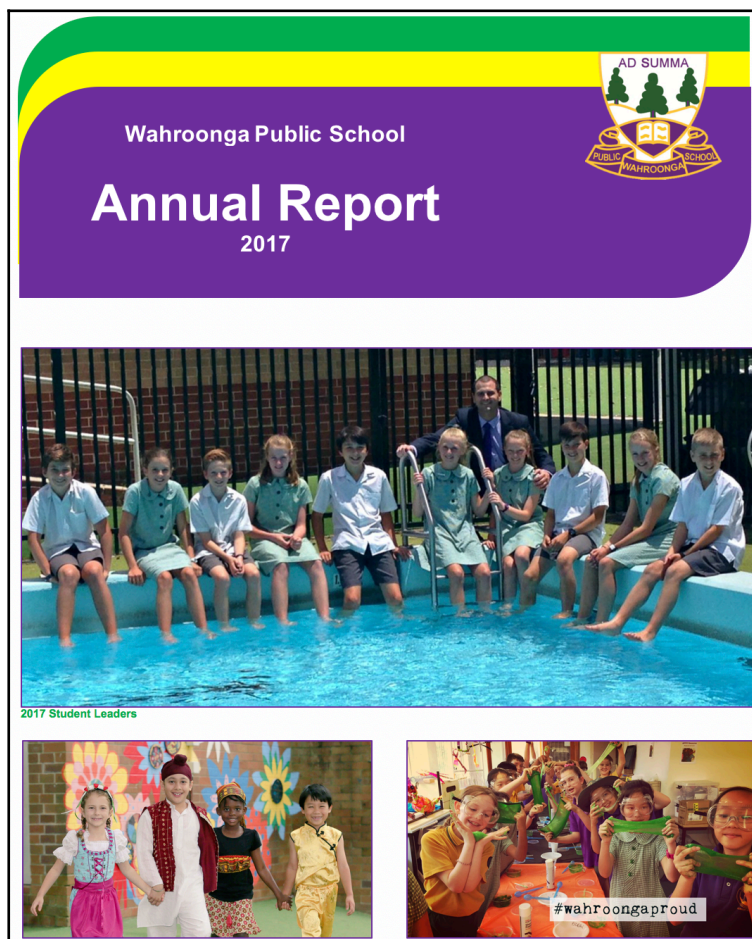


Wahroonga Public School

Annual Report



2017



3833

Introduction

The Annual Report for **2017** is provided to the community of **Wahroonga Public** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Tom Moth

Principal

School contact details

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Message from the Principal

Wahroonga Public School enjoyed a year characterised by high achievements in a versatile range of endeavours and strengthened community spirit and partnerships.

Significant staff turnover, including the recruitment of two Deputy Principals and an Assistant Principal, provided the school's executive team with fresh eyes and new opportunity for growth. Throughout 2017 the school maintained its outstanding reputation as a learning organisation, but also enjoyed many enhanced practices particularly in student wellbeing and curriculum innovation.

A community highlight was the hugely successful Harmony Day, where over 40 countries of origin of our students were on display during a parade and subsequent learning activities. Hundreds of visitors to the school joined us in traditional cultural attire, while musical performances at a special assembly were breathtaking

.In Term 3, the school held its most successful Spring Fair on record, with over \$60,000 raised by the P&C Association. Nearly every student and most local residents attended, supporting the event both financially and through their patronage and volunteering. The highlight of the day was the dunk tank, where a number of my colleagues joined me on the precipice, waiting in nervous anticipation for a student's perfect throw of a ball to knock a lever, submerging us in freezing cold water! Our extended partnership with local state member of parliament Mr Alister Henskens has continued to grow, and his attendance at and promotion of the event was greatly appreciated.

In 2017, Wahroonga Public School presented a body of evidence summarising its high-quality performance against fourteen centrally identified areas of school educational practice to an external panel. The external panel took delight in reviewing our evidence and asking questions to verify how the school successfully exceeds expectations.

Of note in 2017 was Wahroonga Public School's more formalised ties with neighbouring public and secondary schools. Wahroonga Public School is a founding member of the North Shore Education Alliance, a community of schools also made up of Waitara, Asquith, Turramurra North, Eastwood, Eastwood Heights and Normanhurst Public Schools. The school also enjoyed strengthened ties with our secondary partners; Asquith Boys, Asquith Girls and Ku-ring-gai High Schools.

2018 will mark Wahroonga Public School's 75th year in operation. I look forward to joining with all sections of the community in celebrating this milestone, and as always, in achieving the balance between progressing deep into the 21st century with an innovative curriculum and honouring the traditions and achievements of Wahroonga generations past.

Message from the school community

I am again very impressed and proud of the P&C's continued support of and contribution to the Wahroonga Public School students, teachers and community.

As per the 1990 Education act, the objectives of any P&C are:

- (a) to promote the interests of the school by bringing parents, citizens, students and teaching staff into close co-operation; and
- (b) to assist in providing facilities and equipment for the school and in promoting the recreation and welfare of the students at the school.

The results of this past year very much support these objectives.

Earlier in the P&C year the previously funded air conditioning installations were completed throughout the school, well in time for summer and drawing positive feedback and appreciation from students, teachers, professional staff and parents. A significant positive change to the operation of the school was achieved over prior years where students were limited in learning during heatwaves.

Under the excellent leadership of Karen Welch, the Social Committee continued to fund and run many social events through the school year, including tea and tissues, many barbeques, school discos and teacher appreciation lunches. Not only does this provide opportunities for our community to interact and to celebrate milestones, but the events often bring in further donations and contributions to the P&C for application to the school.

The big event of the year was of course the Spring Fair. We almost didn't have a Spring Fair as we struggled to find someone to run the committee. Thankfully, a school mum, Karien Tam, stepped up and inspired an incredible team of volunteers to band together to run the biggest Spring Fair in the history of the WPS. Taking on the challenge to run the event on the same day as an election, over \$60,000 in profit was banked in the end, which is amazing. Thanks to Karien and so many really dedicated volunteers for such an effort and result.

The uniform shop continues to be a steady income provider for the P&C and provides for school uniform and supplies needed by our community. With the shop managed by Jane Ford and the subcommittee lead by Nilu Habibi and with much assistance by Hamish Grieg and other parents, a number of positive improvements have been made to the operation of the shop and to the shop itself.

Earlier this year the P&C members voted to provide funding of \$75,000 toward the renovation of the sports field and \$20,000 toward Learning and Support teaching. A further \$40,000 has been raised thanks to a Kuringgai Community Building grant that was awarded after application by the P&C Executive for contribution toward renovating the amphitheatre.

I would like to thank the P&C Executive for all their contributions this year. We are all volunteers and I'm very thankful that the Executive will sit through my long meetings in order to ensure we're operating correctly and doing the best we can for the school. I'd like to thank our Treasurer, Liz Kennedy, for all her hard work in keeping us compliant with all the operational, accounting and legal requirements. I think it's important to call out Vanessa Hodgkinson and Hamish Grieg who seem to be all over the school, seemingly all the time. Their individual contributions to the school and P&C are overwhelming and much appreciated.

The P&C could not be run without the dedicated and hard work of our two secretaries, Kate Gardner and Karen Campbell. They spend a lot of hours in the 'formalities' of the P&C and do a great job keeping meeting minutes and actions and more importantly me on track during meetings and for items due in preparation for any meetings.

A big thank you to our Principal, Tom Moth, and to our relieving Principal, Chantal Fernandes, and to all the staff at WPS. We have such a great relationship with the staff at the school and this is important for the wellbeing of our broader community.

A number of the Executive members are moving on this year as their children have either left already or are in Year 6 and hence finishing up. This will open up a number of roles on the Executive and I urge you to please put up your hand, take a position and join a wonderful group of volunteers who are keen on growing the Wahroonga Community.

Thank you again to everyone involved in the P&C and to the broader community for an excellent year and I look forward to celebrating the 75th anniversary in my final year at the school.

Rob Lang

P&C President

School background

School vision statement

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

School context

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework 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 results of this process indicated the following:

Learning

Wahroonga Public School has self-assessed to be achieving predominantly in the sustaining and growing range of the School Excellence Framework for practices within the learning domain. The school's learning culture is characterised by a shared responsibility for student learning, appropriate interventions when learning achievement is not attained, and by a proactive and dedicated learning and support team which addresses areas of individual concern. Further development can be made in implementing a consistent approach towards turning New South Wales Education Standards Authority syllabus outcomes into planned sequence of lessons in programs. Presently, each section of the school successfully meets requirements, albeit in diverse ways. Assessing and reporting is the practice within the learning domain in need of most schoolwide attention. Although the school meets all requirements, opportunity exists to better design assessment practices so that they align with purpose, generate information required to plan next steps, provide valuable learning for students and diagnose and monitor student learning strengths and weaknesses in an efficient manner for teachers.

Teaching

Wahroonga Public School has self-assessed to be achieving predominantly in the sustaining and growing range of the School Excellence Framework for practices within the teaching domain. Significant gains have been made in the provision of quality, timely feedback for students, differentiation of content to allow all students to succeed, and aligning teacher professional learning to the school's target goals. Further opportunity can be found in wider use of instructional leadership, where expert teachers work side-by-side with colleagues to implement best practice within the classroom and utilise student performance data to analyse group trends and individual student accomplishments and deficiencies.

Collaborative practice is a hallmark of working at Wahroonga Public School and our self–assessment at ‘Excelling’ supports this.

Leading

Wahroonga Public School has self–assessed to be achieving predominantly in the sustaining and growing range of the School Excellence Framework for practices within the leading domain. Areas of excellence within this domain include the school’s strategic use of resources. A number of community groups access school facilities, providing financial benefit to the school and access to quality extra–curricular programs to students. Areas for development include the strategic use of educational partners beyond other local schools. It will be a target in 2018 to liaise more closely with industry to provide realistic viewpoints on the world, ventures for students and support in understanding scientific principles, especially within our Science, Technology, Engineering, Arts and Mathematics (STEAM) units of work.

Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide>

Strategic Direction 1

Deep student ownership and engagement in learning

Purpose

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

Overall summary of progress

In 2017 Wahroonga Public School students gained deeper ownership and experienced greater engagement in their learning than ever before. Daily writing activities in each classroom, supported by high level teacher professional learning and an on-site mentor saw student performance in writing continue to soar against our own benchmarks and in comparison with local partner schools. Our STEAM (Science, Technology, Engineering, Arts, Mathematics) program entered the consolidation phase, with all students working to solve problems with a genuine application outside school. All students engaged in content and developed skills around central themes or concepts, with Stage 3 students identifying a cause and developing an advocacy campaign complete with pop-up stand, self-designed smart device applications, information presentation and highly persuasive monologues to garner support from participants. Student development of social justice and ethical practices when using technology has been significant.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Product: To achieve and sustain 75% or more of students in Year 5 achieving expected growth in the national assessment program for reading and numeracy, and to reduce the gap in student writing achievement relative to reading and numeracy. Product: teaching programs and practice reflecting the implementation of the ACARA General Capabilities.	\$25,000	The percentage of students achieving expected growth from Year 3 to 5 was: Writing: 2012–2014 62%, 2015 57%, 2016 N/A, 2017 72% – Change +15% Reading: 2012–2014 68%, 2015 84%, 2016 67%, 2017 67% – Change –17% Numeracy: 2012–2014 71%, 2015 68%, 2016 68%, 2017 68% – Change 0

Next Steps

It is understood that planning for Science, Technology, Engineering, Arts and Mathematics (STEAM) is now part of the school's culture and that all students are involved, as part of custom, in design tasks to meet identified problems. The next school planning cycle will not make specific mention of this. Student achievement in writing is now higher than the statistically similar group of schools. Data indicates that academic attention should next be given to students' understanding of grammar and punctuation across the modes of English – speaking and listening, reading and viewing, writing and representing. Both student knowledge and application of grammar and punctuation require a coordinated school approach featuring teacher professional learning to arrest downwards trends.

Strategic Direction 2

Excellence in delivering quality teaching

Purpose

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

Overall summary of progress

The three-year drive to enhance the quality of teaching practice has yielded some excellent results. In 2017 teachers engaged more rigorously and openly with the Department of Education's Performance and Development Cycle, most notably the component of peer lesson observations. The staff culture of collaboration is achieving substantial gains. Team teaching in flexible learning spaces has been trialled with many pairs of teachers using the research and their own experiences to plan for innovative programs in 2018. Grounding quality teaching in an area of the curriculum, the school focused on student knowledge and application in fractions and decimals. Coordinated teacher professional learning focussing on the numeracy learning continuum, specifically Aspect 6, enabled teachers to develop a deep understanding themselves of metalanguage, fractions-based concepts, and appropriate sequential teaching and learning in this area. Professional dialogue was enhanced and student performance monitored more regularly, enabling planned interventions to be implemented efficiently. Many grades established methods of monitoring student achievement against learning continuums using tools such as data walls. Student achievement is now more heavily than ever, driving discourse around teaching and learning programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Product: All teachers have participated in a form of collegial observation with a view of developing a consistent language of what quality teaching looks like at WPS; also showing growth across the domains of quality teaching.	\$15,000	<ul style="list-style-type: none">• Student work samples evaluated using rubrics• Identification of the need for teacher scaffolding to support students to produce more quality texts• Teacher expectations on self and students rising as reflection occurs
Product: In the national assessment program, for 75% of students in year 3 to be placed in the top two bands for writing and numeracy, and for 70% of year 5 students in numeracy, and 50% of year 5 students in writing to be placed in the top two bands.		<p>The percentage of students achieving in the top two bands of NAPLAN was:</p> <p>Writing Year 3: 2012–2014 68%, 2015 71%, 2016 79%, 2017 79% – Change +8%</p> <p>Numeracy Year 3: 2012–2014 67%, 2015 67%, 2016 63%, 2017 70% – Change +3%</p> <p>Writing Year 5: 2012–2014 33%, 2015 22%, 2016 35%, 2017 39% – Change +17%</p> <p>Numeracy Year 5: 2012–2014 62%, 2015 57%, 2016 55%, 2017 60% – Change +3%</p> <p>The data above shows impressive gains in student performance in the identified areas of the National Assessment Program.</p>

Next Steps

The next school planning cycle will see Wahroonga Public School staff members work cooperatively with other member schools of the North Shore Education Alliance in a professionally reflective practice known as Quality Teaching Rounds. Colleagues from a range of schools will observe others in action, taking notes and providing feedback around a problem of practice. All staff members at Wahroonga Public School will be supported in the development of knowledge and

confidence using newly created support materials known as the National Learning Progressions. These national guidelines will support Wahroonga teaching staff personalise learning to each student's level of need, and design more valid and meaningful assessment tasks which, used correctly, will support our reporting to parent processes. Significant financial investment will be made to converting some traditional classrooms into open plan learning environments where team teaching featuring group-work and flexible learning spaces can flourish. The school has recently acquired a fleet of iPad devices to support students in the younger years access the curriculum and develop technological skills.

Strategic Direction 3

Strong, resilient and happy students

Purpose

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

Overall summary of progress

In 2017 significant gains were made in supporting positive student wellbeing. A focus on physical wellbeing saw all students engage in the minimum 150 minutes of planned physical activity each week, and in Term 3, all students participated in the Premier's Sporting Challenge. The school was the highest fundraising school in the nation for the Heart Foundation's Jump Rope for Heart, which was a significant community initiative and success in August. Over \$26,000 was raised by students at Wahroonga Public School. To enhance school-wide practices in supporting the social and emotional wellbeing of students, all teaching staff participated in high level training in Choice Theory Reality Therapy after the school entered into a partnership with one of Australia's pre-eminent trainers, Judy Hatswell. Staff members learned about internal motivation and needs-meeting behaviours, then practiced methods to counsel students to reach positive outcomes in a wide range of situations. In 2017 Wahroonga Public School implemented a 'free and frequent' token system where student demonstration of school core values were acknowledged with a coloured token matching to the value's colour on school grounds signage. Over 13,000 instances of positive behavior were recorded during the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher, student and parent awareness of and satisfaction with student well-being practices to rate at or above 90%.	\$15,000	The introduction of 'free and frequent' tokens to acknowledge student demonstration of core values has provided students with high levels of self-regulation the signal they desired. Anecdotally and in surveys, the school consistently received positive feedback about our support of student
A reduced number of recorded negative behavioural incidents and an increased number of recorded positive behavioural incidents.		Removing students in the high-support needs range, a reduced number of recorded negative behavioural incidents was achieved. It has become evident however, that additional support, training and development in supporting students with high needs is required in order to better manage and promote positive wellbeing for all. The token system saw over 13,000 instances of positive behaviour recorded during the year.

Next Steps

In the next planning cycle the school's current wellbeing practices will be consolidated with emphasis given to the support provided to students experiencing high levels of anxiety and the manifested behaviours in the playground and classroom. Human resource recruitment will be a significant consideration when replacing the Learning and Support Teacher who relocated at the end of 2017. Further exposure to and training in Choice Theory Reality Therapy will be required to develop staff confidence in order to implement positive plans that are not punitive in their treatment of students but are instead encouraging and focused on future meeting of needs in socially acceptable ways.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$158 SLSO support	The school's two Aboriginal students achieved curriculum outcomes and displayed learning commensurate with his age and level of schooling.
English language proficiency	0.4 staffing entitlement plus \$26,145	In both Year 3 and 5, students of Language Backgrounds other than English out-performed native English speakers in every measure of the National Assessment Program.
Low level adjustment for disability	0.5 staffing entitlement plus \$35,667	School Learning Support Officers are engaged to work in classrooms alongside targeted students requiring additional guidance. Teachers receive training in the formation of learning adjustments and participate in the Nationally Consistent Collection of Data on School Students with Disabilities.
Quality Teaching, Successful Students (QTSS)	0.547 staffing entitlement	Assistant Principals work shoulder to shoulder with teaching colleagues, providing feedback on observed classroom practice. Whole school focus on data reading protocols and how to use student achievement data to inform practice.
Socio-economic background	\$2859	Students from families experiencing financial hardships are provided with the same curriculum related resources and opportunities including excursions.
Support for beginning teachers	\$28,301	Beginning teachers demonstrate professional knowledge, practice and engagement in line with the Australian Standards for Teachers and are supported in the achievement of professional accreditation with the NSW Education Standards Authority.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	373	363	369	374
Girls	350	354	353	340

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.3	94.5	96.7	95.1
1	95.9	94.9	96.9	96.2
2	96.9	95.5	96	95.6
3	96.6	95.2	95.6	94.3
4	96.1	95.9	96.4	96.6
5	96.2	95.3	95.1	96.2
6	95.4	93.1	95.2	95.6
All Years	96.4	94.9	96	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

Student attendance rates in 2017 are shown to be lower than in previous years but higher than state averages. This coincided with a noted increase in requests for travel-leave from families during term period. This practice is discouraged and not subject to immediate approval by the principal. Families must demonstrate that the student will not be disadvantaged through extended absence and the principal will often seek assurance that studies will continue before granting approval. All families are reminded that holidays are best planned during the designated holiday period.

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

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

Class sizes

Class	Total
KW	20
KM	21
KL	21
KG	20
KB	18
1B	25
1O	24
1H	23
1D	23
1C	24
2V	24
2P	25
2F	24
2C	25
3_4H	28
3R	30
3K	29
3C	28
4E	27
4O	30
4G	29
5S	28
5D	28
5C	28
5W	28
6T	28
6G	26
6F	28

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	26.01
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher of ESL	0.4
School Counsellor	0
School Administration & Support Staff	4.47
Other Positions	0

*Full Time Equivalent

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

Workforce retention

During the course of 2017, a number of permanent personnel changes occurred due to promotion, retirement and relocation. The school farewelled:

- Mrs Belinda Zorian, Deputy Principal (promotion, Belrose Public School)
- Ms Deb Evans, Deputy Principal (promotion, Bondi Beach Public School)
- Mrs Karen Hetherington, Learning and Support Teacher (relocation, Hamilton South Public School)
- Mrs Crys Mills, Teacher Librarian (retirement)
- Mrs Diana O'Connor, School Administrative Officer (separation from Department)
- Mrs Christine Messer, Classroom Teacher (separation from Department)

The school recruited:

- Miss Ruby Kerr, Classroom Teacher, graduate recruit
- Mrs Sally Rasaiah, Teacher Librarian (Camberay Public School)
- Mrs Cynthia Groves, Deputy Principal (Wahroonga Public School)
- Mrs Chantal Fernandes, Deputy Principal (Balgowlah North Public School)
- Mrs Felicity van't Wel, Assistant Principal (Wahroonga Public School)
- Mrs Rosemary Cacitti, Classroom Teacher (Berowa Public School)
- Mrs Naomi Ah Chong, Classroom Teacher (Beacon Hill Public School)
- Mrs Heidi Roche, School Administrative Officer

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Wahroonga Public School ensures the continued quality of our teaching staff by providing a targeted and purposeful program of professional learning.

In 2017 all teaching staff completed a full day training in Choice Theory Reality Therapy with consultant Judy Hatswell. This course and approach to student wellbeing enabled participants to understand that motivation is grounded in an internal locus of control, and that external control measures do little to modify behaviour and meet one's basic psychological needs. Teachers learned about the basic needs of fun/learning, love/belonging, survival, freedom and control, and explored way in which they can design classroom learning activities in ways to meet these basic needs of their students.

Other professional learning included participating in a trial of a national learning progression in literacy and numeracy. Select staff members used draft progression documents to pin point students' achievement against levelled descriptors and then provided feedback to the Australian Curriculum Assessment and Reporting Authority. Every teacher of Kindergarten and Year 1 participated in professional learning focussing on the engaging delivery of early numeracy programs, called TEN (Targeted Early Numeracy), while teachers on every grade in the school were formally mentored by the school's Enrichment and Extension teacher to develop skills in the teaching of writing. Targeted staff members were trained in the Department of Education's online delivery of the National Assessment Program (NAPLAN) which Wahroonga will participate in next year. High level training saw two classroom teachers attend the Futures Learning Conference in Melbourne, two deputy principals attend training about supporting students with anxiety in schools, one deputy principal attend training in 'The Art of Leadership', and the principal complete the NSW Primary Principal's Association's Leadership Development Credential.

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

27% of our teaching services workforce has achieved accreditation with the NSW Education Standards Authority. This number increases each year.

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	476,367
Revenue	6,267,908
Appropriation	5,166,532
Sale of Goods and Services	7,808
Grants and Contributions	1,083,084
Gain and Loss	0
Other Revenue	0
Investment Income	10,484
Expenses	-6,211,825
Recurrent Expenses	-6,211,825
Employee Related	-5,098,527
Operating Expenses	-1,113,298
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	56,083
Balance Carried Forward	532,450

In 2017, significant expenditure occurred in providing air conditioning throughout the school. The school's P&C Association raised funds for this and their \$85,000 contribution was most graciously received.

The school executive team led by the Principal and School Administrative Manager review finance practices regularly including incomings and outgoings. Financial performance against an annual budget is monitored closely.

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	4,548,524
Base Per Capita	110,341
Base Location	0
Other Base	4,438,183
Equity Total	157,538
Equity Aboriginal	1,265
Equity Socio economic	3,045
Equity Language	66,775
Equity Disability	86,453
Targeted Total	162,532
Other Total	57,896
Grand Total	4,926,490

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.

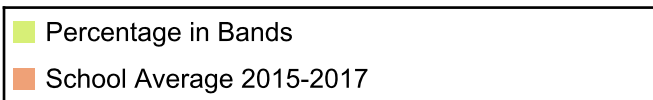
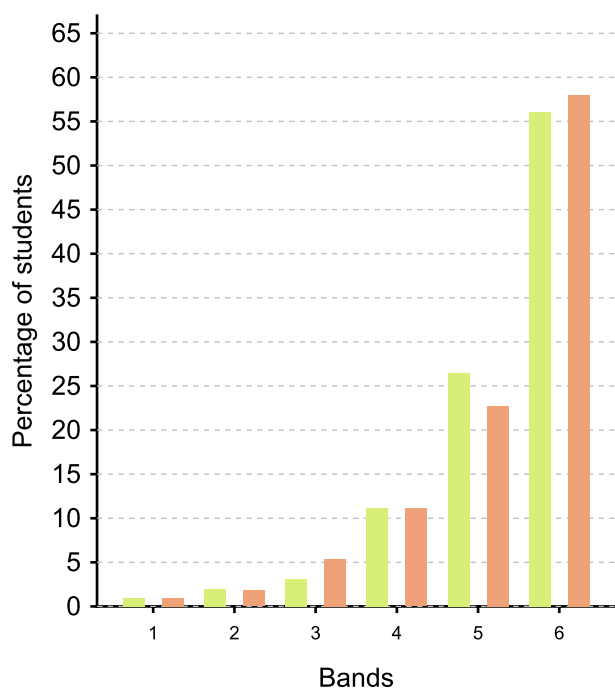
School performance

NAPLAN

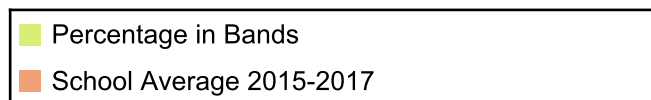
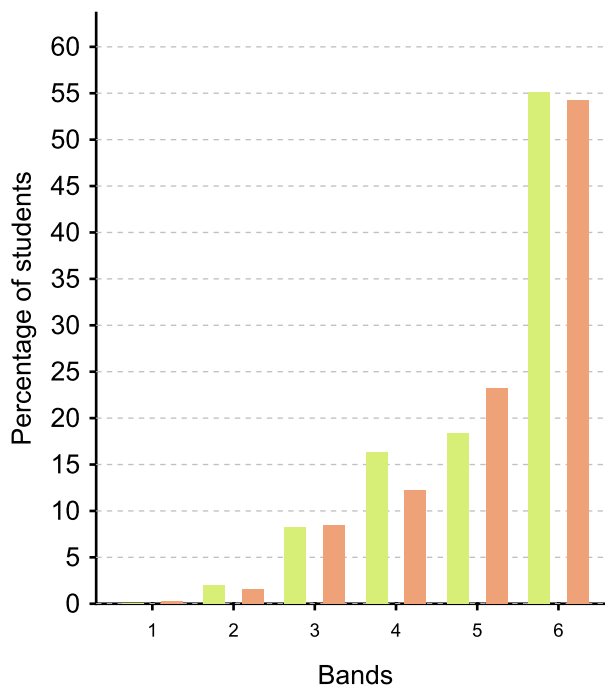
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

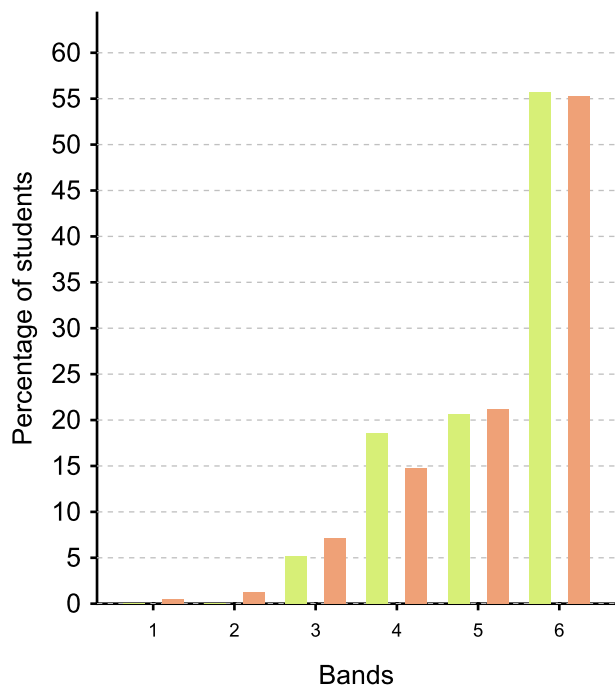
Percentage in bands:
Year 3 Grammar & Punctuation



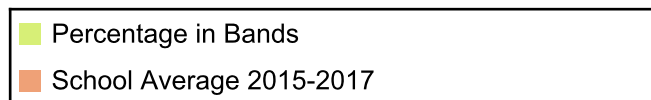
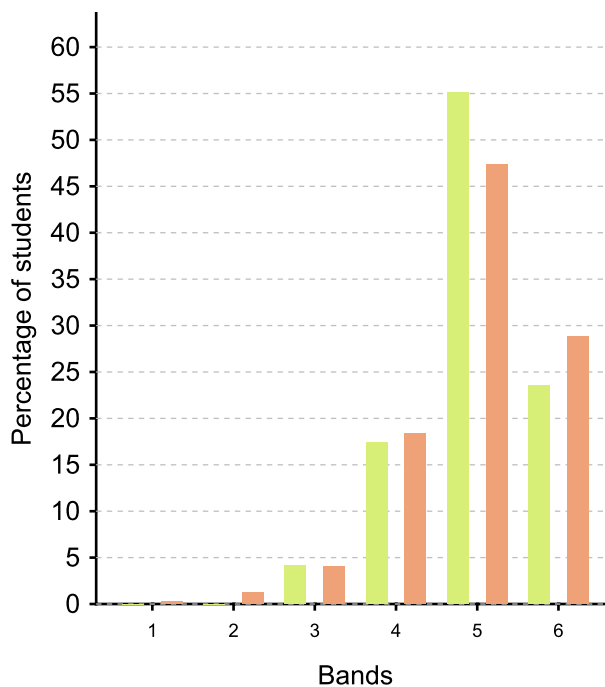
Percentage in bands:
Year 3 Spelling



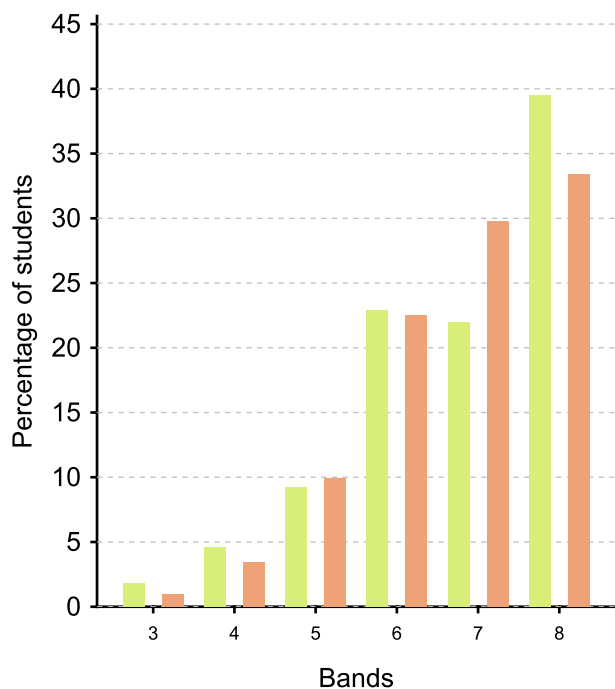
Percentage in bands:
Year 3 Reading



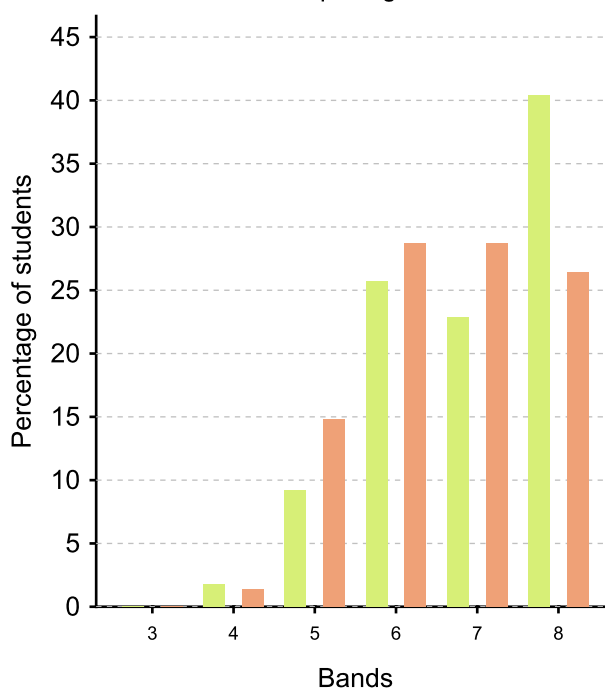
Percentage in bands:
Year 3 Writing



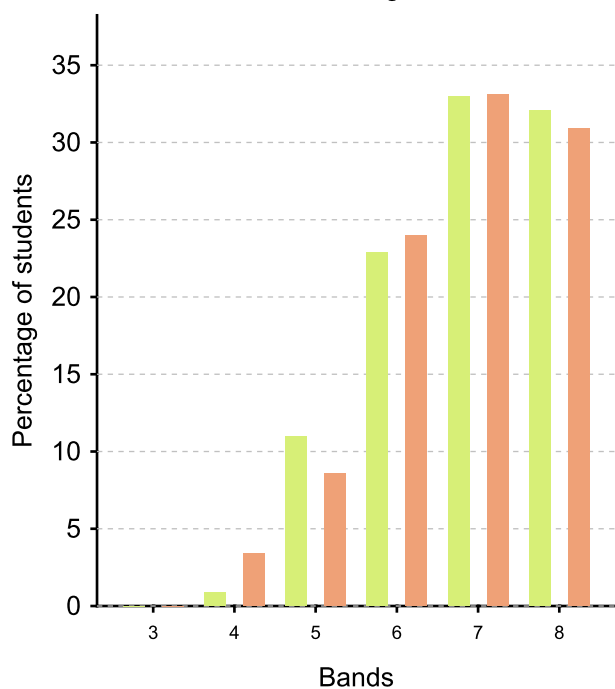
Percentage in bands:
Year 5 Grammar & Punctuation



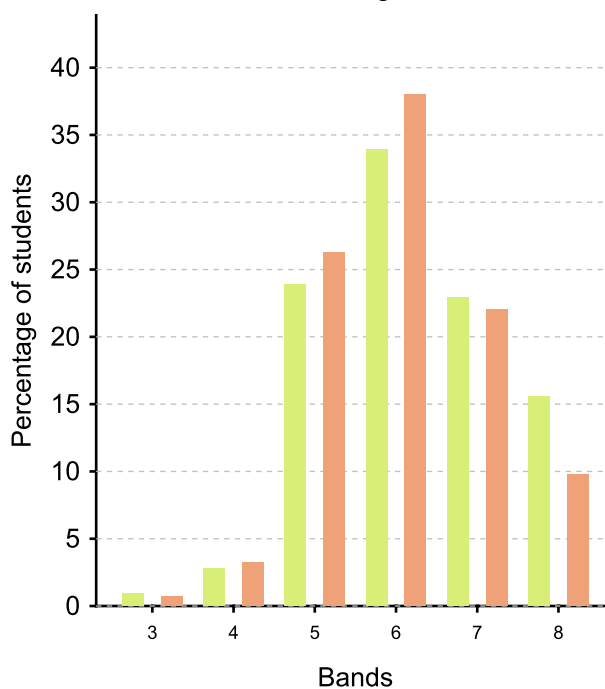
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

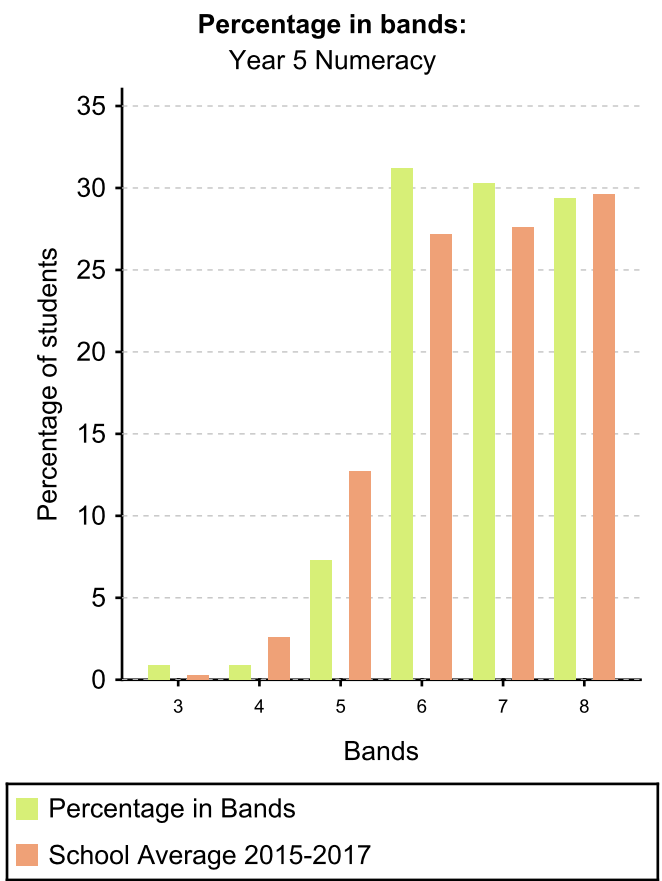
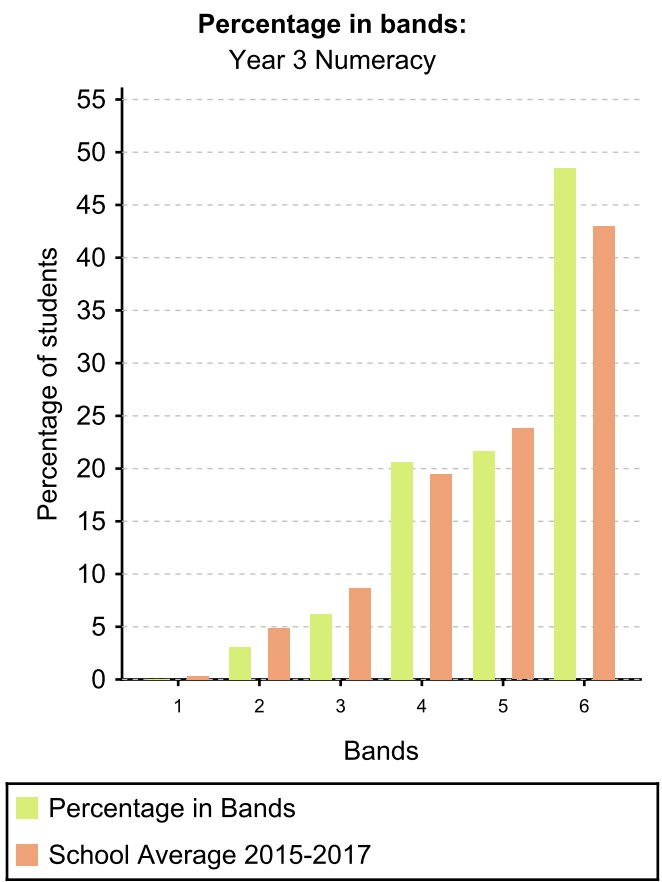


Percentage in bands:
Year 5 Writing



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

number of students achieving in the bottom three bands for both Years 3 and 5 has drastically reduced over the previous three year period, indicating that the Learning and Support Team is having a positive impact on teacher capacity to address individual need.



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.

Wahroonga Public School is making a significant contribution to the Premier's priorities, with data trending towards a greater proportion of students in both Years 3 and 5 achieving in the top 2 bands in literacy and numeracy in NAPLAN.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. A Google Form was used to collect responses. There were 136 parent, 16 staff member and 61 student responses.

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

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

Positive Feedback

Students:

- Feel like there is lots to do at school
- Believe the teachers are friendly towards them

Staff:

- Enjoy working at the school
- Recognise the workload of all and contributions made throughout the staff body

Parents:

- Appreciate the range of opportunities available for their children
- Appreciate the broad curriculum on offer

Feedback for Consideration

Students:

- Would like the prefects and captains to help more often
- Are overwhelmed by homework

Staff:

- Feel like administration is a burden to effective teaching
- Would like to 'slow down'

Parents:

- The selection process of students in various groups is not clear and does not seem inclusive
- Frustrated by lack of vehicular access to the school
- Would like communication to be clearer and more proactiveThe full data set is available at the school office.

Response to Findings

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

The response rate to this year's survey was low, and so the results, although interesting, are difficult to use to establish widespread trends.

Many parents indicated a displeasure with selection processes for various groups in the school and called for greater inclusion. It is certainly the aim of the school to select students for groups based on merit where numbers must be limited (requirements of some competitions, eisteddfods), however, we have endeavoured over the last three years to increase extra-curricular options available to students that do not involve try-outs or auditions. All groups – dance, sport, choir, art – only operate because one or more teachers give up their entitlement to a lunch break to coordinate them. There is no compulsion for any school or any staff member to provide the extra-curricular opportunities that we provide. Being part of a larger project or organisation such as the Hornsby Primary Schools Sports Association or the Sydney North Dance Eisteddfod means we are compelled to abide by their limitations that exist to ensure equity amongst the region. This is why Wahroonga cannot field multiple sports teams in one competition or accept all hopeful dancers in our troupes. That said, we have purposefully initiated many lunch time social and interest groups so that all students can experience the sense of belonging we all seek. Art groups, ukulele group, drama group, STEAM club, Young ICT Explorers, chess club and others exist without any trialling and we encourage students wishing to represent the school to explore these options. In 2018 Wahroonga Public School will be employing an independent specialist sports teacher for one day each week to assist with some of the concerns raised by parents including selection of sporting teams. All teachers use a set of criteria when making selections and assess students based on what they see demonstrated during trial performances. The independent sports teacher will be able to add insight to this process.

While we concede that precluding parents from driving into the school grounds, especially to access before and after school care, is inconvenient, we are bound by Department of Education policies which seek to ensure the safety of all people on site by limiting vehicular access to grounds. The inconvenience associated with parking on the street and walking into the school pales when compared to the potential lifetime of grief which may be experienced with unwanted cars on our grounds. Our actions in limiting access to the school has been in response to some very near misses of our own, Department of Education Work Health and Safety guidelines and a coordinated Department response to the horrific tragedy at Banksia Road Public School in 2017.

Parents' Highest Areas of Satisfaction		
Statement	% 'Agree' or 'Strongly Agree'	
My child is happy attending The Bush School.	91%	
I know who to contact if I require assistance with a student welfare or academic concern.	88%	

Parents' Lowest Areas of Satisfaction		
Statement	% 'Agree' or 'Strongly Agree'	
I am aware that the school has a 3 year strategic plan which is available on the website.	71%	
Communication practices are clear and efficient.	74%	

Students' Highest Areas of Satisfaction		
Statement	% 'Yes'	
I understand that it is MY responsibility to learn.	95%	
My friends are kind and supportive.	85%	

Students' Lowest Areas of Satisfaction		
Statement	% 'Yes'	
The school captains and prefects can help me when I have a problem.	28%	
There are lots of things to do at recess and lunchtime.	51%	

Staff Members' Highest Areas of Satisfaction		
Statement	% 'Agree' or 'Strongly Agree'	
I feel aware and informed of current Departmental reforms.	94%	
My professional learning is developed at The Bush School.	94%	

Staff Members' Lowest Areas of Satisfaction		
Statement	% 'Agree' or 'Strongly Agree'	
Communication practices are clear and efficient.	81%	
School practices support me when additional assistance is required with a student's learning.	81%	

Policy requirements

Aboriginal education

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

Multicultural and anti-racism education

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

NAIDOC Celebrations

NAIDOC Week falls in the first week of July each year but the school celebrated it with an exciting whole-school incursion in early June. It was delivered by the Koomurri Aboriginal Dance Group, who welcomed our students with a traditional Aboriginal song and dance concert and smoking ceremony. Students then engaged in a range of activities including boomerang throwing, learning about artefacts, weaponry, bush survival and history, traditional song and dance, didgeridoo playing and contributing to a whole school Aboriginal artwork. Students and staff appreciated learning from authentic, engaging educators in an interactive, inclusive way. The whole school artwork that is to be installed in the school hall signifies our acknowledgement of the important contributions from Aboriginal and Torres Strait islanders in a wide range of fields, from sports and politics to the

Other school programs

Student Representative Council

The Student Representative Council meets fortnightly to discuss student related issues including the playground, toilets and the general concerns relating to student welfare. A major focus this year has been the distribution of the "Free and Frequent" tokens and the positive impact they have had. The tokens are given to students for their positive display of the WPS Core Values of Respect, Responsibility and being an Active and Engaged Learner. Through this there has been a student choice Mufti Day, money has been donated to the Guide Dogs Association and a Pen and Paper Free Day was enjoyed by the students. The SRC focussed on other children who are not as fortunate as us and money was raised for The Save the Children Fund.

Environment Representative Committee

The Environment Representative Committee (ERC) comprised two students from each class from Years 2–6 and meetings were held every Monday fortnight at lunchtime. The continued role of the ERC has been to encourage classes to 'think globally, act locally'. ERC matters were discussed at P&C meetings and cohesive links between the community and the school were established. The ERC continued to work together to refine initiatives implemented sent up with funds received via the successful EcoSchools grant. Crunch and Sip scraps from all 28 classrooms were composted by a dedicated team of students and the Bush Patch was tended to regularly during lunch time gardening club. In Semester 1, the ERC held a mufti day which raised \$960 for WWF to assist with their campaign to raise awareness for the plight of the koala whose population is in decline. In Semester 2, the ERC raised funds to set up an irrigation system in the Bush Patch and to purchase indigenous species for a Bush Tucker garden adjacent to the critically endangered Blue Gum High Forest. In June, ERC members participated in an ENVIROmentors litter workshop at school which was presented by Veolia and Ku-ring-gai council. Students learnt about the enormity of litter pollution and the impact it has on our planet. They learnt about strategies they could implement to assist with litter reduction both at school and in the wider community. In November, students school-wide participated in Nude Food November, which encouraged students to bring wrapper free food to school.

Chess Club

2017 has been another successful year for the many students who flock to the chess Club on a Tuesday lunch. It is usual to have more than 30 students in attendance and new students in Years 3–6 are always welcome.

The Interschool competition took place after school on Fridays during Terms 2 and 3. Team C, playing in the Rookies Grade, was placed third in their division of five teams; Team B played in the more difficult Intermediate Grade and ended fifth in their division of eight teams; and Team A played in the most difficult and prestigious Championship Grade. The team had a fine season, placing equal second: the highest position a

Wahroonga team has managed in the Championship Grade.

All three teams performed with enthusiasm, persistence and a sporting spirit throughout the season. A big thank you to the parents who provided transport and supervision for our away teams throughout the season. Wahroonga again hosted the primary schools zonal one-day chess tournament and 21 students in seven teams enjoyed this wonderful opportunity.

The Chess Club conducted four internal tournaments over Terms 3 and 4. The annual presentation ceremony and end-of-year party was held on November 21. Trophies, prizes and certificates were awarded for achievements in tournaments, interschool chess, improvement, enthusiasm, citizenship and for the chess problem competition. The students are extremely fortunate to have Mr Jones as their mentor and coach. Without his expertise and guidance, as well as diligent organisation, the Chess Club could not operate.

Enrichment and Extension

The Enrichment and Extension Program is guided by the needs of students who have been identified for inclusion in weekly withdrawal classes in literacy and/or numeracy. These students require varied challenges and have been nominated by a parent, teacher or both. The outcomes being addressed are aligned with those in the regular classroom and encompass cognitive, affective, social and aesthetic areas of the curriculum experiences.

The skills presented in the program assist in the development of students as creative, independent, motivated and cooperative learners, remaining open to continuous learning. Students are provided with opportunities that promote a high level of achievement through differentiated activities. These develop knowledge, application, higher-order thinking skills and attitudes to a degree of complexity appropriate to the students' needs.

To promote engagement for optimal learning, students are provided with:

- Differentiated, collaborative and independent activities that are designed to build relationships, teams and partnerships.
- Learning experiences that cultivate creativity, leadership skills and excellence in performance.
- Self-assessment guidelines to promote continuous growth for future learning and development of learning habits guided by the Habits of Mind
- Instructional methods to complete a research project on plastic pollution following a workshop session with Tim Silverwood who is leading the campaign against pollution in our Oceans.
- Workshop session with authors Frane Lessac, Mark Greenwood and Martin Chatterton to guide students through the writing and publication process.

- A focus on developing skills such as negotiating, communicating, responding and problem solving which are essential for managing the future.

Senior Dance

The senior dance group consisted of 24 students in 2017. They were dedicated to weekly lunch time practices and danced beautifully at the Sydney North Dance Festival. The students also performed at the WPS school Spring Fair and various other school events. To end the year the senior students learned a Christmas themed dance to perform at the school's Christmas concert at the end of Term 4.

Junior Dance

The Junior Dance Group practised every Monday at second half lunchtime throughout 2017. Twenty-eight enthusiastic and dedicated girls learnt a variety of hip-hop inspired dances. Students performed in a range of school events and assemblies.

Band

2017 has been another wonderful year for the band program, with 165 children in Years 3–6 playing instruments in bands and 75 children from K–2 participating in our Recorder Ensembles. Four concert bands, a stage band and recorder ensembles make Wahroonga Public School's band program one of the most dynamic in Sydney. Our conductors and tutors are professional musicians with a love of teaching. Their expertise, dedication and pedagogical experience instil in the children a love of music and performance. This is evident in the results, with all bands playing at an exceptionally high standard, winning many 1st places and gold awards at eisteddfods and band festivals throughout the year, including Ryde East Band Festival, Sydney Eisteddfod, Wahroonga Music Festival and the NSW School Band Festival.

Band camp remains a highlight of the year with the children making giant strides in their playing and receiving a boost in their enthusiasm for music. In addition, it develops the children's social skills and independence in a very positive and supportive environment. Workshops, band competitions, concerts and assembly performances are also important events during the year and are extremely motivating for the children.

Wahroonga Band Festival was once again a huge success, hosting over 1,000 performers from other schools. It offers a rewarding and educational experience for children and their families and has earned a reputation in the wider community as being one of the best-run competitions in Sydney.

The Senior Concert Band once again toured the Forster and Taree region, with their concerts being booked out within two days of schools being notified of their visit. The band performed six highly-acclaimed concerts for enthusiastic audiences, entertaining and educating children in music from a range of schools, from large regional centres to tiny rural communities. Principals were extremely grateful and the children were

absolutely thrilled to experience such fabulous music.

In December, the traditional band and recorder end-of-year concert expanded to include all musical ensembles to become a whole-school performing arts concert. It was a wonderful collaboration, with families enjoying a fabulous evening of music, with hundreds of children performing in bands, choirs, recorder ensembles, a ukulele group and dance ensembles.

Choir

The Junior Choir continued to be popular with over 70 Year 1 and 2 students attending rehearsals each week, directed by Mrs Karen Gifford and assisted by Miss Morgan Cannon.

Year 3 and 4 students participated in the Intermediate Choir with much enthusiasm. They performed in the Primary Proms at the Sydney Town Hall in September.

30 students in Years 5 and 6 sang in the Senior Choir and performed at the Sydney Opera House in the Festival of Choral Music. Many members of the Senior Choir were once again involved in the Schools Spectacular at the Qudos Bank Arena— an event run by the Department of Education Arts Unit involving 5,500 NSW Public School students.

The choirs enjoyed performances at school assemblies throughout the year, at the Harmony Day concert, Grandparents' Day, at the Music Count Us In Celebration Day, at the Hope Uganda performance, at the Christmas in the Bush Concert, at retirement village The Landings Carols by Candlelight and at either the K–2 Celebration Day or 3–6 Presentation Day at the end of the year.

It was a very busy but enjoyable year!

Music

Every student at the Bush School experienced weekly music lessons with specialist music teacher Mrs Heidi Piper. Programs were strongly influenced by the Kodaly and Orff pedagogies. From Kindergarten to Year 6 children learned to sing, move, play, arrange, improvise, compose and perform music in ever increasing complexity. In Term 1 all students studied music from around the world as we prepared for a Harmony Day Concert at the end of the term. In Term 2 we focused on jazz and improvisation, as we prepared for a visit from Musica Viva's The World According to James, an improvising jazz band. In Term 3 students studied classical music, with the exception of our senior students who continued with their Jazz Studies. The music program at the Bush School was also enhanced by other visiting performances from Oz Opera, Hope Uganda, and Indigenous performers. The whole school participated in Music Count Us In; we performed songs from the "olden days" at a Grandparents' Day Concert; and many students sang, danced and played Christmas songs at the inaugural Christmas in the Bush Concert at the end of the year.

Ukulele

The Ukulele Club continued in its third year and was attended by a very enthusiastic and dedicated group of students from Years 2 to 6. The Ukulele Club performed at assemblies, special events and Christmas concerts.

Technology

Wahroonga Public School has a special ICT teacher and two dedicated computer labs. With interactive white boards in every working space and laptops throughout the school, as well as a green screen room for film making, it is very well resourced to achieve all technology outcomes. This year the school purchased new state-of-the-art coding devices, the MBot and Ozobots robots which the students have used to program. The school's focus on STEAM (Science, Technology, Engineering, Digital Art and Maths) is assisted through technology lessons.

In 2017, Kindergarten students learned how to save and locate files and produce pictures using PowerPoint. They experimented with email and short films using Photo Story. Basic coding skills were also developed using Bee Bots.

Stage 1 students created digital artworks as part of the STEAM focus and produced music using the Chrome Music Lab and various other programs. Film making was a focus in Term 3 with the students creating imaginative films that showed a clear sequence and included effects and transitions. They used Scratch to code animations about sustainability topics.

Stage 2 students also addressed the A in STEAM with digital artworks that related to their topic, weather. Film making was a focus in Term 2 using Adobe Premier Elements 15 to create informative historical films about the school and local area. Coding is always included in the curriculum and students used Scratch to make animations about certain cultural festivals around the world. Google Sketch Up was used to look at architectural features of building construction and then film making occurred to demonstrate their knowledge of famous built structures around the world, past and present.

Stage 3 students created city scapes inspired by Piet Mondrian in their digital art activities. They participated in a stock market game, tracking their pretend investments using Google Sheets and then graphing their gains or losses throughout the term. In preparation for the inaugural Wahroonga Public School Film Festival, students honed their skills using Adobe Premier Elements 15 and Adobe PhotoShop both quite sophisticated programs. Year 5 and 6 students built the new mBot robots through some trial and error and then programed the robots to do certain actions. Towards the end of the year, students created advocacy info graphics to highlight problems affecting different environments around the world and also issue affecting certain countries.

Code Club

Students at Wahroonga Public continue to be excited by coding and the possibilities it brings. In the latter half

of the year, a lunchtime Code Club, assisted by Mrs Courtney and Mr Tomlins, sprang up. Students from Years 2 through 6 attended, although the bulk of students were in Years 2 and 3. They helped each other code, share knowledge, test programs and generally enjoyed the process of creating using code.

Young ICT Explorers

Wahroonga Public has a long history with the Young ICT Explorers Competition (YICTE). This competition encourages teams of students to create something, anything, using ICT. Students have a great opportunity to learn a new skill, solve a problem, or follow a passion. Teams can also put their STEAM skills to use in a real-world, authentic project, which arises from and follows closely the students' own interests and concerns. 2017 has been the biggest year for YICTE yet, with over 60 students commencing a project in our lunchtime club. We were pleased to see that nine teams from Wahroonga Public, 26 students in total, were accepted into the NSW Finals Judging Event, held at the University of NSW on August 4 & 5. Projects ranged in complexity from a fridge made from old computer parts, to a complex homemade personal mobility device. We continue to win accolades, with one Year 4 team awarded 1st place for their Raspberry Pi controlled "Sunscreen Regulator" device, and another Year 4 team winning the coveted People's Choice Award for their Sensor Gloves for the Vision Impaired. The 1st Place winners will go on to demonstrate their project at the National YICTE Finals. We were also lucky enough to have our teams filmed demonstrating their projects for a new Channel 7 show, Get Clever, which will hopefully air in 2018!

Sport

Wahroonga achieved great success in the sporting sphere in 2017 winning all three carnivals in the Hornsby Zone Primary Schools Sport Association interschool competition. At a local level Greentrees won the school swimming and athletics carnivals and Hughes took out the cross country carnival for the second year in a row. Other notable successes were achieved in the weekly PSSA competition where the junior netball team and both A-level AFL teams were crowned champions while the senior boys' soccer team was runners up. Wahroonga also participated in the Northern District Rugby League gala day and the Hornsby Spiders basketball gala day. This year witnessed the reintroduction of Knockout competitions to the Wahroonga PS calendar. The girls' hockey team performed admirably throughout the competition progressing to the fourth round up on the NSW North Coast. Additional programs which aimed to develop students' confidence and locomotor skills and reinforce healthy living and active lifestyles were made available including creative dance, swim survival and the Sports in Schools Australia physical education program.

Premier's Sporting Challenge

2017 was the Bush School's second year of participation in the Premier's Sporting Challenge. Term 3 saw a whirlwind of physical activity from students and teachers alike. Students engaged in vigorous fitness,

sport and dance, at school and at home, with most students achieving at gold medal level, and many achieving at diamond medal level. Teachers also participated in afternoon sports such as netball and handball, modelling healthy and active lifestyles. The aim of the PSC is “to have more students, more active, more of the time” and encourage leading healthy, active lifestyles.

Jump Rope for Heart

In Term 3, 2017 the school participated in Jump Rope for Heart, a chosen community fundraiser. Strategic Direction 3 identified this activity to nurture the physical wellbeing of our students and in turn nurturing their mental wellbeing as well. In the lead up to the Jump Off students were encouraged to register online and invite friends and family for sponsorship. The school community was amazed by the sponsorship result. A \$20000 target was set and students commenced the program focusing on skipping skills and tricks along with healthy eating and drinking. This concluded with a whole school Jump Off with students moving around the school in a tabloid style event. The final total raised by Wahroonga students exceeded \$35,000, placing our school in the number one earning position for the Heart Foundation in 2017. This event was well supported by the community, with Woolworths Hornsby donating 800 pieces of fruit for fruit stations, parent helpers donating their time and the local newspaper, The Hornsby Advocate recognising the school's efforts with an article featuring the event.

Crunch and Sip

The Crunch and Sip initiative was introduced school-wide in 2016 to ensure all students had the opportunity to refuel and rehydrate during the morning learning session. All 28 classes were provided with a small compost bin and students are encouraged to place their fresh fruit and vegetables scraps within. This classroom compost bin is emptied by ERC representatives daily into larger compost bins. The compost generated is then used to fertilise the school Bush Patch fresh produce gardens.

Premier's Reading Challenge

The Premier's Reading Challenge is an initiative that aims to foster a love of reading for enjoyment in students in NSW and to encourage them to broaden their reading and experience quality literature that they might not otherwise be exposed to. It is not a competition, rather a challenge for students to read more and read more widely. At the Bush School, a record 418 K–6 students, more than half the student population, completed the Challenge this year. This is an increase of 150 students from 2016's student involvement. A wonderful achievement! All of Kindergarten took part in the Challenge through shared reading of books in the library and in their classrooms. Students in Years 1–6 were encouraged by the librarians to take part in the Challenge through displays in the library, identification of school library books that are on the PRC booklists, and a friendly competition across the grades to be the class with the most students completing the Challenge.

Premier's Debating Challenge

In 2017 ten students from Wahroonga Public School participated in the Premier's Debating Challenge. The two teams (Wahroonga Bushrangers and Wahroonga Bluegums) competed in four rounds of one-hour unassisted preparation against local schools from the Northern Sydney area. The topics included education, the media, parents and kids as well as health and fitness. The two teams, consisting of a combination of experienced and new debaters, participated in weekly practice sessions giving up their own lunchtimes to explore debating technique, methodology and public speaking skills. Students worked cooperatively, sharing knowledge with their peers to develop critical thinking and verbal persuasive techniques. Overall, the Wahroonga Bushrangers won three debates and the Wahroonga Bluegums won one.

Social Skills Program

In 2017, Strategic Direction 3 identified a need to improve students who were demonstrating less effective social skills across the school. Two staff members volunteered to write and facilitate a social skills program to support the needs of these students from Kindergarten to Year 6. Stage specific programs were written for each stage throughout the school with a focus on cooperation, negotiating, being assertive, approaching others and joining in, communicating positively and playing fairly. Once this was in place, classroom teachers nominated students who would benefit from the program. Parents then gave permission for their child to participate. Students were also selected as role models for the program. In Term 3, Early Stage 1 and Stage 1 commenced the program with thirty-minute sessions facilitated by an experienced Learning and Support Officer. In Term 4, the Stage 2 and 3 programs commenced with a similar format. Thirty students successfully completed the specifically targeted program.

Multicultural Perspectives Public Speaking Competition

Wahroonga once again participated in the annual Multicultural Perspectives Public Speaking Competition run by The Arts Unit. This competition, open to all NSW government primary schools, aims to promote multiculturalism, encourage public speaking and improve confidence. After rounds of public speaking at school on the themes provided exploring multiculturalism in Australia, two students in each of Stages 2 and 3 entered the area finals in June and performed admirably. The twelve Wahroonga School finalists in Years 5 and 6 then attended the State finals at the Arts Unit in November as part of the audience; a valuable opportunity to learn from exemplary public speakers.

VALID Science Assessment

In 2017, Year 6 students participated in the Validation of Assessment for Learning and Individual Development (VALID) science assessment tasks. The VALID Science and Technology 6 is provided by the

Department of Education Centre for Education Statistics and Evaluation and administered by our teachers. VALID Science and Technology 6 contains multiple choice, short response and extended response tasks that are grouped around real-world issues, including scientific investigations, and design problems. This is a diagnostic test, with tasks framed on Stage 3 outcomes and essential content in the NSW Science Years K–10 Syllabus. In 2017 as in 2016, Wahroonga students performed better than the relevant comparison cohort in NSW, although improvements in the method and delivery of science lessons can always be made.

Stewart House

The Bush School community donated over \$300 to Stewart House in 2017. Year 2 once again eagerly set up stalls to sell over 100 high bounce handballs and distributed bags to collect clothing donations. Stewart House provides services for up to 1,800 public school children who are provided with dental, optical, hearing and medical screening and treatment during their stay at Curl Curl. Your generosity will ensure that this valuable service continues into the future.

Artify Club

Artify allows students to give back to the school community through collaborative action, enriching the Wahroonga Public School environment with and through art and artistic actions. In the club's second year, we continued with over 50 students from Years 2–6 taking part. Artify met at lunchtime once each week. This year, Artify students completed several artworks using recycled materials and donations from the school community. These included a Woven CD artwork, now on display in the library, and several wire and fibre animal sculptures located in the school office and library. Artify students also began painting a 'Bush School Pool' mural located outside the school's swimming pool.

STEAM Club

The STEAM (Science, Technology, Engineering, Art and Mathematics) club was successfully launched in Term 2 of 2017. Twenty Stage 2 students met at lunch on Mondays to engage in various activities that span the STEAM disciplines. The club ran again in Term 4 with 22 students from Stages 2 and 3 attending weekly, with more than 70% girls. Students solved problems in a fun and collaborative manner. As the term progressed, student grew in confidence as evidenced by their ability to carry out more independent work and try new things. The chemistry-based activities attracted the most excitement for many of the students with slime investigations being the favourite.

Kindergarten 100 Days

From the first day of Kindergarten students began counting the days they were at school using hundreds charts and ten frames until July 25th. On this day we marked Kindergarten 100th day of school with a fun day of learning all about the number 100. A day of counting, building, sorting, creating and singing was enjoyed by everyone.

Swim School

The students at Wahroonga Public School are able to participate in swimming lessons. The school is very fortunate to have an on-site pool so it is possible to add this program to our curriculum. Swimming is the only sport which can save a child's life. Drowning is one of the most common causes of accidental death in children, so being able to swim is an essential life-saving skill. Swim School is provided for Years 2 to 6 in Term 1 and Year 1 join the swimming program during Term 4. Lessons have been conducted by specialist swim instructors. Students are graded according to their swimming ability so that they receive instruction at their specific level to improve their swimming skills. Students are also instructed in water safety and learn-to-swim with stroke development