

Waitara Public School Annual Report



2017



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Introduction

The Annual Report for 2017 is provided to the community of Waitara 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.

Amanda Connelly

Principal

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Message from the Principal

It is with great pleasure that I present the 2017 Annual School Report for Waitara Public School. Waitara Public School provides the highest quality education for all students, delivering an extensive curriculum focusing on developing the whole child in a nurturing and caring environment. It has been an absolute pleasure to lead the school in 2017.

Students at Waitara greatly value their multicultural and harmonious learning environment. It is the one re-occurring statement that is made by students when asked about what they think is great about our school.

Teachers at Waitara, varying in experience, learn from each other. There is a culture of learning that permeates strongly throughout our school. The school's success is underpinned by a highly dedicated staff who ensure that each and every child is known and cared for.

The Waitara staff, parents and grandparents worked in partnership throughout 2017. Hundreds of parents have assisted the school in a myriad of ways throughout the year and for that we are most grateful.

Amanda Connelly

Principal

School background

School vision statement

Waitara Public School is an innovative, vibrant and engaged school community committed to delivering rich, inclusive learning in a nurturing environment. Students will be successful, creative independent thinkers who challenge themselves and inspire others, embodying a genuine passion for lifelong learning through equity and excellence in education.

School context

Waitara Public School is a growing school in the Hornsby School Education Area. There are approximately 864 students enrolled from Kindergarten to Year 6, including two Opportunity Classes. Students come from diverse language backgrounds with approximately 85% from language backgrounds other than English. There are 52 cultures represented within the school community, with Chinese, Indian, Korean and Sri Lankan the predominate groups.

There are approximately 64 school based personnel including executive staff, classroom teachers, specialist EAL/D, a Reading Recovery teacher, Teacher Librarian, School Counsellor, School Learning Support Officers, administrative staff and a general assistant.

Student achievements in NAPLAN assessments are excellent, with a large percentage of students achieving in the top two bands in all areas.

School staff is enthusiastic and highly committed. The school enjoys a good mix of enthusiastic young teachers supported by highly skilled, experienced colleagues. One commendable feature of the staff at Waitara is the level of team work, supported by a strong commitment to ongoing professional learning.

Waitara is equipped to support 21st Century learners with a strong technology infrastructure that allows all students access to wireless hubs and a selection of devices. A continued focus will be staff professional development to increase ICT competency, differentiating the curriculum and the ongoing implementation of the Positive Behaviour for Engagement in Learning (PBEL) program to improve student learning.

Parents continue to be valued and supportive in the many roles they undertake. Community relationships are integral to the growth and development of students within our school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

During 2017, our school continued to reflect and self-assess 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.

Once again, staff reflected on the progress being made across the school based on the expectations identified in the School Excellence Framework. This ensured that our improvement efforts align with these high level expectations. The staff are deepening their understanding of the purpose of the School Excellence Framework and how it is aligned to our Strategic Plan 2015–2017.

The staff identified areas to be included in our milestones for 2017, which would ensure we were moving from sustaining and growing to excelling in a number of themes. A Gifted and Talented committee was formed to ensure a school-wide focus on identification and lesson differentiation.

Wellbeing at Waitara is evident in every learning environment, providing students with opportunities to connect, succeed and thrive in areas that are relevant to their stages of learning and development. Waitara Public School has explicit processes in place to collect, analyse and report internal and external student and school performance data.

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. The school worked collaboratively with an external mentor in writing, with a focus on vocabulary. NAPLAN results in writing indicate growth for our students in Years 3, 5 and 7. Students have a clear understanding of how to improve their learning through setting their own learning goals and explicit teacher feedback. The school is recognised as expert in the provision of support to beginning and early career teachers. During 2017, 13 teachers were

supported through an regional award winning Induction Program. The school ensures professional learning is aligned with the school plan, evident in teacher's Professional Development Plans and its impact on the quality of teaching and student learning outcomes is evaluated.

There is a commitment from the school leadership team to support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. Staff have purposeful leadership roles based on professional expertise. The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans.

During Term 4, staff collaboratively engaged in a self-assessment session using version two of the School Excellence Framework. These results have driven our planning for the 2018–2020 Strategic Plan.

Strategic Direction 1

Highly engaged, resourceful and reflective lifelong learners.

Purpose

To provide an authentic learning environment that enables all students to be actively engaged in meaningful, challenging and future – focused learning experiences, in order to achieve and thrive as learners, leaders and responsible, productive citizens.

Overall summary of progress

Teaching programs continued to reflect a change in pedagogy to engage, inspire and motivate students in order to become lifelong learners. Inquiry based learning, STEM initiatives, differentiation and focused support were an integral part of classroom practice. Students were engaged in relevant and authentic tasks and were explicitly taught the steps required in the design process which includes planning, feedback, reflection, refining and presenting. Expos were held to celebrate student achievement and provide an authentic audience. As a result of our Reading Implementation Plan, regular reading data was collected and analysed providing evidence to drive classroom programs and interventions to support all students. Technology has continued to be a focus for our school, with the implementation of BYODD for Stage Three, Google Suite, coding, team teaching and Seesaw. School Funds supported an off class teacher, 0.6, to support and up skill teachers and students.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|----------------------------|--|
| 80% of students achieve their expected cluster on the Literacy and Numeracy Continuums. | Nil | All students K–6 wrote individual learning goals each term and in some classrooms 'bump it up walls' were established. Learning intentions–success criteria were investigated to support student ownership of learning. Careful analysis of NAPLAN data indicates high student performance in Literacy and Numeracy. |
| Students in Years 2,3,4,5, and 6 demonstrate growth in their scores using the ACER online Comprehension and Maths Assessment Tool. | \$9674 | Super 6 Strategies continued to be implemented in Years 2–6 classrooms by the Learning and Support Teacher working collaboratively with the classroom teacher. A early intervention reading program was completed for students in Kindergarten and Year 1 for identified at risk students. . |
| Tell Them From Me (TTFM) surveys reflect growth in scores relating to student engagement in learning. | Nil | 93% of students identified as trying hard to succeed in their learning. 85% of student are interested and motivated. 93% of students try hard to succeed in their learning. |

Next Steps

In order to be highly engaged, resourceful, reflective and resilient lifelong learners:

- 1) Understand and implement The 6 C's of Education.
- 2) Understand differentiated approaches to curriculum development, delivery and assessment.
- 3) Implement Social and Emotional Learning program – Second Steps.

Strategic Direction 2

Innovative and collaborative teachers and leaders demonstrate a high standard of professional educational practice.

Purpose

To create a culture where all staff strive to meet the teaching professional standards through ongoing professional learning recognising that quality teachers are crucial for achieving an overall improvement in student learning outcomes. As 21st Century educators we model reflective practice and seek to build our leadership capacity for the benefit of all.

Overall summary of progress

All pre 2004 teachers across the school are now accredited at proficient. Two beginning teachers have submitted their accreditation after completing their portfolios. Professional learning was completed to introduce teachers to the accreditation and maintenance process. All teachers completed a Professional Development Plan which included a school, stage and individual goal aligned with the 2015–2017 School Plan. Lesson Observations were completed in line with school initiatives in English and Mathematics. An Induction Program for beginning teachers was introduced to support not only early career teachers but teachers newly appointed to our school. This was highly successful culminating in a Director's Excellence Award. The Gifted and Talented committee attended professional development session, 7 Principles for Excellence, with an external mentor. These principles were implemented across the school to challenge and engage all students focusing on differentiation. The needs of Gifted and Talented students in mainstream classes were a priority for all K–6 staff. The TTFM survey for staff indicates strong collegial practice in areas such as planning, programming, assessment strategies, engagement, individual student learning needs, differentiation and teacher support. 94% of staff stated that school leaders clearly communicate the strategic vision and values for our school and 89% agreed that school leaders were leading improvement and change.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|----------------------------|---|
| 100% of teachers at proficient level with an increased number of teachers aspiring to be Highly Accomplished and Lead teachers from 2 to 4. | Nil | Aspiring leaders and beginning teacher networks continued to be a key focus across the Hornsby Community of Schools. |
| Survey 21st Century Fluencies –TTFM pre–post critical and creative thinking capabilities survey for students and teachers. | Nil | A Differentiation for Excellence committee was formed to up skill teachers in differentiation practices including critical and creative thinking. |

Next Steps

In order to continue as innovative, collaborative and future focused teachers and leaders we will:

- 1) Recognise and share outstanding teaching practice, through lesson observations, collaboration, mentoring and coaching to encourage ongoing staff learning whilst building leadership capabilities.
- 2) Cultivate staff workforce capabilities through the implementation of quality school-wide systems and organisational structures that promote active distributive leadership and accountability.
- 3) Engage parents in all aspects of the educational process through regular communication on curriculum and a changing pedagogy.

Strategic Direction 3

A multicultural community working in partnership with a shared vision.

Purpose

To build a learning community with strong student, staff and parent relationships by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Overall summary of progress

During the third year of our School Plan we further strengthened our partnerships with all key stakeholders to ensure as a school community we maintained a shared vision. Our Community Engagement Officer, Mrs Jan He, has widened her interaction with different cultural groups through Triple P parenting programs, weekly cafes, individual family support and the Waitara Public School Community Expo. Mrs He coordinated various external support agencies to assist the individual needs of parents. In 2017, our parents have deepened their understanding of current educational practice through student three way conferences, Project Based Learning Expos and EALD information evenings. Parental support was high for all these initiatives and these will continue to be an integral part of developing relationships with key stakeholders at Waitara Public School. Regular Mindfulness sessions were implemented in all classrooms and the K–6 Peer Support Program focused on anti-bullying strategies. Schoolzine has continued to provide our parents with access to timely and current information regarding upcoming events and achievements. Parents are able to translate the information into their chosen language. This enabled increased parental access to school survey and feedback procedures. One hundred and eighty six parents completed the TTFM survey in 2017 as compared with twenty six parents in 2016.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|----------------------------|---|
| Our school is rated as building or sustaining on all seven dimensions of the School Assessment Tool Reflection Matrix. | \$1452 | Waitara Public School Executive and staff undertook a self-assessment of the School Excellence Framework and concluded that we were excelling in Community Engagement. |
| TTFM survey reflects growth in parent knowledge and understanding of their children's education. | Nil | The TTFM survey showed that 81% of parents had two or more meetings with their child's classroom teacher throughout the year. Three way conferences were extended Kindergarten to Stage 3 and enabled all stakeholders to take an active role in student learning. Seesaw continued to be an invaluable tool in allowing parents greater access to student achievement. |
| TTFM survey reflects parent support of initiatives towards the development of their children's confidence and resilience. | Nil | The TTFM data indicated parents agree they are informed about their child's social and emotional developments, the school helps prevent bullying and the teachers help students develop positive friendships. |

Next Steps

To ensure that we have a empowered, engaged and mutually respectful multicultural community we will:

- 1) Establish a Community Relationship Framework
- 2) Encourage parents with limited social support and English skills to join the services that the School and Community Hub provides.
- 3) Actively engage parents to access the many forms of communication available and to build relationships with each other.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--------------------|---|
| Aboriginal background loading | \$3225 | <p>All identified students have a Personalised Learning Plan (PLP) and are making progress across all Key Learning Areas.</p> <p>Funding enabled students to have in class support with a focus on literacy and numeracy. Students also had the opportunity to attend a cultural dance workshop.</p> |
| English language proficiency | \$462892 | <p>The EALD entitlement of 4.4 comprised of full time and part time teaching staff who supported students across the school through team teaching, small group withdrawal and implementation of the New Arrivals Program. EALD teachers work within stages during collaborative planning sessions sharing their expertise. Super Six strategies were used to assist students gain English language proficiency.</p> <p>NAPLAN results in English and Mathematics indicate strong growth when compared to similar schools and the state.</p> <p>The Community Engagement Officer (CEO) communicated with parents and invited them to parent information sessions and Triple P parenting classes. The CEO also ran a Parent Café on Wednesday afternoons. A Mandarin speaking transition to school workshop was supported by local community services.</p> <p>A range of strategies have been incorporated in the school's communication processes with parents/carers and community members from culturally diverse backgrounds. These included increased use of interpreters and the Schoolzine digital newsletter with translator capabilities. As a result these measures are strengthening parent and community engagement in school activities.</p> |
| Low level adjustment for disability | \$104003 | <p>The school's Learning and Support Team processes have been enhanced with a focus on supporting teachers in personalising learning and support and differentiation. Sentral is used for the tracking of student learning needs and supporting documentation is electronically filed.</p> <p>The school used the Nationally Consistent Collection of Data (NCCD) to engage teachers in meaningful professional dialogue regarding how best to cater for the varying needs of students in classes. The Learning and Support Teacher facilitated classroom teachers' discussions about adjustments to support individual student learning.</p> |
| Quality Teaching, Successful Students (QTSS) | \$53834 | <p>Waitara Public School has a strong focus on collaborative practices which allowed teachers to jointly plan and observe teaching</p> |

| | | |
|---|----------|---|
| Quality Teaching, Successful Students (QTSS) | \$53834 | <p>practice.</p> <p>Effective mentoring and coaching practices provided constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management. All teachers received support with accreditation processes and the new Performance and Development Framework within their Stage teams.</p> |
| Socio-economic background | \$6960 | <p>These funds were amalgamated with the ESES funding to support students learning in literacy and numeracy.</p> |
| Support for beginning teachers | \$106339 | <p>Eleven beginning teachers were released from class in weeks 5 and 10 each term as part of our beginning teacher program. These activities included mentoring and coaching sessions with their team leaders, lesson observation, professional learning on Classroom Management and Student Engagement across all Key Learning Areas. Support was also provided for the teachers to gather and annotate appropriate evidence to contribute to their accreditation portfolio.</p> <p>The teachers have also actively participated in stage planning and student reporting.</p> <p>Waitara Public School's mentoring and coaching program was effective and feedback from participants indicated that this support was invaluable for improved classroom practice, behaviour management strategies and the understanding of whole school responsibilities. Teachers participated in the Hornsby Central community of schools Beginning Teacher Program.</p> <p>The Induction Program, written in 2016, was selected for an Innovation Award as part of the Executive Director Recognition Program.</p> |
| Targeted student support for refugees and new arrivals | \$682 | <p>The New Arrivals Program is conducted by trained EALD teachers. Personalised withdrawal sessions are accommodated initially on a daily basis as is further support within the mainstream classroom.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 345 | 363 | 401 | 443 |
| Girls | 314 | 330 | 331 | 419 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 95.8 | 94.2 | 95.7 | 95.6 |
| 1 | 95.2 | 96.1 | 93.7 | 95.3 |
| 2 | 95.6 | 94.5 | 96.1 | 96.1 |
| 3 | 97.2 | 95.6 | 95.4 | 95.5 |
| 4 | 96.5 | 94.8 | 95.7 | 95.5 |
| 5 | 97.4 | 97.1 | 94.9 | 97.3 |
| 6 | 94.9 | 94.7 | 93.1 | 94.4 |
| All Years | 96.1 | 95.3 | 94.9 | 95.7 |
| State DoE | | | | |
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 95.2 | 94.4 | 94.4 | 94.4 |
| 1 | 94.7 | 93.8 | 93.9 | 93.8 |
| 2 | 94.9 | 94 | 94.1 | 94 |
| 3 | 95 | 94.1 | 94.2 | 94.1 |
| 4 | 94.9 | 94 | 93.9 | 93.9 |
| 5 | 94.8 | 94 | 93.9 | 93.8 |
| 6 | 94.2 | 93.5 | 93.4 | 93.3 |
| All Years | 94.8 | 94 | 94 | 93.9 |

Management of non-attendance

The school works closely with the Home School Liaison Officer to manage non-attendance of students K-6. The Deputy Principal oversees the daily marking of rolls on Sentral and processes are in place to monitor student concerns with non-attendance.

Class sizes

| Class | Total |
|-------|-------|
| KM | 22 |
| KA | 22 |
| KL | 22 |
| KK | 21 |
| KJ | 21 |
| KS | 22 |
| KH | 22 |
| 1/2M | 25 |
| 1J | 22 |
| 1H | 23 |
| 1E | 23 |
| 1BL | 24 |
| 1S | 24 |
| 2H | 25 |
| 2D | 25 |
| 2C | 25 |
| 2B | 25 |
| 2L | 26 |
| 3J | 25 |
| 3G | 26 |
| 3D | 26 |
| 3W | 25 |
| 3T | 27 |
| 4W | 30 |
| 4G | 29 |
| 4A | 29 |
| 5N | 30 |
| 5J | 26 |
| 5G | 27 |
| 5A | 29 |
| 6N | 31 |
| 6L | 31 |
| 6J | 30 |
| 6E | 30 |

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 2 |
| Assistant Principal(s) | 4 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 32.44 |
| Teacher of Reading Recovery | 0.42 |
| Learning & Support Teacher(s) | 0.6 |
| Teacher Librarian | 1.4 |
| Teacher of ESL | 4.4 |
| School Counsellor | 0 |
| School Administration & Support Staff | 5.17 |
| Other Positions | 0 |

*Full Time Equivalent

In 2017 we did not have any Aboriginal teachers as part of the composition of Waitara's Public School.

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 90 |
| Postgraduate degree | 10 |

Professional learning and teacher accreditation

Significant hours of Professional Learning were undertaken by Waitara Public School staff in 2017. High quality teacher professional learning continues to be a priority aligned to the Strategic Plan and teachers individual Personal Development Plan. We had eleven beginning teachers access Beginning Teacher funding support under the Great Teaching, Inspired Learning Blueprint. This funding allowed the teachers to access mentor time and specialised professional learning. To support staff entering in to a new career each Beginning Teacher attended a Wellbeing and Resiliency Workshop. Two teachers have submitted their accreditation documents in order to obtain proficiency. Pre-2004 teachers have

completed mandatory documentation to be granted proficiency for the beginning of 2018.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

| | 2017 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 304,904 |
| Revenue | 6,870,189 |
| Appropriation | 6,199,947 |
| Sale of Goods and Services | 6,640 |
| Grants and Contributions | 655,728 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 7,874 |
| Expenses | -6,688,464 |
| Recurrent Expenses | -6,688,464 |
| Employee Related | -5,963,653 |
| Operating Expenses | -724,811 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 181,725 |
| Balance Carried Forward | 486,630 |

Financial summary equity funding

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

| | 2017 Actual (\$) |
|-----------------------|------------------|
| Base Total | 5,330,027 |
| Base Per Capita | 111,869 |
| Base Location | 0 |
| Other Base | 5,218,158 |
| Equity Total | 577,080 |
| Equity Aboriginal | 3,225 |
| Equity Socio economic | 6,960 |
| Equity Language | 462,892 |
| Equity Disability | 104,003 |
| Targeted Total | 19,335 |
| Other Total | 102,184 |
| Grand Total | 6,028,626 |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

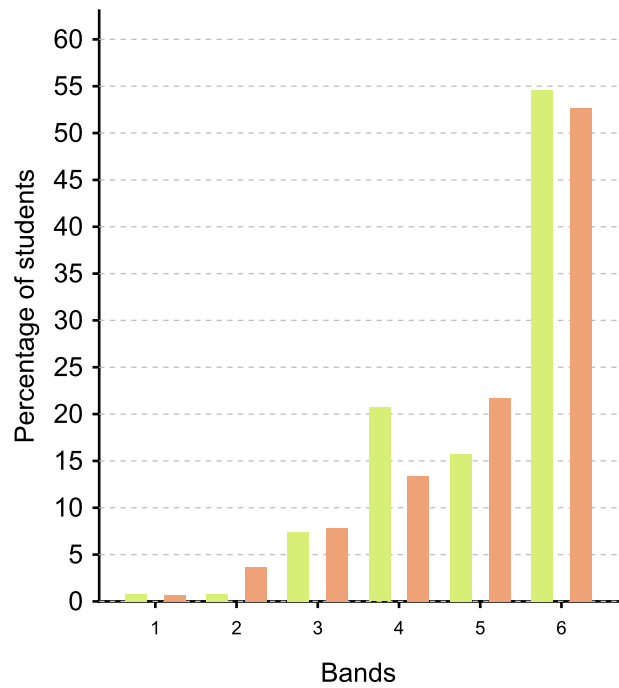
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

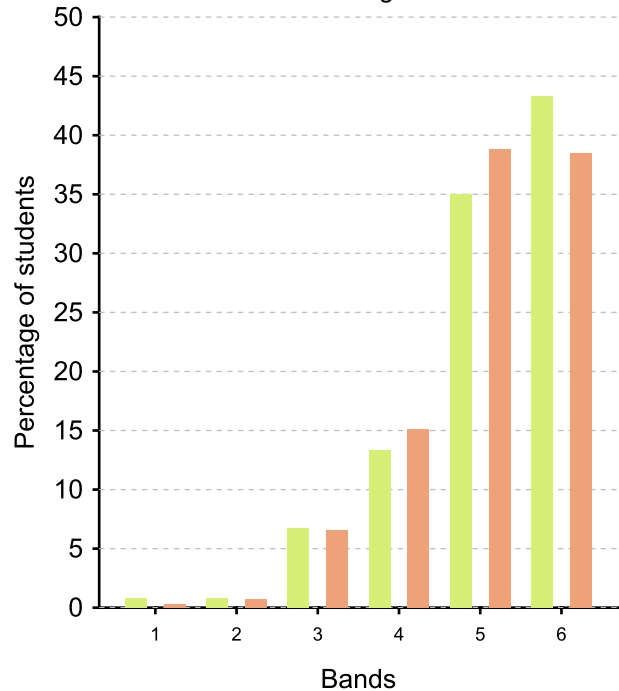
NAPLAN

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

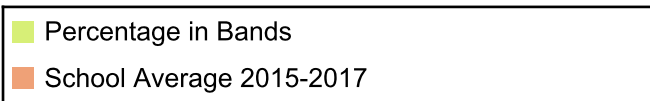
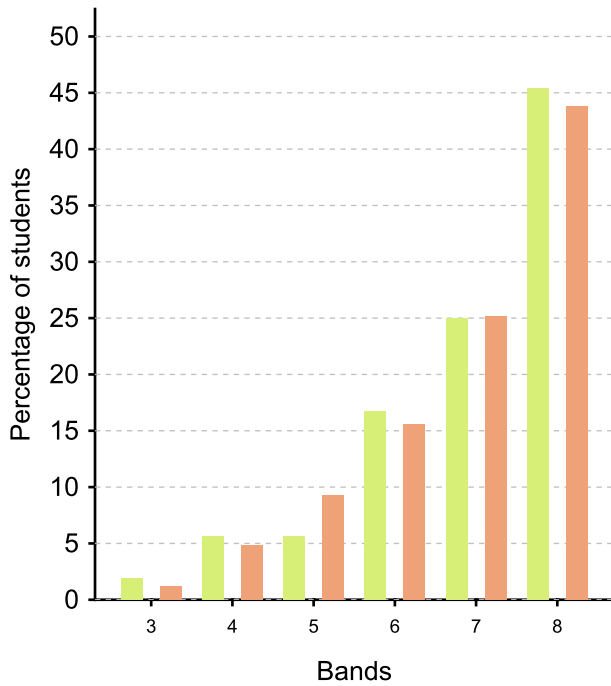
Percentage in bands:
Year 3 Reading



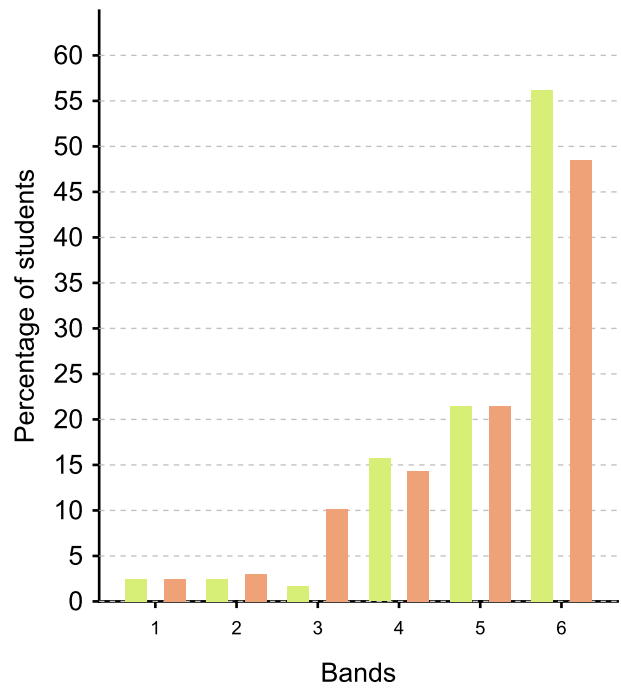
Percentage in bands:
Year 3 Writing



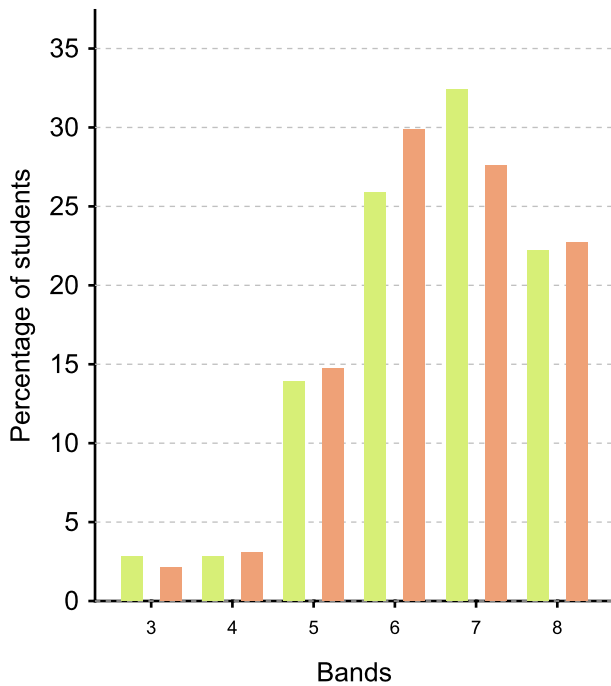
Percentage in bands:
Year 5 Reading



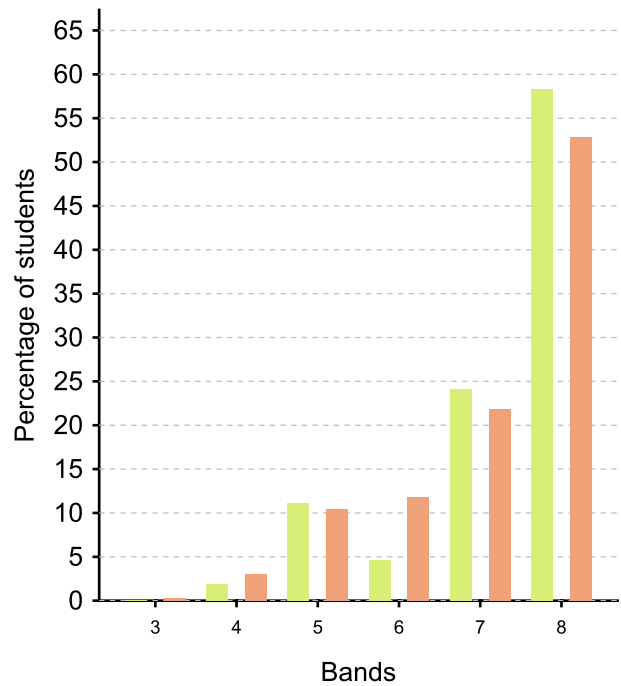
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Parent/caregiver, student, teacher satisfaction

Over the past two years Waitara Public School has conducted 'Tell Them From Me' (TTFM) surveys for our students, staff and parents. We are very pleased to share the results below. The results of the surveys provide us with valuable information as we look towards continuous improvement for students, staff and parents across all school settings.

TTFM – Students

95% of our students identified as displaying positive behaviour at school, in comparison with 83% of the state. This result is a testament to our whole school Positive Behaviour for Engaged Learning (PBEL) program. Waitara's PBEL program is a positive and proactive system for defining, teaching and supporting appropriate student behaviours. This year our Peer Support program focused on 'Inclusiveness,' the survey indicated that 89% of our students had friends at school they could trust and encouraged them to make positive choices. We are also very proud to report 93% of our students identified as trying hard to succeed in their learning.

TTFM – Parents

This year we saw a dramatic increase in the number of parents completing our TTFM parent survey, with 186 surveys completed. The vast majority of our parents indicated that they feel welcomed and informed through our various forms of communication. When comparing the results from 2016 to 2017 surveys indicated that more parents in 2017 felt their children were encouraged to do their best work and teachers were taking in to account a child's needs, abilities and interests, which is pleasing to see.

Policy requirements

Aboriginal education

Aboriginal Education and the Aboriginal Education Policy are important components of the school's curriculum. Ensuring that all students have an understanding of Australia's indigenous people and their history is embedded within the school's Human Society and its Environment program. In 2017, the school participated provided in an interactive workshop during Naidoc Week to raise awareness of reconciliation issues.

Through classroom activities throughout Naidoc Week; provided all students K–6 with programs focusing on Aboriginal history, social, artistic and sporting achievements; implemented individualised Personal Learning Pathways; ensured whole school, stage assemblies and other presentations begin with an Acknowledgement of Country.

Multicultural and anti-racism education

Our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

In March once again Waitara celebrated Harmony Day, with many students dressing in their national costume and marching proudly in the flag parade. Groups of students sang, danced and played musical instruments for a special outdoor concert, and a wonderful team of parents prepared food for the students to sample.

A range of strategies have been incorporated in the school's communication with parents and community members from culturally diverse backgrounds. These included; increased use of interpreters, the introduction of Schoolzine, our online newsletter with translator features. As a result, these strategies are strengthening parent and community engagement in school activities.

The Community Engagement Officer held weekly parent cafes where parents could come together to chat and often listen to an organised guest speaker. During the year to build understanding of parenting practice, the Triple P parenting sessions were offered in English and Mandarin. In 2017 a Parent and Community Expo was organised. Fifteen local area health specialists were invited into the school for parents to access their resources.

Other school programs

Community Engagement Report

Parent's Café aims to connect parents, school and wider society is held throughout 2017. Different topics were covered in each term such as School System, Parenting, Safety, and Well-Being. Guest speakers were invited from various services and organisations. Around 200 parents attended the café. The café has equipped parents with knowledge and skills, enabled them to make new friends and participate in community events making parents feel a sense of belonging.

More than 50 parents attended Transition to School Workshop for Chinese Parents. Different organisations were involved to make sure the success of the event. For most parents, it was an eye opening experience due to the different education systems between Australia and China. They had a better understanding of school readiness and how to prepare their children for kindergarten.

School and Community Expo was an exciting event. More than 20 local community services participated in the Expo.

Triple P Parenting Program is an award winning and evidence based parenting program. Two programs targeted English and Mandarin speaking parents were held at the school. Through this program, parents learnt different strategies on how to build trust relationship with their children, how to manage their misbehaviours and how to teach them to regulate their emotions.

Mrs Jan He

Sport Report

2017 proved to be an exciting year for sport at Waitara Public School with a variety of teams and individuals representing our School, Zone and Area.

In March, 28 students competed at the Zone Swimming Carnival at Hornsby Aquatic Centre. Stephanie from Year 6 went on to represent Hornsby Zone at the Area Swimming and then our Area at the NSW State carnival. She was also awarded Zone champion in her age group.

In May, 48 students were selected to represent Waitara PS at the Zone Cross Country Carnival at Rofe Park. Leo, Charlie, Sierra, Jessica and Eva went on to be representatives at the Area Carnival in Gosford. Sierra, Eva and Jessica then represented our Area at the State carnival at Eastern Creek.

August saw 44 students from Waitara go on to the Zone Athletics Carnival at Narrabeen. An overall 3rd place was our most successful result in years. Eva and Sierra were awarded Zone Champions and Seth runner-up. Eva and Sierra went on to the State Carnival, with Eva being awarded Area Champion.

2017 proved to be a successful year for Waitara in the PSSA inter-school competition. For the first time our Girls' Soccer Team topped the table and then went on to a convincing 3-2 victory in the final to become Zone Champions. Both cricket and mixed league tag made it through to the semi-finals.

The year culminated with Eva being awarded Sports person of the Year and Ben with the Premier's Sporting Challenge Award.

We look forward to what 2018 will bring.

Mr Michael Giuffre

2017 Music Report

All students K-6 participate in a weekly, 40 minute music lesson with either Mrs Bell or Mrs Shelley. Mrs Bell is our dedicated Music specialist and her high expectations and outstanding musicality have resulted in a high quality, engaging music programs implemented throughout the school. 230 students at Waitara participate in the school's extra curricular music program.

To accommodate the high demand of student participation there are 6 Choirs (Waitara Voices, Waitara Singers, Waitara Song Crew, Waitara Junior Voices, Waitaramites Year 2 and Waitaramites Year 1) and the musical ensembles of Tone Chimes and Recorder. All these groups are teacher run.

In May, Waitara Voices and Waitara Junior Voices competed in the Sydney Eisteddfod. They both performed so well that they competed against each other in the Choral Championship of the Sydney

Eisteddfod with our Waitara Voices taking out a first place and Waitara Junior Voices third place.

Waitara Voices participated in the "Festival of Choral Music" and were selected to perform as an individual item as well. Waitara Junior Voices participated in the "Primary Proms Choral Festival" and we were delighted that two of our students were invited to play a piano duet as an individual item. Waitara Singers were involved in the "Arts Alive Choral Festival" and Waitara Song Crew in the "Hornsby District Music Festival". Song Crew's Director, Mrs Danielle Hain was co-conductor of the mass choir.

Our Recorder and String Ensemble (taught by Mrs Val Dart) performed at the "Festival of Instrumental Music" at the Sydney Opera House. Our Tone Chime Ensemble gained a second place in the Sydney Eisteddfod Instrumental section.

This year we had three bands – Training Band, Senior Band and Senior Wind Ensemble under the direction of Mr Adam Tomkins and co-ordinated by Mrs Bell and Mrs Barrat. Our Senior Band and Senior Wind Ensemble performed in the "NSW School Band Festival" with both bands gaining silver medals. All three bands participated in the "North Shore Primary School Concert Band Festival" and all gained silver medals. The OC Music Elective's program continued again in 2017. The students chose between harp, music theatre, interactive percussion and composing. This is a very successful program with the students able to concentrate on one area of music under the guidance of specialist tutors.

Our year ended on another positive note with our "Music Ensembles Evening" where all music groups showcased their skills. Our final performance was "Christmas at the Sydney Town Hall" featuring Waitara Voices and our Tone Chime Ensemble.

Mrs Jenny Bell