

Wahroonga Public School

Annual Report



2018



3833

Introduction

The Annual Report for **2018** is provided to the community of Wahroonga 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.

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, as well as strengthened community spirit and partnerships. We were sad to farewell Tom Moth as Principal during the year, whose vision and dynamic leadership were inspirational to students, staff and community members. However, sound procedures and dedicated staff meant that disruption was minimal and the school's Executive team continued to show strong leadership with fresh eyes and new opportunity for growth. Throughout 2018 the school maintained its outstanding reputation as a learning organisation, but also enjoyed many enhanced practices, particularly in student wellbeing and curriculum innovation.

Highlights of the year included joining with all sections of the school community to celebrate the 75th year of operation for the school, enjoying continuing support from our fantastic P&C Association whose fundraising provides major backing to upgrading our facilities, and continued strengthening of relationships between students, staff and families.

Chantal Fernandes

Acting Principal

Message from the school community

The Wahroonga Public School Parents and Citizens (P&C) Association has two primary objectives:

To promote the interests of the school by bringing together the various groups associated with the school such as parents, students, staff and citizens;

To assist in providing facilities and equipment for the school and promote the recreation and welfare of the students at school.

The P&C Executive as of October 2018 has the following members:

- President: Rob Lang
- Vice President: Vanessa Hodgkinson
- Vice President: Amin Manji
- Treasurer: Liz Kennedy
- Secretary: Sian Gipslis
- Committee Member: Karien Tam
- Committee Member: Nilu Habibi
- Committee Member: Karen Welch
- Committee Member: Aarti Soni

- Acting Principal: Chantal Fernandes

The P&C currently oversees two permanent sub-committees:

- The Uniform Shop Committee, chaired by Nilu Habibi
- The Social and Fundraising Committee, chaired by Karien Tam

We also have two part-time employees:

- Jane Ford: BookKeeper
- Hamish Greig: Uniform Shop Manager

Many of these individuals have been contributors to the P&C for a number of years and this year many of us, including myself, are moving on to High School, so there will be a number of open positions at the AGM and we encourage parents with young children to attend and join committees as your children will benefit from your volunteer efforts at the school. The P&C, mainly through the Social and Fundraising Committee, forms ad-hoc subcommittees for each event it runs throughout the year. In recent years we have been lucky to provide opportunities to the community to join both short and long term projects with:

- Tea and Tissues
- Breakfast BBQ's
- Disco night
- Mother's and Father's Day stalls
- Barefoot Bowls Evenings
- Trivia Night
- Colour Fun Run
- 75th Anniversary Open Day
- Bush School Tucker Cookbook
- Working Bee

One of the bigger events in 2018, for parents to socialise, was the Trivia Night. It is not only a great social event and a lot of fun for parents and staff, but we also raised over \$20,000 in profit.

Our biggest event on the students calendar in 2018 was the Colour Fun Run. Students wore casual clothing and ran through an obstacle course only to be sprayed with water and various coloured powder by parents and staff. All attendees loved this event and again, equally important is that we raised over \$40,000 in profit. This year was our first Colour Fun Run and it was such a success it is already planned for 2019.

The Uniform Shop continues to be a successful fundraiser and another opportunity for parents and friends to participate and provide service to the wider community. 2018 has seen a facelift to the Shop, addition of a dedicated change room area and saw the introduction of a POS system, greatly improving customers and volunteers experiences with the shop. This year the Committee took input from parents, students and staff and also introduced several new uniform items;

- Winter long trousers for girls
- New winter tartan tunics
- Newly designed sports shirts
- Fleece vests, for spring and autumn wear.
- Summer shorts and shirt for girls are under investigation.

All profits of course are raised to benefit the school. During our P&C meetings, we discuss school needs with the Principal and parents can raise their own ideas. The P&C members then vote on where to contribute funds. We applied for and successfully won a grant from Ku-ring-gai Council for \$40,000 to contribute to renovating the amphitheatre.

This year, the P&C has contributed the following to the school:

- \$75,000 towards building a new sports field
- \$20,000 towards a Learning and Support teacher

The Wahoonga Public School P&C continues to be a very social and active volunteer group and I am proud of the contributions of the Executive, members and broader community. Most of us are volunteers, providing our time to run the P&C and to contribute to our school. I have always felt strongly that this sets a very positive environment of inclusion and cooperation. We have a great relationship with the Principal and staff of the school and I feel the P&C is well established for continuing to run smoothly and support the school in the future with many more successful contributions.

Dr Rob Lang

P&C President, Wahoonga Public School

School background

School vision statement

Wahroonga Public School builds the capacity of students, staff and parents:

- as learners of a broad curriculum
- as citizens of a democratic nation
- as consumers of vast content

We deliver outstanding academic programs that are inclusive, accessible and innovative, while our educational programs in sport, creative and practical arts, film-making and coding provide breadth and develop areas of interest to personalise learning and enhance the schooling experience.

Members of the school community are #wahroongaproud

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 700 students from Kindergarten to Year 6. 41% of students are from language backgrounds other than English. 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 programs in-line with local need. Wahroonga Public School caters for all students and prides itself on a culture of inclusion and participation.

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 27 mainstream classes and offers students a range of extra-curricular activities including chess, sport, dance and choir. The school band program 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. 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.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

In the element of **Learning Culture** Wahroonga Public School (WPS) has assessed our overall practice as **Sustaining and Growing**. WPS shows evidence of working in close partnerships with parents and students with a clear focus on student learning growth and progress. The school has Preschool to Kindergarten transition programs and transition plans for Year 6 into High School. The school works closely with other educational organisations to ensure continuity of learning for all students at transition points. Wahroonga Public School shows evidence of regularly monitoring attendance and of addressing attendance issues with individual families, however, ensuring that student absences do not impact on learning outcomes is an area for further development.

In the element of **Wellbeing** Wahroonga Public School has assessed our overall practice as **Excelling**. WPS shows evidence of organisation and timetabling allowing for identified staff (LaST, School Counsellor, EAL/D and Literacy Support teachers) to care for, advise and assist students in fulfilling their potential. The school has the firmly established wellbeing programs based on the research of Positive Education and Choice Theory and Social and Emotional Learning that under-go regular review in order to best support student needs in relation to wellbeing and engagement. WPS shows evidence of comprehensive processes including Independent Education Plans, Behaviour Management Plans, Learner Profiles and Personalised Learning that enable the meeting of student needs in consultation with parents and caregivers. Whole school approaches to managing student choices and behaviours and a common, shared and

collaboratively established vision, values and belief statement allow for optimum conditions for student learning across the whole school.

In the element of **Curriculum** Wahroonga Public School has assessed our overall practice as **Sustaining and Growing**. WPS offers a curriculum which supports student progress but review of scope and sequences across all key learning areas to reflect NESA requirements is a current focus. The school curriculum is enhanced by learning alliances with local schools within the North Shore Education Learning Alliance (NorthSEA). Evidence of personalised learning and differentiation to address individual student needs is evident across teaching programs. Teachers are working towards enabling students to articulate their learning and to understand what they need to learn next for continuous improvement.

In the element of **Assessment** Wahroonga Public School has assessed our overall practice as **Sustaining and Growing**. Through professional learning teachers are using formative assessment strategies to inform their teaching and are adapting teaching programs to meet the learning needs of students. Assessment data is analysed in stage groups and teachers respond collectively to trends in student achievement. The use of Learning Intentions, Success Criteria are actively engaging students in their learning. Whole school monitoring of student learning is regularly undertaken and emphasis is placed on growth and progress over the course of each school year.

In the element of **Reporting** Wahroonga Public School has assessed our overall practice as **Sustaining and Growing**. The school included student individual learning goals within mid-year and end of year reports and student reflection statements on learning also now form part of each semester report. The school has plans to review student reports in 2019.

In the element of **Student Performance Measures** Wahroonga Public School has assessed our overall practice as **Delivering**. Through professional learning there has been an emphasis on student growth and progress over the past eighteen months. In internal school progress and achievement data the majority of students are showing expected growth. Regular monitoring of student data is ensuring that 'at risk' students are monitored and that teaching programs are catering for their academic progress.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

In the element of **Effective Classroom Practice** Wahroonga Public School has assessed our overall practice as **Sustaining and Growing**. Collective Teacher Efficacy through Stage Meetings ensures that stages share curriculum knowledge, data, feedback and other information about student achievement to inform future teaching. Teachers have undergone professional learning in evidence-based teaching techniques, use of effective feedback and in positive classroom management (Choice Theory) to enhance student engagement and ensure that productive learning is evident across the school.

In the element of **Data Skills and Use** Wahroonga Public School has assessed our overall practice as **Sustaining and Growing**. The effective use of data to inform practice has been an area of focus for WPS. All teachers analyse, interpret and extrapolate data and collectively in Stage teams use this to inform planning, identify interventions and modify teaching practices. The school collaborates and shares data trends with the parent community and all stakeholders combine to use data to develop and implement plans for continuous improvement.

In the element of **Professional Standards** Wahroonga Public School has assessed our overall practice as **Sustaining and Growing**. Through professional learning and comprehensive performance and development procedures the executive staff at WPS assist teachers in measuring their professional practice against the Australian Professional Standards and to build upon existing skills and capabilities across all seven standard descriptors. Some staff are currently seeking accreditation at higher levels and several early career teachers are working towards achieving accreditation at the level of Proficient.

In the element of **Learning and Development** Wahroonga Public School has assessed our overall practice as **Sustaining and Growing**. Collaborative Practice is widely used throughout the school to improve teaching and learning. Providing feedback on teaching practice is facilitated through Performance and Development procedures. Professional Learning provides teachers the opportunity to actively evaluate, share and discuss learning from professional development. The further use of innovative, future-focussed practices is an area of future focus at Wahroonga Public School.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

In the element of **Educational Leadership** Wahroonga Public School has assessed our overall practice as **Sustaining and Growing**. The school maintains a focus on distributed leadership where all staff members are encouraged and supported to lead and aspiring executives are given opportunities to further develop competencies against HAT, Lead or the Principal Standard. The school regularly seeks feedback from students, staff and parents and communication

between stakeholders has been a focus area for improvement over the past few years.

In the element of **School Planning, Implementation and Reporting** Wahroonga Public School has assessed our overall practice as **Sustaining and Growing**. The development of the 2018–2020 School Plan was a collaborative process between all stakeholders. The school used research and evidence–based strategies in regard to what works best to design improvement projects within the School Plan that when fully implemented will deliver measured improvements in student progress and achievement. The School Plan is monitored every five weeks through Stage and Executive meetings.

In the element of **School Resources** Wahroonga Public School has assessed our overall practice as **Excelling**. The School Plan informs decisions in regard to School Resources. Funds within the School Budget Allocation Report (SBAR) have been allocated to projects within the school plan and staffing allocations have been made in response to thorough data analysis. The school facilities are used regularly by the school community. Focus on developing the use of technology to support student learning for a wider spread of WPS staff is an area for future development.

In the element of **Management Practices and Processes** Wahroonga Public School has assessed our overall practice as **Sustaining and Growing**. Various administrative systems support effective school operations and provide a professional service to our parent community.

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>

Strategic Direction 1

Curriculum & Assessment

Purpose

Measuring performance against professional standards allows staff members to be reflective practitioners who strive for improvement and excellence. Focusing on curriculum and assessment ensures all content descriptors are delivered in an organised and strategic manner. Assessment strategies and monitoring of learning enables teachers to differentiate curriculum delivery to support student success.

Overall summary of progress

Teaching staff have focused on working collaboratively to ensure all content from the NSW Syllabus documents is programmed and taught in a strategic and organised manner. Assessment strategies and monitoring of learning enables teachers to differentiate the curriculum to support student success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching and learning programs reflect and are driven by data analysis	N/A – supported through school timetabling.	Staff worked in Stage planning meetings to discuss curriculum implementation with a focus on personalised learning.
PLAN reflects average expected growth.	N/A	PLAN data regularly reviewed. Mentoring program around Mathematics and Literacy in use of data to inform future programming.
Grammar learning progressions data reflects an effect size of 0.4 (one years' growth)	\$2 000	Professional Learning provided to staff. Students have shown growth in this area.
ACER data reflects an effect size of 0.2 (Term 1 – Term 3 = 6 months' growth)	\$1 900	ACER assessments purchased used throughout the school to determine current level of student need and future focus.
Each quartile of students determined by NAPLAN results experiences average expected growth in the following testing period	\$60 000	Enrichment program offered to Year 1–6 school in terms 2–4. Transition to Online NAPLAN has made the tracking of student growth inconsistent between online platform and pen/paper platform. School based data shows positive trends in progress.
Staff consistently using data and look for trends/groupings based on data		Data tracked regularly in staff meetings and whole school professional learning meetings. Data then used to inform future teaching decisions. Instructional Leader supports staff to analyse data

Next Steps

In 2019 focus will be placed on reviewing Assessment and Reporting Guidelines. A focus will also be placed on Reading professional development and use of student data in Reading. Implementation of new Science and Technology Syllabus and PDHPE Syllabus is also a priority.

Strategic Direction 2

Effective Classroom Practice, Data Skills & Use

Purpose

Prioritising quality teaching, informed by data with emphasis on high expectations, explicit teaching and feedback, supports teachers to maximise their impact on student learning. Creating nurturing and flexible learning environments provides conditions under which collaborative, inquiry learning can occur.

Overall summary of progress

Professional learning on Grammar and Punctuation was a school focus. Staff were also introduced to the Learning Progressions in the areas of Fractions and Grammar/ Punctuation. Student data was collected in these two areas and student growth/progress was regularly reviewed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Target of 2800 green tokens representing the core value 'active and engaged learning' are awarded to students each term with an aim to improve each term in each class		This target was achieved.
Observational assessment of creative & critical thinking activities within three flexible learning space classroom and the library shows enhanced provision of creative & critical learning on base line data	\$20000	Flexible learning occurred in the Library and is set to be trialled with Year 3 in 2019.
In Years 3 & 5 NAPLAN, students out-perform the statistically similar schools group in number and grammar/punctuation on both raw score and on percentage in top 2 bands		Transition to Online NAPLAN has made the tracking of student growth inconsistent between online platform and pen/paper platform. School based data shows positive trends in progress.
Top quartile of Year 3/5 NAPLAN number and grammar/punctuation students achieve average growth in Year 5/7 consistent with the overall cohort		Transition to Online NAPLAN has made the tracking of student growth inconsistent between online platform and pen/paper platform. School based data shows positive trends in progress.
Increased percentage of students achieving in the top 2 bands in Reading and Numeracy in line with Premier's priorities		Transition to Online NAPLAN has made the tracking of student growth inconsistent between online platform and pen/paper platform. School based data shows positive trends in progress.

Next Steps

In 2019 focus will be placed on professional learning for teachers on fractions, TEN training for all K–4 staff, professional development in Reading and in Creative and Critical Thinking.

Strategic Direction 3

Wellbeing

Purpose

Creating quality learning opportunities in an environment where students feel connected, helps students and staff experience a sense of belonging and develop positive, respectful relationships with staff and peers. We strive for everyone to be respected, valued, encouraged, supported and empowered to succeed in an environment where we can all grow, flourish, do well and thrive.

Connecting with parents, local industry, the community of schools and wider educational network strengthens collective efficacy and develops a culture of participation and transparency.

Overall summary of progress

Key personnel attended professional learning on Positive Education and Anti-Bullying. Learning and Support procedures were reviewed. Parents were sent information on supporting their child in their social development and in establishing resilience in students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school leadership provides 20 hours annually of quality professional learning linked to professional standards		This goal was achieved.
80% of eligible students achieve Diamond status in the Premier's Sporting Challenge		This goal was achieved.
90% of eligible students report high levels of advocacy in the Tell Them From Me survey		The trends are positive in this area and this continues to be a goal that the school will work towards in 2019.
95% of students throughout the school achieve expected reading benchmark levels		This goal was achieved.
95% of students throughout the school achieve expected benchmark in fractions aspect of numeracy progression & grammar & punctuation aspect of literacy progression		The trends are positive in this area and this continues to be a goal that the school will work towards in 2019.
All students not achieving benchmark have a quality Individual Education Plan and targeted intervention		This goal was achieved.
85% of parents report participation in one school event each year		This goal was achieved.

Next Steps

In 2019 focus will be on regularly monitoring new Learning and Support procedures. Wellbeing Weeks will be established in 2019 for students and teachers. Professional development on SMART goals and inclusive education will be a continued focus.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$949 SLSO support	PLPs, attendance data, wellbeing, academic and student engagement.
English language proficiency	\$48 121 CEPS staffing salaries	EAL/D students moving along progression and not in need of explicit support.
Low level adjustment for disability	\$52 057 CEPS staffing salaries	SLSO support for identified students and engagement of Learning and Support Teacher 3 days a week. IEPs/ BMPs for students in need in place.
Quality Teaching, Successful Students (QTSS)	\$125 248 staffing entitlement	Instructional Leader employed to ensure high quality teaching and stage consistency in delivery quality teaching. Capacity of school staff and LST to pinpoint student achievement and growth against benchmarks at any point in time.
Socio-economic background	\$2 787	Number of families making financial contributions.
Support for beginning teachers	\$2 000 CEPS staffing	Dialogue with staff members. Staff members on top of workload, confident and working towards accreditation.



Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	363	369	374	381
Girls	354	353	340	351

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.5	96.7	95.1	96.5
1	94.9	96.9	96.2	94.9
2	95.5	96	95.6	96.4
3	95.2	95.6	94.3	95.5
4	95.9	96.4	96.6	95.2
5	95.3	95.1	96.2	95.6
6	93.1	95.2	95.6	94.6
All Years	94.9	96	95.7	95.6
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

Wahroonga Public School uses the Sentral online roll marking system to mark rolls and monitor attendance. Whole and partial absences are recorded with regular reports generating percentage of attendance reports for each student. Parents/caregivers are contacted as per DoE policy when required. The average attendance rate for all students at Wahroonga Public School during 2018 continues to be higher than state level.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	27.71
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
School Administration and Support Staff	4.47

*Full Time Equivalent

At present there are no members of Aboriginal or Torres Strait Islander background employed at Wahroonga 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	78
Postgraduate degree	22

Professional learning and teacher accreditation

Teacher professional learning is viewed as a crucial component of teaching in ensuring all teachers are continually engaging in research and have the opportunity to reflect collaboratively and individually on their professional practice. Professional learning is closely aligned to the school's Strategic Directions. In 2018 teachers engaged further with their learning around the teaching of Grammar and Fractions. Teachers participated in Stage group meetings as a means of supporting one another to make evidence based decisions for their teaching and learning programs.

The whole staff participated in a two workshops on Grammar. Kindergarten, Year 1 and Year 2 teachers continued to participate in L3 professional learning and received mentoring support from the L3 trainer as part of their consolidation year. Teachers K–4 participated in TEN training. In 2018 one teacher commenced work towards gaining accreditation at lead level. The NorthSea Learning Alliance provided an aspiring leaders program to interested staff. The executive team

participated in regular meetings to foster greater collaboration and sharing of data and resources across the community of schools.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	532,450
Revenue	6,753,476
Appropriation	5,646,732
Sale of Goods and Services	22,629
Grants and Contributions	1,071,431
Gain and Loss	0
Other Revenue	300
Investment Income	12,384
Expenses	-6,843,911
Recurrent Expenses	-6,843,911
Employee Related	-5,561,440
Operating Expenses	-1,282,471
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-90,435
Balance Carried Forward	442,014

Wahroonga Public School's expenditure is allocated to ensure the efficient operation of the school and to ensure the Strategic Directions of the school plan are adequately resourced. Review of the budget occurs on a regular basis.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	4,833,935
Base Per Capita	138,066
Base Location	0
Other Base	4,695,869
Equity Total	141,856
Equity Aboriginal	949
Equity Socio economic	2,787
Equity Language	48,121
Equity Disability	90,000
Targeted Total	160,489
Other Total	127,024
Grand Total	5,263,304

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 understanding 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.

Reading – Year 3 data shows that Wahroonga Public School is well above state average. The Year 5 school average is also well above state average. Spelling – Year 3 data shows that Wahroonga Public School is well above state average. The Year 5 school average is also well above state average. Writing – Year 3 data shows that Wahroonga Public School is well above state average. The Year 5 school average is also well above state average. Grammar and Punctuation – Year

3 data shows that Wahroonga Public School is well above state average. The Year 5 school average is also well above state average and is showing an upward trend as opposed to the state plateaued trend.

Numeracy – Year 3 data shows that Wahroonga Public School is well above state average. The Year 5 school average is also well above state average and is showing an upward trend as opposed to the state plateaued trend.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Wahroonga Public School has set the target for an increase in the top two bands in both reading and numeracy in line with the Premier's priority. Teachers engaged in the deep analysis of SMART/SCOUT, PLAN and internal school data to identify the explicit needs of students. Strong collaborative practice has been adopted to support the achievement of this target. Teachers worked together to develop skills to access and analyse data and identify what strategies need to be put in place to support student growth for a target of a minimum of one year's growth for one year's learning for all students.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. As part of the school data collection, students completed a survey to give their perspective of different aspects of Wahroonga Public School. The areas of strength identified were:

- *Students with Positive Relationships (91%)
- *Students that Value Schooling Outcomes (96%)
- *Students with Positive Behaviour at School (95%)
- *Student Effort (87%)
- *Positive teacher–student relations (80%)

Policy requirements

Aboriginal education

At Wahroonga Public School we are committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students. Our staff aim to increase our students knowledge and understanding of the histories, cultures and experiences of Aboriginal people by embedding Aboriginal perspectives into learning across Key Learning Areas. Our staff are aware of the Aboriginal Education and Training Policy and complete Personalised Learning Plans (PLPs) in partnership with families for all Aboriginal students, to support their wellbeing and individual needs.

Multicultural and anti-racism education

The students and staff at Wahroonga Public School celebrated Harmony day in Term 1. Harmony Day is a time to celebrate Australian multiculturalism, inclusiveness, respect and belonging for all Australians, regardless of cultural or linguistic background, united by a set of core values. Our students wore orange or cultural dress to acknowledge their understanding and acceptance of diversity and participated in lessons designed by classroom teachers to emphasise the message behind Harmony Day. The programs our staff deliver are embedded with multicultural perspectives to ensure the message of tolerance and acceptance is reinforced across the curriculum and that our students have a deep understanding of cultural differences. Cross curricular programs promote anti-racism, community harmony, intercultural understanding and positive relationships between students from all cultural backgrounds.

Other school programs

75th Anniversary Celebrations

A keen parent committee met with the Principal in Term 1 to discuss celebrations for Wahroonga Public School's 75th Anniversary. In Term 3, the parent committee and Deputy Principal began preparations. Community members were invited to an Open Day on Friday 19 October which showcased the school's unique history. Memorabilia on display encompassed sporting, academic, social and cultural aspects of the last 75 years. Video interviews were shown featuring past and present staff, parents and students, alongside an ongoing slideshow of historical photos. All students, staff and visitors received a commemorative medallion and had the opportunity to purchase other memorabilia merchandise. Students took part in 'Kooki's Cool Kids Challenge' throughout the day where they explored significant school sites to locate the answers to questions and also had an opportunity to visit the memorabilia displays. Light refreshments were served to visitors. Many alumni and local community members attended, as well as the local MP, Alister Henskens SC. Feedback from the community and staff was very

positive.

Colour Fun Run

The Colour Fun Run was held on Monday 15 October 2018. Approximately \$40,000 was raised to assist the refurbishment of the school sports field later in 2018. The event was a huge success with each grade running for 15 minutes through sprinklers, colour stations, bubbles, a tyre obstacle course and an inflatable tunnel. We had enormous parent support to run the event and received positive feedback from all involved.

Debating

In 2018, 10 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. Each team consisted of students from Years 5 and 6 who participated in weekly practice sessions directed by Miss Morgan Cannon and Mrs Nadia Shah. In each session, students learned to explore debating technique, methodology and improved their public speaking skills. Students worked cooperatively, sharing knowledge with their peers to develop critical thinking and verbal persuasive techniques. Overall, the Wahroonga Bushrangers won two debates and the Wahroonga Bluegums won one.

Chess Club

2018 was the 14th year of Chess Club at Wahroonga Public School. The weekly lunchtime meetings on Tuesdays included around 40 regular attendees and a smaller number of semi-regular and casual players. Matches were played in a competitive spirit tempered with respect for one's opponent. A number of drills also helped develop players' skills and understanding of the game. In Terms 2 and 3 four teams were fielded for the NSW Junior Chess League Primary Schools Competition, held each Friday afternoon. With fabulous support from the parent body, who assisted with transport, supervision, and the provision of afternoon tea, Bush School teams had a successful and very enjoyable season. All four teams proved highly competitive, with our veteran players and new talents performing with aplomb. On 23 August we fielded a team in the NSW Girls Team Chess Challenge for the first time in many years. Our team of Trisha W, Audrey L, Sonia J, and Daisy A competed in the Primary age group (for Years 5–6), with Audrey (Year 4) and Daisy (Year 2) playing above their age group. After a thrilling six rounds, our team finished a fabulous third, receiving a trophy and medals for their brilliant performance. In Term 4 many students participated in the School Chess Championships, which pitted the top players in Senior (Years 5 and 6) and Junior (Year 4 and below) age groups, and the Challenge Trophy Tournament for our other members. We also hosted the NSWJCL one-day tournament for the Upper North Shore zone on Monday 12 November, which attracted schools from across our zone (and some from neighbouring zones). Finally,

thank you to the many parents who helped out in many different capacities over 2018, to the Principal and Deputy Principals for their invaluable support, and especially to teacher coordinators Mrs Flynn and Mrs Griffith for their tireless efforts on behalf of the members of Chess Club.

Student Representative Council

The Student Representative Council (SRC) at Wahroonga Public School is an active group comprised of two elected class representatives from each class Years 2 to 6. Two elections are held each year: the first for a boy and girl from each class to serve in Semester One and the second for a boy and girl to serve in Semester Two. The school prefect body represents the Kindergarten and Year One students and reports back to them regularly. Two teachers work with the students in supervising meetings and liaising with the Executive in regard to issues raised by the Student Council. They also assist with fundraising activities. Meetings are held fortnightly at lunchtime. The role of the SRC is to raise any student issues or concerns at Council meetings and to discuss possible resolutions. These issues may relate to behaviour, student facilities or playground concerns. The meetings are also an opportunity to discuss requests or suggestions from students as to how to improve the school environment, student equality and to identify charities that the SRC would like to support.

During 2018, the SRC organised two fundraisers: one supporting the Children's Hospital at Westmead and one for the RSPCA. Most fundraising is done through holding mufti or themed dress up days and asking for a gold coin donation. These activities are enthusiastically supported by the whole school community. Student representatives diligently attend lunchtime meetings and are a voice for the students in their classes. They are to be commended for their commitment, willingness to give up their time and for the passion and energy they bring to their role.

Enrichment and Extension

The Enrichment and Extension Program is a long established part of Wahroonga Public School's learning program. The program is designed to group students with particular interests and ability in order to differentiate at a high level. Parents and teachers nominate students with particular talents, who are gifted and/or have particular strengths and interests in the learning areas of Language and Expression and Solution Finding.

The outcomes being addressed are aligned with those in the regular classroom. The program focuses on high performance differentiated learning. This reflected an understanding of the cognitive and affective needs of gifted and talented students in order to improve their level of achievement. This involved modification of the outcomes, content, process, product and learning environment.

To promote and enhance engagement for optimal learning, students were provided with:

- Strategies to develop learning behaviours to draw on when faced with new and challenging situations. These 16 Habits of Mind were woven into instruction and used as a guide for reflections
- Independent and collaborative tasks designed to build relationships, teamwork and partnerships
- Learning experiences that promote original and unique responses and an opportunity to showcase their creativity, leadership skills and potential
- Activities that focussed on complexity in the differentiated tasks to develop concepts and make connections to the real world
- Real life survival situations that involved connecting theories and approaches from mathematics, technology and science
- Workshop sessions with Steven Herrick, Gabriel Evans and Jenny Ellis to guide students through the writing, illustrating and publication process.

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 raised 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 set up with funds received via the successful EcoSchools grant. Crunch and Sip scraps from all 29 classrooms were composted by a dedicated team of students and the Bush Patch was tended to regularly during lunchtime gardening club. Students learned how to propagate and tend crops, with any produce successfully grown being sold to community members. In July, the ERC participated in 'Plastic Free July' with all students in the school provided with an opportunity to repurpose a T-shirt into a reusable shopping bag. In October, the ERC held 'Bee Happy Day' which saw students dress as bees and raised funds to purchase a native beehive for the school. All students were educated about the vital work that native bees do as pollinators of Australia's unique flora. In June, ERC members participated in an ENVIROmentors 'In the Bin' workshop at school which was presented by Veolia and Ku-ring-gai Council. Students learned how to sort waste into the correct bin and the importance of recycling to lessen the impact of single use waste on our planet.

Dance

Senior Dance Group

The students who successfully auditioned for Senior Dance enjoyed weekly practices and choreography opportunities throughout the year. They were accepted and performed their dance *Unsteady* at the Sydney North Dance Festival at the Glen Street Theatre. The students were also invited to perform at the Wahroonga Public School concert, *The Last Laugh*.

Intermediate Dance Group

The Intermediate Dance group consisted of 20 talented

girls from Years 3 and 4. They demonstrated their dedication for dance by attending rehearsals to learn new choreography every Thursday at lunchtime. The students represented Wahroonga Public School and performed in the Sydney North Dance Festival at Glen Street Theatre.

Junior Dance Group

This group consisted of 26 talented boys and girls from Years 1 and 2 who practised every Tuesday at lunchtime to learn two jazz and hip hop-style dances. They demonstrated their talent by performing in a variety of school events including Celebration Day and Education Week assemblies.

Band

The Wahroonga Public School Band Program celebrated a year full of learning and exciting performance opportunities with over 250 students from Years 1–6 participating in one or more of the ensembles. Instruments offered included flute, piccolo, clarinet, bass clarinet, alto saxophone, tenor saxophone, baritone saxophone, French horn, trumpet, trombone, euphonium, tuba, bass guitar, keyboard and percussion.

Students from Years 1 and 2 who learned the recorder enjoyed performing in Assembly and at the end-of-year concert. The 30-minute weekly recorder classes focused on treble clef note-reading, rhythm and playing as part of a small group, which leads on well into the Band Program as students have a head start understanding musical notation.

Beginner Band commenced the year with 69 students predominately from Year 3 and with a few students from Years 4–6. The band was conducted by Tim Ferrier. Each week, Beginner Band students participated in two one-hour rehearsals and a group tutorial. The band performed in school assembly, at a Band Workshop, the Wahroonga Music Festival, in the Sydney Eisteddfod at The Concourse in Chatswood, at the NSW School Band Festival and at the end-of year Band Celebration Concert. Beginner Band was awarded a Highly Commended at the Sydney Eisteddfod, and a Gold Award at the NSW School Band Festival. The students attended Band Camp at Crusaders Galston Gorge Conference Centre for a full day of tutorials and rehearsals. Some students commenced private tutorials throughout the year and there were two rounds of auditions offered to students who were performing at a level above that of Beginner Band, to progress to Junior Band during the year. All remaining Beginner Band students were promoted to Junior Band for 2019.

Junior Band was comprised of students from Years 3–6, and conducted by Abi McCunn for Term 1, then Camilla Bellstedt. Students in Junior Band attended two hour-long rehearsals and a 30-minute private tutorial each week. Camilla brought a new level of passion and enthusiasm to the group, and the band enjoyed performing in school Assembly, at a Band Workshop, the Wahroonga Music Festival, at the NSW School

Band Festival and at the end-of year Band Celebration Concert. Junior Band was awarded a Gold Award at the NSW School Band Festival. The students attended a three-day Band Camp at Galston where they had a busy schedule of tutorials and rehearsals, played games and experienced sleeping away from home with their friends for two nights. All students had weekly private tutorials throughout the year and there were two rounds of auditions offered to students who were performing at a level above that of Junior Band, to progress to Intermediate Band during the year.

Intermediate Band students ranged from Years 4–6 and this year had four conductors – Mark Barnsley (Term 1), Louis Sharpe (Term 2), and Rebecca Heather and Tom Spencer (Semester 2). Students in Intermediate Band attended two hour-long rehearsals and a 30-minute private tutorial each week. The students experienced different conducting styles and enjoyed performing in school assembly, at a Band Workshop, the Wahroonga Music Festival, at the Ryde Music Festival, at the NSW School Band Festival and at the end-of year Band Celebration Concert. Intermediate Band was awarded second place in a section of nine schools at the Ryde Music Festival and a Gold Award at the NSW School Band Festival. Some students were offered auditions during the year. Auditions were based on a student's musical ability, respect for their peers and conductor during rehearsals, attendance, punctuality and a positive contribution to the band. All Intermediate Band students attended the three-day Band Camp in May.

Sport

Wahroonga Public School achieved great success in sport in 2018, winning all three carnivals in the Hornsby Zone Primary Schools Sport Association (PSSA) inter-schools competition. At a House level, Parkes won the school Swimming and Athletics Carnivals and Hughes took out the Cross Country Carnival for the third year in a row. Other notable successes were achieved in the weekly PSSA competition where the junior soccer team and both A-level AFL teams were crowned champions while both senior and junior girls netball teams were runners-up. 2018 saw a number of notable individual successes with three Year 6 students representing New South Wales at the School Sport Australia Championships in AFL, tennis and softball. Further sporting opportunities were offered to students through participation in NSW PSSA knockout and gala day competitions. Wahroonga PS entered teams in knockout hockey and basketball as well as numerous teams in the Northern District Rugby League Gala Day. The most notable performance was the WPS boys knockout basketball team who finished third in New South Wales. Through the Sports in Schools Australia (SISA) program, students developed gymnastics skills using correct techniques and participated in small games and sports that combined strategy, teamwork, movement skills and fair play. Through our dance program, primary students performed steps to contemporary music and interpreted dances using movement skills and expression. Utilising our school's swimming pools, students in Years 1–6 continued to develop their swimming skills and water safety

awareness through weekly lessons during Terms 1 and 4.

Swimming Lessons

The students at Wahroonga Public School participated in swimming lessons in 2018. The school is very fortunate to have two on-site pools 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. On-site lessons were conducted by specialist swim instructors. Students were graded according to their swimming ability in order to receive instruction at their specific level to improve their swimming skills. Students were also instructed in water safety and learn-to-swim with stroke development lessons.

Artify Art Club

The aims of Artify are to enrich the Wahroonga Public School environment with and through art and artistic actions. Students are encouraged to give back to the school community through collaborative action. In the club's third year, we continued with over 30 students from Years 2–6 taking part. Artify met at lunchtime up to two times a week. This year, students worked hard painting murals and designing and creating props for the 'The Last Laugh concert'. These murals and props were then used on stage during the shows. A range of recycled materials were used in the production of the items. Artify also designed and painted a 'Uniform Shop' sign for the school uniform shop.

The Last Laugh Concert

As part of Wahroonga Public School's Creative Arts Program, students and teachers staged two matinee and two evening performances of a special schoolwide concert entitled The Last Laugh, in late August. We were especially proud to present this concert in our 75th Anniversary Year, as the story was all about our school: Past, Present and Future. Every student in the school performed, to a consistently packed house. The Last Laugh production ticked all the boxes from an entertainment perspective – humour, dramatic flair, engaging storyline, pitch-perfect songs: and from an educational perspective – incorporating movement, choreography, voice and mime. Over 730 students performed in ways big and small, with each contribution adding to the whole spectacular. A substantial parent group made enormous contributions to the production in ways such as costume design, sewing and communication. Class teachers rose to the challenge of dance choreography and item coordination, balancing their usual duties with the added pressure of creating excellence, and they succeeded. The Last Laugh was a wonderful event that students, staff and families will long remember.

Buddy Classes

The Buddy Class Program at Wahroonga Public School commenced in 2003, replacing the Peer Support Program. The Buddy Class Program enables students in different classes and different year groups to meet at regular periods throughout the year and do activities together. At the beginning of the school year, each Year 6 class is buddied with a Kindergarten class, Year 5 with Year 1 and so on. Buddy Class sharing times provide an opportunity for older students to support younger students and opportunities for younger students to form a relationship with some of the older students. The Buddy Class Program has run successfully since its inception, providing students of all ages an opportunity to interact with each other and, in many cases, establish friendships. It also provides students with opportunities to get to know different teachers in the school. In turn, teachers have an opportunity to meet and get to know students that they do not usually work with.

Crunch & Sip

The Crunch & Sip initiative is in its third year of implementation schoolwide. It provides an opportunity during the day for all students K–6 to 'refuel' on vegetables, salad and fruit and 'rehydrate' with water. As a result, students experienced improved concentration and a greater understanding of the benefits of healthy eating. Additionally, Crunch & Sip food scraps are composted daily by ERC representatives and used as a fertiliser in the school 'Bush Patch' garden beds.

Instructional Leader

Throughout 2018, teachers were supported by a staff member in the role as Instructional Leader, funded using the *Quality Teaching, Successful Student* reform funding. This role enabled cohesiveness across the school, creating whole school scope and sequences and implementing a systematic school-wide programming model. The Instructional Leader led the literacy and numeracy focus programs, *Grammar and Punctuation* and *Fractions*, as outlined in the 2018–2020 School Plan, delivered professional learning, mentored teacher–explicit instruction and monitored student performance data. The Instructional Leader also provided support for teachers, working shoulder to shoulder, team teaching, demonstrating lessons and assisting with differentiated programming, enabling teachers to build their capacity and ensure consistent implementation and improved outcomes for students.

Premier's Sporting Challenge

In Term 3, students and teachers at the Bush School maintained their incredibly active and physical lifestyles supporting the Premier's Sporting Challenge. Students engaged in moderate and vigorous fitness, sport and dance – at school and at home – with most students

diamond medal level. The aim of the PSC is to have more students, more active, more of the time and encourage leading healthy, active lifestyles.

Premier's Reading Challenge

The annual NSW Premier's Reading Challenge (PRC) aims to encourage a love of reading. Many Wahroonga Public School students in Years 3–6 took on the Challenge to read 20 books between March and August, 2018. These books could have included five of the student's own choice or drawn from the PRC booklists. All students in Kindergarten, Year 1 and Year 2 completed the Challenge at school. The requirement for these students was to appreciate and engage with 40 quality books taken from the PRC K–2 booklist. 531 students successfully completed the Challenge in 2018.

Snowsports

2018 was the 12th year Wahroonga Public School has participated in the NSW Interschools Snowsports Championships. During the July school holidays 11 of our students from Kindergarten to Year 6 competed at Thredbo in perfect snow and weather conditions making the experience all the more fun. All participants raced in Slalom and Skier/Boarder Cross events achieving good individual and team results for Wahroonga PS. Two participants progressed to represent the school at the State Championships in August.

NAIDOC Celebrations

This year's NAIDOC theme was 'Because of her, we can!' which lent itself to an array of class activities at the beginning of Term 3, based on identifying and researching Aboriginal and Torres Strait Islander women who have enriched communities in fields from the arts to sports to politics. Classes displayed wonderful posters and writings resulting from their research.

Multicultural Perspectives Public Speaking Competition

Wahroonga Public School again competed in the annual competition run by The Arts Unit that focuses on public speaking on given topics with a multicultural bent. This competition encourages primary school students to explore ideas of multiculturalism in Australia, as well as giving them the opportunity to practice their public speaking skills and improve their confidence.

Each class in Stages 2 and 3 put forward two finalists who delivered a prepared speech on one of a choice of eleven topics. They all performed extremely well, speaking clearly and confidently. Six of those were then chosen to go into the next round and delivered an impromptu speech. Out of these clever, young speakers, the two Stage 3 representatives were Michael M and Charlotte B and Stage 2's finalists were Elsie O and Baxter M. They represented the Bush School at the Area Final at Asquith Public School and made us #wahroongaproud.

Ku-ring-gai Local School Public Speaking Competition

Wahroonga Stage 3 students again took part in the 18th annual Ku-ring-gai Local Schools Public Speaking Competition, preparing speeches on 'The consequences of our desire to stay connected via our devices will be our downfall'. The topic lent itself to some interesting and varied perspectives! Despite stiff competition, Rachel M went on to the final at NSW Parliament House, delivering an exemplary prepared speech and an impressive environment-based impromptu on the topic, 'Imagine'. Rachel certainly wowed the judges (as well as accompanying parents and teachers) and came second runner up.

Commemorative Cookbook

The WPS Cookbook team, a group of talented parents, spent many months planning, collating recipes, designing the layout, proofreading and raising sponsorship to produce an impressive, professional-looking cookbook that epitomises the spirit of the Wahroonga Bush School community. Full of tried-and-tested, family-friendly, mouth-watering recipes, 'Bush School Tucker' also delights with professionally-shot photographs of some of our students and food-related artwork by all. Its release came in time for Christmas and expectations are that it will prove to be extremely popular and a wonderful fund-raiser. Special mention should go to Rebecca Buttrose and Natasha Shaw for their extreme dedication and many hours' work in editing, layout and design.

Stewart House

The Bush School community donated over \$450 to Stewart House in 2018. Year 6 student volunteers eagerly set up stalls to sell 150 high bounce balls to their enthusiastic and active Bush School friends. 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 Stewart House in Curl Curl. The school also participated in the Smith Family's annual clothing drive for Stewart House throughout the year.

Technology

Wahroonga Public School has a special ICT teacher and two dedicated computer labs. With interactive whiteboards 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.