORGAS         | 28    |
| 5BONNEY         | 27    |
| 5/6WOODS        | 27    |
| 5COLLINS        | 28    |
| 6SOFIOLAKIS     | 28    |
| 6SCE/FAR        | 27    |

## Workforce information

### Workforce composition

| Position                              | FTE*  |
|---------------------------------------|-------|
| Principal                             | 1     |
| Deputy Principal(s)                   | 1     |
| Assistant Principal(s)                | 5     |
| Classroom Teacher(s)                  | 25.16 |
| Teacher of Reading Recovery           | 0.84  |
| Learning and Support Teacher(s)       | 1.3   |
| Teacher Librarian                     | 1     |
| Teacher of ESL                        | 4.8   |
| School Counsellor                     | 1     |
| School Administration & Support Staff | 8.06  |
| Other Positions                       | 1.1   |

\*Full Time Equivalent

In 2016, no members of the workforce identify as being of Aboriginal or Torres Islander descent.

### Workforce retention

Wiley Park Public School has a large and talented workforce composed of beginning to highly experienced teachers. At the end of 2016, two experienced teachers retired as well as one Student Learning Support Officer (SLSO).

These positions will be filled in 2017 through Departmental recruitment processes.

### Teacher qualifications

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

#### Teacher Education Students

A Teacher Education Student is a student from a tertiary institution who has not completed their teaching qualifications and is completing the teaching practice requirements of the Teacher Education course. The pre service professional component must include at least 30 days of supervised school teaching practice prior to commencement as a beginning teacher.

Each university has different requirements. This year we have welcomed Teacher Education Students from;

- Australian College of Physical Education;
- Notre Dame University;
- University of Western Sydney; and
- University of New England.

Many classes have benefitted this year from having a Teacher Education Students working with their class. Communicating with different people, being exposed to different styles of teaching and having two teachers in a classroom can have numerous advantages for students.

This is an important program which all staff support either directly or indirectly. The mentoring and development of our future teachers ensures that we will have well trained practitioners now and in the future.

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100        |
| Postgraduate degree             | 34         |

## Professional learning and teacher accreditation

The teaching staff at Wiley Park Public School participated in a number of professional learning activities designed to build the capability of staff to achieve some of our key priorities as set out in our School Plan. As well staff has been involved in professional learning programs that have built the capability of early career teachers, current teachers and aspiring and current school leaders.

During 2016, two New Scheme Teachers were accredited as proficient.

Teachers had access to a range of professional learning opportunities including:

- Four staff attending training to complete Access Requests
- Four teachers attending training to further understanding of working with children with Autism
- Four members of staff attending training to develop Community Languages
- Four staff attending a workshop for Creative and Critical Thinking Across the Curriculum
- Six Early Career teachers attended a conference targeting their needs
- Seven SLSO's updated their First Aid qualifications
- Two teachers gained certification as Google Educators
- Four staff attended the Special Education conference
- One teacher member continued L3 professional learning
- Two staff members attended training to deliver Peer Support

Individual staff also had the opportunity to participate in workshops and training on a range of topics and issues including Aboriginal Education, Music, Touch Football, Netball and Rugby League and Athletics coaching, Photography and Network meetings.

Whole School Professional development has included workshops in the following areas:

- The school plan
- Planning and programming using the Science, History and Geography Syllabus
- Emergency care
- Panel training
- Report writing
- NAPLAN
- Using Google Chromebooks, Google Classroom
- School Policy planning and development

New scheme teachers are required to achieve and maintain proficiency. In 2016, 42% of teachers at Wiley Park Public School are accredited as Proficient

## 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                         | \$                |
|--------------------------------|-------------------|
| <b>Balance brought forward</b> | <b>631 280.73</b> |
| Global funds                   | 433 701.13        |
| Tied funds                     | 744 848.35        |
| School & community sources     | 88 958.75         |
| Interest                       | 11 977.41         |
| Trust receipts                 | 20 427.55         |
| Canteen                        | 0.00              |
| Total income                   | 1 931 193.92      |
| <b>Expenditure</b>             |                   |
| Teaching & learning            |                   |
| Key learning areas             | 34 994.29         |
| Excursions                     | 13 825.54         |
| Extracurricular dissections    | 47 504.78         |
| Library                        | 5 596.19          |
| Training & development         | 0.00              |
| Tied funds                     | 758 155.90        |
| Short term relief              | 81 704.01         |
| Administration & office        | 108 919.11        |
| School-operated canteen        | 0.00              |
| Utilities                      | 87 614.89         |
| Maintenance                    | 37 098.42         |
| Trust accounts                 | 20 680.00         |
| Capital programs               | 0.00              |
| Total expenditure              | 1 196 093.13      |
| <b>Balance carried forward</b> | <b>735 100.79</b> |

The information provided in the financial summary includes reporting from <insert date> to 31 December 2016.



|                                       | 2016 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 0.00                    |
| <b>Revenue</b>                        | 758 873.55              |
| (2a) Appropriation                    | 735 300.19              |
| (2b) Sale of Goods and Services       | 2 842.71                |
| (2c) Grants and Contributions         | 20 143.89               |
| (2e) Gain and Loss                    | 0.00                    |
| (2f) Other Revenue                    | 0.00                    |
| (2d) Investment Income                | 586.76                  |
| <b>Expenses</b>                       | -312 142.24             |
| Recurrent Expenses                    | -312 142.24             |
| (3a) Employee Related                 | -216 459.66             |
| (3b) Operating Expenses               | -95 682.58              |
| Capital Expenses                      | 0.00                    |
| (3c) Employee Related                 | 0.00                    |
| (3d) Operating Expenses               | 0.00                    |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 446 731.31              |
| <b>Balance Carried Forward</b>        | 446 731.31              |

### Financial summary equity funding

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

|                       | 2016 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 3 548 555.00            |
| Base Per Capita       | 29 956.23               |
| Base Location         | 0.00                    |
| Other Base            | 3 518 598.77            |
| <b>Equity Total</b>   | 1 001 845.52            |
| Equity Aboriginal     | 0.00                    |
| Equity Socio economic | 297 280.43              |
| Equity Language       | 521 419.95              |
| Equity Disability     | 183 145.14              |
| <b>Targeted Total</b> | 752 218.37              |
| <b>Other Total</b>    | 517 198.24              |
| <b>Grand Total</b>    | 5 819 817.13            |

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.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

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

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

Delete text not required.

NAPLAN

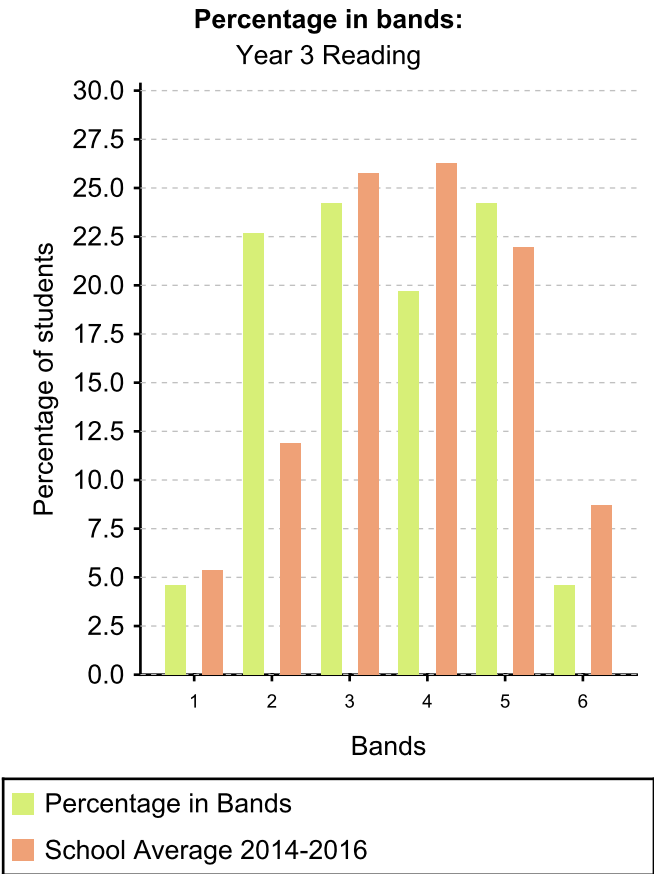
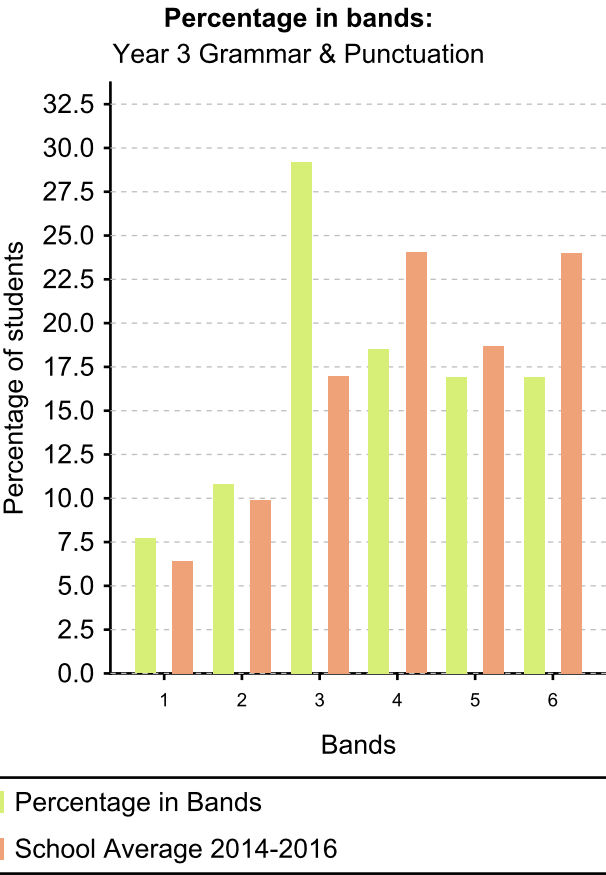
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Students in Year 3 and Year 5 continue to demonstrate sound achievement in NAPLAN assessment in Literacy.

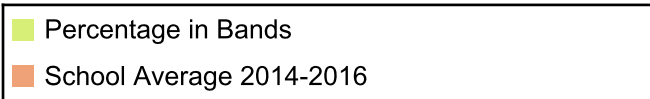
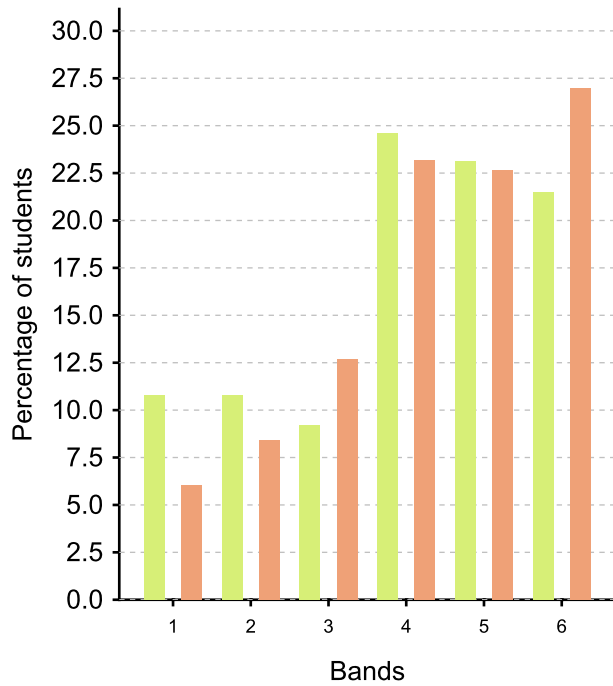
Students in Year 3 this year showed a continued positive trend of increasing performance above National Minimum Standards. Across Reading, Writing, Spelling and Grammar and Punctuation, there have been measurable reductions in the number of students achieving below National Minimum Standards in Year 3. Achievement at proficiency in Year 3 has been stable with comparable results to previous years across the testing areas for Literacy.

There has been growth in Year 5 results, with a doubling of the number of students achieving proficiency between 2015 and 2016 in Reading. There has also been growth for student achievement in Grammar and Punctuation.

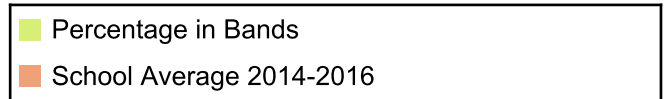
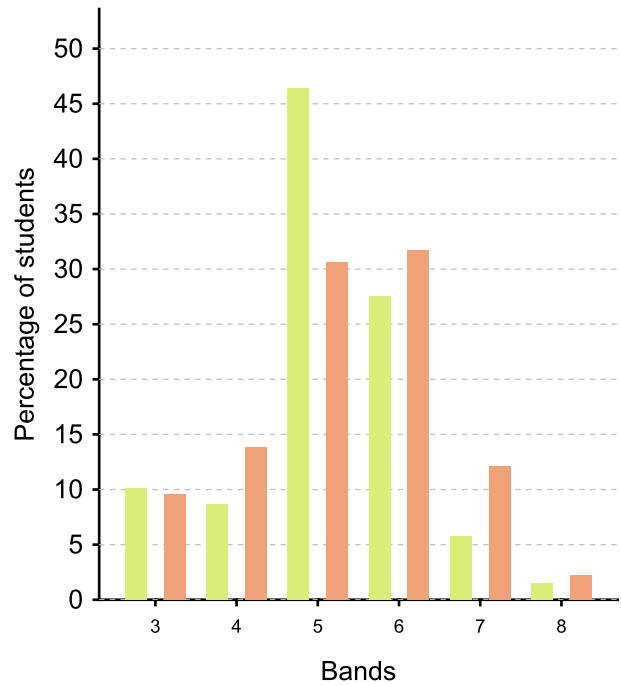
To further develop the capacity of students in Literacy, two Instructional Leaders will be employed during 2017 to target support in classes from Kindergarten to Year 2. Additional Classroom Teachers will be focussing on Reading in Years 3, 4, 5 and 6.



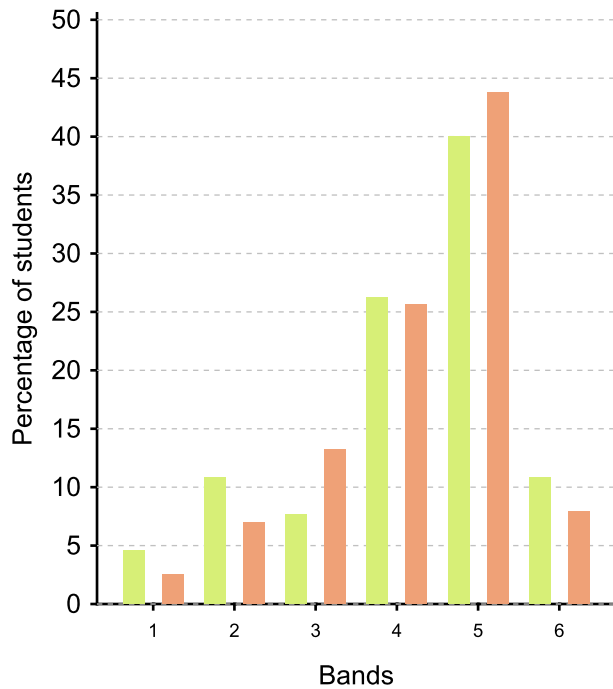
**Percentage in bands:**  
Year 3 Spelling



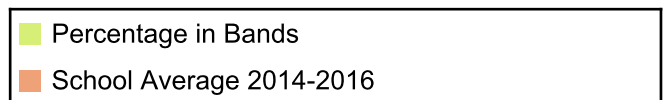
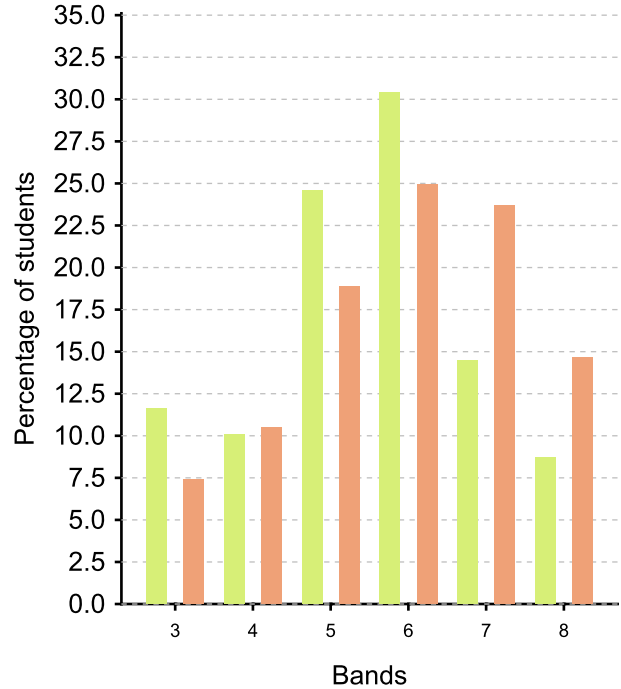
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 3 Writing

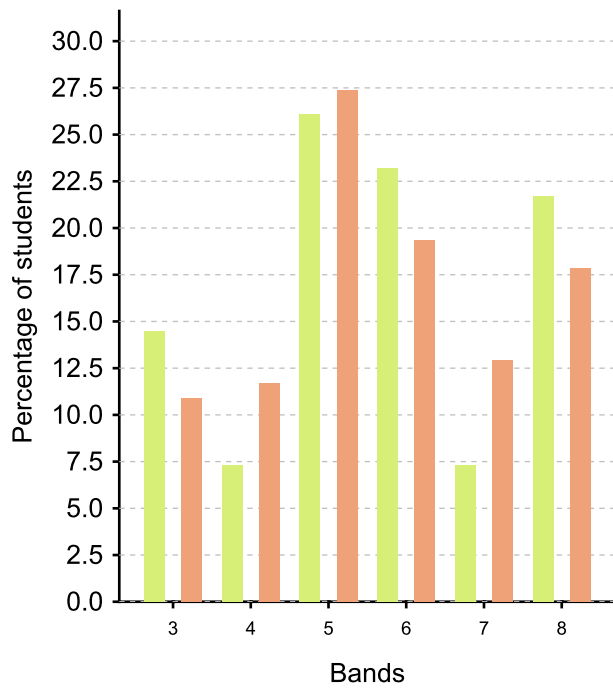


**Percentage in bands:**  
Year 5 Spelling



### Percentage in bands:

#### Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2014-2016

Students in Years 3 and 5 have demonstrated continued strong achievement and growth in Numeracy.

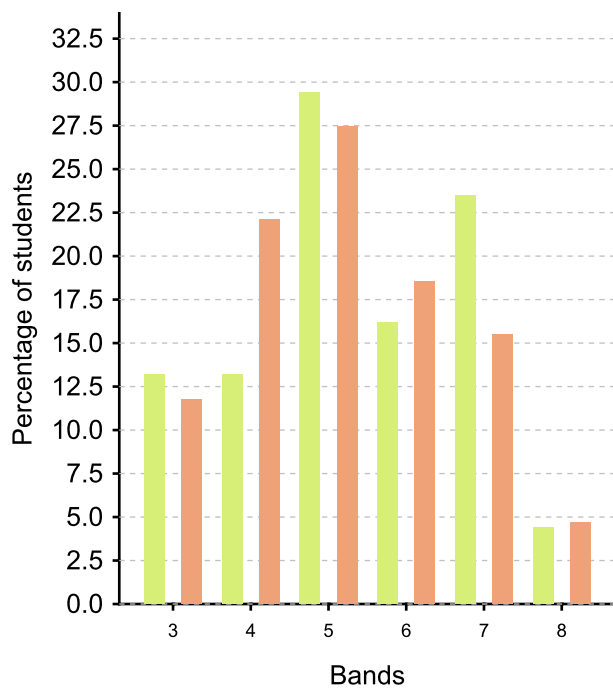
In 2016, the number of students achieving below National Minimum Standards in Year 3 has halved from 2015 levels while those at proficiency have remained stable.

Student achievement in Numeracy in NAPLAN demonstrates an increase in students demonstrating Proficiency has risen for both Year 3 and Year 5 students.

Numeracy will continue to be a focus of development for teachers in 2017 with targeted professional learning and implementation of in school standardised assessments to extend the available data to inform teaching.

### Percentage in bands:

#### Year 5 Reading



Percentage in Bands  
School Average 2014-2016

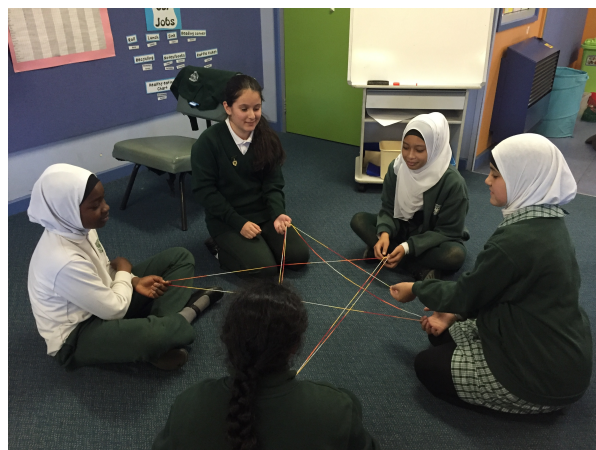


select GO to access the school data.>

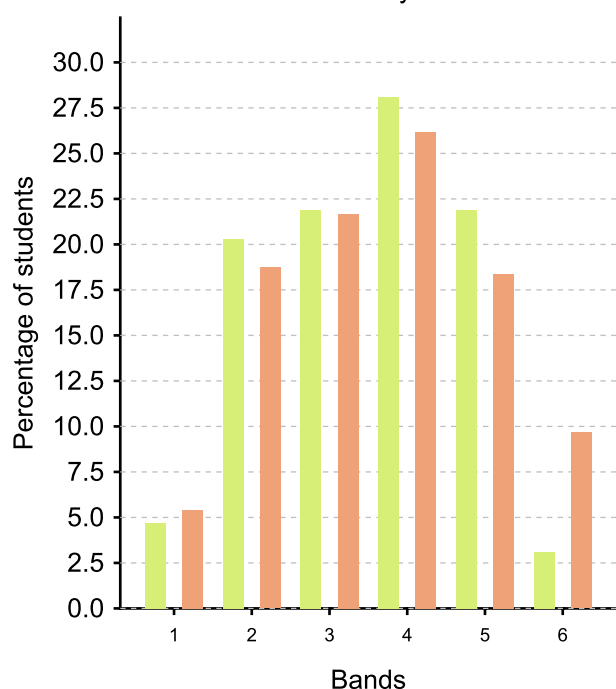
Delete text not required.

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

Delete text not required.

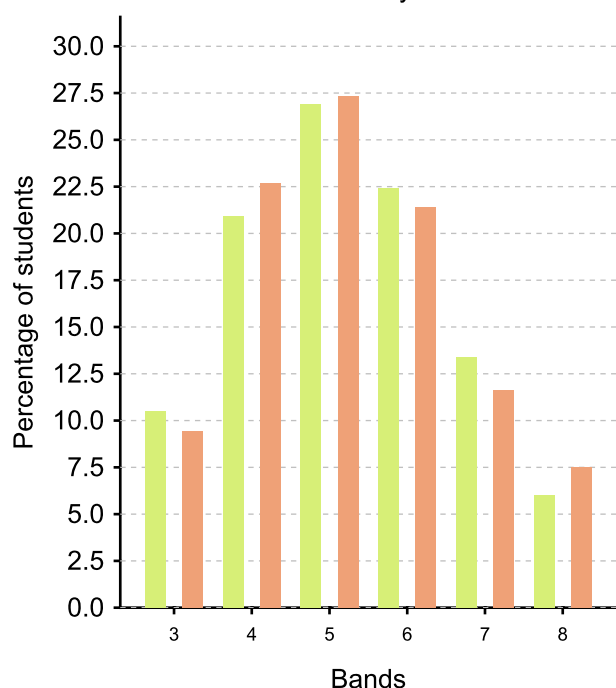


**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

<You may choose to use this text box and statement to refer readers to the My School website:

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

## 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:

### Parents

Parents and caregivers of students were invited to provide feedback to the school based on four domains, 'around the school', 'communication', 'my child' and 'the future'.

More than 20% of families provided responses to the survey.

The key findings from the survey include:

- 96% of parents state they feel Wiley Park Public School is a welcoming place.
- 88% of parents think that Wiley Park Public School encourages students to do their best.
- 92% of parents read the school newsletter each fortnight.
- 92% of parents agree with the statement 'I am proud to be associated with Wiley Park Public School'.

### Students

Students from Year 4, 5 and 6 completed the online 'Tell Them from Me' survey in Term 2 and again in Term 4.

Key findings from the survey include:

- 86% of students have a high sense of belonging
- 96% of students feel that their learning is important
- 92% of students feel that they are trying hard to succeed in their learning.

### Teachers

The School Plan 2015/17 identified New Curriculum Implementation as a major goal for the school.

In 2015, and again in 2016, teachers were asked to provide their feedback on the implementation of the new syllabus.

The key findings from the survey include:

- 77.6% of teachers agree with the statement that school leaders are leading improvement and change.
- 75.5% of teachers indicated that they were confident developing a quality unit of work using the new English syllabus.
- 79.2% of teachers agree that they are confident when implementing the NSW Mathematics Syllabus
- 79.2% of teachers agree that they are confident when implementing the NSW History and Geography Syllabus

### Findings

Overall, there has been a measured increase in student and parent engagement and wellbeing. There has also been a 23% increase in teacher responses of confidence using the History and Geography syllabus, a result of targeted professional learning.

The findings from these surveys are used by the school to determine future action for student, staff and community development. They are also used as a measure of the effectiveness of school policies, procedures and initiatives.



## Policy requirements

### Aboriginal education

Wiley Park Public School is committed to the continual improvement of the educational outcome and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.

In 2016, four students identified as being of Aboriginal and/or Torres Strait Islander descent.

Wiley Park Public School promotes the inclusion of Aboriginal perspectives in the teaching programs to ensure student education opportunities are well rounded. The school also promotes respect of the unique and ancient culture of the Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land in all assemblies and an Acknowledgement of Country plaque displayed in the school.
- Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first peoples.
- A staff member filling a role as an Aboriginal Education Liaison Officer to oversee Aboriginal Education policies, programs, initiatives and events.

## Multicultural and anti-racism education

The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. The ARCO role involves promoting the values of respect for all races and cultures and our school rules of showing respect, being a problem solver, being safe and being a learner help to support these values. Students, teachers, parents and the community are doing a very good job of living together in harmony.

There were no reported incidents of racism in 2016.

## Other school programs

### Special Education 2016

Wiley Park Public School has a Support Unit with four classes for children with disabilities. The Support Unit has a one class for students with a mild intellectual disability, one class for students with a moderate intellectual disability and/or autism, and two classes for students with autism. These classes are supported with a Student Learning and Support Officer (SLSO).

Students access the curriculum in all key learning areas. All students have a Personal Learning Support Plan (PLSP). These plans are developed in consultation with parents and external agencies, to closely focus on students learning needs and to further personalise their teaching and learning programs.

Parent meetings occur formally three times per year, incorporating PLSP meetings and an Annual Review meeting where all stakeholders are invited to discuss appropriate student placement, and report on their academic, behavioural and social abilities.

Children are integrated into various aspects of the school's routine. All students have had the opportunity to participate in Acknowledgement Days, in school events, school assemblies, the whole school Fitness Program, playground integration, and special events alongside their mainstream peers. Additionally, many students in the Support Unit have accessed a variety of integration opportunities according to their individual needs and abilities.

### Academic Programs

#### Best Start

Best Start involves an in-depth assessment of students when they first arrive in Kindergarten and includes ongoing assessments throughout Kindergarten. The assessment was developed by experts in the Department of Education and provides teachers across New South Wales a common set of high quality assessment tools and professional learning.

Best Start is an assessment and teaching tool that allows Kindergarten teachers to assess students' Literacy and Numeracy skills. Student's progress is assessed and monitored using the PLAN software. Teachers use the data collected as well as the Literacy and Numeracy Continuum to plan lessons that support student learning. Wiley Park has been implementing Best Start assessment and planning procedures for eight years.

#### Book Week – Australia! Story Country

In 2016 students participated in our annual Book Week celebrations. This year, students and teachers enjoyed a character parade and performance titled 'Fair Dinkum!' that drew inspiration from some of the shortlisted books for 2016. All classes combined to build a reading shelter modelled after a traditional Aboriginal gunyah which is on permanent display in the school's Library.

#### Homework Centre

In 2016, students in Infants, Middle and Upper Primary were offered additional tutoring each week. Supporting this program were teachers and Teacher Education Students from Western Sydney University. Students were provided with assistance with their homework for one hour each week to support what they had learnt in class.

Homework Centre operated for one hour each week. Volunteers from the Western Sydney University also supported students in Kindergarten to Year 3 each Monday afternoon before helping the class teachers during the Homework Centre operating hours.

More than 50 students attended Homework Centre and received one-to-one and small group instruction.

This program has concluded and Wiley Park Public School thanks Western Sydney University for the many years of support given toward this initiative.

#### L3 Stage 1

L3 (Language, Learning and Literacy) continued to be rolled out in Stage One during 2016. Students continue to receive guidance reading individually and in small group settings in response to their identified learning needs. Students have continued to develop their skills to work independently for short periods of time and to self monitor their literacy activities and understanding.

In 2016, additional emphasis was placed developing students conversational skills, where they were explicitly taught how to engage in constructive conversations where different points of view were expressed. These conversations help to build students critical thinking skills and also provide them with the framework to successfully structure written texts.

The input of the teachers and supporting L3 consultant has been invaluable in the continued development of these practices.

## Peer Support

Year 6 students participated in a two day Peer Support Leader's Training Day at the beginning of Term 3 to prepare them for their roles as Peer Support Leaders and highlight the structure of the Peer Support Program. The Peer support program ran for 8 weeks covering the module 'Moving Forward' which focused on resilience. Students in K–6 developed skills including planning, resilience, coping and communication. All children had the opportunity to identify their personal qualities and strengths, acknowledging their achievements, identifying the people in their lives who provide support, utilising a 3 step model, developing a range of coping strategies and developing resilience.

## Public Speaking

Students from K–6 participated in the school's Multicultural Public Speaking Competition. Representatives from each class were selected to present short speeches before an audience of parents and students. From here, students from each Stage were chosen to participate at the 2016 Multicultural Perspectives Public Speaking Competition at Padstow Park Public School and the 2016 Canterbury Network Public Speaking Competition at Canterbury Public School where they represented our school with pride.

This has been a wonderful experience for all our students and they were commended for their excellent prepared speeches and confidence on stage.

## Reading Recovery

Reading Recovery is a research-based intervention program aimed at accelerating literacy learning and reducing reading and writing difficulties. The program targets students who are performing in the lowest 20% of Year One. The goal for Reading Recovery is to accelerate students and ensure that they participate fully and independently in class with their average peers.

Within a 30 minute lesson framework, Reading Recovery teachers design individualised activities that cater for each individual student's needs. The lessons are designed to support comprehensive classroom instruction and ensure that students are engaged in reading and writing opportunities at the instructional level. This year 20 students took part in the program. All students doubled their initial reading and writing level and 10 students completed and discontinued the program.

## Excursions and In School Events

### ANZAC Day

In Term 2, 2016 the community, students and staff at WPPS took part in an ANZAC Day Service to remember those who have fought in wars. A large number of parents and community members attended the service at WPPS where they could share this important event with students and staff.

The school leaders led the school through the service which included 'The Ode' and a minute's silence. Students from a number of classes presented flowers and wreaths on behalf of their class. These were later sent to the local RSL Memorial in Belmore.

## Planetarium

In Term 2, students in Years 1 and 2 experiences the opportunity to watch the stars from the safety and comfort of our school hall. For one day the hall was transformed into a viewing platform as they watched the stars in the sky move according to the seasons. They also learnt about constellations and how they were used by early explorers. This learning opportunity helped students gain a new perspective of how the world, and universe, is in a constant state of change around them.

## World of Maths

In Term 2, 2016 World of Maths, a unique travelling maths show, provided a collection of sequenced, motivating and hands-on problem solving activities from the strands of Number, Space, Measurement and Chance and Data for Stage 3 students of all abilities.

The instructions and questions on the displays allowed the students to solve a variety of problems, discover number patterns, identify geometric properties, think logically and apply mathematics to the physical world. This gave students the opportunity to acquire a variety of skills and strategies needed for problem solving. Targeted specific values included:

- students having the time and freedom to pursue their own paths when trying to solve problems, boosting confidence and promoting a positive attitude towards Mathematics;
- students experienced Mathematics related to practical and real-life situations; and
- students developed skills necessary to work in small groups.

## Police and Justice Museum

On 22nd and 23rd June, 2016 Stage 3 travelled to the city to visit the Police and Justice Museum. This visit was related to the History unit they were studying on The Australian Colonies.

The students were split into two groups and took turns touring the museum. They had the opportunity to explore the museum and learn more about the bushrangers who once lived in New South Wales. They saw paintings, exhibits and weapons used by the bushrangers and the police. The students had the opportunity to dress up and re-enact the trial of a bushranger and greatly enjoyed this. They also had the opportunity to examine one of the small cells where the prisoners were kept.

Following the museum visit, the students walked past the Opera House to explore the Botanical Gardens which was celebrating its 200th Anniversary. All the students thoroughly enjoyed this excursion.

## Olympic Park

On Tuesday 9 August the students in Year 1 explored the sites in Sydney Olympic Park. To complement the Geography unit studied in class students have been investigating the Olympics and learning about all the countries that partake in the games.

The day was spent roaming the Olympic site and locating the memorabilia, Olympic torch and major stadiums. With beautiful weather and lots of excitement in the air the students and teachers had a wonderful day.

## Stage 3 Camp

This Year, Stage 3 visited Broken Bay Sport and Recreation situated at the mouth of the Hawkesbury River for their annual three day camp which related to Personal Development, Health and Physical Education. The students travelled by bus and Ferry to Broken Bay.

The first day they completed a ropes circuit which ended with a flying fox. The second and third day the students participated in a variety of activities including raft building, surf skis, archery, beach games and abseiling. During the three days, the students worked together and pushed themselves to fight their fears.

## Sydney Sea Life Aquarium

On Tuesday 8 November, Stage 1 travelled by bus to Darling Harbour. With the beautiful weather on their side the students enjoyed a light recess on the steps of the harbour before entering the aquarium. Amazing underwater creatures like the dugong, manta ray, clown fish, sharks, penguins and jelly fish made the experience truly memorable

## Community Events

### Harmony Day

In Term 1, the school welcomed parents and community members for the first event of the year, Harmony Day. With a theme of 'Everyone Belongs', we opened the school to welcome our community to the 2016 school year.

Our visitors enjoyed a picnic lunch in the grounds of the school before a special assembly that showcased the talents of our students before an audience of more than 200 parents and community members.

### Multicultural Family Day

In Term 2, community and family members of Wiley Park Public School were invited to our annual Multicultural Family Day. Students were able to wear their traditional dress and enjoyed a BBQ lunch provided by the school.

Over 200 community members attended a picnic lunch and an assembly which showcased student performances.

## 100 Days of Kindergarten

In Term 3, Early Stage 1 celebrated '100 Days of Kindergarten'. On the 28th July, Wiley Park Public School invited Kindergarten parents to join their children in the celebration, acknowledging their growth and success.

On the day, Kindergarten students performed an item for the parents; they also made speeches about their first days at school, their favourite subjects and their Kindergarten experience. Classrooms were opened to all the parents, providing them with the opportunity to observe high quality lessons and participate in learning activities. It was an amazing day for Kindergarten, staff and parents.

## Education Week Open Day

Community and family members were invited to attend Wiley Park Public School's Open Day during Education Week 2016. Parents were invited to visit their child's classroom and stay for a picnic lunch with their family. The canteen organised a BBQ for the students and the community. Parents were also invited to bring healthy food from home.

The school showcased a variety of performances including singing, dancing and drama. The performances were performed by the Senior Choir, Junior Choir, class 1F, Stage 2, class 6SF, Stage 3 dance group and Kindergarten. Around 200 community members attended the performance.

## White Ribbon

Students and teachers lent support to this community initiative in 2016. Joining the march to say no to violence against women in our community, we emerged onto Parry Park with thousands of others to hear the Wiley Park Public School drummers lead the music entertainment. This is an important community initiative for our school to engage with the community.

## Christmas Celebration

As a school with a proud multicultural community, we recognise and celebrate many occasions through the year. In 2016 we held our second Annual Christmas Performance. This performance included groups from each year level, as well as the Choir and Pacific Island Dancers, singing and dancing. The SRC presented over two hundred donated gifts from the school gift collection drive to Campsie Police and the Riverwood Community Centre. Everyone enjoyed spending this time together reflecting on the joy and fun that we can all share with one another at this very special time of the year.

## Environmental Education

### School's Clean Up Day

On Friday, 4th March, 2016, staff, students and parents/community members participated in the annual



## Clean Up Australia Day school event.

This event encourages students and community members to think twice about littering and the impact it has on communities and the environment. Students and staff worked together to clean up litter from their allocated area on the school grounds whilst the parent and community helpers cleaned up litter from the streets surrounding our school. The event was a resounding success with over 560 participants, including 11 parent helpers.

## kNOw waste – “Bin Wise” In School Event

Over 3 days during Term 1, all students participated in Cleanaway’s Primary School Education Program. Students learned that they have the power to change the environment by applying the 3 R’s of Reduce, Reuse and Recycle in their daily lives and also using their Council waste service correctly.

## Tree Day

Friday 29th of July was Planet Ark’s annual School’s Tree Day. This year, a student representative was chosen from each class to assist in planting some new native plants in our school. Mr Jihad Dib, Member for Lakemba, came along to assist with the planting. The students had a lot of fun and the plants have added to the beauty of our school. Tree Day is an ideal opportunity to teach our students the importance of looking after our playground as well as other natural resources. It also gives them a sense of responsibility as they learn how to plant seedlings and plants and watch them grow. This event marks the beginning of our school’s long term environmental program.

## Sensory and Vegetable Garden

On Friday 16th September, parents volunteered their time to help establish the Sensory and Veggie Garden. Weeds were pulled, soil was turned, flowers were planted and fun was had all round. The members of this ongoing project meet every fortnight to help maintain the garden. This has been a valuable part of our Environmental Education and community engagement initiative.

## Creative and Performing Arts

### Drumming

Building on the success of the groups in 2015, the Wiley Park Public School Drumming Group took in students again in 2016. This year, students performed at the annual White Ribbon Walk and Presentation Day. The boys and girls develop a strong sense of belonging and achievement as they perform their striking pieces in front of audiences.

### Junior Dance

This year a hip hop dance group was formed for boys and girls in Year 2. The group of up to 30 students rehearsed with their dance teacher, Miss Fox, each Monday during lunchtime.

The items they performed this year included ‘Waka Waka’ at Harmony Day and ‘Can’t Stop the Feeling’ for the Kindergarten Orientation morning. For the majority of the students, this was their first opportunity to participate in a formal dance group and throughout the year they benefited from an improvement in their coordination, memory, physical fitness and self-confidence.

### Junior Choir

Students were auditioned to join the Junior Choir. Staff were very pleased to welcome such a talented and keen group of students to join the choir in 2016.

The Choir rehearsed each week on Tuesdays after lunch beginning with warm up routines and then progressing into our set repertoire. The students were exposed to performing with both backing tracks and live accompaniment, provided by Mrs Standen and Mr Suhandi. Students were given many performance opportunities. These included, Education Week Celebration Concert, Multicultural Family Day Concert, and the 2016 Christmas Concert.

### Senior Choir

Students from Years 4, 5 and 6 joined the Senior Choir in Term 1 of 2016 under the leadership of Mrs Woods and Miss Carr.

Rehearsing each week, students built a repertoire of songs which they performed throughout the year at various in school events. This year, the Sewing Club created collars of green and purple that were worn for the first time at the end of year Presentation Day assembly, adding a touch of professionalism and additional pride to the group.

### Senior Dance

The Stage 2 dance group is made up of 20 talented boys and girls. They work very hard on learning new moves and routines every week. For some students this was their first time dancing. We learned basic steps and students were taught how to count with the beat. The dance group have performed many teacher choreographed dances. ‘The Bongo Song’ was performed at the Multicultural Family Day assemblies and they performed a Mary Poppins medley at the Education week assembly. Students also performed at a Primary assembly to the song “Let’s Get Loud”. Students come weekly to practice full of excitement and they always learn new skills. They have all developed their dance skills and should be very proud of their hard work and fabulous performances this year.

## Sports and Physical Education

### PSSA

In 2016, Wiley Park Public School continued its proud tradition of competition in the PSSA competition with other Primary Schools in our local area.



## Cricket

Our Summer Cricket PSSA team enjoyed a season filled with exciting games and friendly competition. Cricket is a good sport for developing overall fitness, stamina and hand-eye coordination. Students had the opportunity to develop their team skills as well as meet new people and make new friends. The game of Cricket is especially good for children because it trains them to develop their thinking and self-control, deal with conflict and challenges, overcome failure and stress—and especially to earn self-esteem and success. Wiley Park students had a successful season and enjoyed playing a sport that is iconic in Australia.

## Junior Netball

Wiley Park entered two junior netball teams in the WPPS area competition. The players in the Junior A team (turning 10 years of age in 2016) were experienced players and remained undefeated throughout the season. Junior A team played Ashbury in the finals and convincingly defeated them. Throughout the season the netballers displayed commitment, improved netball skills, courage and excellent sportsmanship and represented their school well.

The junior B team (8 and 9 years old) consisted of many novice players who trained hard and had to learn a style of play they were unaccustomed to but they also remained undefeated during the season. In the finals, Junior B played Harcourt and won by a good margin to the delight of their coach, sympathetic onlookers and parents alike. The students, coach and school were very proud of their achievement and the students were grateful they were given the opportunity to play for their school.

## Senior Netball

Senior Netball Teams had a very successful year. The Senior A team went through the competition undefeated and won their Grand Finals with a convincing win. The Senior B team continued to grow as a team and only lost 3 games just missing out by a point for the grand final. Throughout the season the girls gave 100% both at training and on the court. Skills, teamwork and pride were the key features this year.

## Soccer

The senior and junior boys soccer teams had a tough season this year competing against quality teams from other schools. Unfortunately both teams missed out on the finals this year, but all boys displayed great sportsmanship and wore the Wiley Park Public School colours with pride.

## Softball

The senior boys Softball team had a challenging season this year and had the chance to compete in the finals series. All boys displayed great sportsmanship as they wore the Wiley Park Public School colours.

## T-Ball

The girls and boys T-Ball teams have both had a successful year. Players learned about the importance of team work and demonstrated this during each game. They were respectful towards the teams from other schools and showed great sportsmanship. All the players showed immense dedication and enthusiasm by attending three training sessions per week, two sessions before school and one session during their lunch break. The girls and boys teams always cheered and supported each other at the matches. They would also advise each other on strategies to improve how they played.

It has been a great year, being physically active, learning new skills and becoming better friends.

## Other Sporting Programs

### Swimming Carnival

Students in 3–6 years attended our Swimming Carnival, held at Greenacre Pool in Term 1. It was a very successful day where students participated in a variety of swimming activities. Two of our Year 6 students went onto the Zone Carnival to represent our school. Congratulations to Ali who was successful in his race and continued to the Regional Swimming Carnival held at Homebush Aquatic Centre.

### Cross Country

In Term 2, students participated in the school cross country event. This event requires students to run a distance around the school grounds. From this event, 30 students were selected to represent the school at the Wiley Park Zone Cross Country Carnival.

### Athletics Carnival

Toward the end of Term 2 Wiley Park Public School held its Annual Sports Carnival at Campbell Oval. Students from Kindergarten to Year 6 participated in a variety of games and activities involving athletics skills. We also had many students qualify for both track and field events at Zone level from our impressive results at the Schools Athletics Carnival. Congratulations to three of our students who were selected to compete at Sydney East Region Carnival.

### Swim School

In Term 4, students in Years 2, 3, 4, 5 and 6 are invited to attend an intensive 10 day learn to swim program at Roselands Pool. Instructors from the Department of Education Swimming School Scheme led students through activities in and out of the water that developed student's water confidence and provided them with basic skills in water safety and survival.