

# Wiley Park Public School Annual Report



2018



4553

## Introduction

The Annual Report for 2018 is provided to the community of Wiley Park 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.

Rene Demos

Principal

### School contact details

Wiley Park Public School

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### Message from the Principal

2018 has been another successful and enriching year for all our school community.

Staff have undertaken rigorous Professional Learning to continue the high standard of teaching and learning programs, consistent and collaborative programming/assessment.

Leadership opportunities continue to be a high priority with both staff and students being given opportunities to develop their skills for the future and build their self-confidence.

Our community programs continue to be a vital component of our School Plan with many workshops and in school celebrations occurring with a large contingency of community members attending.

The now 4 year partnership with BCA National Training has seen many community members graduate with their Certificate 1V in Education Support.

The school have supported BCA students by providing work placements for parents completing their studies as well as Year 10 students wishing to complete their work placement in a school.

Teacher Education Students from 6 universities are provided with a placement in our school with solid mentoring from our experienced staff to prepare them for their future employment as teachers.

Wiley Park Public School has a strong ethos of pride and self-regulation and this is evident in all we do and in particular is highlighted in our School Welfare and Discipline Policy.

This year we farewell two long term staff members, Mrs Freeman and Mrs Johnson, who will be retiring. Thank you to both ladies who have worked in Public Education to support the learning and development of thousands of students in their career.

### Message from the school community

The P&C are an integral part of the school and provides a link between the school, parents and community by arranging regular meetings every term of the school year. It is a forum for parents to raise concerns, obtain information and contribute to school policies. Parents and carers find out what is happening and contribute to its growth. The P&C meetings are a valuable and excellent way to keep open lines of communication between the parent body and the school.

First year as President of the P&C, I would like to thank all of the executive committee members and other parents for being very constructive and supportive during 2018. This year the fundraising committee held an Easter raffle which was drawn during the Easter Hat parade to raise money for the school. We have also had a number of guest speakers through the course of the year.

Kind Regards,

Nilufa Akhter (Nilu)

P&C President

Wiley Park Public  
School

### Message from the students

The Student Representative Council is made up of two representatives nominated by the students in each Year 3, 4, 5 and 6 class. At the fortnightly meetings the students discuss the suggestions received from their classes which were then voted on. Once proposed to the staff, the SRC worked collaboratively to achieve the goals, aiming to build a better community at Wiley Park Public School.

In 2018, the students have supported many different organisations. The students displayed strong teamwork to plan and organise fundraisers. The SRC held their very first fundraiser in Term One to support "Rogers Ride". The members of the SRC decided to have a lolly guessing competition and raised over \$400. The SRC held a "Beanies for Brain Cancer" fundraising day to support Bears Cottage. This fundraising day was held in the beloved memory of Zane Arja, an ex-student of Wiley Park Public School. The SRC along with the staff and community raised over \$700.

In Term Four the SRC also took part in the Campsie Police Christmas Appeal where they collected new gifts from students and staff which were then distributed to disadvantaged families in the community. Students have acquired leadership skills demonstrating an ability to coordinate events within the school showing great initiative, responsibility and collaboration.

Miss Haydar and Mrs Malifa

President – Talal Hamidi

Vice President – Layla Deeb

## School background

### School vision statement

At Wiley Park Public School we believe in creating a happy and safe environment that values student learning and achievement. We aim to develop all students to become confident, independent learners, respectful citizens and creative and critical thinkers. We achieve this through providing engaging learning experiences, developing positive relationships and by working collaboratively with the school and wider community.

### School context

Wiley Park Public School is a primary school established in 1983 and situated in South–West Sydney. The school population comprises of approximately 620 students from diverse cultural, religious and socio–economic backgrounds. 98% of students are from language backgrounds other than English (LBOTE) including 49 students who are refugees. There are 39 languages and 31 countries of origin represented in the school, the largest language groups being Arabic (42%), Bengali (14%), Samoan (6%), Urdu (6%) and Vietnamese (4%). Student learning is supported by various programs including the English as an Additional Language or Dialect (EAL/D) and New Arrivals programs, Community Languages in Arabic, Samoan, Bengali and Vietnamese as well as intervention programs.

Community programs which operate in the school include the School as Community Centre (SaCC) initiative. Wiley Park Public School has productive partnerships with the Australian College of Physical Education, Sydney University, Western Sydney University, Notre Dame University, Campsie Police Command, Lebanese Muslim Association, Bankstown Women's Centre and Riverwood Community Centre.

The school NSW Family Occupation and Employment Index (FOEI) for 2017 is 124. The school community is identified as low socio economic and receives additional funding to address equity issues through the Resource Allocation Model.

In 2017, Wiley Park Public School has been identified as an Early Action for Success Phase 2 School, with two Deputy Principal, Instructional Leaders appointed to work directly with teachers to build student and teacher capacity in Literacy and Numeracy.

## 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**

In the domain of Learning, our focus has been on inspiring and developing successful learners. Wiley Park Public School continues to support and guide students and teachers in all areas of their learning. As a school we constantly refine our teaching and learning programs to ensure quality teaching and professional practice is evident in every learning environment.

Our continued work in supporting the wellbeing of all students to ensure they connect, succeed, thrive and learn in a safe environment. We provide students a range of activities to engage in their interest including, a Whole School Fundamental Movement Skills Program, PSSA, Gardening Club, Dance Troupes, Vocalist programs and musical opportunities.

Our transition programs for our Early Stage One and Special Education Unit intake is continually refined to support student needs. We have created a relationship with local High Schools to assist with middle school transitioning which included visiting high schools for a day and high schools engaging students in subject projects across a range of key learning areas.

Our continued work in the area of new curriculum development and implementation in the area of Science and Technology ensures the staff are continuing to align teaching and learning with the New South Wales Syllabus for the Australian Curriculum.

## **Teaching**

In the domain of Teaching, our focus has been Data Skills and Use, Effective Classroom Practice and Collaborative Practice. As a school we continue to use selected internal and external data collection tools to determine goals for achievement and to develop a consistent teacher judgement of expectations. The Instructional Learners provided ongoing professional learning in understanding and using the Literacy and Numeracy Learning Progressions for all staff K–6. Stage leaders worked with their teams analysing work samples regularly to track students' progress across the Learning Progressions and determine future learning to develop quality teaching programs.

To support the Strategic Direction 'Understanding Texts' surveys was conducted within the teaching staff about their understanding and implementing of Focus on Reading strategies. Teachers engaged in professional learning in this area and strategies were shared to assist them implement quality practice in reading comprehension.

As a staff, we continue to provide opportunities for staff to improve their teaching practice through classroom observations in the areas of L3 (Language, Learning and Literacy) and Number Talk. This allowed staff across the school to reflect on their own teaching practice in an advisory and mentor role to improve teaching across the school.

## **Leading**

In the domain of Leading, Wiley Park Public School has developed a strong commitment in being recognised as a central part of the community. Through the continued work on the HUB project with The University of Notre Dame, we endeavour to develop quality experiences for Teacher Education Students by developing the leadership skills necessary for teachers to become quality mentors. As a school, we recognise that leadership development is central to school capacity building and we continue to mentor and provide experience for staff who are aspiring school leaders. We understand that creative and innovative ways of using school resources can help maximise student learning.

The School as Community Centre (SACC) has continued to work with the wider community. A survey was conducted to collect information from the community to provide a variety of parent workshops and programs from partnered organisations for our diverse cultural community. The successful playgroups for pre-school aged children continue to develop the parents and school partnership.

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

### Inspire Successful Learners

#### Purpose

To ensure students are achieving personal learning goals through effective differentiation, continuous monitoring and feedback, appropriate intervention programs and leadership opportunities.

#### Overall summary of progress

##### Visible learning for students

In 2018, Wiley Park Public School teachers developed a deep understanding of the work of John Hattie through the strategies to support visible learning.

##### Visible Values

At Wiley Park Public School, we have a range of programs to help and support students improve their social skills and wellbeing. Staff aligned wellbeing programs, the school discipline procedure and the departmental Values to develop quality programs to promote Core Values throughout K–6.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources) | Progress achieved this year   |
|--|-------------------------------|---|
| Increased percentage of students demonstrating expected growth in literacy and numeracy against the Learning Progressions (PLAN 2), NAPLAN, Literacy, Language and Learning(L3) and curriculum outcomes. | \$18 000                      | At the end of the year, staff completed the whole school assessment database. K–6 staff participated in professional learning on learning progressions and attended Data Days with DP Instructional Leaders analysing student work samples against the learning progressions. |
| Evaluate student responses to surveys in measuring their ability to self-reflect and self-monitor their learning to become inspired and successful learners.   | \$11 700<br>Casual relief     | In 2018, staff attended professional learning on Visible Learning and it's impact on student learning. Students in focus classes (K–2) used visible learning to monitor their own learning through learning intentions and success criterias.                                 |
| Analysis student feedback to measure the development of the social and emotional capabilities.   | n/a                           | In 2018, the Visible Vaues team resourced school appropriate programs assisting in drafting a series of Term 1 lessons to be trialled in 2019 across K–6 classrooms.  |

#### Next Steps

- Students to reflect their learning through visible learning.
- Series of lessons to be developed to be implemented in 2020.



## Strategic Direction 2

### Inspired Learning

#### Purpose

To embed and sustain school practices where teachers take responsibility for ongoing learning, professional growth and career development to improve student outcomes across the curriculum.

#### Overall summary of progress

##### Visible learning for teachers

Collaboration among process groups Visible learning for students and Visible learning for teachers to develop a coherent understanding of Visible Learning through the school. Visible learning Walls established in a classroom with the use of formative assessment achieve learning in Literacy and Numeracy.

##### Understanding Text

Instructional Leaders and staff lead professional learning through the Literacy Progression focusing on Understanding Text and developing teacher's knowledge in the implementation of Focus on Reading strategies.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources) | Progress achieved this year  |
|--|-------------------------------|--|
| Evidence of visible learning in classrooms K–6 such as student learning goals and feedback, supported through photos and surveys.                        | \$2000                        | The Visible Learning for Teachers worked closely with the Visible Learning for Students team. In 2018, professional development was provided for the team around Visible Learning and trialed a range of Visible learning strategies in focus classrooms.  |
| 100% of staff have developed their knowledge and understanding of the Learning Progressions and are able to use them to inform their teaching practices. | \$2000                        | At the end of the year, staff were surveyed looking at the needs across K–6, professional development was provided for staff around linking Focus on Reading strategies with Learning Progressions – Understanding Texts and trialed a range of opportunities in the classroom to developing comprehension strategies. |
| Analysis of school data, including Reading levels and understanding text is consistent and comparable across K–6.  | \$10 800<br>Data Days         | Instructional leaders lead professional learning on using the learning progressions to assist with future planning. Stages analyse work samples in line with learning progressions to track student learning.  |

#### Next Steps

- Classroom teachers to use visible learning to monitor student learning.
- Teachers to show evidence of implementing Focus on Reading strategies in their programs.



## Strategic Direction 3

### Authentic Partnerships

#### Purpose

To ensure student learning is supported by positive communication and relationships through engagement with our school and wider communities.

#### Overall summary of progress

##### Connected Learning

In 2018, Community of schools was introduced which included two primary schools and East Hills Girls High School. This provided representatives from each school to visit Wiley Park Public school to demonstrate how we teach Literacy, Numeracy and Science through the learning progressions as an assessment tool.

##### Partnership with Parents

Parent and community involvement has continued successfully through the SaCC (Schools as Community Centre) Facilitator to continue working with parent and community members. Instructional Learners and staff presented a variety of parent workshops based on the feedback from the parent and community survey.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources) | Progress achieved this year   |
|--|-------------------------------|---|
| Increase in teachers actively participating in a Community of practice.                                  | \$5000                        | At the end of 2018, talk moves was introduced in K–4 classrooms. Teachers showcased to community schools the use of talk moves and how to use the learning progressions as an assessment tool.  |
| Increase in parent engagement in different opportunities at events offered at school.                    | \$30 000                      | In 2018, workshops was provided to parents on ways to support their children with their learning, services available in the community and agencies available to support families. A variety of workshops parents were engaged in including first aid and floristry course. The school continued to support families through Early Learning Playgroup. |
| Evaluate the quality programs initiated through the Wiley Park –East Hills Community of Schools network. | \$1800                        | At the end of the year, professional development was given to the team around Learning Progressions, A team of teachers hosted Community of Schools classroom observations around quality Literacy sessions and using the Progressions.   |

#### Next Steps

- Continue with the community of schools network and connect with another neighbouring public school.
- To continue to promote community involvement through special events and celebrations.
- To continue to provide a variety of parent workshops to cater to the parents needs.





| Key Initiatives                     | Resources (annual) | Impact achieved this year   |
|-------------------------------------|--------------------|---|
| English language proficiency        | \$570 059          | <p>Funding was used to employ additional teachers and SLSOs to work across the school K–6 to support student learning, as identified through the school Learning Support Team. All staff took part in Data Days to support the quality programs designed to improve student outcomes, with a particular focus on Literacy and an introductory to Numeracy. The staff also took part in numerous PL opportunities, including using Continuums, PLAN2 and EaFS initiatives to support student learning, programming and planning and developing assessment tools. Funds were also used to write quality units of work and resource them appropriately to support classroom programs and to introduce Maths initiatives including Number Talk K–3.</p>   |
| Low level adjustment for disability | \$248 689          | <p>The school was able to provide Professional Learning for staff in developing and resourcing quality intervention strategies to support targeted students. As a school we also provide additional SLSO support to target the needs of identified students.</p> <p>Teachers were trained in the implementation of targeted intervention strategies to support students across the range of abilities to include students identified as "critical" and "off the boil". Resources were purchased to support these intervention strategies across Literacy and Numeracy, with an emphasis on K–2. All teachers took part in Data Days with an emphasis on how teachers can use student work samples and data to inform quality teaching.</p> <p>All staff have taken part in quality Professional Development in the development and review of Personalised Learning Plans to support identified students. Across the school we have achieved improved students outcomes including: (Data to be reviewed)</p> <p>85% (Reading) and 65% (Writing) of Kindergarten students are achieving Stage appropriate benchmark levels.</p> <p>58% (Reading) and 57% (Writing) of Year 1 students are achieving Stage appropriate benchmark levels.</p> <p>77% (Reading) and 64% (Writing) of Year 2 students are achieving Stage appropriate benchmark levels.</p> <p>44.4% greater than or equal to expected growth in Reading.</p> <p>56.3% greater than or equal to expected growth in Writing.</p> <p>62% greater than or equal to expected growth in Grammar and Punctuation.</p> |

|   |           |   |
|---|-----------|---|
| <b>Quality Teaching, Successful Students (QTSS)</b>           |           | Funds have been used to engage a highly experienced teacher to mentor staff in Quality Teaching practices, with a particular focus on K–2 Early Career Teachers and newly appointed teachers to the school, with an emphasis on developing quality Literacy practices.  |
| <b>Socio–economic background</b>                              | \$384 133 | <p>Additional Classroom Teachers were employed to support teaching and EAL/D programs and funds were also allocated for Professional Learning in L3 and intervention strategies to support student outcomes through research based quality programs.</p> <p>As an identified EaFS (Early action for Success) school we have also used funding to support quality classroom practices and the development of resources across Literacy and Numeracy programs and initiatives. The school has also continued to develop the Early Learning Playgroup designed to support parents and children as they transition into Kindergarten. Through this program parents are engaged in numerous workshops and children are exposed to opportunities that help develop their school readiness.</p> <p>As a school we have 2 CLOs that work closely with the staff and the community on identified projects to support student outcomes. The expansion of a Sensory Garden and improved Chill Out area have resulted in identified students feeling safer and more comfortable in a smaller playground environment that best supports their needs through the purchase of additional resources and organising experiences such as garden based excursions.</p> <p>The school has also continued to expand the music focus with the additional resource of a 4 day music program to include whole class music and specialist music tuition.</p> |
| <b>Targeted student support for refugees and new arrivals</b> | \$18 631  | The school continues to support refugee students, newly arrived students and families transition into school and the community through a range of classroom and community based programs and initiatives. Classroom teachers have been involved in additional professional learning around supporting newly arrived and refugee students and the onsite School as Community Centre (SaCC) runs workshops on a range of identified topics to support these students and their families.  |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2015       | 2016 | 2017 | 2018 |
| Boys     | 294        | 307  | 329  | 295  |
| Girls    | 238        | 260  | 272  | 266  |

Student numbers have continued to be steady and in 2018, Wiley Park Public School has a student enrolment of 561 students.

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2015 | 2016 | 2017 | 2018 |
| K         | 93.2 | 93.1 | 91.8 | 89.8 |
| 1         | 91.5 | 93.4 | 92.3 | 90.1 |
| 2         | 93.4 | 92.3 | 92.3 | 91.4 |
| 3         | 93.5 | 92   | 92.5 | 92.9 |
| 4         | 93.7 | 91.3 | 92.3 | 91.4 |
| 5         | 93.6 | 94.6 | 91.5 | 93.7 |
| 6         | 94.7 | 93.1 | 94   | 91.6 |
| All Years | 93.3 | 92.8 | 92.3 | 91.5 |
| 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

Wiley Park Public School is proactive in managing students non-attendance. Together with the Home School Liaison Officer (HSLO) students are identified whose attendance is of concern. These students are monitored closely through:

\*HSLO and Deputy Principal review attendance once a term.

\*Consistent communication with parents by notification letter, telephone or interview.

\*Stringent adherence to HSLO procedures.

\*Meetings between the HSLO, Deputy Principal and Parents to discuss areas of concern and ways the school can support improved attendance.

## Workforce information

### Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Deputy Principal(s)                     | 1     |
| Assistant Principal(s)                  | 5     |
| Classroom Teacher(s)                    | 25.35 |
| Teacher of Reading Recovery             | 0.84  |
| Learning and Support Teacher(s)         | 1.6   |
| Teacher Librarian                       | 1     |
| Teacher ESL                             | 5     |
| School Counsellor                       | 1     |
| School Administration and Support Staff | 8.06  |
| Other Positions                         | 3.4   |

\*Full Time Equivalent

In 2018, no members of the workforce identify as being of Aboriginal or Torres Islander descent.

## Workforce retention

Wiley Park Public School is composed of beginning to highly experienced teachers. Throughout the year the school has seen positions advertised through merit selection. These positions include 3 classroom teachers and an Assistant Principal. At the end of 2018, two experienced teachers retired. These positions will be filled in 2019 through Departmental recruitment process.

## Teacher qualifications

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

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100        |
| Postgraduate degree             | 29         |

## Professional learning and teacher accreditation

The teaching staff at Wiley Park Public School participated in a number of professional learning activities designed to build the capacity of staff to achieve some of our key priorities as set out in our School Plan.

Staff has been involved in professional learning programs that have built the capacity of early career teachers, current teachers and aspiring and current school leaders.

During 2018, Wiley Park Public School had 3 New Scheme Teachers accredited as proficient and 3 New Scheme Teachers maintaining accreditation at Proficient level.

Teachers have had access to a range of professional learning opportunities including:

- Two aspiring school leaders attending a workshop on how to give your application high impact for executive positions.
- Two Deputy Principals attended a workshop on School Law Sense and School Law
- Two teachers completed a course on teaching students from refugee backgrounds.
- Two staff members attended workshops on Public Speaking in the area of competition planning and adjudication mentoring.
- Four Community Language staff members attended training using the Language K–6 syllabus.
- Five staff members attended training to complete L3 professional learning in Stage 1.
- Two executive members attended a workshop on Positive Psychology.

Individual staff also had the opportunity to participate in training and workshops including:

- implementing differentiation
- unpacking the PDHPE Syllabus
- Planning and programming for the new Science Syllabus
- NAPLAN on-line school readiness
- the teaching of Phonics
- teaching grammar, punctuation and vocabulary for the new Syllabus
- delivering Aboriginal Education Better
- Re-navigating angry and guilty emotions.

Whole school professional development included workshops in the following areas:

- Literacy and Numeracy Learning Progressions
- Child Protection
- SMART Noteboards
- New Science Syllabus
- Report Writing
- School Plan
- CPR and Emergency Care
- Anaphylaxis training

## Financial information

### Financial summary

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

|                                       | 2018 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 1,353,724               |
| <b>Revenue</b>                        | 7,646,229               |
| Appropriation                         | 7,297,055               |
| Sale of Goods and Services            | 36,484                  |
| Grants and Contributions              | 281,948                 |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 22,766                  |
| Investment Income                     | 7,976                   |
| <b>Expenses</b>                       | -6,735,783              |
| Recurrent Expenses                    | -6,735,783              |
| Employee Related                      | -6,182,334              |
| Operating Expenses                    | -553,449                |
| Capital Expenses                      | 0                       |
| Employee Related                      | 0                       |
| Operating Expenses                    | 0                       |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 910,446                 |
| <b>Balance Carried Forward</b>        | 2,264,169               |

The responsibility for the School Financial Management is the Principal's responsibility although the day to day accounting work is undertaken by the School Administrative Manager.

The Annual Financial Statement is linked to the School Plan in line with the budget set by the Financial Committee who work with the School Executive who plan and monitor the income and expenditure against the budget on a regular basis.

Funds available will continue to manage salaries, school teaching and learning resources, school maintenance, utilities, administrative resources and contract agreements.

## Financial summary equity funding

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

|                       | 2018 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 3,937,744               |
| Base Per Capita       | 122,035                 |
| Base Location         | 0                       |
| Other Base            | 3,815,708               |
| <b>Equity Total</b>   | 1,204,847               |
| Equity Aboriginal     | 1,966                   |
| Equity Socio economic | 384,133                 |
| Equity Language       | 570,059                 |
| Equity Disability     | 248,689                 |
| <b>Targeted Total</b> | 798,728                 |
| <b>Other Total</b>    | 1,101,215               |
| <b>Grand Total</b>    | 7,042,534               |

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

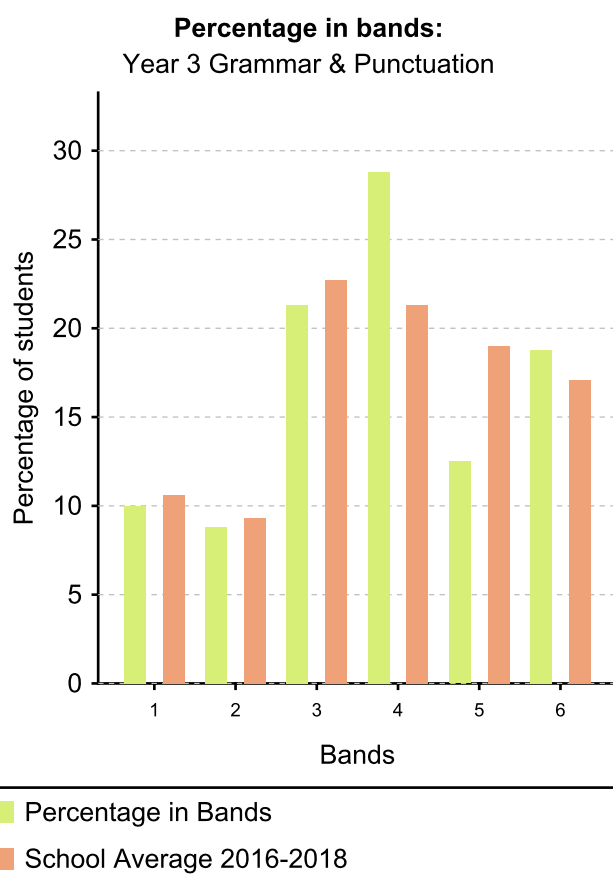
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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.

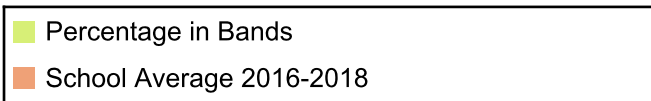
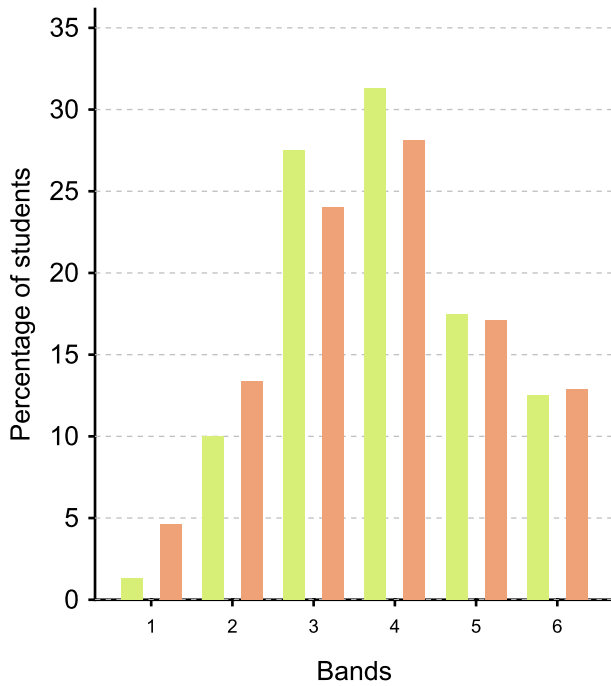
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

Students in Year 3 and Year 5 continue to demonstrate improvement and sound achievement in NAPLAN assessment in Literacy. Students in Year 3 this year showed a continued positive trend of increasing performance above National Minimum Standards. Across Reading, Writing, Spelling and Grammar and Punctuation, there have been measurable reductions in the number of students achieving below National Minimum Standards. In Year 3 Reading, there has been a significant increase with over 70% of students achieving results at or above grade level. In Writing, there has been a significant decrease in the number of students working below grade level in comparison to the last 3 years. 30% of students are working at grade level while an improved 60% of students are achieving results higher than grade level. In Reading, over 80% of Year 5 students have achieved results at grade level or above. Writing in Year 5 has continued to improve on previous years with over 60% of students testing at grade level.

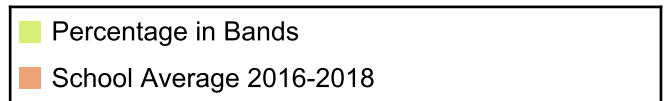
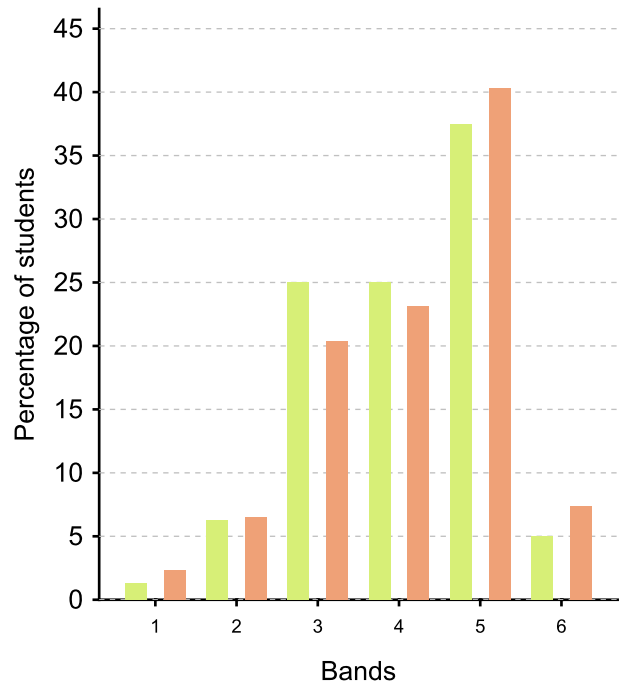




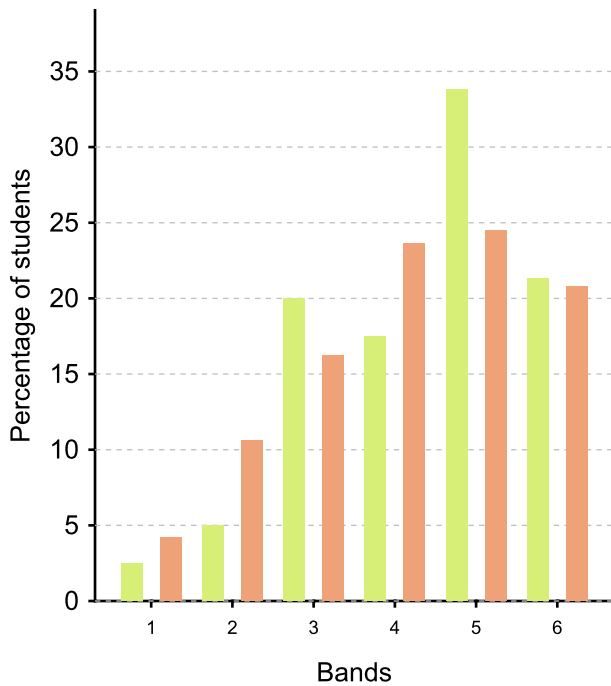
**Percentage in bands:**  
Year 3 Reading



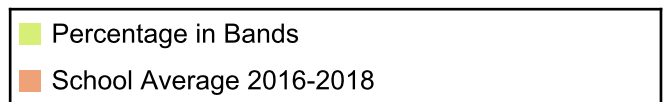
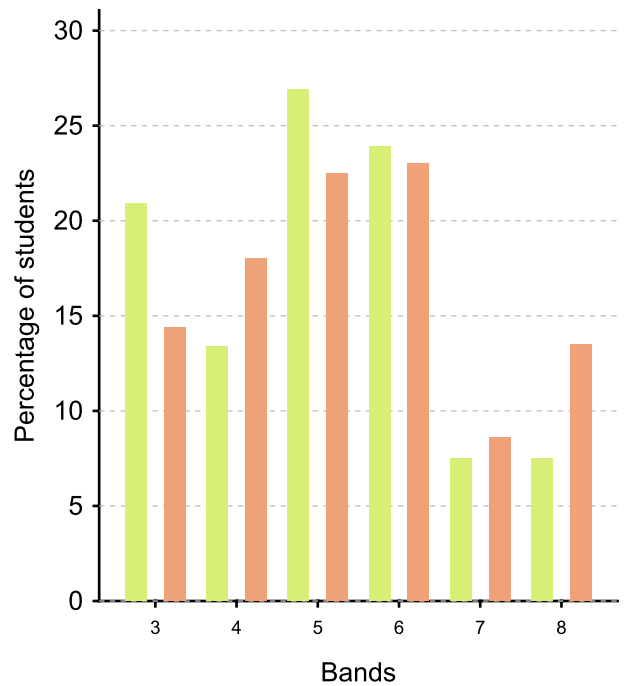
**Percentage in bands:**  
Year 3 Writing



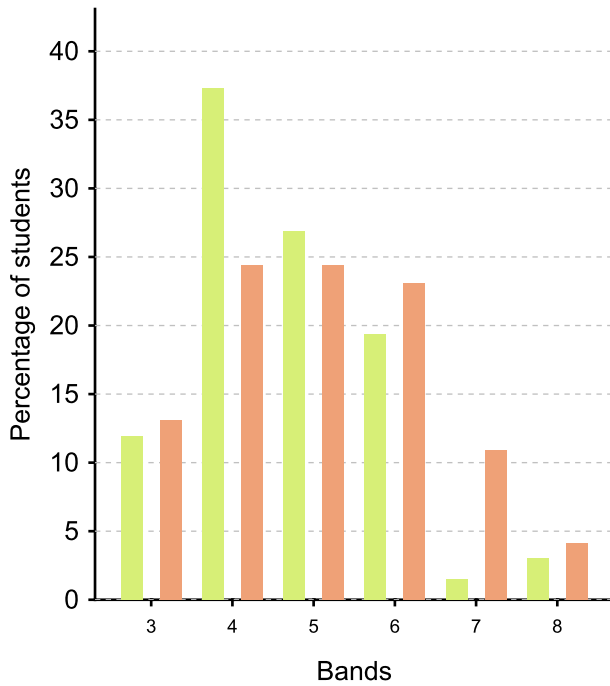
**Percentage in bands:**  
Year 3 Spelling



**Percentage in bands:**  
Year 5 Grammar & Punctuation

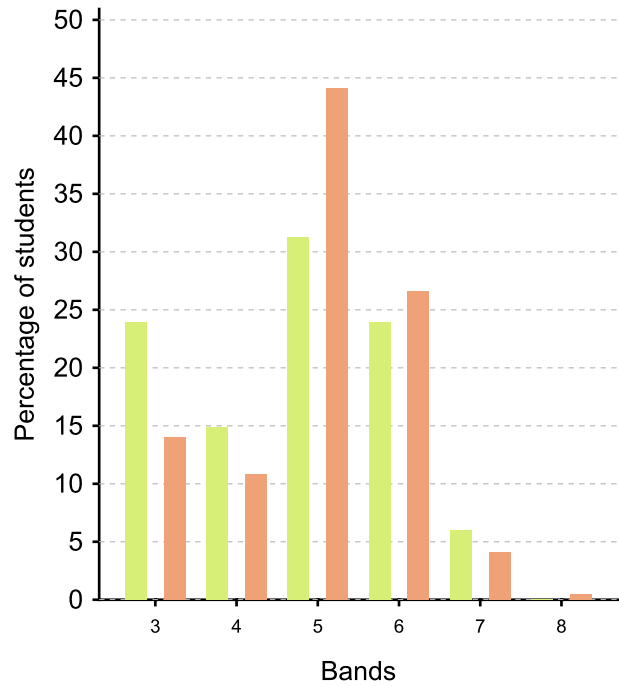


**Percentage in bands:**  
Year 5 Reading



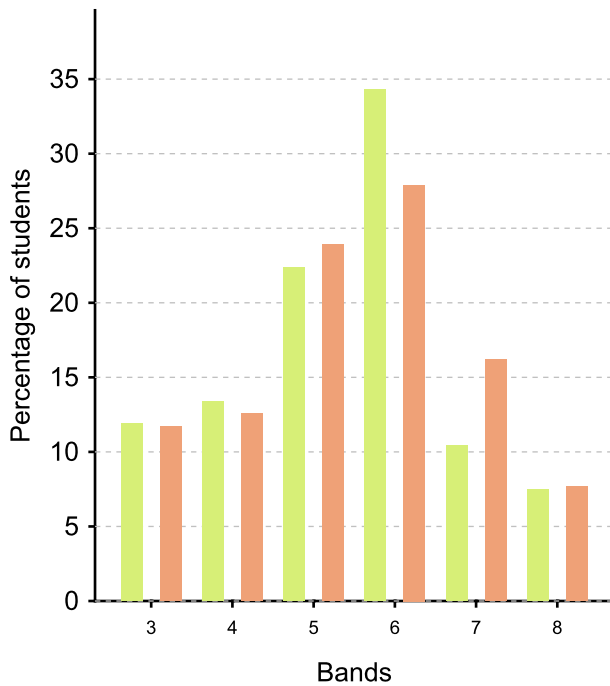
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2016-2018

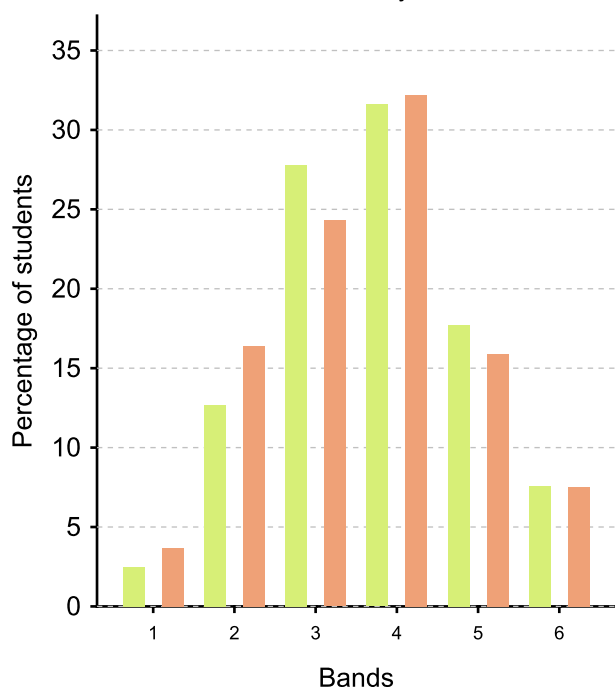
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2016-2018

Students in Years 3 and 5 have demonstrated continued strong achievement and growth in Numeracy. When compared to 2017 achievement there has been a considerable increase in the number of students achieving bands 4 and 6 in Year 3. There has also been a significant increase in the number of students achieving in bands 4 and 5 in Year 5. Numeracy will continue to be a focus of development for teachers in 2019 with targeted professional learning and implementation of Number Talks embedded into K-6 Mathematics programs.

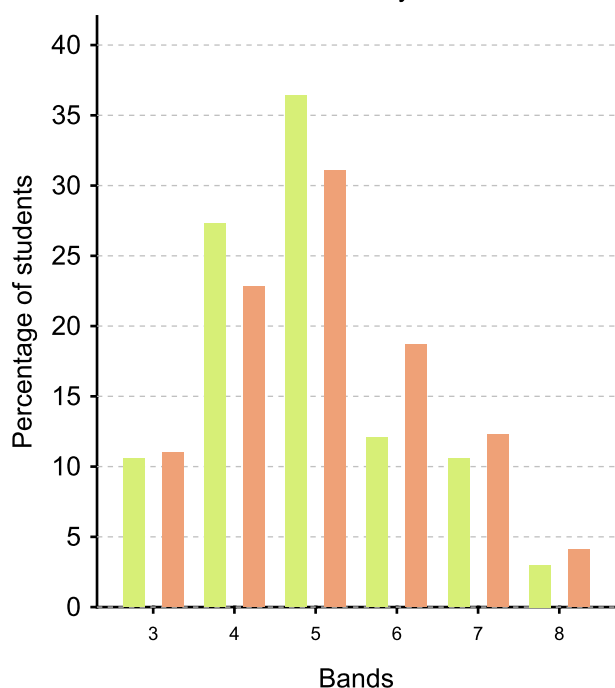
**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

| Band                   | 1   | 2    | 3    | 4    | 5    | 6   |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 2.5 | 12.7 | 27.8 | 31.6 | 17.7 | 7.6 |
| School avg 2016-2018   | 3.7 | 16.4 | 24.3 | 32.2 | 15.9 | 7.5 |

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

| Band                   | 3    | 4    | 5    | 6    | 7    | 8   |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 10.6 | 27.3 | 36.4 | 12.1 | 10.6 | 3.0 |
| School avg 2016-2018   | 11   | 22.8 | 31.1 | 18.7 | 12.3 | 4.1 |

In 2018, there has been a considerable increase in the number of students in the top two bands for Literacy and Numeracy in both Year 3 and Year 5. Additional classroom teachers have been utilised to conduct focus groups in order to extend all students across K–6 in the areas of Literacy and Numeracy.

## 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 below.

**Students** – Students from Years 4, 5 and 6 completed the online 'Tell Them From me' survey in Term 2. Key findings from the survey include:

- 86% of students feel that classroom instruction is well-organised, with a clear purpose and with immediate feedback that helps them learn.
- 86% of students feel that teachers are responsive to their needs and encourage independence with a democratic approach.
- 90% of students believe that staff emphasise academic skills and hold high expectations for all students to succeed.

**Teachers** – In Term 3, teachers were asked to provide feedback in regards to Teaching and Learning. The key findings of the survey include:

- 70% of teachers agree that school leaders have helped establish challenging and visible learning goals for students.
- 80% of teachers indicated that they establish clear expectations for classroom behaviour.
- 86% of teachers indicated that they set high expectations for student learning.
- 84% of teachers indicated that they use assessments to understand where students are having difficulty.

**Parents** – Parents and caregivers of students were invited to provide feedback to the school. Key findings from the survey include:

- 82% of parents feel welcome when they visit the school.
- 83% of parents are well informed about their child's progress in school subjects.
- 84% of parents believe that their child is encouraged to do his or her best work.

## Policy requirements

### Aboriginal education

In 2018, no students were identified as being Aboriginal and/or Torres Strait Islander descent. Wiley Park Public School promotes the inclusion of Aboriginal perspectives in the teaching programs to ensure student education opportunities are well rounded. The school also promotes respect of the unique and ancient culture of the Aboriginal people in the following forms:

\*Acknowledging the traditional custodians of the land in all assemblies and an Acknowledgement of Country plaque displayed in the school.

\*Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first people.

### Multicultural and anti-racism education

The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. The ARCO role involves promoting the values of respect for all races and cultures and our school rules of showing respect, being a problem solver, being safe and being a learner help support these values. Students, teachers, parents and the community are doing a very good job of living together in harmony. There were no reported incidents of racism in 2018.

### Other school programs

#### Academic Programs

#### Instructional Leadership Report 2018

Instructional Leadership across K–6 was focused on providing all an opportunity to engage in ongoing professional learning in implementing knowledge and understanding of and high expertise in quality teaching in literacy and numeracy across K–6— **Literacy and Numeracy Learning Progressions**.

In Term 1 this year, we began to use the National Literacy and Numeracy Learning Progressions as tools to support teachers to identify and address the literacy and numeracy learning needs of students.

Instructional Leadership across K–6 has supported sharing examples of high quality practice across the school.

Data days have allowed staff to build on skills and knowledge in teaching and assessing literacy and numeracy. All staff have a greater understanding in customising interventions for individuals or groups of students and how this can track and monitor student learning alongside a teaching and learning program.

#### 2018 Whole School Goals in Instructional Leadership:

In 2018, stage teams and executives continued to the work and to further embed high quality practices within our school teaching and learning community. This focused on:

#### Professional Learning K–6 on introducing and working with The National Literacy and Numeracy Progressions:

Providing comprehensive information to staff including teachers and executives about literacy and numeracy development and ensuring assessment information was entered in PLAN2.

#### Stage team professional learning sessions—*Effective Data Collection, analysis and Use:*

Instructional leaders worked closely with Stage Teams in using programs and student work samples/observations to locate a student's current knowledge and ability more accurately, to determine the learning that should follow (Literacy and Numeracy Progressions).

This informed the teaching and planning programs for targeted students across K–2. K–2 support programs were readjusted, utilising Additional Classroom Teachers to focus on 'intervention roles' with groups of students based on learning needs.

#### Developing Cultures of Inquiry:

All Kindergarten teachers attended ongoing professional learning in L3. Using a range of approaches including team teaching/classroom peer observations, teachers and Additional Classroom Teachers were supported in the classroom and mentoring sessions were relevant to the needs of teachers in developing frameworks and sustaining the support to focus on student learning (Weekly Stage meetings and Planning Sessions/ L3 ongoing professional learning).

#### Stage 1 L3 Training:

All stage 1 classroom teachers including Additional Classroom Teachers attended L3 training with 'in school' training offered by instructional leaders to build the capacity of temporary teachers to develop consistent teaching practices in literacy instruction.

#### Building Numeracy Leadership (BNL) across K–6:

Stage 2 took part in the Numeracy professional learning (BNL) aimed to build the strategic capacity of teachers in Stage 2 to develop sustainable improvement in student numeracy outcomes. Throughout a series of professional learning sessions and workshops, Stage 2 teams worked collaboratively to embed **Number Talks** into the mathematics program to allow for short, daily exercises aimed at building number sense and flexibility in number thinking. This has developed a consistency in teaching number across K–4.

## **Best Start**

The Best Start Kindergarten Assessment was successfully conducted for all Kindergarten students in the first five weeks of school. A total of 82 Kindergarten students participated in the revised Best Start Assessment in 2018. Results of this screening in the areas of literacy and numeracy were analysed by all kindergarten classroom teachers to identify student's literacy and numeracy skills on entry to Kindergarten. This informed teaching and learning programs which were designed to support students in the transition to school.

## **100 Days of Kindergarten**

On Friday, 29th of June, all of the Kindergarten students and Kindergarten teachers participated in a '100 Days of Kindergarten' celebration. In doing so, the students were asked to create costumes at home and come to school dressed up as 100-year-old men and women to mark their special occasion. Their costumes were fabulous and added to the fun and excitement of the day.

The students were involved in a day filled with plenty of 'old fashioned' games and activities which they participated in on a rotational basis. They played games from the past such as 'Snap' and 'Heads Down Thumbs Up' and were able to draw with chalk on chalkboards, just as children had done before them in the olden days. The students also had the chance to view educational TV shows from the past such as 'Mr Squiggle' and 'Sesame Street' and compare them with shows that children now watch in the year 2018.

'100 Days of Kindergarten' was a fun-filled day enjoyed by both students and teachers alike. It was a fabulous way to celebrate the wonderful achievement of our Kindergarten students having been part of the Wiley Park PS community for almost half a year.

## **Kindergarten Orientation**

The Kindergarten 2019 intake process began as early as Term 2 with a large number of enrolments school aged children for 2019. This comprised of both in area and out of area applications. A total of 90 families attended an interview process. This provided relevant information for the school on child engagement, prior to school experiences, academic and social skills.

An orientation day was organised in Term 4 to formally welcome children starting Kindergarten the following year. Children attended a session in a Kindergarten classroom, prepared around school readiness activities whilst parents attended an information session targeted at understanding school routines and procedures and preparing their child to transition to school in 2019.

## **Public Speaking**

This year students from K–6 participated in the school's Public Speaking Competition. Representatives from each class were selected and presented short speeches in front of parents and students.

Students from Stage 2 and 3 were chosen to represent the school and competed at the 2017 Multicultural Perspectives Public Speaking Competition at Homebush Public School.

This has been a wonderful experience for all our students and they were commended for their excellent prepared speeches and confidence on stage. Special congratulations to Cordelia who was awarded Highly Commended Certificate for the Stage 3 Competition. This is a wonderful achievement for Cordelia and our school.

## **Peer Support**

Year 6 and some Year 5 students participated in a two day Peer Support Leader's Training Day at the end of Term 2 to prepare them for their roles as Peer Support Leaders and highlight the structure of the Peer Support Program. The Peer support program ran for 8 weeks covering the module 'Promoting Harmony' which focused on Values.

Students in K–6 focused on the key values of care, respect, responsibility and fair go. The program allowed students to identify personal and community values, how to care for themselves and others, respect the rights of all, develop ways to be responsible, attempt new tasks to the best of their ability and identify their personal strengths.

## **Spelling Bee**

On Wednesday 1 August we held our Annual School Spelling Bee. The representatives from each class were showcased the spelling talent of Wiley Park PS. The staff at our school supports this program and our students tirelessly learn the assigned words. This year we were fortunate to have one of our students Zeeshan achieve 3rd place at the Regional competition.

## ***Excursions and in school events***

### **Life Education**

In Term 2, 2018, students from K–2 had the opportunity to welcome Healthy Harold from Life Education Australia to our school. They were provided with an adventurous experience to explore within the mobile classroom – a visually rich learning space with no desks, which provided students the opportunity to engage in hands-on activities.

The modules presented by the Life Education Educator allowed students to develop relationship skills, positive communication, problem solving and decision making skills. They were also provided with the opportunities to develop strategies and practise the skills required for a healthy and safe lifestyle.

### **Bulldog visit**

In Term 1, the Canterbury Bulldogs Rugby League sent out their players to visit over 48 local schools. Wiley Park was lucky enough to be one of the chosen schools. The students listened to talks on healthy eating and the importance of daily exercise.



## **Book Week**

Wiley Park students celebrated the 2018 Book Week theme "Find your treasure" by dressing up as their favourite book characters, participating in the book parade, reading books short-listed by the Children's Book Council of Australia and watching the 'Treasure Hunt' performance. It was fantastic to see so many students and teachers getting into the spirit of the day by designing, making and wearing such creative costumes. We look forward to our chance to do it all again next year.

## **Story Factory**

In Term 2, 30 Stage 2 students attended the 10 week program Story Factory. This was organised and funded by the AFL team 'The Giants'. This program involved the students meeting for an hour each week throughout Term 2. The students worked together to produce a School Newspaper. Each student was able to consolidate their writing skills through planning, writing, editing and publishing their own article that was compiled into a newspaper.

## **Anzac Day**

On Monday 9 April 2018, 12 of our school student leaders went out to represent us at the Schools Remember ANZAC Commemoration Service. The service was conducted at the ANZAC Memorial Hyde Park South, Sydney and included dignitaries from both state and federal government.

Our school captains and vice captains lay a wreath as part of the official ceremony. Our school leaders also led our school community in a beautiful assembly to acknowledge ANZAC Day which fell during the Term 1 school holidays. The assembly was also attended by a number of our parents and community members.

## **Stage 1 excursion**

In Term 2, Stage 1 were fortunate to visit the Susannah Place Museum in The Rocks. This excursion linked to the History unit, 'The Past in The Present'. Students were able to see and walk inside the row of terraces that make up the Museum. A tour guide informed the students about how residents shopped, lived and played in the 19th and early 20th centuries. Students were asked questions to make comparisons with their lives today. They sat in the lounge room of the Cunningham family who lived there in 1844. Students viewed objects in the room to learn about the different activities that took place, such as, drinking tea, telling stories, playing musical instruments and singing. They visited the tiny backyard to see the copper that was used to boil up the laundry every Monday and played a game of quoits.

Students visited the recreated 1915 corner shop where the shopkeeper's son Jim helped out before and after school. They engaged in role play and pretended to be shopkeepers and customer to learn about household goods, as well as, technologies of the day. In the crowded back parlour, they saw how Jim's dad kept

shop foods fresh without the help of an electric fridge. Students discovered the simple and hard life that people faced in the past, especially when they learnt that there was no clean running water and no electricity.

Stage 1 also explored the Sydney Harbour and Cadman's Cottage which is the second oldest surviving residential building in Sydney, Australia, having been built in 1816 for the use of the governmental coxswains and their crews.

Year 2 also visited The Rocks Discovery Museum, students explored the interactive exhibitions with touch screens, artefacts, audio and visual elements to bring the history of the area alive. The exhibitions allowed students to learn about the story of The Rocks area of Sydney from pre-European days to the present, as well as, the impact of European settlement.

Along with Susannah Place Museum, Year 1 visited the Museum of Contemporary Art (MCA). Students liked exploring the gallery and taking in all the interesting art on display. They were able to appreciate the modern style used in the artworks and identify some of the materials that were used to make them. After the museum students enjoyed lunch in front of the MCA and took in the great view of the Opera House and Sydney Harbour.

## **Stage 2 High School Student for a Day**

Year 4 students attended Wiley Park Girls High School for a special program titled High School Student For A Day. The students were given the opportunity to experience what High School is like, as they moved about in class groups experiencing many different new and exciting subjects such as Ancient History, Textiles and Design, Cooking and Science. This was an extremely beneficial program and all Year 4 students had a great day.

## **Stage 2 Snake Tails visit**

This year Stage 2 students attended an in school visit called Snake Tails. This excellent show about reptiles reinforced some of the concepts that stage 2 have been studying in their unit Living Things. The students listened attentively to discussion about reptiles and other living things. The show also allowed the students to have an up close encounter with some very unusual Australian reptiles.

## **Stage 2 Sharing Our Food and Culture with the Community**

In Term 3, a group of our Year 4 girls along with their family members attended Wiley Park Girls High School for a special Cooking Program. This program allowed parents and students to have an opportunity to build stronger partnerships with the staff, parents and students at Wiley Park Girls High School. The program aimed to enhance the cultural appreciation within the community by bridging two schools through food; thus allowing the opportunity to share and learn new food preparation skills. All girls had a great time and cooked up some terrific dishes.

### Stage 3 excursion

To complement the Stage 3 History program, Year 5 and 6 went out on an excursion to the Justice and Police Museum to take part in a program called "Bailed up!" Our students explored the impact of the gold rush on law and order in the colony of NSW, and of bushrangers on the Australian identity. They analysed and compared a range of primary and secondary sources, including artefacts and artworks from the period to investigate the threat that bushrangers posed to successful gold miners, the technologies used by the miners and the police to respond to these threats and the consequences for the men who chose to become bushrangers.

A highlight of the program was a re-enactment of the 1864 trial of NSW bushranger John Vane. In the museum's former courtroom, students acted out the trial's historic proceedings.

### Belmore Boys History project

In Term 3 our Stage 3 students teamed up with some senior students from Belmore Boys High School to engage in a wonderful "Connections Project" to support our learning in History. Over 5 weeks, the project based work was centered about the "Australian Colonies" and included looking at different sources and the daily life on the colonies.

The finale of the project involved our students going over to Belmore Boys High School for an archeological digs. In groups, students excavated items from Colonial Australia and pieced the evidence together (each excavation focused on either convict, settler or an Aboriginal person who lived in Colonial Australia) to gain an understanding of the individual and their life.

### Just like you program

During the year the school hosted a disability education and awareness program 'Just Like You' which was presented by Variety – the Children's Charity.

The program aimed to educate primary school students on the acceptance and inclusion of people living with a disability, and help them understand that people with disabilities are the same as everyone else. It is designed for primary school students' specific year groups, and is aligned with the Australian Curriculum.

The program was delivered in two face-to-face workshops which were engaging, lively and interactive. The students were given opportunities to reflect on their own roles and actions as a citizen in their school and within the community.

The focus for Stage 1 was on gaining a fundamental understanding of why uniqueness is valued and should be celebrated. Stage 2 focused on developing an understanding of the different forms of disabilities and how to empathise with challenges people with disabilities may face. Stage 3 students looked at their own role in society and their contribution to positive and negative mindsets.

### Kindness adventure –NED

This year Ned's Kindness Adventure assembly visited our school with a significant message, which was the importance of kindness for our 3–6 students. It was a rewarding experience for our students and they were taught through an interactive story that kindness is the key to making friends and respecting others. Students were also inspired to be kind-hearted and caring. Parents and students showed their kindness and appreciation to this wonderful program by buying beautiful hand crafted items from Kenyan artisans to support kids in Kenya to get clean water.

### Magic Flute Performance

On Tuesday the 14th August, 2018 Wiley Park Public School was treated to a performance of 'The Magic Flute' by Opera Australia. Students from K–6 got to experience the costumes, set and musical excellence that go into producing a 1st Class Opera.

Many students had not heard of Opera before they started studying The Magic Flute at school. Teachers across the school joined together (through Google classroom) to teach the students the basics of the story, including introducing the characters and their musical themes. This preparation was crucial in students gaining the most they could from the performance. The students and teachers were in raptures following the performance.

Savannah from 4E commented, "I adored The Magic Flute and I would give the performance 4/5! Everything was AMAZING! I extremely loved the part when the dragon came! My favourite character was the fairy, she's so pretty! Can you please come next year. You guys are great entertainment and opera is so cool!"

### Year 4 Canterbury Aquatic Survival Skills Program

Stage 2 participated in a swimming program that was organised and subsidised by Canterbury Leagues Club. The program aimed to provide students with valuable water safety skills and knowledge about different aquatic environments.

The students took part in two 45 minute water based sessions at Canterbury Roselands Aquatic Centre. The students were led through this session by qualified instructors where they learnt stroke techniques, safe entry and exit into the water, and undertook water safety drills and rescue techniques. This was then followed by a 2 hour water safety presentation delivered by Royal Life Saving.

### Author Visit

#### ***Matt Stanton Book Launch– Funny Kid: Prank wars***

Students from Stages 2 and 3 were invited to attend Matt Stanton's latest book launch which took place at our school. We launched the book via our school's handmade catapult. Each child received a free copy of the book which Matt Stanton personally signed in the library.

## Harmony Day

In Term 1, our school welcomed parents and community members for the first event of the year, Harmony Day. With a theme of **'Everyone Belongs'**, we opened the school to welcome our community to the 2018 school year. Students and staff proudly wore orange clothes to demonstrate cultural diversity as their greatest strength. Our visitors enjoyed a picnic lunch with their children in the school grounds before a special assembly that showcased the talents of our students before an audience of more than 200 parents and community members.

## Education Week

Community and family members were invited to attend Wiley Park Public School's Open Day which took place on Tuesday 7th August, 2018. Parents were invited to visit their child/children's classrooms and see how students and teachers work at Wiley Park Public School. Parents were also invited to stay for afternoon tea with their child/children. The canteen sold special party treats on the day.

The school showcased a variety of performances; which included the school band, singing and a video of the Athletics Carnival with a Mathematics theme. The afternoon concluded with a video montage celebrating the learning that our students have been involved with. Around 200 community members attended the performance, including our school's Director John Selby.

## Multicultural Family Day

The school community celebrated its cultural diversity with our annual Multicultural Family Day at the end of Term 2. Many students and members of the community came dressed in traditional outfits and enjoyed an extended picnic afternoon tea with family and friends. Leading up to the event, classes had engaged in creative art activities focusing on multiculturalism and these were displayed in the school hall. The afternoon ended with a fantastic array of musical performances by the school band, choir, dance groups, support unit and Year 2, to an audience of well over 200 community members.

## Music Count Us In

MCUI is Australia's biggest school initiative celebrating Music Education and in 2017 involved more than 650 000 students from around Australia.

WPPS students from K – 3 joined in the celebrations with a special concert on Tuesday 30th October. The Concert was compered by our school leaders who led the students on a celebration of Music and Performing Arts at the school. Students enjoyed a number of items from across the Stages as well as a Crazy Musical Quiz that tested their knowledge of all things musical.

3M opened the show with a performance on the Djembe drums. They had been practicing throughout Term 3 & 4 and presented a spectacular piece that wowed the audience.

The Senior Choir presented a great version of 'I Still Call Australia Home' by Peter Allen. The students from 4N, 2–5E and 3–6B joined forces and presented the song 'Riding Shotgun' by George Ezra. They absolutely loved this song and performed it so well. They played a variety of instruments including, glockenspiels and claves. All of Year 2 had been practicing how to be 'musical' detectives in class this term. They sang a great song called, 'We're Detectives' and showed how to identify high and low, long and short, spikey and smooth sounds.

Everyone joined in singing, 'One Song' which was the theme song for Music Count Us In 2018. This was led by Junior Choir and 5T.

## Easter Hat parade

On Thursday 29th of March, all of the Kindergarten, Year 1 and Year 2 students participated in the Easter Hat Parade. K–2 students created fabulous Easter hats with their buddies from years 3–6. K–2 students paraded their hats in front of parents, teachers and their 3–6 buddy classes. The afternoon was fun-filled with songs and certificates and was enjoyed by both students and the teachers. The Easter Hat Parade was a fantastic way for Wiley Park Public School to celebrate all the hard work K–2 students and their buddies put in to creating their hats.

## No Excuse for Abuse Event

Students, teachers and the community came together to march supporting the "No Excuse for Abuse" campaign through Haldon St Lakemba to Parry Park Punchbowl. Students were given the opportunity to perform a drumming piece at the end of the march and at Roselands Shopping Centre.

Students in Year 6 wrote and performed Poetry Slams that have the Message "No Excuse for Abuse". Stage 3 students participated in a cartoon workshop with Matt from Street University and they were provided with an opportunity to create posters to support the campaign.

## Christmas Celebration

Students at Wiley Park Public School were given the opportunity to learn and perform a variety of Christmas Songs. In November, we held our fourth annual concert where the students performed the songs they have been learning in class, during Singing lessons and the SRC presented Campsie Police with a variety of gifts for the less fortunate.

## Environmental Education

### Tree Day

Wiley Park Public School held its annual School's Tree day event on Wednesday 15th August. Two representatives from each of our 26 classes participated in planting Australian natives in area 4 of our playground. The students thoroughly enjoyed doing their bit for urban regeneration as well as beautifying the school grounds.

## **Creative Arts Programs**

### **Drumming**

Mr Suhandi has continued to lead the Drumming groups within the school. Groups have continued to develop their drumming skills throughout the year. At the start of Term 3 students were auditioned from all Year 6 classes and specially selected to perform at the "No Excuse for Abuse" Community event and also at Roselands Shopping Centre in November. This same group with the addition of selected students from 4/5J will perform at Presentation Day.

### **Junior Choir**

Mrs Drake, Miss Rarasea and Mr Suhandi have been working with Junior Choir in 2018. The Junior Choir have performed at a number of WPPS events this year, including Harmony Day (Term 1), Multicultural Family Day (Term 2) and also performed a combined item with Senior Choir at Open Day for Education Week (Term 3).

The songs that students have been singing are a variety of styles and students were able to stretch our singing skills by presenting some 2-part harmony items. Students also sang with the School Band for a number of items. In Term 4, Junior Choir performed for the 'Music: Count Us In' Concert 2018 and led the students from K-4 singing the theme song, 'One Song'. At the Christmas concert students performed a beautiful song about the 'Christmas Star'.

### **Senior Choir**

Miss Carr and Mrs Woods have continued working with the Senior Choir this year and have learnt a variety of songs for the following school events, Harmony Day, Multicultural Family Day, Open Day at Education Week, Roselands shopping Centre and Presentation Day 2018. A highlight performance was when the Senior Choir and Junior Choir performed together singing "This is Me" from the motion picture "The Greatest Showman" Showcasing their beautiful voices and lovely harmonies.

### **Dance Group**

This year, there were several dance groups coordinated across the school. These dance groups focused on several dance styles such as; Jazz, Tap, Arabic and Pacific Island. The Senior Jazz Dance Group is made up of 20 talented boys and girls across years 3-6. The Arabic Dance Group consists of 12 girls across years 3-6 and the Year 6 Tappers is a tap dancing group with 10 students from Year 6.

Each group and individual dancer works very hard on learning new moves and routines every week. For some students this was their first time dancing.

### **Pacific Island Group**

This year, Mrs Malifa and Mrs Spaccavento coordinated the Pacific Islanders dance group where

students could perform traditional and new Pacific Island dance routines. Students learnt basic steps and were taught how to count with the beat. The dance groups have performed on several occasions at the school.

## **Sport**

### **PSSA**

#### **Winter**

##### *NRL Tag*

This year Girls NRL Tag was coached by Miss Carr. They had a very successful season in which both senior and junior teams were successful in gaining a position in the grand final. Unfortunately luck was not on their side with both teams finishing as runners up.

##### *Rugby League*

The senior and junior boys Rugby League Teams had a challenging but successful season this year. Both teams were lucky enough to make the grand final, with the junior team winning the competition. Unfortunately, the seniors lost the match by 2 tries, however displayed great sportsmanship as they wore the Wiley Park Public School colours with pride.

##### *Soccer*

The Wiley Park Public School junior and senior Soccer Team played in the Junior Boys Football Pool B league. The juniors finished fifth in their league and scored a total of eight goals. The seniors finished the competition in fifth place and scored 15 goals which included an impressive 6-1 victory over Punchbowl. Overall, both teams showed great sportsmanship and enjoyed competing and being part of the Wiley Park Soccer Team.

#### **Summer**

##### *Girls Softball*

Wiley Park Public School Senior Girls' Softball Team consisted of 11 girls who trained on a weekly basis and competed against various PSSA schools. The team of senior girls were mostly new to the game of softball, however, they participated to the best of their ability as they grasped the tricky rules along the way.

The girls defeated many teams and came away feeling proud. They demonstrated sportsmanship and endurance. Each of the girls demonstrated significant improvement as they mastered their position on the softball diamond.

##### *Boys Softball*

Wiley Park Public School boy's Softball Team had a challenging but successful season this year. The team was lucky enough to make the grand final, however, unfortunately they lost the match by 5 home runs. The boys displayed great sportsmanship as they wore the Wiley Park Public School colours with pride.

### *Junior Cricket*

This year the Junior Cricket Team represented Wiley Park with great sportsmanship and huge smiles on their faces. The players banded together when games were tough and urged each other on to do their best. Unfortunately, the Junior Cricket Team did not make it to the finals this year, although, have shown great promise and will continue to improve. All players should be proud for their achievements.

### *Senior Cricket*

This year the senior boys cricket team was made up of 11 boys from Year 5 and 6. With the new rules coming into affect this year it took some time to get used to using a rubber ball and hitting the ball off the tee, however, we saw improvement from all players. Aryan is to be commended for the way he captained the team and led from the front with some big hitting. Raad was awarded the "players player" award due to his positive attitude and willingness to be part of the team. All the players are to be praised for their positive attitude and willingness to play the game in the spirit of the rules.

### **Swimming Carnival**

Students in 3–6 years attended Schools **Swimming Carnival**, held at Revesby Pool in Term 1. It was a very successful day where kids participated in a variety of swimming activities which include water awareness and competitive swimming races. Two of our Stage 3 students went onto the Zone Carnival to represent our school.

### **Cross Country**

In Term 2 our students participated in the School Cross Country. We sent a team of 30 kids to represent the school at Wiley Park Zone. Taleen won her Zone race and moved on to the Regional Cross Country event.

### **Athletics Carnival**

At the beginning of Term 2 we held our **Annual Sports Carnival at Campbell Oval**. K–6 students participated in a variety games and activities involving athletics skills. Parents were invited to spectate and we were over whelmed with the turn out the parents. The students enjoyed sharing a picnic lunch with their family and friends. We also had many students qualify for both track and field events at Zone level from our impressive results at the Schools Athletics Carnival.

### **Swim School**

In Term 4, students in Years 2, 3, 4, 5 and 6 and the Support Unit were invited to attend an intensive 10 day learn to swim program at Roselands pool. Instructors from the Department of Education's School Swimming and Water Safety Program provided students with daily 45 minute sessions in and out of the water. This intensive learn to swim program assisted students to develop water confidence and provided students with basic skills in water safety and survival.