

# Waitara Public School Annual Report



2018



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## Introduction

The Annual Report for **2018** 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.

Katherine Barrat

Acting Principal

### School contact details

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### Message from the Principal

It is with pleasure that I present to you the Annual School Report for 2018. As Acting Principal at Waitara Public School since August it has been a privilege to lead a school that demonstrates such a strong culture of learning for all students.

A challenging and engaging curriculum with a strong emphasis on giving our students a voice in their learning is the main educational focus of our 2018–2020 Strategic Plan. Problem solving, inquiry, critical and creative thinking, collaboration and communication are embedded in authentic learning experiences for our students. Extra–curricular activities in sport, dance, public speaking, debating, robotics and music add to the richness of school life here at Waitara. The school's success in 2018 is underpinned by a highly dedicated staff that embrace ongoing professional learning.

2018 has presented many challenges as we prepare for the construction of our new school. Careful and meticulous planning has ensured learning and programs have continued with the same high expectations that is a feature of our school.

External and internal assessments demonstrated that the academic achievements of students remain at a very high standard. Surveys of students, staff and parents indicate a high satisfaction with many school based initiatives and programs. The progress of the school in 2018 is testament to the collegial nature of staff, students, parents and the P&C.

We are a school that is wonderfully rich in diversity. This, we value and appreciate the strength it brings to our community. We are able to learn about other cultures and share experiences under the umbrella of our school values of Respect, Responsibility and Personal Best. Our motto 'Together we learn and grow in harmony' drives the culture and ethos that embodies Waitara Public School.

I commend this report to you as it highlights our achievements over the past twelve months as a result of a process of rigorous self–evaluation and at the same time provides future directions for 2019 and beyond.

Kind Regards,

Kate Barrat

Acting Principal

## School background

### School vision statement

Waitara Public School ensures every student is known, valued and cared for. It is an innovative, vibrant and engaged school community committed to delivering rich, inclusive learning in a nurturing environment. Our aim is for students to be resilient, 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 950 students enrolled from Kindergarten to Year 6, including two Opportunity Classes. The school will be undertaking an upgrade of core facilities. This is a two year program. 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 60 school based personnel including executive staff, classroom teachers, specialist teachers, EAL/D, full time ICT coordinator, Teacher Librarian, School Counsellor, School Learning Support Officers, administrative staff and a general assistant.

Student achievements in NAPLAN assessments are outstanding, 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. A strong commitment to teacher professional learning is evident across all teaching teams. Staff are collegial and supportive.

Waitara is equipped to support 21st Century learners with a strong technology infrastructure that allows all students access to wireless hubs with a selection of devices. A continued focus will be staff professional development to increase ICT competency, differentiating the curriculum, Assessment and Social Emotional Learning.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our self–assessment 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>

After extensive reflection and feedback from our staff and executive we are pleased to announce we have moved from Sustaining and Growing to Excelling in Effective Classroom Practice, Educational Leadership and Curriculum.

## Strategic Direction 1

### Engaged Learners

#### Purpose

Learners who are highly engaged, resourceful, reflective and resilient citizens.

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 and resilient citizens.

#### Overall summary of progress

At Waitara we pride ourselves on engaging our students in authentic learning experiences. We refined our whole school scope and sequence in History, Geography, Science and Mathematics to ensure consistency across the school and employed academic partners for differentiation practices in both literacy and numeracy. Our school showcases for History and Geography allowed our parents and community to celebrate the many achievements of our students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN literacy and numeracy – 2018 results.	Nil	Across years 3 and 5 75% of our students perform in the top two bands for literacy and numeracy. In writing 5.3% of our Year 3 students performed in band 7 and 8, comparable with Year 5 students, and in Year 5 5.4% performed in band 9, comparable with Year 7 students.
80% of all students achieve their expected progression on the Literacy and Numeracy Learning Intentions.	\$2000	Executive Staff attended the Visible Learning Conference with John Hattie investigating Success Criteria and Learning Intentions.  The Literacy and Numeracy progressions have supported our teachers in articulating to our students the lesson intention and success criteria allowing students to take ownership of their learning.
TTFM surveys of student, staff and parents reflect growth with a focus on Teaching and Wellbeing.	Nil	We are pleased to report our student results from the Tell Them from Me (TTFM) survey.  <b>83%</b> of our students feel valued and accepted by their peers correlating with our Positive Behaviour for engaged Learning (PBEL) data. <b>92%</b> of our students report that they have friends at school that they can trust and who encourage them to make positive choices.
Student voice is evident in authentic school based assessments.	\$18000	The Differentiation for Excellence Committee continued to work collaboratively to ensure student voice and authentic learning was embedded in teaching and learning.
Surveys reflect parental support of initiatives towards the development of their children's confidence and resilience following the introduction of the Social and Emotional Learning (SEL) program	Nil	The Social and Emotional Learning Program was implemented across all K–6 classrooms.  The Home Links were uploaded on to our school website, and a parental engagement survey will take place in 2019.

## Next Steps

A whole school goal for 2019 will be 'To ensure that every student at Waitara Public School is known, valued and cared for academically, emotionally, socially and physically through planning informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.'



## Strategic Direction 2

### Future Focused Teachers and Leaders

#### Purpose

Innovative, collaborative and future focused teachers and leaders demonstrate a high standard of professional educational practice and develop a shared understanding and utilisation of open, flexible and contemporary learning spaces.

To create a culture where all staff 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 future focused educators we model reflective practice and seek to build our leadership capacity for the benefit of all. Contemporary classrooms require a shift in pedagogy, with a focus on differentiation for excellence in order to meet the changing needs of our students.

#### Overall summary of progress

2018 saw a focus on a school wide goal based on differentiation. The professional learning calendar was aligned with our Strategic Plan and The Australian Teaching Standards focusing on differentiation practices using external mentors in Literacy and Numeracy. Professional learning for our staff was differentiated to target individual teacher goals in alignment with Performance and Development Plans. The expansion of the Differentiation for Excellence (DFE) committee enabled the development of authentic and rigorous inquiry based learning for students of all abilities. NESA compliant timetables and program templates were developed to ensure consistency and Learning Intentions and Success Criteria were embedded in each unit of work. Our Early Career Teachers (ECT) engaged in a comprehensive induction and mentoring program.

#### 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	Nil	<p>Staff undertook Professional Learning on the Professional Teaching Standards and their responsibilities.</p> <p>A whole school professional learning plan, aligned to both the school plan and the standards, was developed to assist teachers in tracking their professional learning.</p> <p>Five staff members who were previously provisional teachers have successfully attained proficient status.</p>
Every teacher, every leader and our school improves each year	\$24115	<p>As a school we have a diverse range of skills and experience. We differentiate professional learning to meet the needs our teachers. Our analysis of professional learning drives future planning.</p> <p>Professional learning this year included Google Suite training, Learning Progressions, Visible Learning, Autism, Differentiation, Science and Technology and cyber safety.</p> <p>We undertook a School Excellence Framework analysis with staff and the executive. The rich discussion highlighted improvements and 'our where to next' as a school community.</p>
Student surveys indicate increased engagement in learning environments, the use of The 6 C's and the outcome of	Nil	<p>TTFM survey results indicate that our students are engaged in their learning with <b>93%</b> stating that schooling is useful in their everyday life and will have strong bearing on their future. When asked in</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
differentiated teacher professional learning model.		regards to goal setting, <b>86%</b> of our students stated that their goals assist in their learning.

## Next Steps

Our next whole school focus will be on intent, Learning with Intent, Teaching with Intent and Environments with Intent. This will involve working with mentors in English and Mathematics projects and the establishment of a committee to investigate flexible learning spaces.

## Strategic Direction 3

### Active Community Partnerships

#### Purpose

Empowered, engaged and mutually respectful multicultural community.

By leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices we will further develop the value of active partnerships within our multicultural community. This will be based on mutual respect and understanding with strong student, staff and parental engagement across all facets of school life.

#### Overall summary of progress

In 2018 we began the year with a cultural awareness professional learning session based on Indian and Chinese cultures. This enabled staff to deepen their understanding of cultural similarities and to celebrate the differences. We also implemented a Literacy and Numeracy program for parents in both English and Hindi focusing on supporting children at home in reading and in maths. Parent workshops and information sessions were conducted by Jan He, our Community Engagement Officer, on a range of topics from parenting ideas and strategies including what to pack for lunch. This was supported by Parenting Ideas articles in our fortnightly newsletter. Other information sessions were for prospective OC parents and OC and selective high school applications. The CyberSafety Lady conducted a session for students, staff and parents. Parents were able to give feedback on social media platforms, Seesaw, Three-Way Conferences and our Term 3 Showcase. We continued to engaged with our local community with weekly visits to Tallwoods Aged Care facility.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Our school is rated as excelling on the School Excellence Framework.</p> <p>Increased parental involvement and understanding of their children's education through ongoing feedback and surveys.</p> <p>Surveys indicate increased parental use of formal and informal communication practices.</p>		<p>We are pleased to have moved to Excelling on the School Excellence Framework in Learning Culture.</p> <p>93% of parents consider the Three Way Conferences were a valuable experience. When asked about the strengths of the conference parents commented on developing a shared understanding between all three parties.</p> <p>Our whole school Geography Showcase parent survey indicated that 97% of respondents 'learnt something new.' Positive feedback included they were engaged, it was creative and there was clear evidence of collaboration..</p> <p>12801 pieces of student work were uploaded and shared with parents and carers on SeeSaw, a platform to share digital portfolios. Our site had 29403 visits over the course of 2018..</p> <p>98% of parents confirmed they used the Schoolzine app and found push alerts to be the most effective form of communication.</p>

#### Next Steps

As a school we will continue to work on strengthening partnerships between home and school. We will continue to demonstrate how teaching and learning occurs at Waitara as we prepare our students both for the future and the move in to our new future focused school. Parents indicated they would like to see digital permission notes to become available online and more information about library and sport. We will work on the School Website to keep it current and reflective of our whole school approach to learning.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	363	401	443	445
Girls	330	331	419	481

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.2	95.7	95.6	95.3
1	96.1	93.7	95.3	94.4
2	94.5	96.1	96.1	95
3	95.6	95.4	95.5	94.5
4	94.8	95.7	95.5	95.6
5	97.1	94.9	97.3	95.7
6	94.7	93.1	94.4	93.9
All Years	95.3	94.9	95.7	94.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Regular attendance at school is essential for students to achieve quality life outcomes. Waitara teachers work in partnership with our parents and carers to promote regular attendance of our students.

When students are absent from school parents have the opportunity to quickly and effortlessly notify the school via our parent app Schoolzine. We regularly notify parents of expectations regarding attendance via school newsletters and push alerts.

The Deputy Principal oversees the daily marking of rolls on Sentral and processes are in place to monitor student concerns with non-attendance. As a school we

work in close partnership with our Home School Liaison (HSLO) to ensure our data collection and storage comply with Departmental requirements

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	36.68
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher ESL	5.4
School Administration and Support Staff	5.87

\*Full Time Equivalent

In 2018 we did not have an Aboriginal teachers as part of the composition of Waitara 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	75
Postgraduate degree	25

### Professional learning and teacher accreditation

Five provisional teachers have now attained proficiency after completing the NESA accreditation process.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	486,630
<b>Revenue</b>	7,685,395
Appropriation	7,169,934
Sale of Goods and Services	7,250
Grants and Contributions	493,593
Gain and Loss	0
Other Revenue	2,200
Investment Income	12,418
<b>Expenses</b>	-7,080,467
Recurrent Expenses	-7,080,467
Employee Related	-6,335,789
Operating Expenses	-744,678
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	604,928
<b>Balance Carried Forward</b>	1,091,558

Waitara Public School's financial management processes and governance structures meet financial policy requirements.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	5,961,200
Base Per Capita	166,684
Base Location	0
Other Base	5,794,516
<b>Equity Total</b>	761,008
Equity Aboriginal	4,657
Equity Socio economic	6,799
Equity Language	624,678
Equity Disability	124,873
<b>Targeted Total</b>	19,790
<b>Other Total</b>	198,103
<b>Grand Total</b>	6,940,101

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

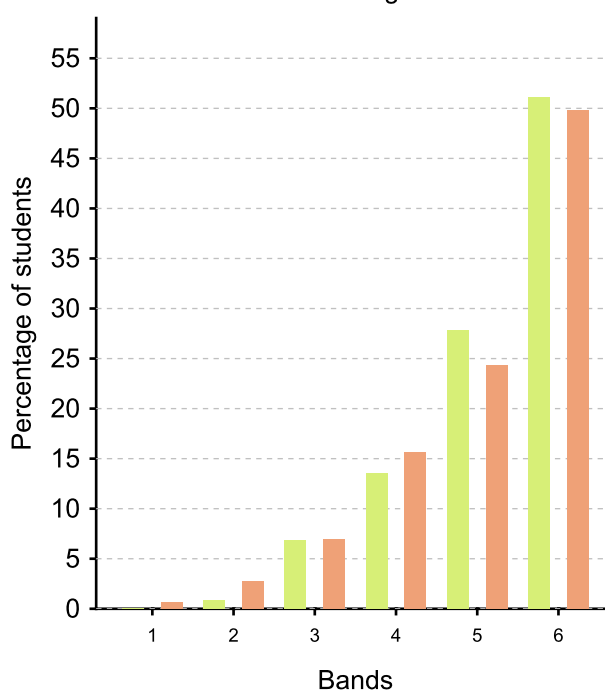
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

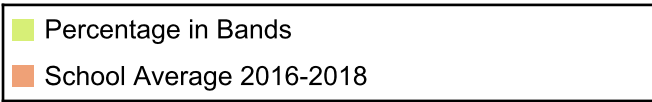
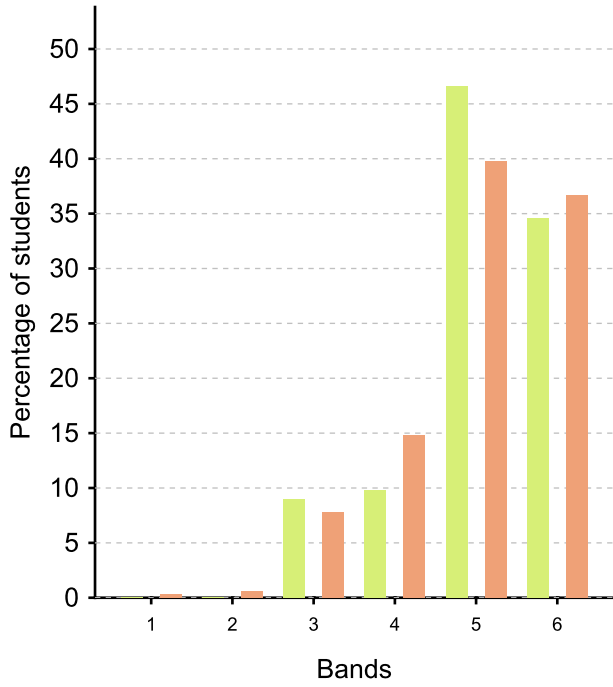
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In writing, 5.3% of our Year 3 students performed in band 7 and 8, comparable with year 5 students and in year 5 5.4% performed in band 9, comparable with Year 7 students.

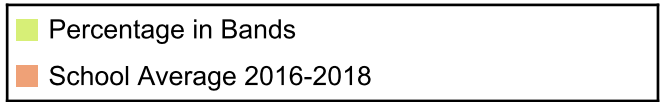
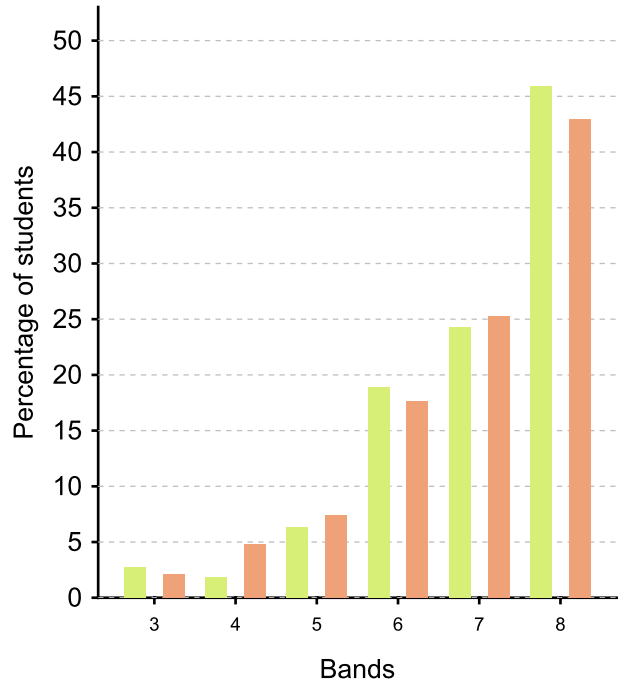
**Percentage in bands:**  
Year 3 Reading



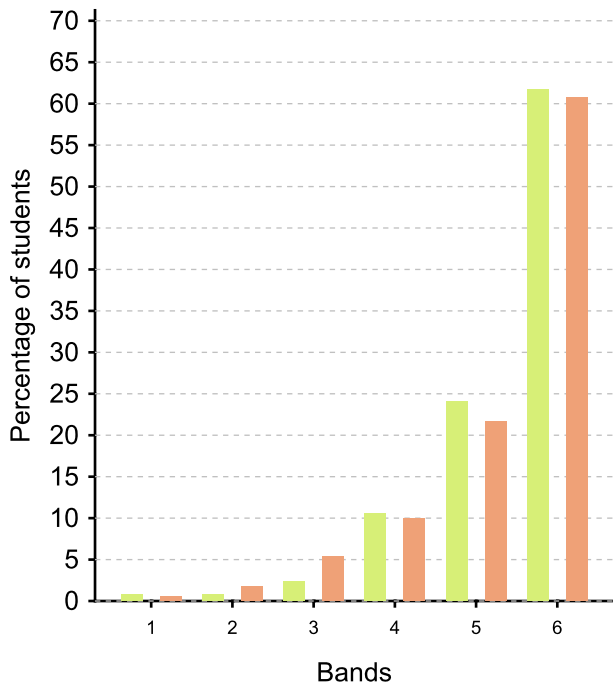
**Percentage in bands:**  
Year 3 Writing



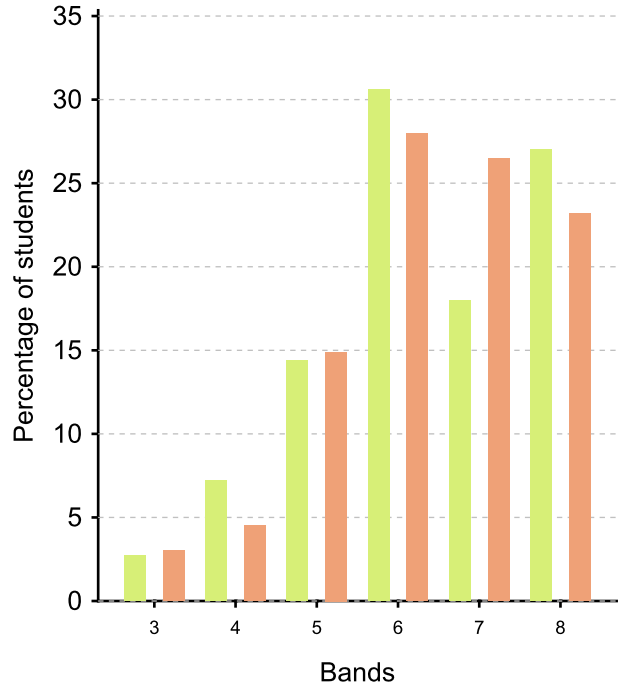
**Percentage in bands:**  
Year 5 Reading



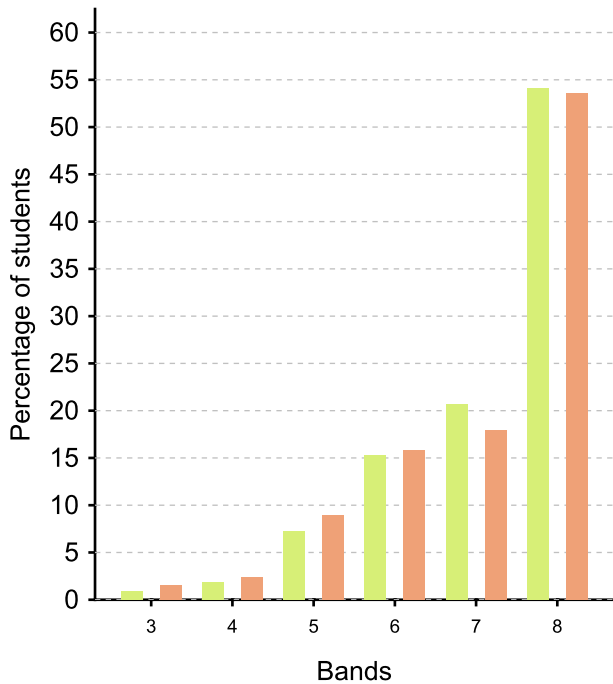
**Percentage in bands:**  
Year 3 Spelling



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:  
Year 5 Spelling**



Once again across Years 3 and 5 75% of our students perform in the top two bands for numeracy.

The Premier's Priorities are: Improving education results and the State Priorities are: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

## Parent/caregiver, student, teacher satisfaction

At Waitara Public School we strive to work in unity with all key stakeholders within our community; students, parents/carers and staff.

Students from Years 4, 5 and completed the online Tell Them from Me (TTFM) Survey in Term 3. 83% of students feel accepted and have a positive sense of belonging, and 93% of students try hard to succeed in their learning. 96% of students have positive behaviour at school and 94% have close friends at school that encourage them to make good choices. In all of these fields, Waitara Public School rated higher than the state average. These results are in line with the continued school-wide implementation of Positive Behaviour for Engaged Learning (PBEL), our whole-school approach to maximising social and learning environments to achieve positive academic and social outcomes for all students.

Parent/caregivers feedback and the opinions of all members of the school community was sought throughout 2018 through P&C meetings, focus groups, written feedback and surveys. Responses from parents were positive, particularly in the areas of the school supporting positive behaviour, parents feeling informed via our digital platforms and ensuring that students feel safe at school. These areas covered aspects such as reporting, teachers having high expectations and teachers encouraging children to do their best. These results are indicative of the school's efforts with communication and building productive active partnerships as evident in School Plan 2018–2020.

Teachers: Staff feedback is encouraged in regular staff meetings, staff development days, surveys and participation in school decision making. This enables the school to reflect on what is working well, and provide direction for future planning. This year saw the implementation of 'The Project,' a series of differentiated Professional Learning with academic mentors for teachers by identifying personal strengths and areas for improvement. Staff were asked identify a 'where to next' which will enable us to continue to personalise the learning of all staff as we strive for excellence. 2019 will see the focus on success criteria and learning intentions. Positive staff morale is reflected in widespread staff involvement in, and commitment to, extra-curricular activities and professional development.

## Policy requirements

### Aboriginal education

At our school 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 2018, classroom activities throughout Naidoc Week; provided all students K–6 with programs focusing on Aboriginal history, social, artistic and sporting achievements; ensured whole school, stage assemblies and other presentations begin with an Acknowledgement of Country.

In 2018 we worked closely with our Aboriginal Education and Wellbeing Advisor on the individualised Personal Learning Pathways for our Aboriginal students.

### Multicultural and anti-racism education

We are proud of the diversity that is celebrated at Waitara Public School. Our programs foster students' understandings of culture, cultural diversity and active citizenship within a democratic, multicultural society.

Our Harmony Day celebration saw the coming together of almost 50 cultures 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 continued to hold parent cafes where parents could come together to chat and often listen to an organised guest speakers and parenting programs were conducted in both Chinese and Mandarin.

### Other school programs

#### 2018 Music Report

All students, K–6 participated in a weekly, 40 minute music lesson with either Mrs Bell, Mrs Hain or Mrs Still. Mrs Jenny Bell is our dedicated Music Specialist and her high expectations and outstanding musicality have resulted in excellent quality, engaging music programs implemented throughout the school.

The featured composer for 2018 has been Antonio Vivaldi and the school has enjoyed listening to "The Four Seasons". In Term 3, we enjoyed concerts presented by our students who had been practising music by Beethoven and these students performed in the "Beethoven Bash" sharing their love of music with

their peers.

The OC Music Elective program is a two year cyclic program and this year the students in 5N and 6B collaborated to present the musical "Olivia". We were lucky enough to engage two very accomplished tutors who helped us bring this musical to life. We presented one "sold out" concert using the facilities at Magpies Club, Waitara.

More than 350 students participated in the school's extra-curricular music program.

To accommodate the high demand of student participation these are the teacher led music ensembles:

#### 7 Choirs

- Stage 3: Waitara Voices, Waitara Singers, Waitara Song Crew
- Stage 2: Waitara Junior Voices, Year 4 & Waitara Junior Voices, Year 3
- Stage 1: Waitaramites Year 2 and Waitaramites Year 1
- Tone Chime and Recorder Ensembles.

And the following user pays music ensembles:

#### 3 Bands and Ensembles

- Senior Wind Ensemble
- Concert Band
- Training Band
- String Ensemble

Each of our senior choirs participated in a music festival in 2018.

Waitara Voices, "Festival of Choral Music" NSW Arts Unit, Sydney Opera House; Waitara Singers, "Arts Alive Choral Festival", Sydney Opera House; Waitara Song Crew, "Hornsby District Music Festival", Hornsby RSL; Waitara Junior Voices Year 4, "Primary Proms Choral Festival", NSW Arts Unit, Sydney Town Hall; Waitara Junior Voices Year 3, "Festival of Children's Music", Chatswood Concourse.

We were delighted that two of our students were chosen to play a piano duet as an individual item at the Festival of Children's Music and Waitara Voices was also chosen to sing a solo item in the Primary Proms concert. Ethan, a talented musician in Year 6, accompanied us on the piano.

Our Recorder and String Ensemble performed at the "Festival of Instrumental Music", NSW Arts Unit at the Sydney Opera House.

The Tone Chime Ensemble, led by Mrs Bell gained a second place in the Sydney Eisteddfod Instrumental section and presented an item to a "silent and mesmerised" audience at Hornsby RSL Club. Once again, both our Tone Chime Ensemble and Waitara Voices featured significantly in "Christmas at the Sydney Town Hall".

I would like to thank our first ever music leaders, Ryan, Talise, Annabelle and Abishek for showing great

leadership and support of music in our school.

Our community involvement has included weekly visits by classes and music ensembles to our local aged care facility "Tallwoods Corner". The residents thoroughly enjoyed our visits and the benefits for both are amazing.

Our year ended on another positive note with our third "Music Ensembles Evening" held in the Barker College Hall, where all music groups showcased their skills.

Mrs Jenny Bell

## **Sport Report**

2018 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, 33 students competed at the Zone Swimming Carnival at Hornsby Aquatic Centre. Georgia from Year 6 went on to represent Hornsby Zone at the Area Swimming, as did our Junior Girls Relay Team of Bridget, Juni, Charlotte and Jessie. Bridget also competed in Freestyle and the Individual Medley.

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

August saw 43 students from Waitara go on to the Zone Athletics Carnival at Narrabeen. We had 8 students qualify for Area including Tepaea, Charlotte, Jesslyn, Jessie, Kisho, Netli, Tia, and Charlie. Jessie went on to the State Carnival for 800m.

Waitara also had success in the 2018 PSSA inter-school competition. The Girls' Soccer Team narrowly lost in the semi-final. The Junior Cricket team was defeated in the semi-final and the Senior Cricket Team was narrowly defeated in the grand final.

2018 also saw Tung, Nikhita and John represent our Zone and Area in Soccer, Golf and Cricket respectively.

The year culminated with Tung and Sierra being awarded joint Sportsperson of the Year, Tanishka with the Premier's Sporting Challenge Award and Bridget the Celeste Brown Sports Award.

We look forward to what 2019 has in store.

Mr Giuffre