

Wiley Park Girls High School Annual Report



2016



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Introduction

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

Grahame Steigler-Peters

Principal

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Message from the Principal

The staff at Wiley Park Girls High School are strongly committed to student success at every level to ensure students reach their maximum potential.

A wide range of learning opportunities and educational experiences which are designed to allow students to explore interests and develop talents is offered. The school is known in its community for its outstanding academic, cultural and sporting achievements.

The school focuses on quality teaching by extending and enhancing the talents, achievements, capabilities and aspirations for all of its students. Programs are implemented for gifted and talented education as well as quality teaching, consistent assessment procedures and effective communication.

Students in the support unit experience equivalent high quality learning opportunities and experiences and are integrated into the mainstream through sporting and other extra-curricular activities.

The school and its community work together, providing strong congruence of purpose and alignment between the school and home.

The school encourages students to value excellence, respect, responsibility, democracy and lifelong learning. There is a clear emphasis on the development of a social conscience within a multicultural environment as well as outreach programs within the community.

Curriculum and Co-curriculum programs, together with teaching and learning programs at the school reflects student choice and student needs. There is a strong focus on personal and creative growth, challenging learning experiences, independence in thinking, risk taking, autonomy, resilience and initiative.

All measures of student achievement indicate that 2016 was another outstanding year for the school. This was endorsed through the External Validation process. It is the aim of the school to ensure that all students achieve their academic potential, while at the same time, being stimulated, challenged and encouraged to embrace possibilities which will allow them to grow and develop as young people.

This report will provide you with an overview of the academic, sporting and cultural successes of our students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Grahame Steigler-Peters

School background

School vision statement

We are a vibrant and innovative learning community that is committed to delivering excellence within a rich and diverse learning environment.

Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

School context

Wiley Park Girls High School is a comprehensive high school in South Western Sydney. Our school community is enriched with 97% of students being from a language background other than English (including refugee students). It has a proud history of supporting a diverse student population and caters for the educational and wellbeing needs of girls. We differentiate for the needs of students at all levels, including Gifted and Talented students. The school works in partnership with our local community and employs four Community Liaison Officers from Arabic and South Pacific Islander community groups.

Our aim is to transform teaching practice through innovative curriculum development and professional learning for teachers in the delivery of reading and comprehension strategies, numeracy across the curriculum and the use of technology to enhance student learning. This is well supported through a diverse range of co-curricular programs for student engagement and wellbeing.

A major focus area for the school is the Compressed Curriculum Model, which compresses both the Preliminary and HSC course into one year. Three courses are completed in the first year of study and three different courses are completed in the following year.

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.

The School's vision and purpose is committed to creating a stimulating, disciplined and purposeful learning environment. An environment that encourages student learning and the pursuit of excellence in studies, sport and cultural activities.

In preparation for our external validation we identified our whole school programs with significant educational content. These programs included:

- Get Reading Right (GRR) Literacy Program,
- Integrated learning Modules (Project Based Learning).
- Curriculum for Engagement
- Wellbeing Programs
- Community

The student wellbeing framework is the centre of teaching and learning and the school takes pride in the inclusive learning environment that welcomes and celebrates diversity. Response to feedback and engagement of students, parents, staff and community partnerships has ensured a focus on student opportunities for life-long learning. Use of our four community liaison officers has assisted in gaining valuable data and information from students, parents and the community. The Wellbeing Team have successfully engaged students in positive programs that encourage active participation and build resilience. These initiatives celebrate our multicultural community and encourage understanding and respect.

LEARNING

The result of the self–assessment process, in preparation for external validation, indicated that in the School Excellence Framework domain of Learning the school has assessed itself at **Sustaining and Growing**.

Learning programs evidenced were GRR, Integrated Learning Modules and Curriculum for Engagement.

Learning programs that go beyond classroom experiences are purposeful in providing an enhanced curriculum. The school has developed a commitment to digital learning, and ICT pedagogies to engage student's activities in their own learning.

Positive and respectful relationships between teachers and students are clearly evident.

The Sentral student support platform supports student learning and provides evidence of respectful relationships between students and teachers. The monitoring, modifying and assessing student learning and behaviour across learning areas ensures student success.

The school has a number of programs linked under Supporting Students for Success. They are The 3 Bridges Program, The Wangee Road Program, The City Country Alliance Program, The Fusion Program and Harmony Day program.

Additional Wellbeing programs linking students, teachers and the community are the Community Liaison Program. Community Liaison Officers (CLO's) are funded through the Resource Allocation Model (RAM). This program demonstrates commitment to student wellbeing and community participation in school projects. Examples of this are the Parent Education Program called "Bringing Parents Into The HSC Classroom", The City and Country Alliance (CCA) program and the strong commitment and attendance at P&C meetings. The annual Community Breakfast is a significant gathering of all levels of our school community.

The school tracking of student progress including, value added data through NAPLAN, HSC, cyclic student profile interviews and other external examinations and competitions is constantly monitored.

TEACHING

The result of the self–assessment process, in preparation for external validation, indicated that in the School Excellence Framework domain of Learning the school has assessed itself at **Sustaining and Growing**.

The programs that best evidenced this were: The Curriculum for Engagement program, The Integrated Learning Modules and The Get Reading Right literacy program.

Teachers are regularly engaged in interpreting and using data to inform teaching programs and pedagogical practices. Evidence of differentiation is seen across the school but in particular within key milestones for transformative practice in literacy and numeracy and in STEM.

Staff have embraced the new Professional Development Plan (PDP) process. They participate in extensive training in mentoring and coaching so that they felt confident in their ability to observe and offer feedback. They have aligned their professional goals with the school's strategic direction and supported whole school planning in this process.

Teachers have also tapped into the thinking for professional learning at various career stages and have worked together to establish a culture of differentiated professional learning. Staff Development Days are both linked to the school's strategic directions and careers stage team development. Staff ownership and delivery of key professional learning workshops speak to their flexibility and ethical approach to professional learning.

The willingness of teachers to participate in extra–curricular programs is a testament to their commitment to providing enhanced learning opportunities and this is apparent in the high numbers of teachers involved in programs beyond curriculum delivery.

Systems were established to promote collaborative practice and professional learning in the domain of Teaching. However, the school needs to develop a more systemic use of data to inform goal setting for professional growth. The school also acknowledges that while work has begun on the use of more sophisticated and varied assessment strategies for class room use, it is not as yet evident as a consistent tool of evidenced based teaching practice in the school.

LEADING

The results of the self–assessment process, in preparation for the external validation, indicated that in the School Excellence Framework domain of Leading the school has assessed itself at **Sustaining and Growing**.

The programs that best evidenced Leading were the Wellbeing Programs and the Community Programs.

The school provides many opportunities to build leadership capacity. This has become a focus in the school's priorities as there is a purpose to create strong future leaders. Students are encouraged and supported to take active roles and be creators of their world.

Staff understand and facilitate that the dynamic nature of the teaching profession is maintained.

The school actively involves the community in planning and uses a range of communication strategies to report on school and student achievements, as well as progress towards achieving set goals and strategic directions.

The school plan is aligned to faculty plans, staff professional development plans and staff development days to ensure that strategic directions are understood and used to promote school priorities by the school community.

The school leadership team actively seeks to use resources, including strategic financial planning to ensure that supplementary staff recruited by the school are experts and that their employment targets specific areas of need. In particular, the leadership team has recruited support teachers to ensure that staff and students feel supported to achieve their personal best.

School planning relies heavily on the management practices and these practices, as evidenced in the school plan, are cyclically reviewed. Changes are made with consideration to community feedback.

The school is committed to ensuring the efficient use of all resources, including time.

FUTURE DIRECTIONS

1. Literacy and Numeracy

The essential commitment is to perpetuate a “reading-rich” school where sound reading comprehension strategies are embedded in every teacher’s classroom. Get Reading Right (GRR) literacy practices will be embedded in every faculty meeting and executive meeting agenda to ensure consistency of practice, review and commitment. The leadership capacity of the GRR team will be enhanced through GRR PL days. A new strengths based NAPLAN approach with a shared commitment to literacy and numeracy across all faculties to be implemented. Staff to be provided further professional learning in literacy, numeracy and NAPLAN style questions with a more consistent pedagogical approach to raise standards in numeracy and literacy.

2. Project Based Learning (PBL)

With a focus on reinvigorating the current Integrated Learning Modules (Project Based learning) we will:

- Revisit the Project Based Learning pedagogy under the Department of Education’s (DoE) Futures Learning initiative, ensuring project efficacy into the future through our Integrated Learning Modules (ILM).
- Embed Australian Curriculum General Capabilities to strengthen the diversity of learning outcomes within ILM programs.
- Support authentic 21st Century technology practices within the modules, leveraging technology use to create deeper community and industry links.

3. Wellbeing

The Wellbeing Team at Wiley Park Girls High School will continue to review current attendance practice and focus on the strengthening of partnerships with community paraprofessionals and industry links for student engagement.

Leadership capacity building for the Wellbeing team with opportunities for regular professional learning and involvement in whole school wellbeing initiatives including White Ribbon and Mental Health Week.

Student impact of wellbeing initiatives focused on continual reflection of whole school wellbeing programs for student engagement.

4. Positive Behaviour for Learning (PB4L)

Positive Behaviour for Learning (PB4L) will be initiated as a school focus with a three-year timeline. Leadership capacity building for the PB4L team will be strengthened by the management, implementation and responsibility for whole school training regarding PB4L.

5. Science Technology Engineering and Mathematics (STEM)

In addition to the integrated approach of using STEM through co-curriculum programs and the use of project based learning the school will:

- Promote STEM and enhance community programs and learning sessions using industry standard strategies through existing co-curriculum programs for student engagement.
- Initiate a STEM staff research team to investigate further STEM initiatives and explore other STEM school models to introduce Stage 4 and Stage 5 Integrated STEM into the Wiley Park Girls High School curriculum.
- Engage students in STEM subjects and university Summer School programs providing even more opportunities for students to develop their skills as problem solvers, critical and creative thinkers.
- Foster relationships with external agencies and mentors to improve educational opportunities for students, and enhance teacher professional learning in STEM.

6. Co-Curricular programs

The co-curricular clubs span across a range of faculty areas and include the following clubs and student interest groups; 'Robotics & Coding', 'Astronomy', 'Sustainable Gardens', 'Greenhouse', 'Journalism', 'Maths', 'Chess' and the 'Exploratorium'. The school is aiming to promote greater participation in competitions, clubs and other co-curricular programs for students to engage with their local and wider community.

7. Compressed Curriculum

Refinement of Year 9 and 10 mentoring programs with coaching strategies in preparation for senior course content, assessment and study skills before rollover into the Preliminary/HSC course, Week 6 Term 4. Continued review and implication of compressed curriculum with cyclic student reflection interviews and consultation with individual students and parents to ensure cumulative progress is well communicated with families, staff and students. Maintain and increase student enrolments. Develop initiatives that promote a positive learning culture and school profile in the community. Assess and evaluate compressed senior curriculum in meeting the needs of the students.

8. Community

Wiley Park Girls High School aims to build on the very successful student, staff and parent links with Belmore Boys High School, Menindee Central and Broken Hill High School through the City Country Alliance (CCA). The school will continue to promote cultural diversity through professional learning networks, visitations and video conferencing with local schools and Far West communities.

Further community links and the sharing of curriculum and transition programs to be promoted with our local primary schools including Wiley Park PS, Punchbowl PS, Hampden Park PS and the PLAY Community of Schools Network with Lakemba PS, Belmore Boys High School, Belmore North PS and Belmore South PS.

FOR SCHOOLS PARTICIPATING IN EXTERNAL VALIDATION PROCESSES:

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 and participated in an external validation. 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 the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The school acknowledges that in order to excel in the domains of learning, teaching and leading the school needs to address a number of areas in its future planning. As the cycle of current strategic directions is finalised, there will be a focus on the following identified areas which will become a feature of the school's directions for 2018–2020.

In **learning** the work done sets a foundation for students to reflect on learning and provide feedback on their own learning. The school aims to build on this to include the ability of students to articulate what good learning looks like and to provide them with more opportunities to take ownership of their learning.

The school is proud of the work that is done in student wellbeing to support the learning of students but the next direction would be to embed systems that allowed teachers to gain more sophisticated skills to see this being done in transformative learning classrooms rather than just through extra-curricular support programs. Weaving these elements of student support together will ensure students are capable of producing their personal best at the school.

The school's curriculum practices are almost at excelling but key areas, such as assessment and the 3 +3 Compressed Curriculum, are under review and will require some adjustment to ensure we are efficiently and consistently providing quality teaching and learning experiences. In particular, the school will be aiming to build on the work started around evidence based teaching practices.

The school monitors performance data carefully to analyse trends and identify areas of need. However, this data has been consistent for a long period of time. There is a need to explore strategies that may have impact on these results so that even higher outcomes may be achieved by students.

In **teaching** the school needs to increase the role of instructional practice to ensure it can provide links between changes in practice and improvement in student learning outcomes. While data is analysed and teams develop ways to use this to create student support strategies, there is a need for this to be done more regularly and authentically by all classroom teachers. More time needs to be allocated to this area of professional development.

In the future, teachers will be required to transition the faculty work they are doing on consistent judgement of student performance to cross faculty teams. A team that looks at this area of differentiation and consistency of teacher judgement will be established.

In **leading** the school is aiming to continue the work started this year on building a leadership culture in the school. This will include a greater focus on evaluative thinking as a skill that is vital to ensure the school is making innovative changes that reflect the needs and aspirations of its community.

Across all three domains the school recognizes the need to act more systemically in engaging parents in partnerships to support student learning progressions. Currently these practices centre around information sharing and cultural engagement. While this has promoted positive relationships they have not been targeted at or evaluated as to how they may have an impact on student learning. The school will also focus on how to build the willingness of the community to contribute to feedback to ensure that the learning environment is more conducive for student engagement in leadership and learning.

Our self-assessment and the external validation 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

Empowering Students for Success

Purpose

All students actively engaged in learning, developing a skill set which will empower them to think and work collaboratively, creatively, innovatively and resourcefully; obtaining and evaluating evidence in a disciplined way.

Students are able to transfer skills and knowledge across a variety of contexts in order to increase levels of understanding and develop a culture of lifelong learning.

Overall summary of progress

- Literacy (GRR) and numeracy programs implemented across the school, with explicit learning activities and intentions embedded in all teaching & learning programs.
- Teachers engaged more frequently in the gathering student data to inform teaching practice catering to meet the needs and capabilities of a diverse range of students.
- The development of further Project Based Learning units reflecting the Australian Curriculum embedded in all teaching and learning programs for Years 7 – 10.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in the levels of attainment of students in NAPLAN and the HSC:	Interview, training	30,000
• 10% increase of the numbers of HSC students achieving Bands 5 & 6	TPL, Interviews	\$20,000
• 10% increase of Year 9 students who achieve above Band 6 for NAPLAN	TPL, GRR	\$5,000
Successful transition of students to future learning and employment:	Transition fund	\$4,000
• 10% increase in students numbers transitioning to university	Links to Learn, Aspire...	\$10,000
• 10% increase in the student retention rates	Fusion, CLO	40,000

Next Steps

Teach explicit methods of examination technique in HSC and NAPLAN towards achieving stronger NAPLAN and HSC benchmarks

Students offered a diverse curriculum, including STEM curriculum and co-curriculum, mentoring programs and careers coaching to explore post school options.

Interview all year 8 and 9 students in literacy and numeracy learning methods and progress to enrich NAPLAN results and stronger HSC standards.

Engage with universities in student placement programs, ASPIRE program UNSW. UTS summer school and Western Sydney University mentoring programs.

Engage CLO's to strengthen community participation and encourage a positive school profile. Engage external agencies such as FUSION and our wellbeing team to build on a positive school life.

Survey students and parents in a "Quality of school life survey".



Strategic Direction 2

Enhancing Professional Practice

Purpose

All teachers engage in individualised, team and shared professional learning in order to further develop and implement the skills identified in the National Teaching Standards and the School Excellence Framework.

Teacher skills are developed to ensure high quality, efficient and effective teacher performance that improves student achievement of outcomes.

Overall summary of progress

Targeting professional learning management

Professional learning team established leading the school in teacher professional learning (TPL), quality teaching pedagogical practices and PDP achievement.

Established a sequence of school-based professional learning activities to cater for the diverse needs and career stages of staff.

Established school based professional learning to meet milestones and the strategic directions of the school.

Teachers meeting professional development standards and systems.

School management process established. This has enabled staff to effectively participate in the new performance review program – The Performance and Development Framework.

Use of the National Teaching Standards to improve teacher quality by raising awareness of current professional practices and identifying future directions suitable for their personal career.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teaching staff have accumulated evidence to validate their progress towards maintenance of the Proficient Standard of the National Teaching Standards.	TPL	\$40,000
Growth in student academic performance as a result of school staff demonstrating leadership skills and innovative pedagogical practices.	TPL	\$20,000

Next Steps

All teaching staff accumulate evidence to validate their progress towards maintenance of the Proficient level of the National Teaching Standards.

Building capacity of staff at various career stages with all staff involved in co-mentoring programs and PDP development. School staff demonstrating leadership skills and innovative pedagogical practices enabling student success and growth in student academic performance.

Curriculum programs and teaching practices are designed in all courses to effectively develop the knowledge, understanding and skills of all students, using evidenced-based teaching practices and innovative delivery.

Strategic Direction 3

Valuing School Culture

Purpose

The development of a strong school community working in a diligent and sustainable manner embedding a system of values and a culture of success.

The fostering of a whole school community which is mutually respectful, supportive, resilient and working towards the success of our students.

Overall summary of progress

Successful school culture

The design and implementation of a systemic tracking process to be used by the Wellbeing team for analysis and action on learning and support (LaST), wellbeing and student attendance data.

Streamlined communication across the whole school community initiated through the wellbeing program. The program is centred on the building of respectful and supportive partnerships designed to suit the needs of staff, students and their families

Engaging the community

Formation of a local school community and involvement with schools outside our community e.g. city /country projects.

Expansion of an educational program for parents designed to improve their understanding of the HSC and current education requirements as well as ICT skills called "Bringing Parents Into The Classroom" and external agencies such as The Smith Family, Fusion and Three Bridges.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Higher levels of student engagement and academic success as a result of student attendance rates increasing to above state average	employment of CLO x 5	\$120,000
• The school is recognised as an excellent and responsive learning environment by its community; with strong partnerships enabling access to support to expand opportunities for student achievement	Community breakfast links to other schools	\$50,000
• Sustained improvements in year 7 enrolments	Marketing	\$5,000

Next Steps

Positive Behaviour for Learning introduced into school.

Improved multilingual written communication with parents about issues of concern, community participation and school events via newsletters and letters and telecommunication.

The existing merit award system is evaluated and revised to include specific targets/acknowledgements of student attendance and any further targets identified in the Wellbeing program.

Extra curricula clubs expanded to enhance academic quality of school life.

Student award and recognition system reviewed.

How best students learn to be explored using survey monkey and student and staff interviews.

Head Teacher Wellbeing to investigate promotional material aimed at feeder primary schools.

Investigate the employment of a media or marketing manager.

Expansion of City Country Alliance projects enhancing community partnerships with local schools and far west NSW including Menindee Central and Broken Hill High School.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	100% ATSI students have PLP's.	
English language proficiency	Teachers report on EAL/D progression scales and student growth. Literacy and numeracy programs assessed to reflect student growth and needs	\$185,722
Low level adjustment for disability	PLASP's developed for all identified students	\$303,933
Socio-economic background	All stakeholders, parents, students and teachers contribute toward shared vision success.	\$542,273
Support for beginning teachers	Survey ECT on effectiveness of the support from the program	\$23,854



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	0	0	0	0
Girls	582	557	526	489

Student attendance profile

School				
Year	2013	2014	2015	2016
7	93.1	66.7	92.1	91.1
8	90.4	90.8	90.4	87.2
9	89.5	88.8	87	87.5
10	85.3	86.6	84.1	84.2
11	86	85.2	84.5	85.7
12	83.5	83.7	85.7	78.7
All Years	88.1	84	87.1	85.7
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	27.2
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
Teacher of ESL	1.6
School Counsellor	1
School Administration & Support Staff	12.08
Other Positions	7.9

*Full Time Equivalent

Wiley Park Girls High School has a large staff that comprises early career to highly experienced teachers.

One member of staff identifies as being of Aboriginal/Torres Strait Islander descent.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	40

Professional learning and teacher accreditation

In 2016, 100% of teaching staff participated in teacher professional learning in the explicit and systematic teaching of comprehension strategies across all Key Learning Areas. This involved observation lessons, workshops and seminars. Head teachers facilitated the design, development and delivery of comprehension strategies within their faculty. As a result, comprehensions strategies have been written into the new units of work developed for delivery of the Australian Curriculum and are being implemented in all classrooms across the school with explicit learning intentions.

The approach undertaken to strengthen teaching

quality and teacher capacity has been school based.

School performance

Financial information (for schools using OASIS for the whole year)

Financial information

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

Income	\$
Balance brought forward	163 713.43
Global funds	480 143.08
Tied funds	605 579.19
School & community sources	91 449.30
Interest	34 961.95
Trust receipts	23 917.60
Canteen	16 545.55
Total income	1 416 310.10
Expenditure	
Teaching & learning	
Key learning areas	25 127.79
Excursions	20 396.44
Extracurricular dissections	23 927.20
Library	6 386.02
Training & development	2 440.93
Tied funds	736 479.34
Short term relief	207 440.75
Administration & office	76 666.57
School-operated canteen	0.00
Utilities	117 273.91
Maintenance	29 584.18
Trust accounts	21 801.71
Capital programs	4 396.46
Total expenditure	1 271 921.30
Balance carried forward	144 388.80

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.

NAPLAN

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

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

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

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

NAPLAN Year 7 – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

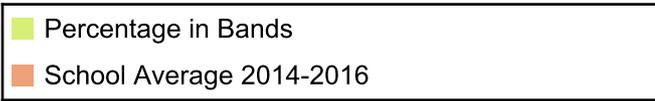
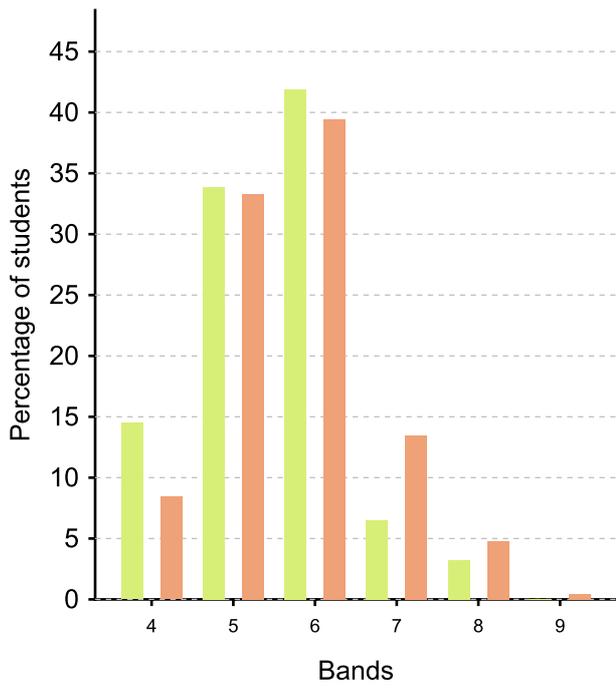
Wiley Park Girls High School achieved 34% of students in band 5. 40 % of students in band 6 and less than 5% of students in bands 7 and 8 in reading some students did gain band 9. This is an improvement over previous years.

In writing a significant amount of year 7 students gained band 43% and some students gained band 8 around 5%. This is a growth on previous years.

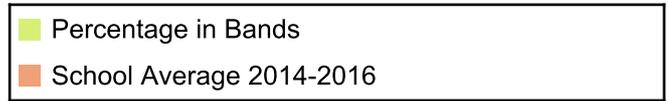
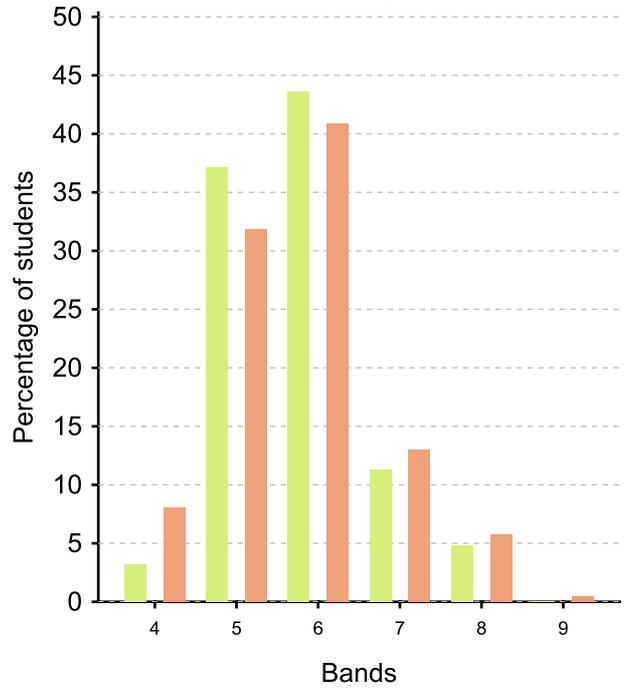
In spelling a significant amount of students gained band 7 and 8 with 25% of students in this range. Some students gained band 9 around 5%.

Grammar was also represented with the majority of students in band 6. This is a good result based on previous years and the ESL nature of the student profile. The growth pattern needs to be built on in coming years.

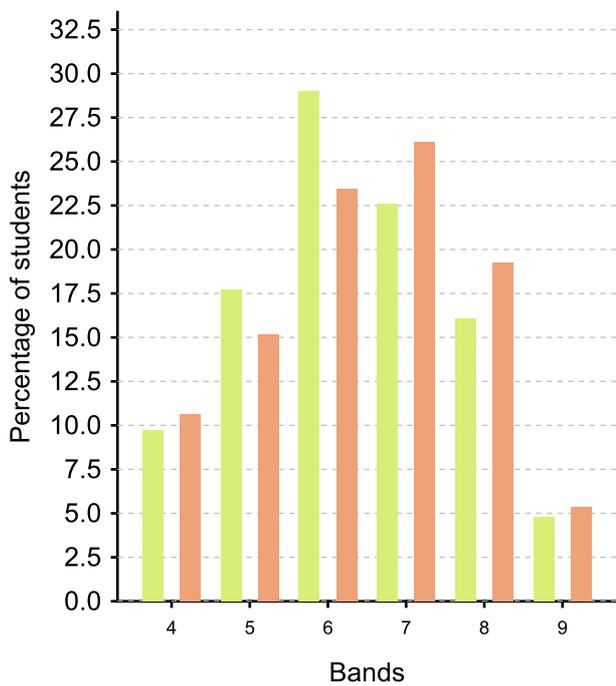
Percentage in bands:
Year 7 Reading



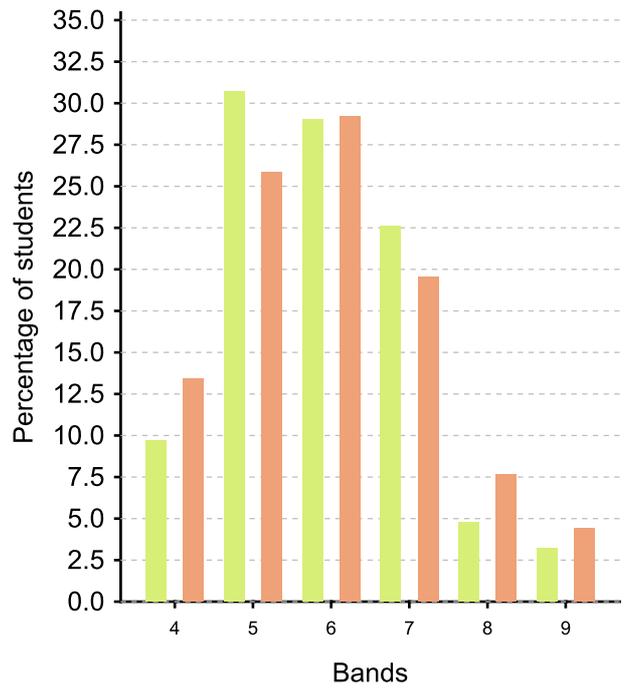
Percentage in bands:
Year 7 Writing



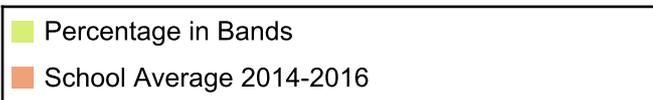
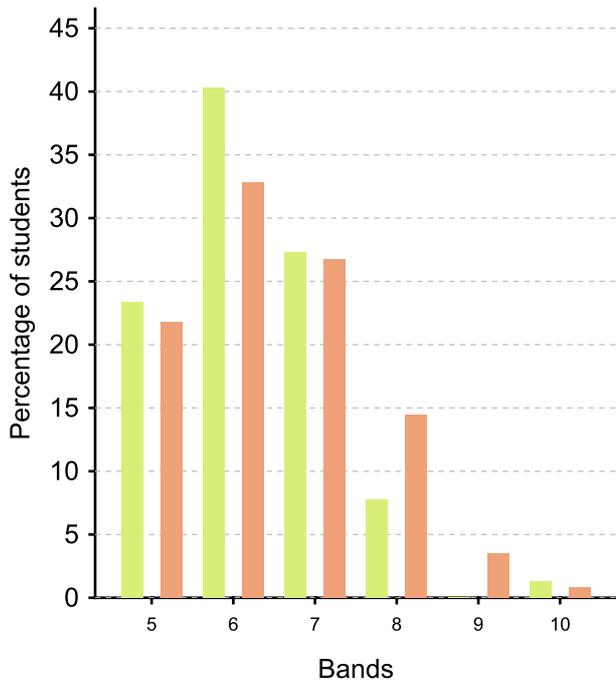
Percentage in bands:
Year 7 Spelling



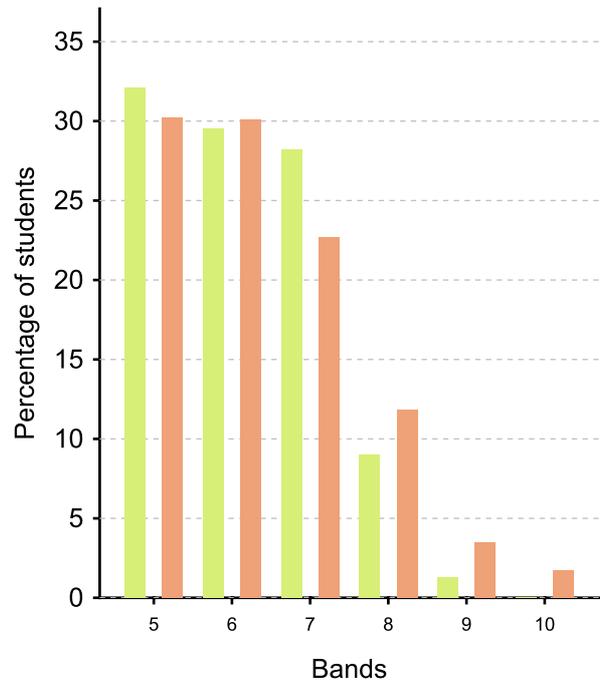
Percentage in bands:
Year 7 Grammar & Punctuation



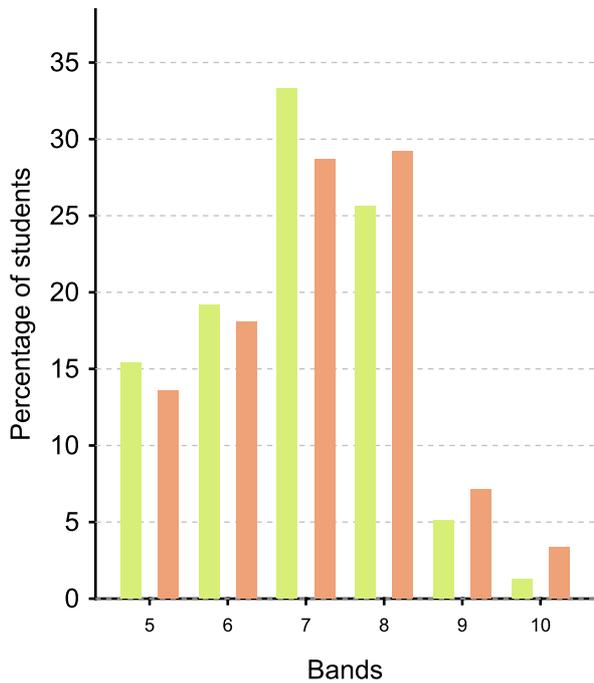
Percentage in bands:
Year 9 Reading



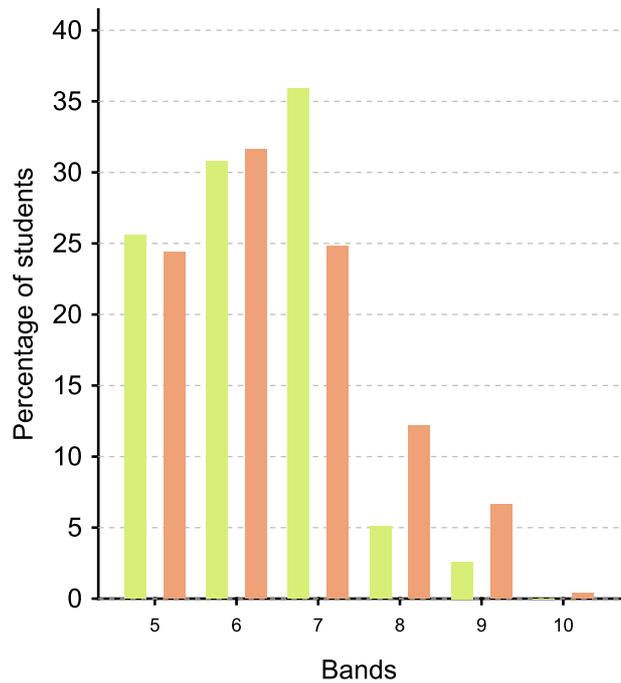
Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Grammar & Punctuation



NAPLAN Year 9 – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Wiley Park Girls High School achieved 24% of students in band 5 in reading. 23% of students in band 6 and 24% of students in bands 7. Some students achieved band 9 results. This is an improvement over previous years.

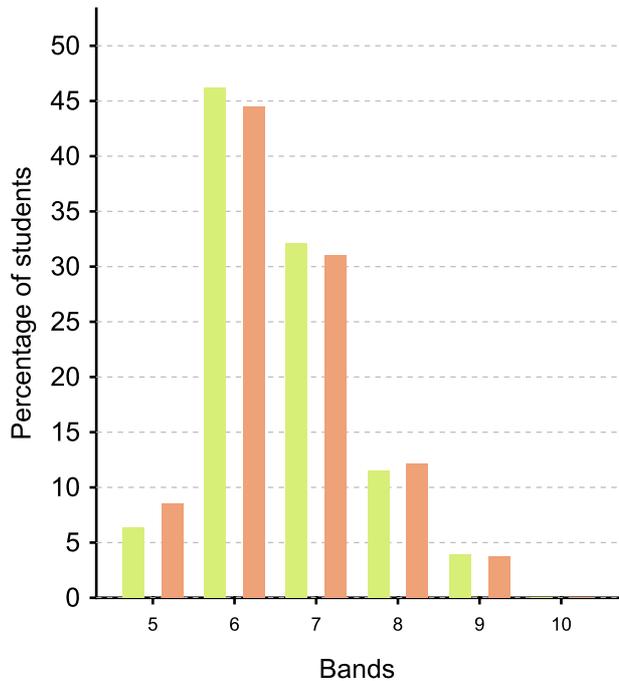
In writing a significant amount of year 9 students gained band 8. 30% students gained band 5 and band 6.

In spelling 30% gained band 7 and 8 and 7% of students gained band 9.

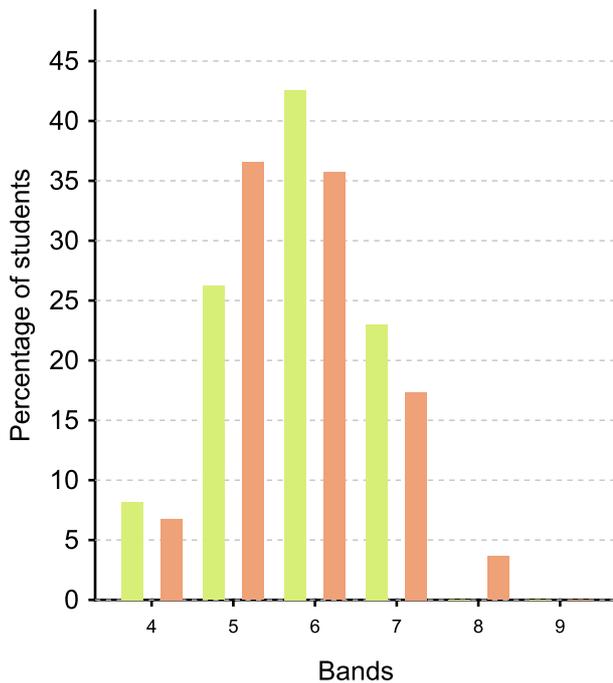
32% of students in the Grammar component received band 6. This is a good result based on previous years and the ESL nature of the student profile.

The growth pattern of all these literacy components need to be built on in coming years and is an area the school has listed as an improvement measure in the school plan.

**Percentage in bands:
Year 9 Numeracy**



**Percentage in bands:
Year 7 Numeracy**



Percentage in Bands
School Average 2014-2016

Please refer to the My School website.

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

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

NAPLAN Year 7 – Numeracy

Year 7 Numeracy is represented with most students in band 6 and 7, 45% of students in band 6 and 30% of students in band 7.

This is consistent with previous years and there is a need for growth.

NAPLAN Year 9 – Numeracy

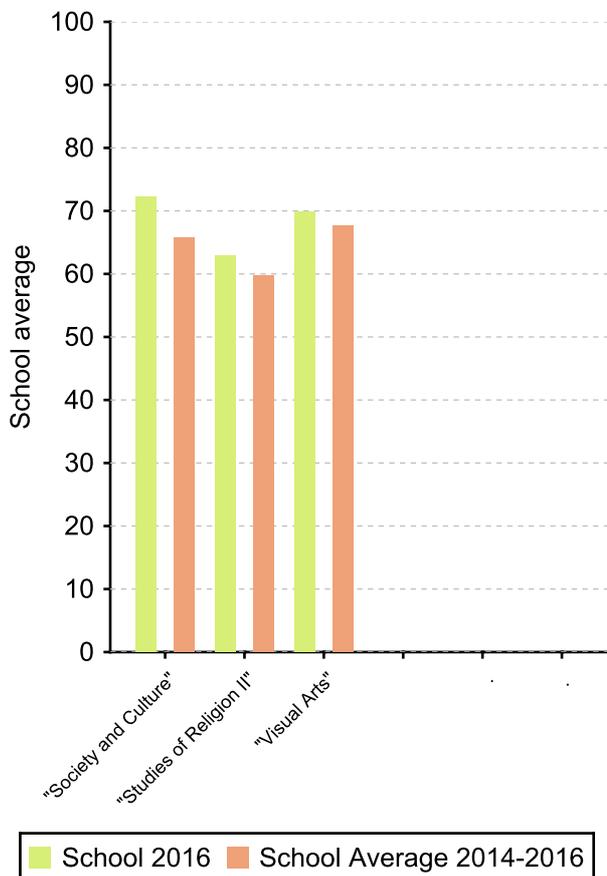
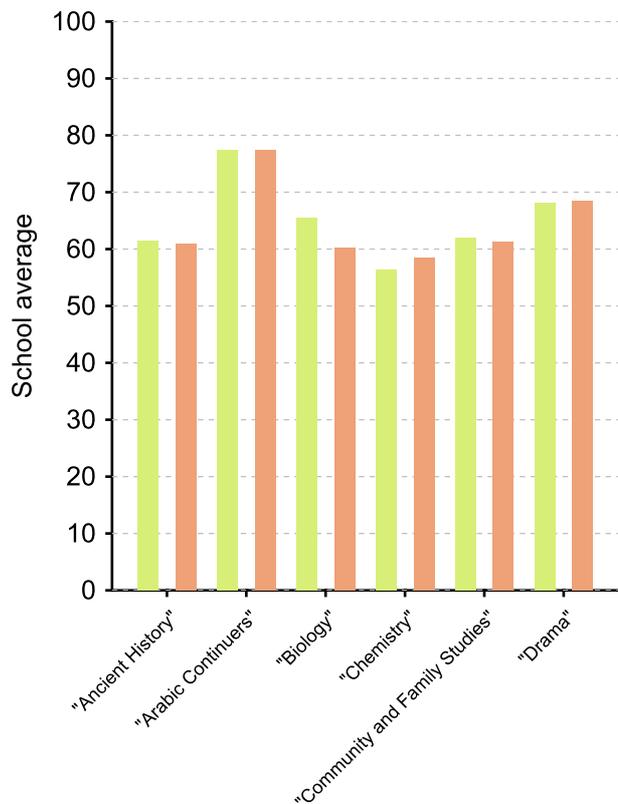
Year 9 Numeracy is represented with most student in band 6 and 7. 50% of students in band 6 and 40% of students in band 7.

This is a growth on previous results.



Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



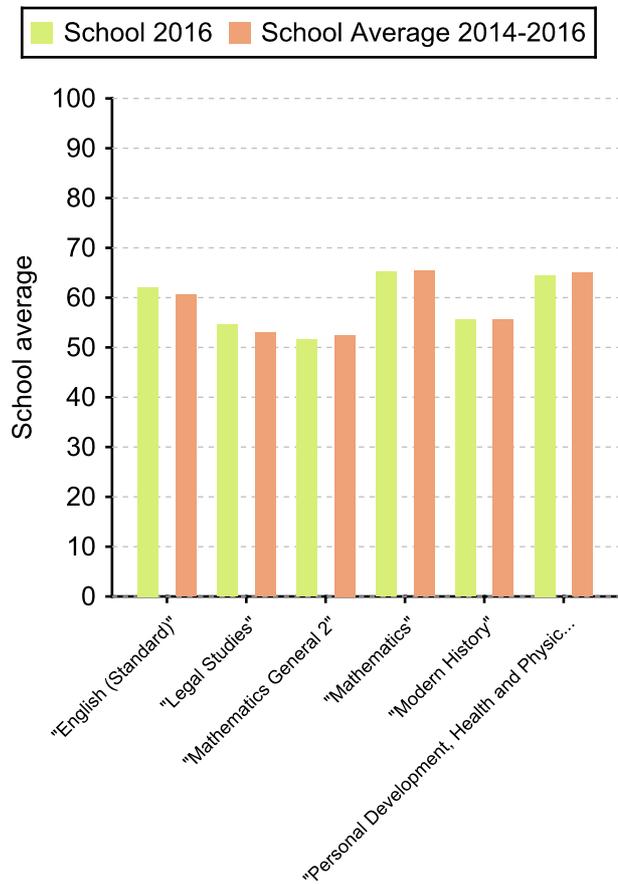
Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents have been surveyed by a written survey and telephone surveys conducted by the community liaison officers.

Students are surveyed in biannual interviews and exit surveys. Staff have undertaken a written survey as well.

The outcomes are: 4% of parents believe communication could improve, 10% are indifferent in regards to communication and 86% felt communication was reasonable between the school and parents. 85% of parents felt the school was achieving good to excellent outcomes and that the broader school community were more involved. 7% felt that the school could improve its outcomes. 8% felt the school had improved, however could still improve further. 95% of parents asked for a review of the school uniform. All senior students felt the school was improving with wider curriculum and co-curriculum opportunities. However, the school could improve more with minor adjustments to the assessment schedule and better facilities. This was similar in the junior years. The staff satisfaction was 97% satisfied with all school activities and outcomes as reflected in the self-assessment tool of School Excellence Framework. 3% felt the meetings and surveys could improve.



Policy requirements

Aboriginal education

All KLA's implemented and acknowledge the traditional owners and their cultural identity. Aboriginal perspectives are incorporated into programs across all years and in the junior classes, lessons incorporate the 8 ways of learning approach.

In 2016 our school community worked with Vicki Bowen, Aboriginal Education and Engagement Officer, to enhance our appreciation of the history and values of Indigenous peoples through an Aboriginal Cultural Awareness Day.

The school developed productive relationships with external agencies such as Royal Sydney Botanic Gardens, Bankstown AECG, Aboriginal Culture School, and Elders from the Aboriginal Communities in the negotiation and planning of workshops and presentations.

Valuable learning experiences and deeper understanding of Aboriginal culture were expanded when students from Years 8 and 9 participated in the school's inaugural excursion to Menindee Central and Broken Hill High School from 22 August to 26 August 2016. The aim of this excursion was for students to foster a deeper understanding of different cultural, religious, geographical and socio-economic school communities in far west NSW. Our school goal is to further promote educational interactions that build cohesive and mutually respectful relationships with other cultures including highly populated Aboriginal school communities. As part of Wiley Park Girls High School commitment with the City Country Alliance (CCA) to this program we have now established a partnership with Broken Hill High School and Menindee Central School. The purpose is to continue to exchange educational programs through visitations and video conferencing and share these educational experiences with students, staff and parents within our school and in our local Canterbury Bankstown area. The development of the CCA has centred on the building of respectful and supportive partnerships with staff, students and families across local and Far West NSW schools, forming partnerships to embrace cultural inclusion and diversity.



Multicultural and anti-racism education

The Refugee Awareness Committee has been running for more than 10 years and is a group of students who meet and work towards raising awareness of refugees. The committee consists of our refugee students and other volunteer students. Refugee week is always a busy week of competitions, excursions, artworks and other activities. Our current project is the painting of our resilience wall in the Junior Quad. This is a place which inspires student's future hopes and ambitions. It is a representation of their identity. School visits and cultural exchanges have also ensured diversity is encouraged and respected at Wiley Park Girls High School.

Other school programs

Community Projects and Staff Awards

In 2016, the school was again successful in nominating two members of our community for the Canterbury and Strathfield Network of Schools Public Education Excellence Awards. The successful candidates demonstrated exemplary leadership in supporting the school vision and facilitating educational partnerships between diverse cultures and far west NSW schools. Ms Debbie Agapitos, Deputy Principal and Ms Raechel Whitty, Relieving Head Teacher, Wellbeing at Wiley Park Girls High School were both presented these awards by the Directors of Education for the Canterbury and Strathfield Network of Schools. Both Debbie and Raechel have been recognised for demonstrating excellence in an executive role and for their outstanding commitment to the school and across the wider community.

Other successful community projects included the annual "Getting Together With The Community Breakfast" and the launch of the school's community cookbook, "Sharing Our Culture As One". These whole school programs involved students, staff, parents, educational leaders, local and federal politicians, television celebrities, business and industry partners, our CLO team and local primary school parents and their children. These programs are increasing a culture of collaboration and community inclusion to celebrate diversity and student achievement.

Wellbeing

The 2016 whole school wellbeing programs, such as Mental Health Week, International Women's and White Ribbon, were successful in building the capacity of the Wellbeing Team and enhancing student engagement with the local community. Staff received White Ribbon Training and a core staff and student group was developed. This led to a succession of activities for students in November that built on student understanding of men's violence against women and promoted resilience and help seeking. Similarly, Mental Health Week and International Women's Week promoted health and wellbeing across the school and built on community partnerships with local community

health organisations and businesses. All of these initiatives promoted the importance of physical and mental health and were successful in enhancing student engagement and leadership skills.

City Country Alliance

In 2016, Wiley Park Girls High School travelled to Broken Hill High School and Menindee Central as part of its partnership with the NSW City Country Alliance (CCA). This partnership is aimed at fostering strong connections between rural and city students. The project enriches student knowledge of remote Australia, particularly Aboriginal history and learning, through conversations and rich experiences. A student CCA Club was established at Wiley Park Girls High School to build on these students' experiences in the far west and allow students to expand their writing and presentation skills. Students in this club also benefit from an exchange of ideas with rural students, comparing geographical and cultural experiences, through an Edmodo page and video-conferencing. Their experiences and presentations are shared with staff, parents and students across the school.

A state CCA conference was hosted by Wiley Park Girls High School and Masada College to form stronger bonds between our local school community and other CCA schools. Further CCA initiatives have included student excursions, principal and staff study tours and interschool surveys regarding cultural inclusion. In partnership with Western Sydney University, 3500 students across NSW have participated in an Intercultural Understanding study gathering data about students' perceptions about other cultures. Wiley Park Girls High School participated in this survey. The data gathered from this research will assist the City Country Alliance schools with their future directions and purpose to lead cultural unity.

Vocation Education and Training (VET) Report

In 2016, all VET students completed mandatory work placement, which allows students to experience the 'real world' of work, by putting the vocational skills learnt into practice and engaging in a range of activities. In 2016, we commenced our partnership with the new service provider MWLP, to provide meaningful opportunities for our VET students. Business Services students attended a variety of organisations ranging from travel agencies and accounting firms. Our Hospitality students had the opportunity to attend renowned establishments such as Hard Rock Café, Bankstown Sports Club and Al Aseel restaurant. Retail Services students attended local outlets like Lowes and Target. Many students received creditable reports from employers, who were impressed with their level of commitment to their respective courses. VET students that received awards in 2016, included the annual Public School NSW VET Excellence Awards Ceremony, which took place at Revesby Workers Club. The following students received school awards based on their outstanding application and participation in their framework – Rayan Ali Ahmad for Hospitality, Mariam Antar for Business Services and Grace Poa for Retail Services. The annual Padstow Rotary Youth

Vocational Awards took place at Bass High School in October. The following students received awards based on their outstanding application and participation in their framework Logini Puvendran for Business Services and Coleen Taufahema for Retail Services.

The Support Faculty

The Support Faculty at Wiley Park Girls High School has four classes: two classes for students with mild intellectual disability, one class for students with moderate intellectual disability and one class for students with multi-categorical disabilities. We maintain a strong focus on literacy and numeracy skill development in addition to all other DoE curriculum areas. A range of integration and inclusion strategies are utilised to ensure support class students are part of the school community. In addition to classroom-based learning, functional programs are implemented to meet student needs. These include community-based learning such as workplace learning, a school café program and a gardening program. All students have individual learning plans, with an emphasis on transitioning students successfully to post school life.

Art/Music

Wiley Park Girls High School has extremely talented and creative students. Our creative and performing arts teachers apply their expertise and knowledge to develop the natural talent of our students. This year we have showcased and celebrated some outstanding achievements in Visual Arts and Music. Visual Arts students in elective and mandatory classes participated in a range of art making experiences and excursions.

The excursions served to broaden their awareness of art making practice and the world of art. Year 7 attended the Annual Art Gallery of NSW Open Gallery Outreach Program. Year 7 had access to current contemporary exhibitions with hands on tasks, floor talks and improvisations provided by Theatre Sports.

Elective students had the opportunity to attend the White Rabbit Gallery that houses an extensive collection. At school Visual Arts students collaborated with Ms Michael and Mr Dickman to produce impressive Ceramic pieces. Ongoing student displays of artworks throughout the school environment showcase the student talents and reinforce the important role of Visual Arts in the Curriculum and its relationship to other initiatives such as integrated learning

Art Club continued to allow the students to have an art experience and develop their skills across a range of media and forms.

HSC student results show that Visual Arts students consistently gain their highest band in this subject. Through the guidance of Ms. Michael, students addressed a diverse range of subject matter this year that were sophisticated materially and conceptually.

In 2016 our Music program continued to develop and produce some outstanding performances for

community events, school showcases and formal ceremonies. Students developed their skills and interest in music by attending weekly workshops after school and during lunch. Mr. Cheney, Mr. Adams and Mr. Gardiner have assisted our students in arranging and performing some impressive vocal, drumming and rock band ensembles. Our talented Music students have represented our school at annual school events, CAPA showcases, the Regional VET awards ceremony, Harmony Day, White Ribbon Day, St Basils Nursing Home and in the Higher School Certificate. This year our year 12 HSC students performed with confidence and sophistication. Our students performed works from a diverse range of genres and worked collaboratively to accompany each other for their exams. Our students prepared and performed solo works, ensemble works and Viva Voce exams for their HSC. Our Music students continue to produce their highest bands in music for the HSC and we congratulate them on their excellent achievements.

Drama

Drama students were involved in many outstanding performances in 2016, directed with the expertise of Ms. Cervonaro. Events included the International Women's Week assembly, our annual Community Breakfast, and the Transition program for incoming Year 7 students.

HSC Drama students performed individual and group pieces exploring a vast range of themes and genres at our annual CAPA night, which provides students with the opportunity to showcase their skills and knowledge for teachers, family and friends in preparation for the HSC exam.

Year 9 Drama elective students wrote and performed excellent short plays as part of their major work for the Integrated Learning Module, Building Resilience. Students also learnt and performed extracts from 'A Midsummer Night's Dream' as part of Shakespeare Week, commemorating 400 years since Shakespeare's death.

Year 10 Drama students performed a selection of dramatic monologues, and developed their comedic skills in scenarios based on the Commedia dell'Arte.

Our Drama elective students also performed at our annual MADD (Music, Art, Dance, Drama) Day. This showcase is successfully coordinated each year by Ms. Cervonaro and presents the creative and performing arts achievements of our students to our neighbouring primary schools.

WPGHS were also involved in a Middle School Drama program with one of our neighbouring primary schools, which involved a selected group of Years 5 and 6 students being introduced to devising theatre, facilitated by Ms. Cervonaro, and culminating in a performance at MADD Day.

Dance

Our Dance elective program has been extremely

successful this year providing excellent opportunities for our students under the guidance of Ms. Potts. Students have been involved in performing for the annual Community Breakfast, MADD Day, Multi-Cultural Day, Talent Quest and Harmony Day. Our students work collaboratively to produce group dance pieces with contemporary modern influences and the traditional cultural dances from the student's backgrounds. The fusion of these styles which is mastered under the direction of Ms. Potts, showcases the amazing versatility and talent of our students.

Get Reading Right (GRR)

Get Reading Right is an intensive reading and comprehension program at Wiley Park Girls High School. Initially the program was supported through National Partnerships Funding and during this time the school trained all staff members to design and implement explicit comprehension strategies into all teaching and learning programs. Teachers developed units of work by embedding the Get Reading Right comprehension strategies.

In 2016, faculty representatives from the Get Reading Right Team developed introductory lessons focusing on the 10 comprehension strategies and assigned one strategy to every year 7 teacher. This initiative was implemented to successfully up-skill our new students on our reading and comprehension program.

The ongoing application of these strategies embedded into units of work also provides our teachers with effective tools to differentiate the curriculum, to meet the learning needs of every student. This program also allows teachers to modify content and assign appropriate comprehension strategies to ensure students are successfully engaging with text, developing meaning from text and achieving success in their lessons and assessments.

The sustainability of this program stems from all staff beginning each lesson with Lesson Intentions and Success Criteria to inform students of the lesson content, structure and outcomes. The success of this program is also attributed to a collaborative staff sharing lesson resources, providing feedback after lesson observations and continually revising units of work.

The program continues to run successfully across the school and has introduced an induction program to up-skill newly appointed members of staff. For ongoing success and sustainability every faculty will be represented at a Get Reading Right workshop once a term to share lesson ideas, co-create cross curricular resources and benefit from professional learning with a focus on developing resources using technology.

Integrated Learning Modules (Project Based Learning)

Integrated Learning Modules continue to be implemented as a strategy to engage and meet the learning needs of students in the Middle Years. Integrated Learning provides for "a challenging,

cohesive curriculum across years 5 to 9 including using the current primary Connected Outcomes Groups (COGS) model to develop integrated, across faculty units of work in the secondary years". The rationale for developing cross curriculum units of work includes: improving student engagement, facilitating teacher collaboration, providing opportunities for Stage 4 and 5 students to complete rich tasks and strengthening links with partner primary schools and community.

Teachers, students and parents participated in the processes of curriculum design and evaluation, and came together to celebrate students' achievements. Our learning module, Cultural Identity has been extended. We are now "Sharing Our Stories" through our partnership with the City Country Alliance (CCA) with far west NSW schools including Menindee Central and Broken Hill High School through visitations and video conferencing. Cultural Identity is the introductory module for Year 7. Students at Wiley Park Girls High School deeply value their cultural heritage and appreciate the cultural identity and traditions of their peers and community. Our students are working collaboratively in authentic learning.

Information & Communication Technologies

The management of school administration has increasingly become technology based for our staff. The school is currently using the CENTRAL management system for: attendance record keeping and data analysis; student wellbeing reports; student progress reports; student referrals; day-to-day administration; analysis of NAPLAN and continuum data; the recording of marks and daily communication within the school. It is anticipated for next year, that the home messaging system of SMS notifications will start to be used by the school. The use of this system has enabled all staff to more readily access information about every student in order to meet the students' needs more effectively. The school employs, from its funding, non-teaching staff to manage and maintain the network at the school. As a consequence of this investment, the school computer systems, equipment and class laboratories are well maintained and operational. Staff have access to wireless internet throughout the school. Wiley Park Girls High School has created a twitter profile at @WileyParkGirls to share information with the school and wider community. This is the official twitter site for the WPGHS community and there are regular postings about events as well as student and staff achievements.

Co-Curriculum Programs

Wiley Park Girls High School expanded its co-curricular programs on offer for students to broaden their educational experiences beyond the classroom. The Co-Curricular clubs span the range of KLAs and include the following clubs and student interest groups; 'Robotics & Coding', 'Astronomy', 'Sustainable Gardens', 'Greenhouse', 'Journalism', 'Maths', 'Chess', 'Music', and the 'Exploratorium'.

These clubs provide an avenue for students to expand their skills and knowledge in their areas of interest and

are supported by a team of dedicated teachers who share similar interests. In 2016, highlights of these clubs included greater student-teacher interaction, the opportunity for students from across the different years to work together and develop teamwork, leadership and communication skills as well as build their personal confidence. Some clubs such as the Robotics & Coding Club have allowed students to participate in external competitions against other schools regionally, nationally and internationally whilst other clubs like Astronomy and the Exploratorium have provided avenues for students to engage with experts from the local and wider community.

Co-Curricular clubs are improving our students' school experience and improving student engagement through the additional opportunities that may not be found in the classroom. In 2016, the range of co-curricular opportunities at WPGHS expanded with new clubs and new capabilities for existing clubs to offer students wider opportunities than ever before. The City Country Alliance Student Club is a newly formed club linking our students with schools in far west NSW.

Premier's Volunteering Program

Wiley Park Girls High School encourages all year 9 and 10 students to participate in the NSW Premier's Volunteering Program. Some students already do a great deal of volunteer work and this program allows them to be recognised for their contribution. Students log the volunteering activity and the number of hours on the Premier's Volunteering website and the school's volunteering coordinator validates their volunteer work. In 2016, three students successfully completed the program and participated in a range of volunteering activities at school. In Year 10, Derya Mehmet-Shah received a Silver Certificate for 40 hours of volunteer work and Manel Amine and Amal Aboucham received a Bronze Certificate for 20 hours of volunteer work.

These students took part in volunteer activities at the school. These activities included; assisting in maintaining the school herb garden, assisting staff members with the organisation for presentation day, assisting with catering for school functions, taking part in the Wangee Park program and assisting with administration during the school dental visits.

Sport

The school favours an integrated sport structure where the sport session is run by the PDHPE staff and skills can be taught where necessary and incorporated in the sport session. It is felt at a school level that this sport format best meets the needs of the students in this particular school. Every year the girls at Wiley Park Girls High School improve in their sporting endeavours. Again, this year we have had some exciting, successful and challenging sporting experiences. Congratulations to all the girls who have represented our school in sport.

Swimming Carnival 2016

The school congratulates all the age champions

and the winning house Fraser. The age champions were:

- 12 yrs – Kousar Azordeh
- 13 yrs – Assiya Hasna
- 14 yrs – Aya Elgamal
- 15 yrs – Courtney Allerton
- 16 yrs – Fatma Elgamal
- 17 yrs – Yazmin Annous

Athletics Carnival 2016

The school congratulates all the age champions and the winning house Cuthbert. The age champions were:

- 12yrs – Houda Khassouk
- 13yrs – Alisa El Khansa
- 14yrs – Sia Aruna
- 15yrs – Salwa Al Mawas, Ma'ata Jones and Rose Cowan
- 16yrs – Tupuai Potaua
- 17yrs – Kumba Aruna

Sport Awards 2016

- Swimming Champion – Aya El Gamal & Assiya Hasna
- Athletics Champion – Tupuai Potaua
- Cross Country Champion – Kumba Aruna
- Softball Award – Tracee Fernandez & Eman Kachkach
- Netball Award – Michelle Saeed
- Soccer Award – Baindu Nabieu
- Touch Award – Myra Tauei
- Volleyball Award – Suiresitara Setu
- Pierre de Coubertin Award – Michelle Saeed (Honour Board)
- Encouragement Award – Suiresitara Setu (Honour Board)

Knock out Teams Wiley Park Girls High School competes in CHS knockout competitions in various sports but does not compete in weekly grade sport competition. In 2016, the school participated in knockout competitions in softball, touch, basketball, netball, soccer and volleyball. Most teams made it to round 2 with wins in round 1. The volleyball team was the most successful. They excelled by coming 4th the whole region. One student Suiresitara Setu Yr. 12 was selected for the Sydney East regional team.

Fitness Experience Eighteen girls from Years 10, 11 & 12 participated in a 4-day camp at Narrabeen where they experienced canoeing, kayaking, archery, high ropes course, abseiling, bush walking, cook out and so much more. They demonstrated high levels of commitment and enthusiasm at the camp and represented our school in an exceptional manner.