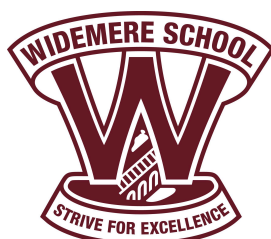


Widemere Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Widemere 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 all school resources, including equity funding.

Michele Saunders

Principal

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School background

School vision statement

Widemere Public School challenges students of all abilities to achieve excellence in a wide range of academic, cultural and sporting activities. Our aim is for all students to be successful, life long learners who are confident and creative individuals, strive for continual improvement and are active and informed citizens. Students are equipped to meet the demands and challenges of the future in an engaging, inclusive, differentiated learning environment where they are valued as individuals and are encouraged to show respect for others.

School context

Widemere Public School is located in Greystanes and was established in 1973. It is an excellent learning community providing high quality learning opportunities for the children of our local community.

Our school operates 10 classrooms from Kindergarten to Year 6 with 250 students enrolled. 39% of our students come from culturally diverse backgrounds.

Our dedicated, creative teachers are committed to the pursuit of excellence by knowing, valuing and understanding every child through participation in formative assessment, targeted professional development, high quality evidence based differentiated teaching and stimulating, enriching and challenging learning programs.

We also offer many prospects to excel in a variety of performing arts, sports programs and leadership opportunities.

Widemere Public school is well resourced with innovative technology, a modern library, a multipurpose hall, a covered outdoor learning area, attractive refurbished classrooms and flexible learning spaces.

Our students prosper in a positive behaviour for learning, inclusive and nurturing learning environment that develops respect, understanding and responsibility.

Student wellbeing is a priority to our staff. Our aim is for all students to be known, valued and cared for and for students to do their personal best.

As a school community we are determined to provide opportunities to develop students in all areas to become life long, responsible learners and successful members of society.

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 Domain

At Widemere Public School the Learning component of the School Excellence Framework has been developing strong skills in Literacy and Numeracy. The school focus is knowing our students well and providing differentiated learning opportunities to challenge and support students on their learning journey.

At our school there is a demonstrated commitment to strengthen and deliver on school learning priorities. Quality teaching and professional practice are evident in every learning environment providing students with the opportunities to connect, succeed and thrive relevant to their stage of learning and development. Positive and respectful relationships ensure a productive learning environment and the implementation of PBL ensures that our school consistently promotes a whole school approach to student wellbeing and behaviour management that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Teachers monitor student progress through the use of a variety of internal and external school performance measures using assessment schedules and stage discussions of students' progress and the analysis of whole school data walls. The Learning and Support Team regularly meets to provide help with adaptations for at-risk students such as MiniLit and

Teaching Domain

In the domain of Teaching, Instructional Leaders worked with their stage counterparts to develop strong data analysis skills and differentiated learning programs. Peer observations allowed teachers to observe quality teaching across the school and Instructional Leaders model effective teaching practice. Stage based, Instructional Leader led, collaborative planning as well as programs such as Spirals of Enquiry Practice has allowed staff to continue to develop strong foundations of data analysis and sharing effective evidence based practices. Teachers undertook a focused development of a Growth Mindset across the school and students responded by stretching their learning and developing a open mindset to learning. Formative and summative assessment is consistently implemented across the school allowing students to be active in their own learning through the use of visible teaching strategies such as Learning Intentions, Success Criteria and feedback. Our teachers participated in significant and meaningful professional learning targeted at our school's priorities as well as their own professional needs. Teachers set annual goals through the school's performance and development process which are reviewed regularly.

Leading Domain

This year, again leading was diversified across the school with many teachers taking on roles unfamiliar to them. Many teaching staff had the opportunity to lead various programs including the Positive Behaviour for Learning Program (PBL) led very effectively in 2018 by a beginning leader who was mentored effectively by the previous coach. New leaders led in areas such as Change Makers, Aboriginal Education, the Wellbeing Team and one Assistant Principal was accepted into the Aspiring Principal Program in 2019.

Our school articulates a commitment to equity and high expectations for learning for every child and is responsive to changing needs. We have once again displayed a commitment to developing teachers' classroom and leadership skills by continuing to foster a culture of high expectations by providing tailored professional learning and leadership opportunities that align with teachers' expertise.

All staff has a commitment to achieving our Strategic Directions of Evidence Based Visible Learning, Life Long Learners and Resilient, Confident Citizens and Leaders. Feedback is sought from parent surveys, discussion meetings, focus groups and at P&C meetings. The school's vision and expectations are supported across the community. Through leadership development we are building a school resulting in sustained and measurable school development. Resources are strategically used to achieve improved student outcomes.

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

Evidence Based Visible Teaching & Learning

Purpose

At WPS we will strive for high quality teaching and learning excellence through data driven evidence based quality teaching and differentiated, personalised, challenging learning. Best practice will enable all students to be highly engaged in school and to improve their achievement through evidence based visible teaching and learning.

We seek significant (at least 12 months), measurable growth across all learning domains.

Overall summary of progress

During 2018 our teachers and executive staff have been collaborating to develop a growth mindset for both staff and students. They have been involved in and shared high quality professional learning for students to develop the skills of self regulation in their own learning. Quality evidence based visible teaching and learning has seen the teachers engage in the use of visible learning strategies such as Learning Intentions and Success Criteria, Strategic Questioning and Descriptive Feedback. The collection and analysis of data was undertaken regularly to improve teaching and assessment skills and to help know and understand the individual students and their learning needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
96% of students meet or exceed nationally identified minimum benchmarks in Reading and Maths.	\$5000 Literacy & Numeracy equity Funding and \$5000 equity funding.	This year students in Year 3 have met the goal of 96% of students being at or above minimum benchmarks in Mathematics. In Reading and Writing Year 3 students were 3.3% away from the desired goal. Year 5 students exceeded expectations in Reading and Writing being 1% higher than desired results and they achieved the desired outcome in Mathematics.
100% of classroom teachers working with instructional leader in analysing data and devising differentiated learning experiences for Literacy and Maths.	\$20 807	All class teachers worked collaboratively with Instructional Leaders to analyse data, devise differentiated learning experiences and to develop a growth mindset culture.
100% of teachers have differentiated teaching in Literacy and Maths which is evidenced in teaching & learning programs.	\$2 000 Equity Funding	All teachers have worked with their stage partners, their supervisor, the learning and support team and Instructional Leader to ensure they have effective differentiated teaching in Literacy and Numeracy in their programs.
100% of teachers undergoing professional learning in improving engagement and differentiation in student learning.	\$2 000 Equity Funding	The teachers were given time this year to analyse their class data during collaborative planning days and Spirals of Inquiry PL. They worked on engaging programs with their peers to help students through differentiated programs to show individual growth.
Increase the number of students in the top 2 bands of NAPLAN in Reading and Number	\$2 000 Equity Funding	The school was successful in an increased amount of students in the top 2 bands of NAPLAN in Reading for both Years 3 and 5. In Numeracy, Year 3 were not as successful as the previous year while Year 5 were up by 11.8% on the previous year.
Teachers developing a growth mindset and encouraging a growth mindset in students.	\$1000	All teachers and students worked hard on developing their mindset for learning in 2018. Teachers researched and developed professional

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers developing a growth mindset and encouraging a growth mindset in students.		learning for staff and used environmental print and digital performances to improve engagement. A growth rather than fixed mindset is used in all learning spaces.

Next Steps

Going forward into 2019 the strategic direction –Evidence Based Visible Teaching and Learning will be refined. Professional learning will be undertaken in engagement through continued high quality project based professional learning developing knowledge in the importance of rich, differentiated, tasks including enquiry and project based learning designed at stage appropriate levels. Instructional leaders will continue to work closely with teachers analysing relevant data to differentiate learning for all students.

Strategic Direction 2

Successful Life Long Learners

Purpose

To provide a high standard of learning and engagement and seek to empower students to become curious, confident, citizens who self-direct their learning, adapt quickly to change and are life long learners.

To develop a learning growth mindset and culture based on high expectations, quality engaging meaningful opportunities to support creativity, critical thinking, collaboration, enquiry learning and problem solving, which will maximize success and add value to students' lives.

Students will be productive and ethical users of technology equipped with 21st Century skills.

Overall summary of progress

In 2018 teachers undertook professional learning in developing a growth mindset in themselves and students. This mindset change was reinforced in all learning. Teachers were given planning time to effectively plan sessions to develop the skills to develop Life Long Learners. Instructional Leaders worked with individual teachers with program development and demonstrating effective teaching practices. Learning Intentions and Success Criteria allowed student to have independence and self regulation in their learning. Students developed individual goals collaboratively with their teachers enabling them to drive their own learning. Effective feedback was given by students and teachers to assist with movement to improved learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Common assessment tasks demonstrate key aspects of critical thinking, creativity, collaboration and self-directed learning.	\$5 000 Equity Funding	In 2018 all staff had planning time to work on common assessment tasks allowing students to demonstrate aspects of critical thinking, creativity, collaboration and self-directed learning. The stage and grade based assessments were tailored to the needs of different classes to allow for students achieving above grade expectations.
Student work samples demonstrate evidence of critical thinking, collaboration and creativity.	\$20 000 Equity funding	Throughout K–6 Instructional Leader and professional learning sessions, student work samples were observed and analysed. Through doing this, it allowed staff to ensure consistent teacher judgement and view evidence of student's showing problem solving, critical thinking, collaboration and creativity in their learning.
Students utilise digital technology and project based learning within the classroom environment to enhance their learning and become self-directed learners.	\$2 500 Equity Funding	<p>Students across the school utilise digital technology via interactive whiteboards, PCs, iPads, and XO devices. Project based learning is utilised using technology and through collaboration in mathematics lessons.</p> <p>In 2018 all students in years 1–6 participated in music lessons and have enjoyed learning the recorder. In 20 weeks students showed tremendous growth in both their interest in the recorder, ability to read music, understand theory and then put this into practice. The school extracurricular recorder group also doubled in size as a result of the interest and eagerness to continue to develop and refine their skills.</p>
Students being able to identify their individual learning goals.	N/A	On at least two occasions in 2018 all students created personalised learning goals which were

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students being able to identify their individual learning goals.		targeted to their individual needs and jointly constructed with their teacher. These goals were displayed in the classroom for students to see and reflect on during their learning. Teachers then provided feedback, based on formative assessment in order to re-evaluate and set a new goal.
Increased leadership opportunities for staff and students.	\$5 000 Equity Funding	In 2018 opportunities for both staff and students to take on leadership roles have increased. All staff had to take on a leadership role during different professional learning sessions including leading Growth Mindset professional learning, the different KLA committees and leading Change Maker groups. Students in Stage 3 had leadership roles in running peer support lessons, whole school fitness programs, buddy reading and ICT experts for K-2 classes.

Next Steps

In 2019 our second strategic direction Life Long Learners will be further developed through professional learning in Music, Engagement and the continuance of setting regular collaborative learning goals for students. Critical and Creative Thinking will be developed in students as well as the continuation of developing a Growth Mindset.

Strategic Direction 3

Resilient, Confident Citizens and Leaders

Purpose

For every student and teacher to reach their full potential in a safe, positive, stimulating and evolving learning environment through quality differentiated learning programs, student and staff wellbeing programs, prevention and intervention strategies and leadership opportunities.

Overall summary of progress

During 2018, our staff and students have had many opportunities to take on leadership opportunities throughout the school and have thrived at all opportunities. Our Learning and Support Team has again been very active in identifying and supporting students requiring additional assistance and working with teachers and students on personalised learning programs. Our Positive Behaviour for Learning team has worked hard to identify behaviour trends and implement relevant strategies to ensure our school continues to be a positive, harmonious environment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
For every student and teacher to reach their full potential in a safe, positive, stimulating and evolving learning programs, student and staff welfare, prevention and intervention strategies and leadership opportunities.	\$1500	During 2018, we had a strong focus on student and teacher mindset and the development of a growth mindset. Teachers took part in collaborative professional learning to strengthen their understanding and implementation of growth mindset in their classrooms. This focus on positivity and growth has encompassed all facets of school life from the school leadership team to individual students.
* 40% of our students obtaining Blue WOW certificates and working towards gold. 30% of students achieving gold badge awards.	\$500	During 2018 35% of students achieved Gold badge awards and 41% achieved Blue WOW certificates.
* 100% of students being able to state the school rules.	N/A	100% of students participated in structured lessons at the beginning of 2018 that focused on teaching and reteaching our three core school rules. As a result of this and our continued dedication to PBL, 100% of students can state our school rules.
* More effective case management for all students including those who are at-risk or who have special needs.	\$10 000 Equity Funding	The Learning and Support team has met regularly throughout 2018 to put in place systems and processes to help identify and support students at risk of not achieving expected growth. The LST team has worked with many external agencies to ensure we are providing relevant support to students with special needs.
* Better identification and management of students with social and emotional learning difficulties.	\$ 2 000 Equity Funding	2018 has had a big focus on the identification and support of students with emotional and social learning difficulties. We have put in place a growth mindset program that promotes a healthy mind and we have developed emotional regulation systems including increasing the opportunities for students to check in with staff about their wellbeing.
* 10% decrease in school "Time Outs" and suspensions.	\$5 000	During 2018 there was an 11% increase in Time Outs and an increase of 4 suspensions. This we feel was in part due to new students entering our school with a limited understanding of school rules

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
* 10% decrease in school "Time Outs" and suspensions.		and routines.
* 10% increase in staff, student and parent participation in leadership opportunities.	\$2 000 Equity	During 2018 there have been many opportunities for teachers to relieve in leadership positions throughout the school. Leadership opportunities have also been created through our involvement in the Change Makers project.
* 100% Aboriginal and at-risk students with Personalised Learning Plans.	\$3 000 Equity	100% of Aboriginal students and students with additional learning needs have Personalised Learning Plans that have been reviewed and evaluated throughout the year.
5% in increased parent participation in school decision making.	\$1000 Equity	In 2018, we have increased our data collection from the wider school community after schooling events, which will be evaluated and used in future planning.

Next Steps

During 2019, we will continue our focus on the development of a positive, growth mindset. To accompany this we will continue to improve wellbeing practices by continuing to identify and manage our students with additional emotional, social and academic needs.

Positive Behaviour for Learning will continue to be refined and adjusted as needed.

We hope to increase collaboration with our local community and strengthen partnerships with our local high schools to ensure smooth school transitions.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6 838	<p>During 2018 we provided various support measures for Indigenous students.</p> <p>All students have a collaboratively developed Personalised Learning Plan and have made progress in achieving their individual learning goals in Literacy and Numeracy.</p> <p>Key staff attended Professional Learning in the Aboriginal culture and support.</p> <p>Aboriginal culture was celebrated during NAIDOC week with all students participating in activities that strengthened understanding, appreciation and acceptance of Aboriginal culture.</p>
English language proficiency	\$44,094	<p>During 2018 we provided various support measures for EALD students. A support teacher was employed 2 days a week to support students in their Reading and Maths Groups and utilised the Mini and MacqLit Programs to support EALD students' Literacy. Planning Days were also utilised to plan appropriate programs for students.</p>
Low level adjustment for disability	\$81 181	<p>Our Learning support team meet fortnightly to identify individual students needs and implement targeted, specific support programs. All students requiring adjustments to their learning have an ongoing Individual Education Plan or Personalised Learning Plans. L&S Teachers and School Learning Support Officers assist students with disabilities in the classroom, playground and school excursions.</p>
Quality Teaching, Successful Students (QTSS)	\$43 311	<p>Professional practice has been improved with increased opportunities for collaborative planning and observations between teachers. Instructional Leaders have analysed data and designed programs with staff. They have also provided demonstration lessons and team taught with Early Career Teachers.</p> <p>Executive staff have mentored teachers assisting them in achieving their professional learning goals</p>
Socio-economic background	\$26 479	<p>During 2018 we provided various support measures for students from low socio-economic backgrounds. We purchased 30 iPads and provided support for students in classroom and playgrounds with the L&S Teacher and School Learning Support Officers. We have also supported students by providing subsidised swimming lessons, excursions and purchased needed resources and uniforms for students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	130	139	131	134
Girls	91	104	108	108

Widemere Public School continues to make slow but steady growth in enrolments. The drawing area for WPS is very small just encompassing the 'Flower Street' area and this as well as 3 large primary schools in the local area one with an Opportunity Class impacts on our enrolments.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.1	94.3	95.9	94.2
1	94.5	94.9	94.6	93.9
2	95	94.1	95.3	92.9
3	94.7	96.9	95.9	96.2
4	96.9	96.1	95.5	95.2
5	94.7	96.1	94.6	94.1
6	97.5	96.3	95.9	92.9
All Years	95.5	95.4	95.4	94.1
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

through a plan to support the student's attendance.

The school has a sound relationship with the Home School Liaison Officer, who regularly checks our school's rolls and will support the school if there is an issue that may result in educational neglect.

Management of non-attendance

This year Widemere Public School has monitored student attendance very closely. We have class teachers follow up with phone calls to families when students are absent for 2 days or more. Teachers are to report to school executive if they notice an issue arising around attendance. A conference with the parents and school is set up to discuss and work

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.24
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.57

*Full Time Equivalent

In 2018 there were no Indigenous staff members employed at Widemere 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	45
Postgraduate degree	55

Professional learning and teacher accreditation

To support the school's strategic directions, all staff participated in a variety of professional learning opportunities. Staff participated in Growth Mindset, Spirals of Enquiry Learning, Literacy and Numeracy Progressions, Change Makers, HR Payroll and IMEX professional learning.

All staff participated in mandatory training and updates in Child Protection, Anaphylaxis, CPR and Code of Conduct. Professional Learning funds were also utilised to enable staff to participate in collaborative planning time and peer observations.

All teachers meet the requirements of NSW Accreditation.

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	172,554
Revenue	2,276,171
Appropriation	2,160,617
Sale of Goods and Services	1,685
Grants and Contributions	112,408
Gain and Loss	0
Other Revenue	100
Investment Income	1,361
Expenses	-2,146,638
Recurrent Expenses	-2,146,638
Employee Related	-1,911,947
Operating Expenses	-234,691
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	129,533
Balance Carried Forward	302,087

Widemere Public School has a school financial committee made up of the Principal, 3 Assistant Principals and some curriculum coordinators from teaching staff. The role of the Finance committee is to allocate funding and resources according to the strategic directions of the school and other areas such as salaries and associated costs. Equity funding is used to support at-risk students to improve their learning outcomes and wellbeing.

Unusual costs in 2018 include the refurbishment of the girls and boys toilets, administrative foyer and the staffroom. We have also purchased 3 Interactive Whiteboards in 2018 and a class set of iPads.

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	1,836,809
Base Per Capita	46,215
Base Location	0
Other Base	1,790,594
Equity Total	158,592
Equity Aboriginal	6,838
Equity Socio economic	26,479
Equity Language	44,094
Equity Disability	81,181
Targeted Total	27,038
Other Total	87,407
Grand Total	2,109,847

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.

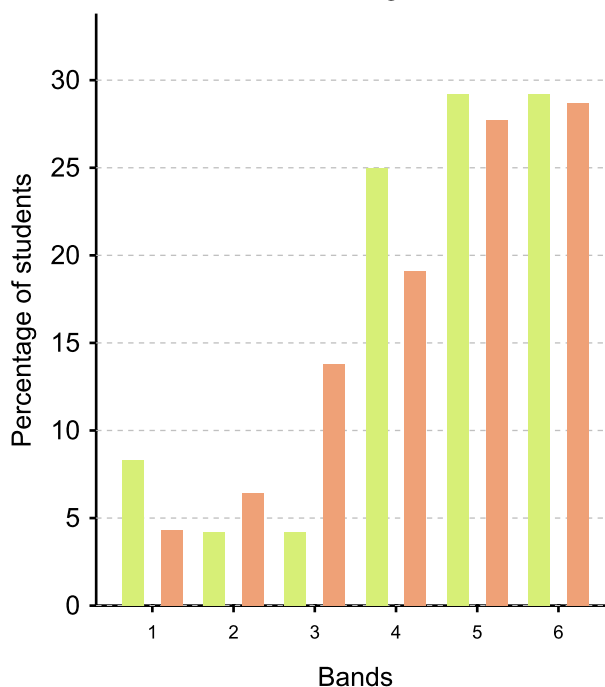
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

Students at Widemere Public School continued to achieve well in Literacy. Areas requiring review include inferential comprehension particularly in non fiction texts and comparison between one text and another to analyse and evaluate similarities and differences.

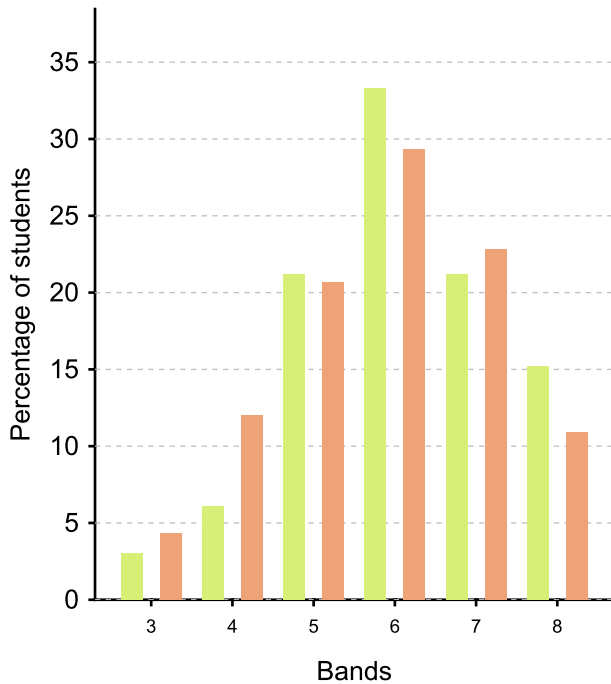
58.3% of Year 3 students achieved in the top two bands and 69.7% of Year 5 students achieved in the top three bands for Reading.

Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Reading



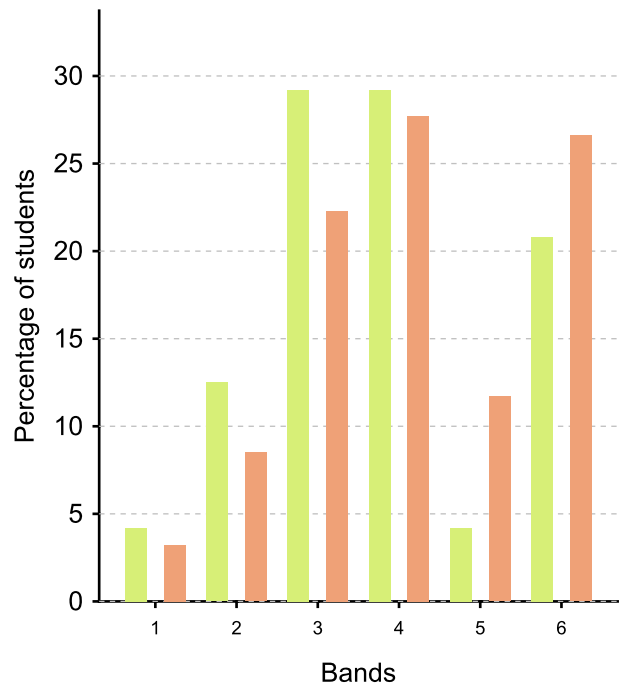
Percentage in Bands
School Average 2016-2018

Students at Widemere Public School continued to achieve well in Numeracy with particular improvements in Year 5 with 35 % of students in the top two bands.

Areas requiring review for Year 3 are measurement focusing on mass and generating number patterns and completing number sentences by calculating missing values.

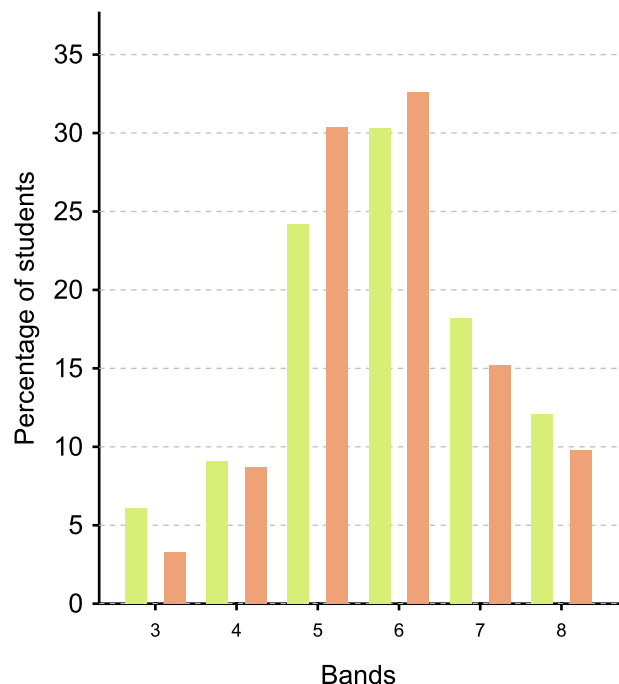
Year 5 areas of review are describing and ordering the duration of events (time) and understanding fractions, decimals and percentages.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

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.

In 2018, top two band results for year 3 students in Reading was 46% and in 2018 it was 58% an

improvement of 12%. In Year 5 the top 2 band result improved by 1%. In Numeracy in 2017 40% of Year 3 students were in the top two bands for and in 2018 this dropped to 27%. In Year 5 there was an improvement from 27% to 30%. Improvements were largely a result of monitoring student progress and differentiated instruction.

Parent/caregiver, student, teacher satisfaction

The school has undertaken various surveys this year including the students and staff participating in the twice yearly Tell Them From Me survey. Parents have been surveyed and asked for feedback at many of the functions held this year, such as the Stage 3 Gold Museum, the Kindergarten Orientation sessions and the fortnightly Community Engagement Coffee sessions.

The whole school community was invited to complete an online Future Direction Survey, of those who responded to the survey over 80% said the teachers had high expectations of their children. 96% of respondents said their children had clear understanding of the school rules and behaviour expectations.

Teachers and students were surveyed on many different occasions including the twice yearly Tell Them From Me Survey where 100% teachers felt all teachers were dedicated to improving their practice to ensure positive growth in student learning. 95% of teachers strongly agreed that they set high expectations for learning, discussed the learning goals of the lesson with students and established clear expectations for classroom behaviour.

We will continue to survey our school community and ask for feedback on the programs and activities we provide.

Policy requirements

Aboriginal education

Widemere Public School is committed to Aboriginal Education which supports all students in their understanding of identity and culture while promoting wellbeing in the student population.

Students of Aboriginal backgrounds are supported by personalised learning plans that focus on the individual learning and social needs of the student and are created in consultation with students, staff, parents and caretakers.

NAIDOC Week this year celebrated the contributions of Aboriginal peoples to Science. Students learnt about the inventions of David Unaipon and the Science behind the didgeridoo and the boomerang. Students were also taught Environmental Science as they discovered how greenhouse gases were being cut by Indigenous Australians in the Northern Territory.

To further connect the Indigenous students of

Widemere Public School with their culture, Indigenous students take turns at each whole school assembly to deliver the Welcome to Country. This is performed at the start of each assembly and our Indigenous students are proud to perform this ceremony.

The above mentioned activities and programs implement by Widemere Public School staff worked towards raising the achievements of Aboriginal students through focused learning, celebrating and promoting Aboriginal culture and identity through whole school activities and teaching programs and raising students wellbeing through connection to identity, culture and achievement.

Multicultural and anti-racism education

Widemere Public School is committed to making sure all students appreciate that Australian society is diverse and multicultural through programs across all areas of the curriculum and that respect and understanding is needed to create an inclusive and cohesive society.

Our student population encompasses a range of different language backgrounds. To support students with English as an Additional Language or Dialect (EALD), the school employs teachers with specific training in MiniLit, MultiLit and MacqLit to improve student's literacy skills.

Students in Years 3 to 6 had the opportunity to participate in the Multicultural Perspectives Public Speaking Competition with two students from each stage entered into the area finals. All students in the competition learned and spoke about topics related to multiculturalism such as respect, refugees, racism and harmony.

Our Positive Behaviour for Learning program embeds positive learning experiences and freedom from bullying and harassment. Our school rules reinforce the accepting of differences as part of our Be Respectful rule. Students in the senior years deliver Peer Support Groups teaching Anti-Bullying and Anti-Cyber Bullying.

Other school programs

Sport

At Widemere Public School we pride ourselves on offering a variety of sporting programs to increase students' physical wellbeing and encourage them to lead active lifestyles.

The school Swimming Carnival resulted in 31 students representing the school at the Zone Carnival, with a number of students progressing to the Area Carnival including a very talented student who went on to be crowned the zone aged champion. At the Zone Carnival, Widemere Public finished 6th overall, a very impressive results for such a small school.

In 2018 students from Kindergarten to Year 6 thoroughly enjoyed participating at the School Cross

Country Carnival. As a result, 31 students proceeded to the Zone Carnival and a number of students achieved selection within the Area Carnival. Two students were then selected to represent the region at the state carnival at Eastern Creek.

The school's annual Athletics Carnival included track and field events, as well as an active novelty carnival for students in years K–2. There was a wonderful representation of Widemere students at the Zone Athletics Carnival with 41 students in attendance.

During the Merrylands/Parramatta 'Primary School Sports Association' (PSSA) competitions, Widemere students took part in Mixed Soccer, Girls Netball, Junior Girls and Boys T-ball and Senior Girls and Boys Softball.

In the Winter PSSA competition the Senior Girls Netball Ball team made it to the semi-finals. In the summer sports our girls T-ball and softball both made the semi-finals but unfortunately due to the wet weather washing out the games, we did not get the opportunity to progress further.

During Term 3 over 40 students participated in the School Swimming and Water Safety Program, which provided opportunities for students to develop increased water confidence and provided students with basic skills in water safety and survival.

Widemere Public School participated in the Dance Fever and Gymnastics programs during Terms 2 and 3. Within the dance program, students performed simple and complex positions and routines which were performed in a parent concert at the end of the program which was well received by everyone who attended.

During Gymnastics activities students were provided with opportunities to demonstrate balance, flexibility and agility in a variety of skills, utilising a range of equipment.

Other sporting endeavours for 2018 included whole-school involvement in the Premier's Sporting Challenge where students were encouraged to participate in fitness, sport and physical activity daily to promote healthy and active lifestyles.

Active participation within sport this year has resulted in enjoyable experiences, skill development and increased wellbeing for all students. Widemere also participated in the Sporting Schools program where Western Sydney Wolves came to deliver a basketball program for students across the grades. WPS also used funds to purchase upgraded safety equipment for our PSSA teams and sports equipment for all students to enjoy.

Widemere Public School is immensely proud of the team-work, sportsmanship, resilience and diligence that were displayed by all students throughout the year during all sporting activities.

PBL

This year, Widemere PS continued its efforts to

maintain Positive Behaviour for Learning (PBL) systems across the school.

In Term 1, two members of the PBL team attended a professional learning course to update their knowledge on the theory and systems behind PBL. Ideas from the course were taken back to Widemere and discussed with the executive team. Changes were made to improve efficiency accordingly, including a new PBL agenda, increasing parent involvement with PBL through P&C meeting updates, social media communication and coffee afternoon discussions.

In Term 3, Widemere hosted a PBL network meeting. This was an opportunity to showcase to fellow PBL schools in the Holroyd area of Widemere's PBL journey.

Three members of the PBL team presented on the reward systems, focus on growth mindset and wellbeing, and data collection and analysis. Feedback was positive with one participant commenting, *"Another great afternoon of learning. Thanks to @widemere for hosting the PBL Network Meeting. Great to see the amazing work you're doing to support your students and community! My notepad was filling with ideas"*.

Throughout the year, students at Widemere PS benefitted from the ongoing refinement of the PBL systems and interventions across the school making Widemere PS a positive environment for learning.

CAPA

This year Widemere PS undertook a whole school approach to music. Students in Kindergarten focused on percussion, exploring pulse and timing. Students from Year 1 to Year 6 have been learning to play the recorder. The students have shown great enthusiasm and growth in understanding rhythm and some basic reading of musical notes. The school's extracurricular recorder group has grown in size and again enjoyed performing in the Festival of Instrumental Music at the Sydney Opera House.

The school has an extracurricular focus on dance with a K–2 dance group, a 3–6 dance group and a group of students who participate in Dance Sport, where they learn the more traditional styles of dancing. Our K–2 dance groups performed at Education Week open day and at the end of year presentation. Our 3–6 dance group worked diligently on a dance piece that met the "Fun in the Sun" criteria and performed this at the Granville School's Our Spectacular in the Sydney Opera House. Dance is a very popular extracurricular activity at Widemere.