

Wiley Park Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

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Message from the principal

This year has been a tremendously productive and enriching year.

Our community partnerships continue to grow and add value to our school programs and events.

In 2019 Canterbury Bulldogs, Giants, Campsie Police Command, Bankstown Women's Centre, Koorana, Metro Assist to name a few have worked closely with us to provide programs for our students and community members.

Resource Allocation Management Funds (RAM Funding) have been used to employ additional staff to support student's academic, social and emotional growth. These funds too have been spent on the purchase of resources including smartboards, which are in every learning space in the school.

RAM funds have also been used to purchase sports equipment, subsidising school visits and excursions and student subsidies.

Improvements and beautification to the school grounds have been another area where RAM funding has been used to improve the play areas and the street appeal of our school.

Three under 20 Canterbury Bulldogs players have joined our staff to support our wellbeing and sporting programs, they have been an asset to our school community.

Our focus on growth and improvement in all we do continues to be a major priority.

I am very proud of the high standard of work and quality education we provide and wish to acknowledge and thank our supportive community, who work alongside staff, to develop and guide our students to strive towards reaching the best of their abilities.

Rene Demos

Principal

Message from the school community

2019, how quick it had been that as another school year almost draws to a close. The kindergartens have survived the transition to big school, Year 6 students have completed their final days at Primary School and head towards High School next year and we wish them well on their journey.. Our kids are one year older and wiser. What an amazing and valuable journey I have experienced as a president of the P&C.

During 2019, the P&C was involved in the BBQ on Election Day to fundraise for the school. A big thank you to the group of parents who donated their time to assist with the BBQ and our honourable MP Jihad Dib who also visited the school.

To our Principal, Mrs Demos, to her Assistant Principals and her dedicated staff both returning and departing, on behalf of the P&C and parents, we would like to say 'Thank You'. Thank you for taking such good care of our children and for continuing their education in all areas.

To the P&C executives, a personal thank you for such a great year and I am looking forward to another productive year in 2020.

Mahmuda Begum

P&C President 2019

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 discussed the suggestions received from their classes which were then voted on. Once suggestions had been proposed to the staff, the SRC worked collaboratively to achieve the goals, aiming to build a better community at Wiley Park Public School. In 2019, 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 the Year 6 leavers with a Jersey Day event. The SRC held a "Beanies for Brain Cancer" fundraising day to support Bears Cottage in Term 2. 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 3 the SRC held a lolly guessing competition to raise funds to purchase clocks for the playground in the near future. 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.

SRC Students

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

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.

Evaluate student responses to surveys in measuring their ability to self-reflect and self-monitor their learning to become inspired and successful learners.

Analysis student feedback to measure the development of the social and emotional capabilities.

Overall summary of progress

Visible learning for students

In 2019, Wiley Park Public School teachers continued to develop a deeper understanding of the work of John Hattie through a variety of strategies to support visible learning. Additionally, students have been using a range of Visible Learning strategies to track and monitor their own progress.

Visible Values

At Wiley Park Public School, we have continued to develop and facilitate a range of programs to help and support students improve their social skills and wellbeing. Staff have worked to align 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

Process 1: Visible Learning for students

Design, implement and evaluate visible learning strategies for students to become inspired and successful learners.

Evaluation	Funds Expended (Resources)
The group evaluated the work done throughout 2019 and shared their highlights with the staff. The Visible Learning for students group began to draft goal setting for 2020.	Meeting with Process Group leaders Process Group Meeting

Process 2: Visible Values

Design, implement and evaluate quality values, wellbeing and resilience programs K–6 that instil and inspire students to become leaders and successful members of the school community.

Evaluation	Funds Expended (Resources)
The group evaluated the work done throughout 2019 and shared their highlights with the staff. The Visible Values group began to draft goal setting for 2020.	Additional resources purchased

Next Steps

- Students to continue using Visible Learning to support achievement of identified outcomes.

- Developed units of work 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.

Improvement Measures

Evidence of visible learning in classrooms K–6 such as student learning goals and feedback, supported through photos and surveys.

100% of staff have developed their knowledge and understanding of the Learning Progressions and are able to use them to inform their teaching practices.

Analysis of school data, including Reading levels and understanding text is consistent and comparable across K–6.

Overall summary of progress

Visible Learning for teachers

Collaboration among the process groups, 'Visible learning for Students' and 'Visible Learning for Teachers' has promoted the development of a coherent understanding of Visible Learning through the school. Data Walls were established and maintained across K–6 and were used productively to monitor and track progress in Literacy and Numeracy.

Understanding Text

The Understanding Texts Process Group lead professional learning to further develop teachers' knowledge on current research surrounding effective reading instruction in the early years. As a result an explicit phonics program was established across K–2. Instructional Leaders continued to support teachers to implement effective reading strategies in line with the Literacy progressions.

Progress towards achieving improvement measures

Process 1: Visible Learning for teachers

Design, implement and evaluate visible learning strategies to monitor student progress and identify areas of improvement, including extension opportunities.

Evaluation	Funds Expended (Resources)
The group evaluated the work done throughout 2019 and shared their highlights with the staff. The Visible Learning for Teachers group began to draft goal setting for 2020.	Meeting with Process group leaders Process Group Meeting

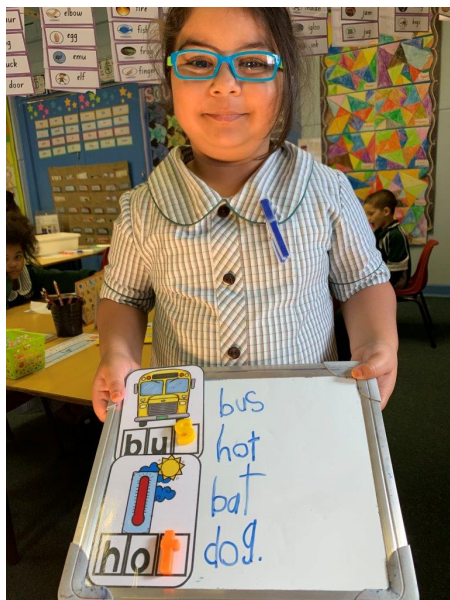
Process 2: Understanding Texts

Design, implement and evaluate quality programs (to include Focus On Reading – FOR) which encourage students to become proficient in decoding, using, interacting with, analysing and evaluating texts to build meaning.

Evaluation	Funds Expended (Resources)
The group evaluated the work done throughout 2019 and shared their highlights with the staff. The Understanding Texts group began to draft goal setting for 2020. The 2019 Leader also supported aspiring leaders who will lead the group in 2020.	

Next Steps

- K–6 classroom teachers to maintain Data Walls to monitor student learning.
- Teachers to show evidence of implementing components of phonemic awareness, phonics, fluency, vocabulary and comprehension strategies in their programs linked to the Literacy Progressions.
- Continued professional learning for teachers to enhance reading instruction linked to data findings and current research.



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.

Improvement Measures

Increase in teachers actively participating in a Community of Practice.

Increase in parent engagement in different opportunities at events offered at school.

Evaluate the quality programs initiated through the Community of Schools network.

Overall summary of progress

Connected Learning

In 2019, Wiley Park Public School continued to work with a Community of Schools across a range of different focus areas including quality Literacy practices, differentiating learning for students within the Support Unit and STEM – Science projects.

Partnership with Parents

Parent and community involvement has continued successfully through the programs and initiatives implemented through the SaCC (Schools as Community Centre). The school continues to work alongside the SaCC Facilitator, as well as external service providers to support families engage with programs. A number of workshops, on topics identified from the community survey, have been presented by the school staff and the feedback has been overwhelmingly positive.

Progress towards achieving improvement measures

Process 1: Connected Learning

Expand community of practice with cross stage professional learning and with liked minded schools to support the implementation of evidence-based practice in order to improve educational outcomes for all students and teacher practice.

Evaluation	Funds Expended (Resources)
The group evaluated the work done throughout 2019 and shared their highlights with the staff. The Connected Learning for students group began to draft goal setting for 2020	

Process 2: Partnerships with Parents

Investigating, trialling and evaluating programs to strengthen the partnership between our parents, SaCC, staff and community agencies.

Evaluation	Funds Expended (Resources)
The group evaluated the work done throughout 2019 and shared their highlights with the staff. The Partnership with Parents group began to draft goal setting for 2020.	Resources needed to facilitate programs

Next Steps

- Continue with the Community of Schools network and connect with other neighbouring public school.
- Continue to promote community involvement through special events and celebrations.
- Pursue a variety of parent workshops to cater to the needs and interests, as identified by parents



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	<p>\$48 573 to include:</p> <p>Additional staffing</p> <p>Additional SLSO</p> <p>Number Talk resources</p>	<p>The school continues to support students across K–6 through a variety of different strategies, to include employing additional teachers and SLSOs. English language proficiency funding was used to support students, identified through the Learning Support Team and through stage based analysis of data, in both the classroom and the playground. All staff have continued to be involved in Data Days with a particular focus on developing quality Literacy and Numeracy program that support the development of English language proficiency. Other areas where Professional Learning has been used to support student English language development have included teacher observations and discussion around EaFS, including L3 and a quality approaches to teaching EALD students, across the phases. Funds were also used to review and write quality units of work and resource them appropriately to support classroom programs and to introduce Maths initiatives including extending Number Talk into 3–6.</p>
Low level adjustment for disability	<p>\$82 162 to include:</p> <p>SLSO support</p> <p>Tiered intervention resources</p> <p>Planning and training</p>	<p>The school has continued to provide Professional Learning for staff in developing and resourcing quality tiered intervention strategies to support targeted students. As a school we also provide additional teachers and SLSO support to target the needs of identified students. Analysis of data continues to show student growth.</p> <p>Teachers continued to be 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" as well as in-school based L3 training. Resources were purchased to support these intervention strategies across Literacy and Numeracy, K–6. 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 Learning in the development and review of Personalised Learning Plans, across Learning and Behaviour, to support identified students.</p>
Socio-economic background	<p>\$248 265 to include:</p> <p>Additional teacher allocation</p> <p>Additional SLSO support</p> <p>SLSO Professional Learning</p> <p>Expansion of wellbeing programs</p>	<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, which resulted in improved student outcomes.</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.</p>

Socio-economic background	<p>Upgrade to spaces including gardens and playground</p>	<p>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 an Arabic CLO that works closely with the staff and the community on identified projects to support student outcomes. The continued expansion of a Sensory Garden, upgrade of play spaces and an improved Chill Out area have resulted in improved student wellbeing, better student behaviour and a growing sense of school pride and commitment.</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>
Support for beginning teachers	<p>Casual release x 17</p> <p>Literacy and Numeracy from NELSON publications</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$9 000.00) • Support for beginning teachers (\$14 000.00) 	<p>Reflections from beginning teachers showed continued growth and development around their teaching and learning.</p>
Targeted student support for refugees and new arrivals	<p>\$12 764 to include</p> <p>Resources to include facilitating SaCC programs and ensuring students are involved in all learning experiences</p>	<p>The school continues to support refugee students, newly arrived students and families transitioning into school and the community through a range of classroom and community based programs and initiatives. Our newly arrived and refugee student families are supported onsite in the School as Community Centre (SaCC) where they take part in a range of workshops on a range of identified topics, provided by school staff and external support agencies. Our students are also provided additional support including excursions, in-school visits and assistance with purchasing uniforms.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	307	329	295	311
Girls	260	272	266	283

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.1	91.8	89.8	89.6
1	93.4	92.3	90.1	88.7
2	92.3	92.3	91.4	89.7
3	92	92.5	92.9	90.7
4	91.3	92.3	91.4	90.9
5	94.6	91.5	93.7	88.7
6	93.1	94	91.6	89.8
All Years	92.8	92.3	91.5	89.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Student numbers have continued to be steady and in 2019, Wiley Park Public School has a student enrolment of 594 students.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	25.31
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
Teacher ESL	3.8
School Counsellor	1
School Administration and Support Staff	8.06
Other Positions	3.4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

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

During 2019, Wiley Park Public School had 1 New Scheme Teacher accredited as proficient and 1 teacher maintaining accreditation at Proficient level.

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

- Two New Scheme Teachers attending a Beginning Teachers workshop
- One Assistant Principal and one classroom teacher attending a workshop on Treatment of Selective Mutism in Schools
- Four classroom teachers attending a professional learning on Management of Actual or Potential Aggression
- Seven Classroom Teachers and One Assistant Principal completing online professional learning on Effective Reading Instruction in the Early Years of School
- Two Assistant Principals completing online training on Effective Reading and Phonics.
- Three Deputy Principals attending Deputy Principal Professional Learning Meetings throughout the year.
- Two Community Language staff members attended training using the Language K–10 syllabus.
- Five staff members attended training to complete L3 professional learning in Stage 1.
- Five New Scheme Teachers attended beginning teacher professional learning sessions run by Instructional Leaders

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

- Leading a School Choir
- Teaching Visual Literacy and Film Making
- Implementing the Science and Technology K–6 syllabus
- Dyslexia and Promoting positive behaviour
- Understanding Autism
- Rugby League coaching Accreditation
- Principles and Practices of Cognitive Behaviour Therapy
- Refugee, Teacher Librarian and Special Education Network Meetings

Whole school professional development included workshops in the following areas:

- Behaviour management and student welfare
- New PDHPE Syllabus
- Using Data with Confidence in Education
- Report Writing
- School Planning
- CPR and Emergency Care
- Anaphylaxis training
- SMART Notebook Technology
- Visible Learning
- Child Protection
- NAPLAN Data and Literacy and Numeracy Initiatives
- Understanding Texts

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	2,264,169
Revenue	7,537,010
Appropriation	7,293,704
Sale of Goods and Services	42,580
Grants and contributions	191,454
Investment income	6,672
Other revenue	2,600
Expenses	-7,151,677
Employee related	-6,493,870
Operating expenses	-657,807
Surplus / deficit for the year	385,332

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.

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 loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	787,427
Equity Total	1,051,310
Equity - Aboriginal	0
Equity - Socio-economic	344,309
Equity - Language	454,094
Equity - Disability	252,907
Base Total	3,906,067
Base - Per Capita	138,089
Base - Location	0
Base - Other	3,767,978
Other Total	1,313,528
Grand Total	7,058,332

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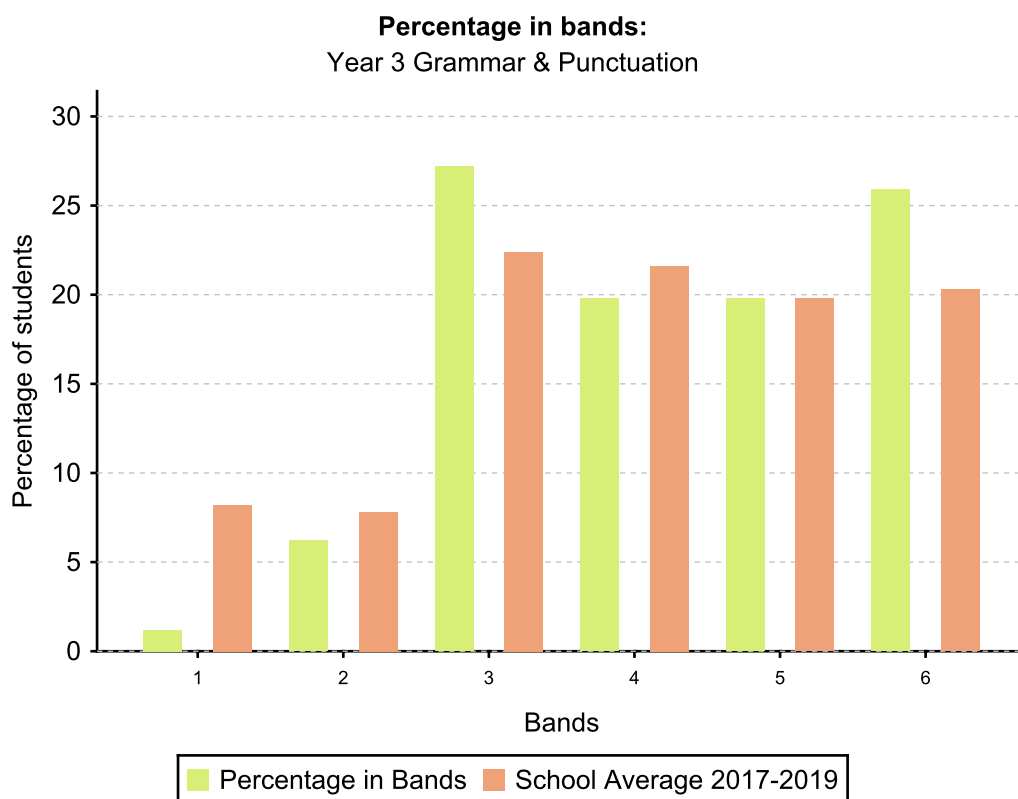


School performance - NAPLAN

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

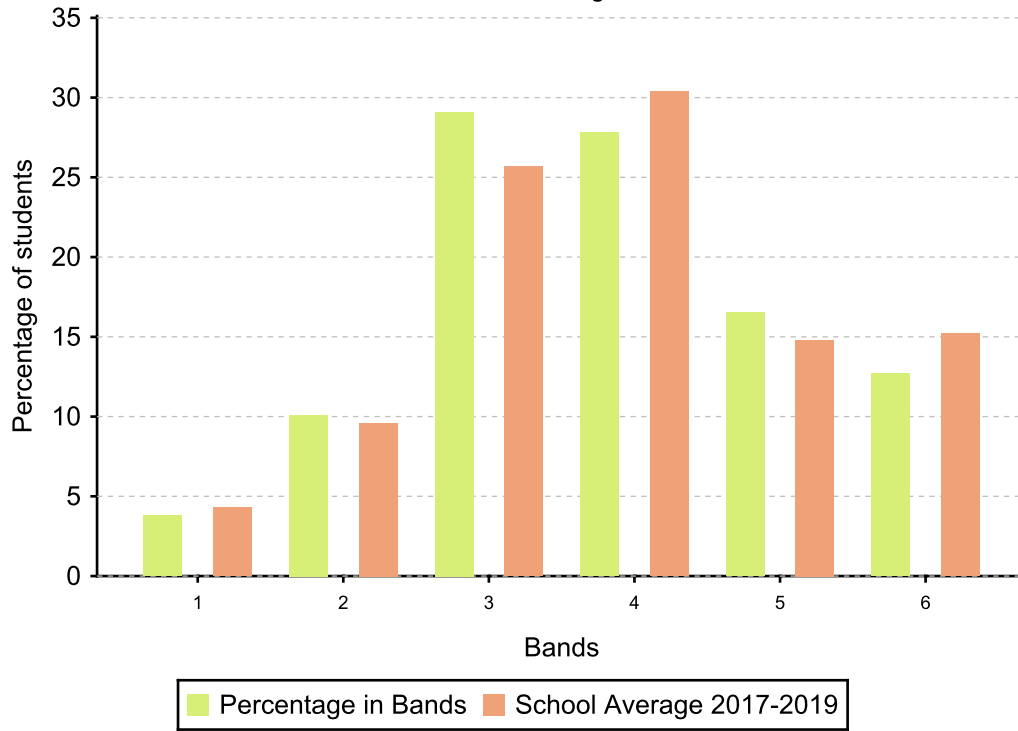
Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	1.2	6.2	27.2	19.8	19.8	25.9
School avg -2019	8.2	7.8	22.4	21.6	19.8	20.3

Percentage in bands:

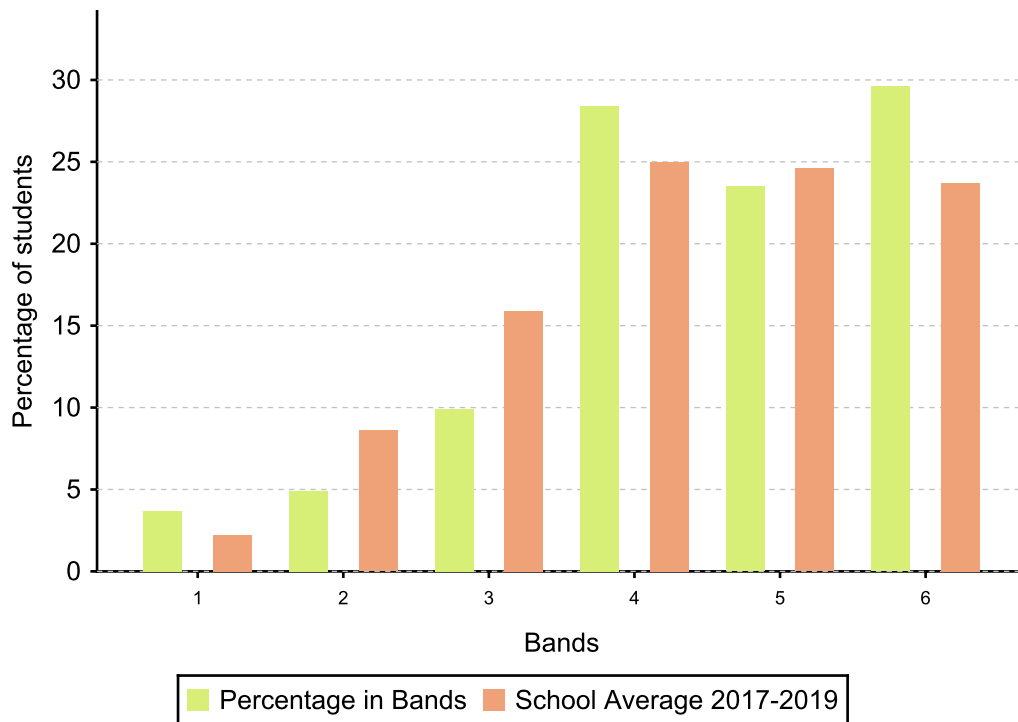
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	3.8	10.1	29.1	27.8	16.5	12.7
School avg -2019	4.3	9.6	25.7	30.4	14.8	15.2

Percentage in bands:

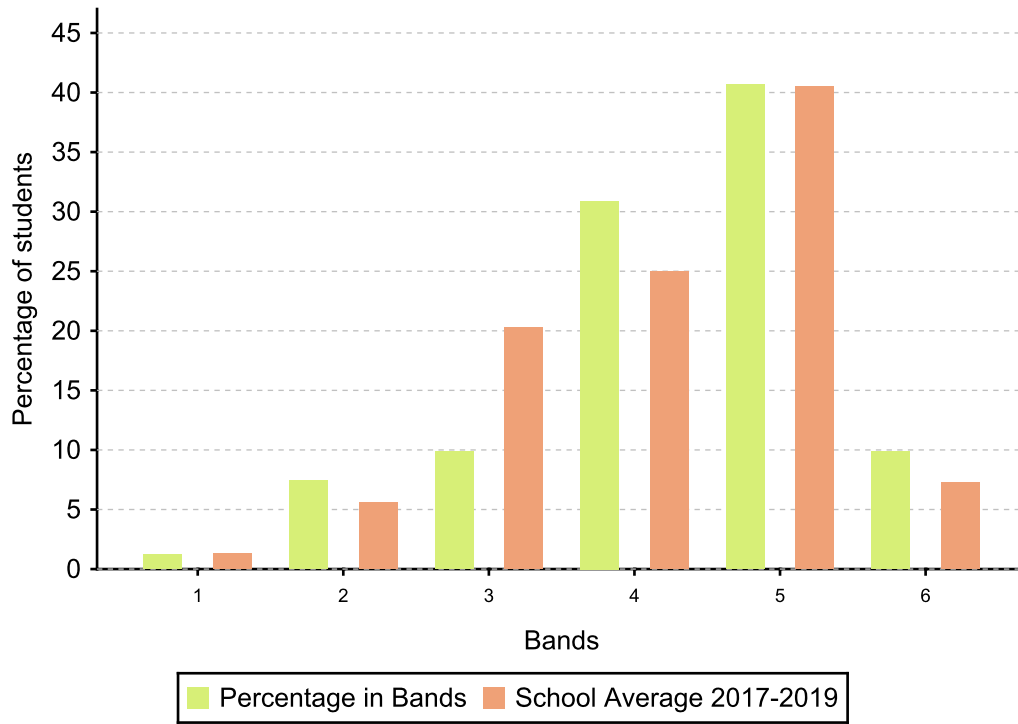
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	3.7	4.9	9.9	28.4	23.5	29.6
School avg -2019	2.2	8.6	15.9	25	24.6	23.7

Percentage in bands:

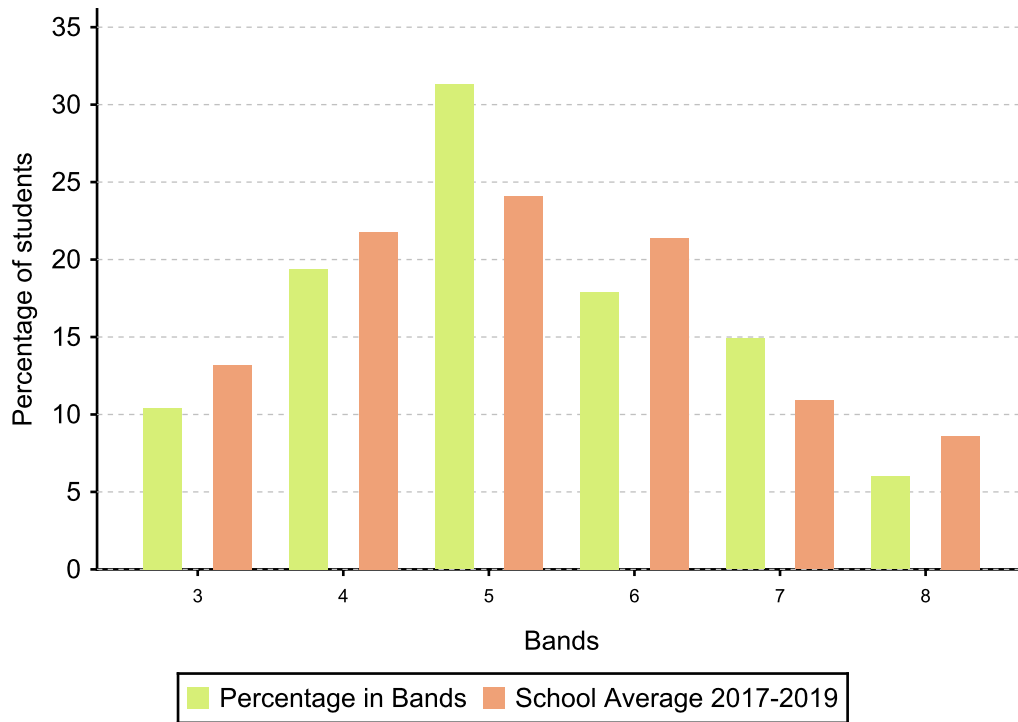
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	1.2	7.4	9.9	30.9	40.7	9.9
School avg -2019	1.3	5.6	20.3	25	40.5	7.3

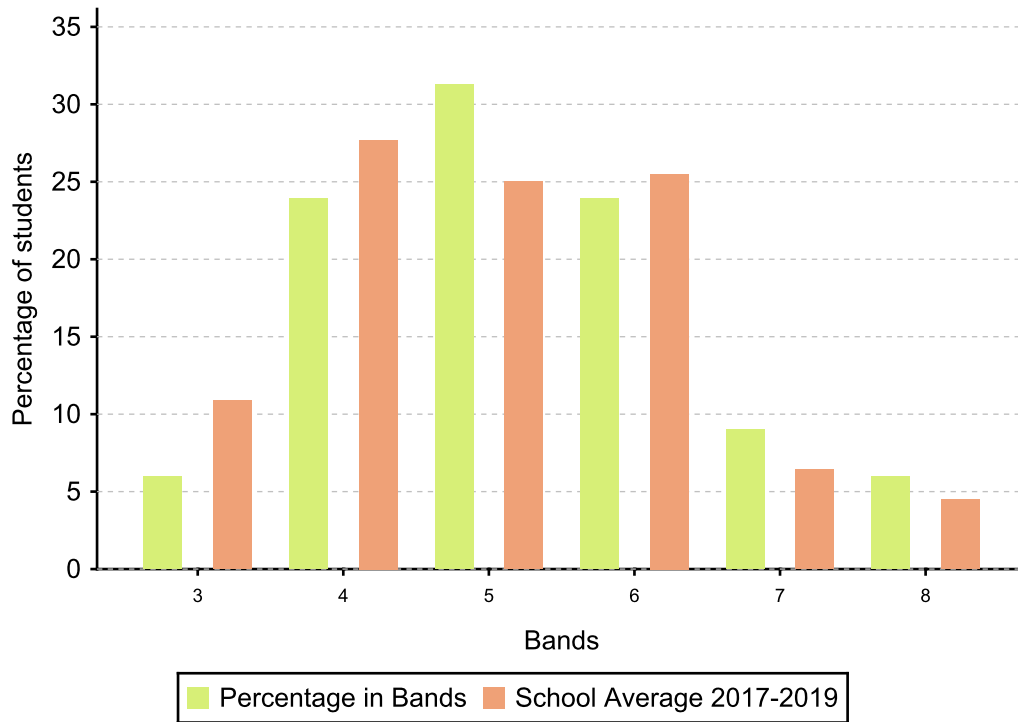
Percentage in bands:

Year 5 Grammar & Punctuation



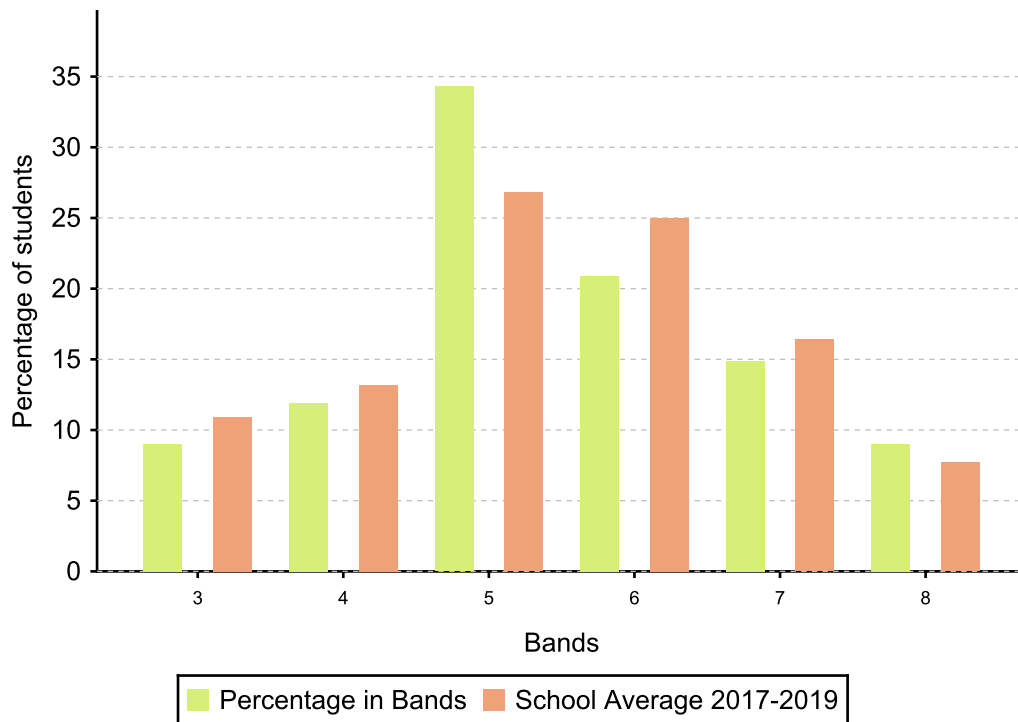
Band	3	4	5	6	7	8
Percentage of students	10.4	19.4	31.3	17.9	14.9	6.0
School avg -2019	13.2	21.8	24.1	21.4	10.9	8.6

Percentage in bands:
Year 5 Reading



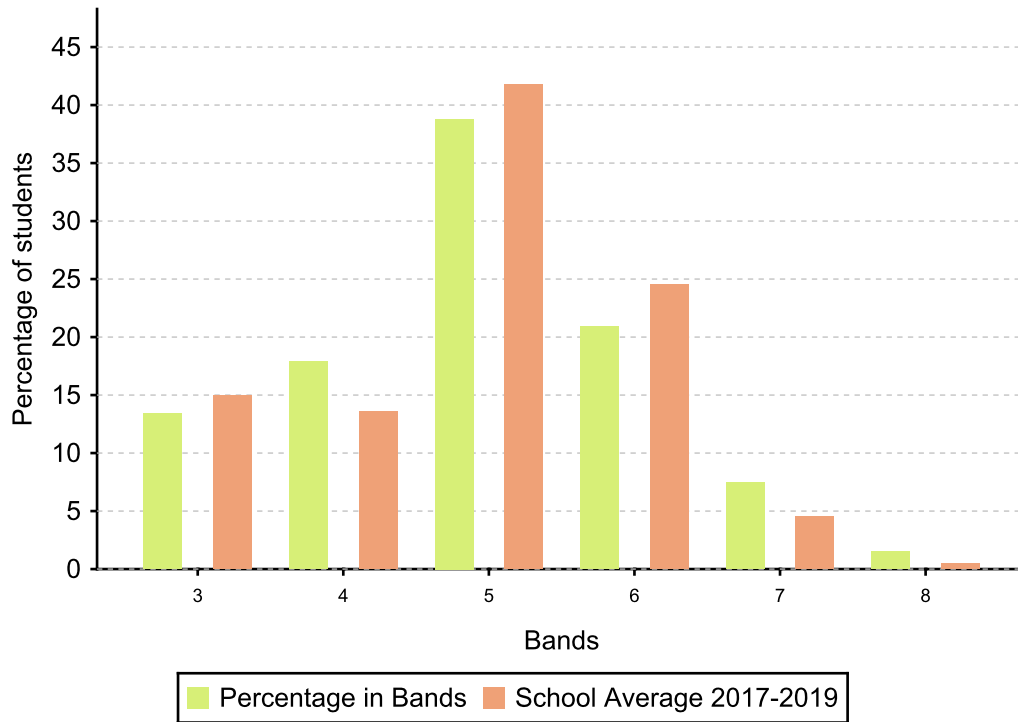
Band	3	4	5	6	7	8
Percentage of students	6.0	23.9	31.3	23.9	9.0	6.0
School avg -2019	10.9	27.7	25	25.5	6.4	4.5

Percentage in bands:
Year 5 Spelling



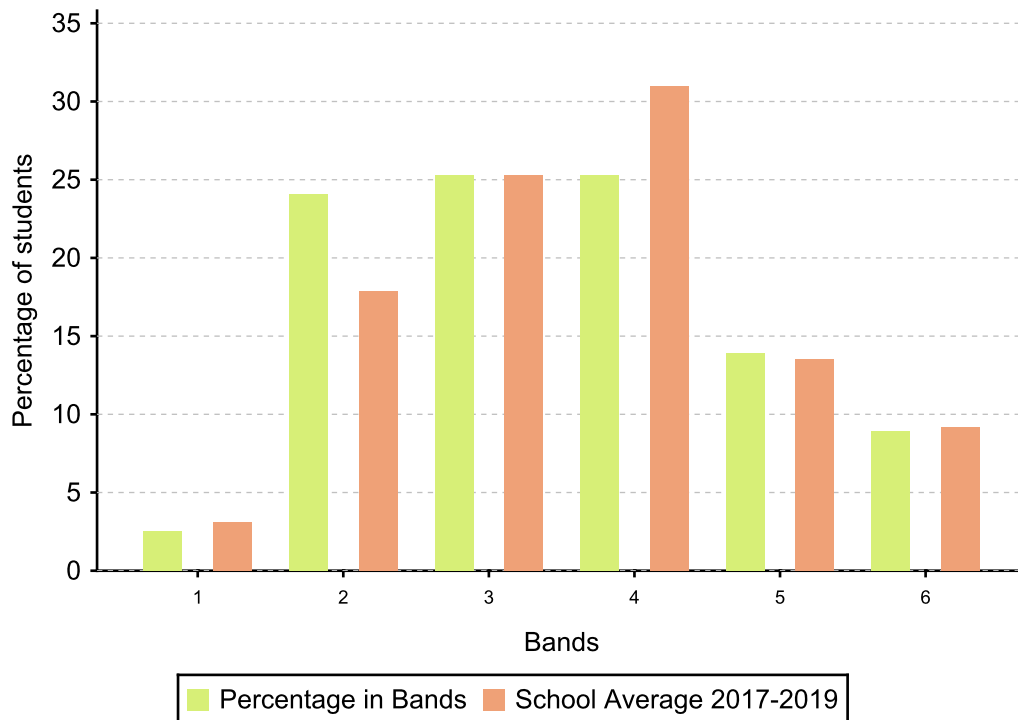
Band	3	4	5	6	7	8
Percentage of students	9.0	11.9	34.3	20.9	14.9	9.0
School avg -2019	10.9	13.2	26.8	25	16.4	7.7

Percentage in bands:
Year 5 Writing

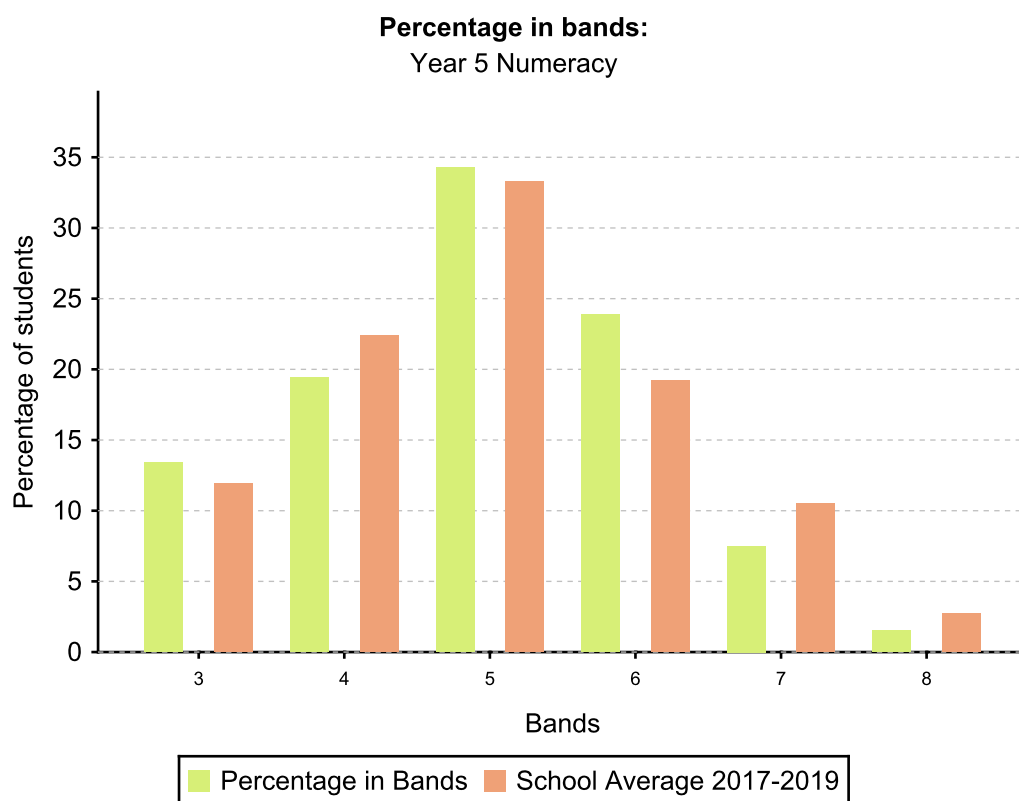


Band	3	4	5	6	7	8
Percentage of students	13.4	17.9	38.8	20.9	7.5	1.5
School avg -2019	15	13.6	41.8	24.5	4.5	0.5

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	2.5	24.1	25.3	25.3	13.9	8.9
School avg -2019	3.1	17.9	25.3	31	13.5	9.2



Band	3	4	5	6	7	8
Percentage of students	13.4	19.4	34.3	23.9	7.5	1.5
School avg -2019	11.9	22.4	33.3	19.2	10.5	2.7

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, 60% of students are working above the national minimum standards while an improved 30% of students are achieving results in the top two bands. In Writing, there has been a significant decrease in the number of students working below national minimum standards in comparison to the last 2 years. there has been a significant increase with over 80% of students achieving results at or above minimum standards. In Numeracy, 70% of students are working above the national minimum standards while 20% of students are achieving results in the top two bands.

In Reading, 70% of Year 5 students have achieved results above the minimum standards. Writing in Year 5 has continued to improve on previous years with 60% of students testing at minimum standard. In Year 5 Numeracy, 65% of students are working above the national minimum standards.



Parent/caregiver, student, teacher satisfaction

Students – Students from Years 4, 5 and 6 completed the online 'Tell Them From Me' survey in Term 1. Key findings from the survey include:

- 87% of students feel that classroom instruction is well–organised, with a clear purpose and with immediate feedback that helps them learn
- 88% of students feel that teachers are responsive to their needs and encourage independence with a democratic approach
- 92% 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:

- 79% of teachers agree that school leaders have helped establish challenging and visible learning goals for students.
- 89% of teachers indicated that they set high expectations for student learning.
- 93% of teachers indicated that they establish clear expectations for classroom behaviour.
- 83% of teachers indicate that students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.
- 85% 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:

- 83% of parents feel welcome when they visit the school.
- 86% agree that reports on their child's progress are written in terms they understand.
- 85% of parents feel that they can easily speak to their child's teacher and that teachers listen when they have concerns.
- 93 % of parents believe that their child is encouraged to do his or her best work.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

In 2019, Wiley Park Public School had 2 students who identified as being Aboriginal and/or Torres Strait Islander descent. Wiley Park Public School promotes the inclusion of Aboriginal perspectives in 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:

- Involving our 2 students who identify as from an Aboriginal background, in all our official ceremonies, to lead us in "Welcome to Country".
- 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 a deep knowledge and understanding about Australia's first people.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to 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. We promote our expectation of acceptance, understanding and respect through our Social Skills program, our Behaviour Management Procedures and in whole school events including Harmony Day. There were no reported incidents of racism in 2019.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Other School Programs (optional)

Academic Programs

Instructional Leadership Report 2019

Instructional Leadership across K–6 continued in providing teachers with professional learning in implementing knowledge and understanding of and high expertise in quality teaching in Literacy and Numeracy.

Effective Data Collection, Analysis and Use:

Instructional Leadership across K–6 has supported high quality practice to assist teachers to customise interventions for individual students. Utilising student work samples/observations teachers are confident in locating student's current knowledge and ability more accurately, to determine the learning that should follow (Literacy and Numeracy Progressions).

Reflective data sessions 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.

Delivering high expertise in quality teaching in Literacy and Numeracy across K–6. Mentoring, coaching and supporting all teachers by providing shoulder to shoulder support in the classroom continued throughout 2019. Using a range of approaches, classroom teachers have been provided with mentorship to build capacity and support evidence based learning instruction. 2019 Focus: Implementing 'The Writing Process' across K–6 and Supporting Numeracy Improvements by embedding 'Number Talk' to enrich teaching and learning concepts in Mathematics.

Professional learning based on current research and pedagogical practice. Instructional leadership has provided tailored, differentiated professional learning and direct Literacy and Numeracy support across K–6. Visible Learning practices are embedded across all classrooms K–6 with teachers continually reflecting on student learning pathways to ensure students are achieving personal learning goals through effective differentiation, continuous monitoring and feedback.

2019 Whole School Goals in Instructional Leadership: In 2019, stage teams and executives continued to further embed high quality practices within our school teaching and learning community. This focused on:

Professional Learning K–6 on continued work 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 to regularly collect and analyse whole school data. A series of evidence based formative strategies support this approach including student work samples, Whole School Data (Literacy and Numeracy) and Class Monitoring Sheets.

This informs the teaching and planning programs for targeted students across K–6. Whole school support and interventionist 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 are trained in Language, Learning and Literacy (L3) and have received in school support and training to consolidate L3 procedures. Using a range of approaches including team teaching/classroom peer observations, teachers and Additional Classroom Teachers were supported in the classroom and mentored according to their level of skill and training. This collaborative framework was further supported through; weekly stage meetings and planning sessions/ L3 ongoing professional learning.

Stage 1 L3 Training: All Stage 1 Classroom teachers trained in L3 in 2018 have continued to attend ongoing professional learning in Stage 1 L3 in order to continue to build capacity in consistent teaching practices in literacy instruction. Additionally, other Stage 1 teachers have received professional learning onsite.

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 in 2018. This initiative has been extended into Stage 3 classrooms. In 2019, all K–6 Number Programs have embedded 'Number Talks' to allow for short, daily exercises aimed at building number sense and flexibility in number thinking and reasoning. This has developed a consistency in teaching number across K–6.

Best Start

The Best Start Kindergarten Assessment was successfully conducted for all Kindergarten students in the first five weeks of school. A total of 104 Kindergarten students participated in the revised Best Start Assessment in 2019. 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. The information was also shared with parents to help foster a culture of working together.

100 Days of Kindergarten

On 21st 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 took part in activities with hula hoops, quoits and coloured ribbons. In the class they experienced

using chalk on mini–chalk boards, 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 2019.

'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 achievements of our Kindergarten students, having been part of the Wiley Park PS community for almost half a year. We look forward to their next 100 days and beyond.

Kindergarten Orientation

The Kindergarten 2020 intake process began as early as Term 2 with a large number of enrolments of school aged children for 2020. A total of 94 families attended an interview process. This provided relevant information for the school on child engagement, prior to school experiences as well as academic and social skills. As a result of the interviews a number of families engaged with our Early Learning Playground, to support the transition to Kindergarten.

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 2020. As a result of our Kindergarten Orientation program, a number of students took part in a very successful transition to school program.

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 and gave impromptu speeches in front of parents and students.

Students from Stage 2 and 3 were chosen to represent the school and competed at the 2019 Multicultural Perspectives Public Speaking Competition at Mary Bachir Public School.

Four students represented our school in the Beverly Hills Network Competition and Neamh was the winner for Stage 2 and she represented our school in the District Public Speaking Competition. This is a wonderful achievement for Neamh and our school.

Spelling Bee

In Term 3 we held our annual school Spelling Bee competition. The representatives from each class showcased the spelling talent of Wiley Park PS, with very sophisticated strategies used to spell a range of different words. The staff at our school supported this program and our students tirelessly learned the assigned words. We had 4 students represent us at the Premier's Regional Spelling Bee and were thrilled that 2 students, Yusuf and Sarah took out the winning position in the junior and senior competitions respectively. Both of these students represented our Region admirably at the Premier's Spelling Bee State Competition, held at the ABC studios.

Excursions and in school events

Early Stage 1 Kindy Farm

Students in Early Stage One explored and developed their knowledge and understanding of living things during Science lessons. Students focused on what farm animals need and what they provide for us. On Tuesday 15th October, students in Early Stage One took part in an in–school visit to support their learning of farm animals. The Kindi farm mobile farm visited Wiley Park Public School and provided students with meaningful opportunities to consolidate their learning. The in–school visit allowed students to get up close and feed many different animals. This was a fun–filled and engaging experience for all students involved.

Stage 1 Excursion Elizabeth Farm

On Tuesday 18th June and Tuesday 25th June, Stage One went on an excursion to Elizabeth Farm as part of their History Unit 'The Past and Present Family Life'. The children were provided with the opportunity to be transported back to the past in order to explore Elizabeth Farm and examine evidence of the past, to learn what life was like for the wealthy Macarthur family and their hard–working servants.

Students were able to experience what it was like to do the laundry by hand, see what was growing in the kitchen garden, taste some basil, discuss seasonal eating, life without supermarkets, write their names with a quill and play heaps of old fashion games.

During this excursion, students were able to identify similarities and differences of family life by comparing the present with the past. After the excursion they linked it with their own understanding to further inquire and engage in discussions. Integration of the unit occurred within the English program and students wrote detailed plans and recounts about their

excursion.

Stage 2 Excursion The Rocks

In History, Stage 2 students studied the unit, 'First Contacts'. The lessons focused on the consequences of British colonisation for people and the environment. Stage 2 went on an excursion to support their learning. They attended the Rocks Walking Tours and dressed up as settlers, convicts and soldiers. The students gained knowledge from experienced guides who shared with the students relevant accounts of past times beginning with the areas local history. Students analysed and compared the lifestyles of the past and today with the assistance of images and significant sites.

Year 4 Canterbury Aquatic Survival Skills Program

In Term 3, Stage 2 participated in a swimming program aimed to provide students with valuable water safety skills and knowledge about different aquatic environments. The program was organised and subsidised by Canterbury Leagues Club.

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.

Stage 3 Giants Science Visit

On the 17 June and 27 May, Years 5 and 6 visited the headquarters of the Greater Western Sydney Giants at Sydney Olympic Park. This excursion was extremely beneficial to the students learning as it focused on the subjects of Mathematics, Science and PDHPE and how important they are in competitive sport. The students participated in a variety of cooperative activities that involved measuring, weighing and calculating. They also explored the training facilities and discussed the importance of a healthy balanced diet.

Stage 3 Financial Literacy In School Workshop

On Wednesday 8th June 2019, Stage 3 participated in the Survivor Life Skills Primary Program. The students were placed into small groups, working as a team to complete various tasks to learn how to use their money the best way possible. This included understanding the difference between goods and services, as well as earnings and savings. The students developed strategies and practised the skills required to balance a budget when considering their wants and needs. The students thoroughly enjoyed the competitive games and activities, addressing financial literacy.

Stage 3 Civics Program

Throughout Term 2, Stage 3 participated in a civics program that was organised by Community Minds in partnership with the Canterbury Bulldogs. The students participated in various activities and discussions that aimed at improving their knowledge and awareness of their local community. The students also completed a weekly log book that documented their community achievements and encouraged them to be more responsible community members.

Stage 3 Police Talks

In Term 3, Stage 3 participated in a police talk that was conducted by Kylie Marinello the youth liaison Officer from Campsie police station. This talk explored various topics such as responsibility, cyber safety and consequences for breaking the law. The students listened attentively during these discussions.

Stage 3 In School Visit Skyworks Planetarium

On Thursday 19th September, Stage 3 visited the Skyworks Planetarium that was set up in the school hall. The students appeared to be fascinated as they sat in the space dome and discussed space facts and looked up at the night sky.

Year 6 Culinary School Special Excursion

On Wednesday the 16th October, 19 Gold students from Year 6 had the opportunity to attend a special excursion to the Culinary School in Punchbowl. The students worked in pairs under the guidance of an experienced chef to create a healthy lunch. The students were taught how to cook frittatas and salad. Students then had the opportunity to view a professional kitchen in action.

Easter Hat Parade

On Wednesday the 10th of April, all of the Kindergarten, Year 1 and Year 2 students participated in the Easter Hat Parade. K-2 created wonderful hats with their buddies from Years 3-6. K-2 paraded their hats in front of parents, teachers and the K-2 classes. The Easter Hat Parade was a fantastic way for Wiley Park Public School to celebrate all

the hard work and creativity of K–2 students.

Anzac Day

On the 12th of April, Wiley Park Public School held their annual Anzac Day commemorative assemblies. The occasion was split into a K–2 and 3–6 ceremony with parents and community members being invited to the K–2 event. The service was well received with over 50 representatives of the community attending. Service men and women were honored with a range of readings, poems, songs and a moving PowerPoint presentation. Various classes made a range of artworks that were used to decorate the hall and front gate. Students, teachers and the community members present, presented flowers and homemade wreaths during the ceremony to commemorate lives lost during all wars. These were then donated to Brighton–Le–Sands RSL club which they displayed at their cenotaph for the weekend.

Harmony Day

On Tuesday 26th of March, parents and community members were invited to our school to join in with our Harmony Day celebration – a day which acknowledges and respects Australia's wonderful cultural diversity. The message of Harmony Day is 'Everyone Belongs'. This message was conveyed through a variety of on–stage performances that our talented students showcased before an audience of very proud parents and community members.

Each class throughout the school designed their own artworks which represented harmony and what it means to us all. These artworks were displayed in our school hall for all of our students, teachers, parents and community members to admire. Both students and staff members proudly wore orange clothing on this significant day to demonstrate the strength of cultural diversity for all of us here who call Australia home. Celebrating Harmony Day enhanced the students' awareness of inclusiveness, respect and belonging for all Australians, regardless of cultural or linguistic background.

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 morning tea with family and friends. Leading up to the event, classes had engaged in creative arts activities focusing on multiculturalism and these were displayed in the school hall. The community and family members were invited to attend a showcase of performances by the Junior and Senior choir, Bengali and Pacific Island dance groups, Kindergarten, Year 1, Year 2 and Year 4, to an audience of well over 200 community members.

Education Week

On Tuesday 6th August 2019, community and family members were invited to attend Wiley Park Public School's Open Day to celebrate Education Week. Parents were invited to visit their child/children's classrooms to experience the teaching and learning that occurs at Wiley Park Public School. Parents also had the opportunity to view and appreciate the artwork and photos displayed in classroom corridors throughout the school and were invited to a school performance to conclude the afternoon.

The theme of Education Week for 2019 was, 'Every Student, Every Voice'. This theme was celebrated and highlighted throughout our school performance, which showcased the talents of the School Choir, School Band, Arabic Dance Group, Pacific Islander Dance Group, Tap Dancing Group, Support Unit Item, which included a video and song, and an energetic dance from a Year 4 class. The afternoon concluded with a video montage highlighting the fabulous learning occurring throughout the school. Over 200 community members enjoyed the performance and participated in Education Week.

Life Education

In Term 3, 2019, students from K–2 welcomed Healthy Harold from Life Education Australia to our school. Students enjoyed learning in the Healthy Harold van, which is a mobile learning space with no desks, and had the opportunity to engage in hands–on and fun activities. The modules presented provided students with the opportunity to develop relationship skills, positive communication, problem solving and decision making skills. Students also developed strategies and practised the skills required for a healthy and safe lifestyle.

Book Week/Library Visits

Stage 2 visited Lakemba Library on 16th August as part of our Children's Book Week celebrations. They were greeted by author Juliette MacIver and Illustrator Sarah Davis and were thoroughly entertained by this lively duo.

Juliette showed the children how to write stories using rhyme while Sarah shared her talents through illustration. The children then helped Juliette to create a new story as Sarah illustrated it, witnessing real story production in real time.

The library visit concluded with a tour of the library and the children returned to school armed with goodies and brimming with ideas for their own story writing.

Stage 1 visited Lakemba Library between 19th August and 21st August as part of our Children's Book Week celebrations. They were greeted by the Children's Librarians who shared a range of the shortlisted books and played guessing games with their entranced and enthusiastic audience. The children were introduced to the library and all that it offers. They now know where their local library is and will be able to encourage their parents and siblings to use this wonderful community facility on their many return visits.

National Simultaneous Story Time

Wiley Park Public School participated in National Simultaneous Storytime on 22nd May 2019. The whole school enjoyed the book 'Alpacas with Maracas' by Matt Cosgrove along with over 1 million others spanning Australia and New Zealand. The children made alpaca masks and played maracas as they shimmied along with the story.

National Simultaneous Storytime has become an annual event for us. It promotes the value of reading and literacy using books written by Australian authors.

The children are now enthusiastically devouring all the books in the Alpaca series from the library.

Opera Performance

In Term 3, students at Wiley Park Public School had the opportunity to see a professional opera performance called 'By the Light of the Moon'. This performance was specifically designed for schools by Opera Australia. The opera performance was based upon Edward Lear's famous poem 'The Owl and the Pussycat' and featured music from famous operas. The students were treated to a colourful, entertaining and vibrant performance from seasoned professionals.

No Excuse for Abuse Event

This year the "No excuse for Abuse" march was on the 29th November. It was a successful event in which Miss Carr and Mr Suhandi coached a drumming group containing 25 students to perform at Parry Park. We also performed at Roselands Shopping centre and four Stage 3 students were part of the advertisement video.

Christmas Concert

Wiley Park Public School and its community celebrated another successful school year with a Christmas Concert. Students from K–6 and the Support Unit were given the opportunity to learn a variety of fun and cheerful Christmas songs during singing lessons and in class. In December, we held our annual Christmas concert where participating students did a marvellous job with their performances. The SRC presented the Campsie Police with an impressive collection of gifts for the less fortunate, donated by students, teachers and the community.

Environmental Education

Gardening Club

Every Monday during lunch time students from K–6 are invited to participate in the Gardening Club. The Gardening Club offers students opportunities to get involved in a range of activities within the garden such as planting, weeding, watering and harvesting. Students plant mostly vegetables, fruit and herbs which they are then able to harvest and take home. In our garden we also currently have two compost bins and two worm farms which we use to convert our food waste into compost for our garden. The Gardening club helps students develop social skills and knowledge on sustainability and ways of caring for the garden.

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 in all Year 6 classes were auditioned and specially selected to perform at the "No Excuse for Abuse" Community event. Our drummers also showcased their talents during various school events. They also featured as part of the Presentation item called Pachelbel's Canon.

Junior Choir

Mrs Drake, Miss Rarasea and Mr Suhandi worked with the Junior Choir in 2019. The Junior Choir have performed at a number of WPPS events this year, including Harmony Day (Term 1), Multicultural Family Day (Term 2) and they also performed a combined item with the Senior Choir at Open Day for Education Week (Term 3).

The songs that students have been singing are in a variety of styles and students were able to stretch their singing skills by presenting some 2–part harmony items. Students also sang with the school band for a number of items. The Junior

Choir also featured as part of the Christmas Concert.

Senior Choir

Miss Carr and Miss Hadid 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, Christmas Concert and Presentation Day 2019. 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. The group meets once a week to learn different songs and develop their individual and group, sense of stage presence.

Contemporary Dance Group

The Senior Dance Group is made up of 25 boys and girls. This year they performed at several events in the style of tap and jazz dances. The students enthusiastically rehearsed every week during lunch time to perfect their fabulous routines. For some students, this was their first time. Miss Shelton was very proud of the improvement all dancers made throughout the year and the students should be commended for their efforts and excellent performances this year.

Pacific Island Group

This year, Mrs Malifa and Mrs Spaccavento continued to coordinate the Pacific Islanders dance group where students were able to showcase their skills and talents of traditional and new Pacific Island dance routines. The dance groups have performed on several occasions at major school events including during Multicultural Family Day with girls from Wiley Park Girls High School accompanying them and the introduction of a K–2 Pacific Dance Group that showcased their talent at Presentation Day.

Cheerleading Squad – 'The Emeralds'

This year, the students in Stage 2 had the opportunity to be part of Wiley Park Public School's first ever Cheerleading Squad – 'The Emeralds'. The boys and girls in the squad trained weekly and were fortunate enough to be under the guidance of a qualified coach who also trains the cheerleading squad for the Bulldogs NRL team. The students had the opportunity to showcase their skills during performances at numerous school events which took place at the end of the year. As a result of its implementation, the boys and girls had increased their motivation, confidence, self-esteem, cooperation skills and felt a great sense of belonging which comes with being part of a group.

Sport PSSA

Winter

NRL Tag

This year Girls NRL Tag was coached by Miss Carr. This year there were 14 teams in the competition and it was extremely close. The girls showed great sportsmanship, unfortunately they finished in 5th position.

Rugby League

In 2019, we had both Boys and Girls participate in PSSA Rugby League. The Rugby League teams had another successful season. Both the junior and the senior teams were lucky enough to make the grand finals, however, luck was not on their side this year. Both teams finished as runners up.

Soccer

The Senior Soccer team competed in Pool B of the competition where they faced eight other teams. Although the boys did not qualify to play the finals, they played some excellent soccer and won six matches to finish the competition in the middle of the table, scoring 22 goals over ten games. The teams best match was their final one of the season where they beat Clemton Park Public School 4–3 in a challenging match that could have gone either way. Overall the players enjoyed themselves and competed as a team whilst displaying great sportsmanship.

Summer

Girls Softball

The 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 a combination of girls who had played last year and those giving softball a go for the first time. They participated to the best of their ability as they grasped the 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 successful season this year. The team was lucky enough to make the grand final, and were crowned PSSA Zone champions after their win. The boys displayed great sportsmanship as they wore the Wiley Park Public School colours with pride.

Tee-ball

The Junior Boys T-ball team trained on a weekly basis during the Summer season. This year, there were a lot of new faces who joined the boys and girls team with only two players returning from last year's team. The Junior Boys T-ball team had a remarkable season. They represented the school at the grand final and were announced as Zone Champions. They represented Wiley Park PS with great passion and pride. The Junior Girls T-ball team had a shaky start as they grasped and adapted to the rules of PSSA T-ball. However, as the season went on, the girls team became more familiar and confident with their throwing and batting skills.

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 challenging and supported each other to do their best. Unfortunately, the Junior Cricket Team did not make it to the finals this year, although there is talent brewing and hopefully this will bring success in the future. All players should be proud for their achievements and the way in which they truly represented the spirit of the game.

Senior Cricket

This year the Wiley Park Public School Senior Cricket Team competed in the PSSA competition in Terms 1 and 4. The boys played a modified game of cricket, using a soft ball and plastic bats. Each game each players had the opportunity to bat, bowl, field and be wicket keeper. While we only won one game through the season the boys are to be commended on the way they played the game, especially in some very hot weather. Well done to Wediu who captained the team and led them through the season.

Netball

Wiley Park Public School entered 4 netball teams into the Wiley Park PSSA competition this year. These teams were the Junior A and B teams and Senior A and B teams. This year we were very excited to open try outs for both boys and girls. All 4 teams consisted of 2 boys and 7 girls. The players in the teams consisted of experienced and new players. The junior teams had a great season. The Junior A's were undefeated and after a long day of finals brought home the premiership trophy after defeating Earlwood Public School. Miss Shelton, the Junior A and B coach, was extremely excited and proud of all the players. The senior netball teams played with effort and enthusiasm all season. The Senior B team went on to play in the finals, but unfortunately were defeated; however, Mrs Bonney was very proud of their efforts and determination to never give up. During the season all players grew as a squad, both in skills and friendships. It was great seeing the seniors assist with junior coaching and encouragement. The boys and girls displayed commitment, improved netball skills and excellent sportsmanship and represented our school with pride.

Swimming Carnival

Students in Years 3–6 attended the annual Swimming Carnival, held at Revesby Pool in Term 1. It was a very successful day where students participated in a variety of swimming activities which included water awareness and competitive swimming races.

Cross Country

In Term 2 our students participated in the school Cross Country event. We sent a team to represent the school at the Wiley Park Zone to compete in the different aged races. One of our students was successful in gaining a spot on the Sydney East Regional team.

Athletics Carnival

At the beginning of Term 2 we held our Annual Sports Carnival at Campbell Oval. K–6 students participated in a variety of games and activities involving athletic skills. Parents were invited to spectate and many commented on the great experience that was had by all. The students enjoyed sharing a picnic lunch with their family and friends. We also had a number of students who qualified for both track and field events at Zone level from our impressive results at the school's 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.

