

# 2020 Annual Report

## Wiley Park Public School



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# Introduction

The Annual Report for 2020 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

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2020 was a year of significant change for our country, community and school, with life changing events such as bushfires, floods and COVID-19.

School life too changed in March with children needing to be kept home due to COVID-19 and using online material and resources to continue their learning.

Staff moved swiftly to develop material for each grade and provided physical development material in the attempt to meet the vast needs of students working in a less social environment.

Our collaborative planning and learning culture shone as did our strong partnership with the community who supported, acknowledged and praised the work done throughout the year by our dedicated staff.

Whilst the year was disrupted by a number of challenges, we all moved forward and became creative, innovative and engaged in different teaching styles to continue to provide a high quality of educational opportunities for our students.

A highlight was watching the faces of our students who were excited to return to school with a spring in their step and the brightness in their manner when catching up with their friends and teachers.

Within this document is evidence of the amazing work undertaken in our school. I applaud my staff on their constant desire to provide a high standard of education to our students.

Rene Demos

Principal

## Message from the school community

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I would like to thank all the parents who helped out with the Easter Raffle back in March this year it was a year of success.

We started collecting plastic recyclable bottles early this year but due to COVID we had to put this on hold. Although we haven't been able to collect the bottles at school, parents have been still collecting bottles and donating the money towards the P&C.

To help support the fun and exciting kindergarten celebration (100 Days of School), the P&C donated picture frames which were integrated within a Creative Arts activity on the day.

I would like to thank all the amazing parents involved in donating gifts going towards gift boxes we made.

Although communication with parents has been challenging this year but we will get through this.

Faten Arja

P&C President

### **Message from School as Community Centre**

Wiley Park Public Schools as a Community Centre would like to thank our community for their continued support during 2020.

The year commenced with many programs in Term 1 including Kids First Early Learning Playgroup, Sing and Grow Music Therapy, English Class, Parent Workshops and Seasons for Growth focusing on Stage 3 children.

The Community Centre continued to support our community and school through the remainder of the year with many programs transferred on line using ZOOM due to COVID-19. Our strong partnerships with the community enabled the Centre to offer quality programs online.

Our Wiley Park Public School's Transition to School Program also continued via ZOOM to prepare future Wiley Park students the best start to school with a focus on Early Literacy and School Readiness.

Our Stakeholders and Partners included The Multicultural Network, Chester Hill Neighbourhood Centre, Riverwood Community Centre, Sing and Grow Australia, Riverwood Community Centre and Bankstown Women's Centre.

Schools as a Community Centre Facilitator

### **Message from the students**

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The Wiley Park Public School Student Representative Committee 2020 was made up of two representatives nominated by the students from each Year 3, 4, 5 and 6 class.

The Student Representative Committee (SRC) attended scheduled meetings discussing any important topics relating to suggestions to improve school resources, fundraising ideas and contributions to charities.

The SRC worked collaboratively to achieve goals in 2020, aiming to build a better community at Wiley Park Public School. This year, the SRC have supported two great organisations and causes. The students displayed strong teamwork and collaboration to plan and organise the fundraisers. Fortunately, the SRC were very excited to hold their very first fundraiser in Term Three.

This fundraiser was a *Beanies for Brain Cancer* day, to support The Brain Cancer Foundation and was held in the beloved memory of Zane Arja, an ex-student of Wiley Park Public School.

The SRC also held a *Crazy Hair Day* to raise funds to go towards resource building in 2021.

In Term Four, the SRC took part in the *Campsie Police Christmas Appeal*, collecting gifts from students and staff. These gifts were then distributed to disadvantaged families in the community.

This year, students who participated in the SRC have shown great initiative, responsibility and collaboration and have acquired leadership skills through their ability to coordinate events within the school.

Miss Stoubidis and Mr Ngo

on behalf of the School Representative Committee 2020.

## School vision

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>

### Self-assessment using the School Excellence Framework

Elements	2020 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

Visible Learning in the classroom has helped students successfully work towards achieving learning objectives. Students used Learning Intentions to understand what is expected of them. Classroom teachers have helped support students check against measures (Success Criteria) in order to clarify how they have achieved the learning objective. Impact of implementing evidence-proven, high impact practices at Wiley Park Public school has helped support all in achieving success.

##### Visible Values

The values rewards were implemented in Term 3 and 4. Students were recognised for showing the values and were rewarded with a certificate. Each class displayed the child's picture who received the award outside the classroom to acknowledge their achievements.

Students were also acknowledged in the newsletter

**Future direction:** Teachers will continue implementing the Values lesson in the following school year. The scope and sequence for the Values awards will continue.

#### 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)
Whole school professional learning and stage based professional learning was delivered throughout 2020. All classroom teachers are focused on student growth, and teacher knowledge and expertise in implementing visible learning strategies across all key learning areas are improving.	Data walls in classrooms Professional Learning with staff Process group meeting

## Progress towards achieving improvement measures

### 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)
A K-6 values program has been successfully designed and implemented teaching explicit values skills. All students aspire to become leaders and successful members of the school community. Each fortnight, selected students demonstrating focus 'values skills' are rewarded with a values merit certificate at assembly.	Cooperative planning of values program releasing process group members  Values certificates  Values Posters for classrooms

### Next Steps

Expand Visible Learning Practices for all students and teachers. There were clearly areas of growth and development to predominantly literacy. Future implications to employ Learning Intentions and Success Criteria for students in numeracy.

Continue to develop the whole child across areas of behaviour, engagement and values.

## 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

Collaborative Inquiry is a consistently employed approach when initiating in regular data conversations with stage teams around student achievement. Data walls, formative assessment strategies and explicit feedback instil collective efficacy among teams when questioning pedagogy and complex questioning around practices.

##### Understanding Texts

All staff are aware of literature based approaches to support and develop skills in decoding and meaning- making. Professional learning has supported the use of vocabulary instruction in both reading and writing. Staff are continually building their repertoire of contextual knowledge with a focus on building and enriching Understanding of texts.

#### 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)
All staff have shared responsibility and accountability in knowing every learner, where the learner is, and where they need to go. Staff have developed collective capacity to improve student learning and achieve student success.	Staff attending data day conversations Stage based professional learning

##### 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 process group evaluated student applications to understand text processes by tracking, monitoring and analysing PLAN2 Literacy Learning progressions data (UnT- Understanding Texts). Instructional Leaders supported this process using class analysis sheets to monitor student development and growth and assess impact on writing development.	Staff attending data day conversations Process group meetings



## Next Steps

Supporting collaborative inquiry with students against curriculum expectations and to apply authentic and descriptive feedback in order for students to become regulated, autonomous learners.

Continued data conversations and side- by- side coaching of staff to build on effective and collaborative quality teaching approaches.

## 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

This year, Science Technology Engineering and Mathematics has evolved with students across K-6 being introduced to computer science through coding, programming and robotics. The program has utilised existing and new technologies such as the recently purchased robotics kit. Students have learned to use critical thinking and problem-solving skills when using digital technologies.

##### Partnership with Parents

Parent and community involvement continued through our Schools as Community Centre (SaCC) despite the impact of COVID- 19. Parents were invited to be a part of programs and initiatives run via a zoom platform and offered to families including English classes for adults, preschool music program, virtual playgroups as well as a successful transition to school program for families of new kindergarten students titled 'Getting your child ready for school'. These scheduled programs ran over several sessions and allowed for opportunities for parent interactions and feedback. The school continued to work alongside external service providers to support communities in need throughout COVID-19.

#### 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)
Going forward, the program will build on students' current knowledge and skills as they continue to experiment with a range of robotics and digital technologies. The skills and knowledge they are developing will better equip them for the future.	Bee Bots for K-2 Spheros for 3-6

##### 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)
Partnerships with community agencies continued fostering greater integration between our school and our local community, creating better outcomes for the students and families at Wiley Park Public School.	Operation of Transition to school program

## Next Steps

Continue to promote community involvement physically through special events and celebrations.

SaCC to deliver community workshops supporting the need of community members post COVID 19 including, assisting new families with children starting kindergarten and supporting literacy and numeracy at home. Early Learning Playgroup and Preschool music program to continue to support young children develop early learning skills.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$53 192	<p>The school continues to support students across K-6 through a variety of different strategies, which includes employing additional teachers and SLSOs.</p> <p>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. Additional staff work in small withdrawal groups and in the classroom to support students with speaking and listening, reading and writing skill acquisition.</p> <p>EALD teachers have continued to model good teaching practices by working in classrooms and have supported classroom teachers to develop their repertoire for supporting students with English language proficiency.</p> <p>Funds were also used to review and write quality units of work and resource them appropriately to support classroom programs and, with the support of School Services, to introduce Maths initiatives around developing Maths language.</p>
Low level adjustment for disability	\$79 712	<p>The school has continued to support identified students through a variety of different strategies to include adjustments and accommodations to classroom programs.</p> <p>A range of different tiered interventionist programs have continued to be used to support identified students at need. Through the close monitoring of student progress, teachers have been able to identify needs, develop appropriate teaching and learning programs, track progress and plan for future teaching.</p> <p>The Learning Support Team continues to work across the school to support identified students in both learning and behaviour.</p> <p>The staff continue to receive professional development through a range of opportunities, including Data Days, to support identified students at need.</p> <p>Resources continue to be used to purchase and support these intervention strategies across Literacy and Numeracy-6.</p>
Socio-economic background	\$302 070	<p>Additional Classroom Teachers were employed to support teaching and learning across K-6 and funds were also allocated for Professional Learning in continued L3 and intervention strategies, which resulted in improved student outcomes. As an identified EAfS (Early action for Success) we have also used funding to continue supporting quality classroom practices and the development of</p>

<b>Socio-economic background</b>	\$302 070	<p>resources across Literacy and Numeracy programs and initiatives.</p> <p>The school has also continued to develop the Early Learning Playgroup designed to support parents and children as they transition into Kindergarten. Resources have been used to develop programs and quality learning experiences and to employ additional support staff. The school also continues to support families by making available financial assistance in support of accessing all areas of the curriculum.</p> <p>Garden programs and 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 program with the purchase of additional resources and continued specialist tuition. As a school, we have also continued to expand other school based programs, including our dance programs with a specialist instructor and the introduction of a specialist art program.</p>
<b>Support for beginning teachers</b>	\$18 000 (School funded)	<p>Throughout the year and more particularly during the home learning phase of 2020, staff were provided with opportunities with Instructional Leaders and other school staff to facilitate collaboration and critically reflect on and improve teaching and learning practices. The release from face-to-face teaching opportunities allowed collegial feedback amongst stage teams to work directly with Instructional Leaders using evidence of data to enhance and provide best possible learning for students with differentiation to suit all levels of learning at home. Further to this, professional learning with staff was provided to support Effective Teaching in the Early Years philosophy as well as improve practice based on the professional standards across K-6.</p>
<b>Targeted student support for refugees and new arrivals</b>	\$14 304	<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.</p> <p>Additional classroom teachers were employed to target small group support for newly arrived and refugee students. This continue to be a focus through teaching and learning programs as well as additional wellbeing programs including projects run in connection with community services including "Seasons of Growth".</p>

# Student information

## Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	329	295	311	326
Girls	272	266	283	303

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.8	89.8	89.6	91.1
1	92.3	90.1	88.7	89.2
2	92.3	91.4	89.7	87.1
3	92.5	92.9	90.7	89.6
4	92.3	91.4	90.9	89
5	91.5	93.7	88.7	90.4
6	94	91.6	89.8	89
All Years	92.3	91.5	89.8	89.4
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.



## Management of non-attendance

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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)	27.5
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.2
Teacher ESL	4.8
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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

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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

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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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

At Wiley Park Public School we have a whole school approach to professional learning following a method of continuous learning cycles.

The teaching staff at Wiley Park Public School participated in a number of professional learning sessions designed to build the capacity of staff to collectively participate in a community of professional learning sessions designed to reinforce school culture, values, and work towards processes 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.

Throughout 2020 all teachers have had access to a range of professional learning opportunities including:

- Two Accreditation at proficient and maintenance professional learning workshops
- Whole School Teaching staff involved in the School Services Numeracy project 'Number Talks K-6'.
- Twelve Classroom Teachers and One Assistant Principal completing online professional learning on Effective Reading Instruction in the Early Years of School and a Phonological Awareness program K-2.
- All K-2 Staff administered the phonological awareness diagnostic assessment.
- Three Deputy Principals and the School Principal complete LEED (Leading Evaluation, Evidence and Data) training
- All Teaching staff and the school executive team completed the Scout registered training course.
- Whole School Professional learning targeting 'Writing development' across K-6.
- Whole School Professional Learning focused on Clarity - What matters in Learning and Teaching- sharing highlights and successes of student learning and achievement at Wiley Park Public School.
- In school ongoing professional learning in Language, Learning and Literacy instruction (L3).

### 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
- Literacy and Numeracy Learning Progressions **PLAN2**
- School Improvement Plan
- CPR and Emergency Care
- Anaphylaxis training
- Visible Learning
- Child Protection
- Understanding Texts

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	2,649,502
<b>Revenue</b>	8,176,500
Appropriation	8,021,528
Sale of Goods and Services	40,055
Grants and contributions	109,901
Investment income	2,016
Other revenue	3,000
<b>Expenses</b>	-7,810,515
Employee related	-7,248,305
Operating expenses	-562,209
<b>Surplus / deficit for the year</b>	365,986
<b>Closing Balance</b>	3,015,487

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.

## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	26,689
<b>Equity Total</b>	1,234,843
Equity - Aboriginal	1,366
Equity - Socio-economic	400,515
Equity - Language	578,235
Equity - Disability	254,727
<b>Base Total</b>	5,087,228
Base - Per Capita	149,892
Base - Location	0
Base - Other	4,937,336
<b>Other Total</b>	1,310,706
<b>Grand Total</b>	7,659,466

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.

## 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



## Perspective of Students

In Wiley Park Public School, 216 students completed the TELL Them From Me Survey between 26 August 2020 and 24 September 2020, which included nine measures of student engagement alongside the five drivers of student outcomes. The summaries of the student survey results outline:

- 95% of students surveyed feel that what they are learning at school is directly related to their long-term success, and this is reflected in their classroom and school behaviour- ***Students that value schooling outcomes***
- 89% of students are intellectually engaged in their learning. This is closely tied to student belief around quality teacher instruction. Students are engaged in their learning and value school outcomes, as well as having high expectations of success- ***Intellectual Engagement***
- 93% of students participate in school sports and clubs. This is a 17% increase from 2019 results. In 2020, extracurricular activities at the school including Dance, Specialised Creative Arts program, Cheerleading, and Sports have contributed to positive social engagement- ***Social Engagement***

## Perspective of Teachers

The following information provides results based on data from 39 respondents who completed the Teacher Survey between 24 August 2020 and 13 October 2020. Results identify the most important correlates of student outcomes. The summaries of the teacher survey results outline:

- The results for the eight drivers of Student Learning as set out in the survey indicate strong correlations between factors contributing to student achievement. These scores exceeded the state norm in all areas more particularly in the areas of inclusive practices, learning culture, collaboration and teaching strategies.
- 82% of teachers integrate technology as a tool for describing relationships among ideas or concepts.
- 88% of teachers acknowledge they work closely with school leaders to create a safe and orderly school learning environment. School leaders contribute to the establishment of learning goals and visible learning strategies for students. This also supports guidance of student progress, monitoring and tracking student achievement.

## Perspective of Parents

The parent survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The following summaries provide results based on data from 24 respondents between 03 September 2020 and 23 September 2020.

The average response of parents who feel that the school supports learning and positive behaviour and promotes a safe and inclusive environments, exceeds the state norm.

The majority of parents have high aspirations for their children to complete Year 12 (100%) and to go on to university (96%).

Two way communication with parents also exceeds the state norms.

High percentage of parents believe that our school facilities are welcoming, well maintained and easy to access/move around.

# Policy requirements

## Aboriginal Education Policy

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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 2020, 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

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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 2020.

## Multicultural Education Policy

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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)

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### Academic Programs

In Semester One this year, our school delivered and managed learning activities using online tools and non- digital strategies such as paper packages. Learning packages contained explicit teaching activities with self-guided videos in Kindergarten to complement the learning program which would have been provided at school. Home Learning supported the development of content across all key learning areas including English, Mathematics, physical activity, Visual Arts, Science as well as History and Geography and more key learning areas.

## Home Learning K-2

Home learning packages were designed for K-2 students and their families in order to continue the teaching and learning process at home. Access to these tools were also uploaded on the school website and updated weekly. K-2 students were provided with daily routines and exercises. This gave some advice and a guide for parents to support their child's mental, emotional and physical well being. The home learning catered for a range of family situations, parents who have access to online learning tools as well as parents who may not be equipped with the tools to support online learning. Instruction was provided across all Key Learning Areas, with short videos on Google Classrooms of teacher modelled reading and phonemic instruction. Home Learning also targeted '**wellbeing**' - ensuring breaks, such as fruit break, water, recess and lunch were scheduled so that students were not getting stressed or anxious. **Communication** - was important for both the parents and students with scheduled windows of opportunities for students or parents of younger children to communicate regularly about their learning.

## Home Learning 3-6

During the COVID period when students were encouraged to stay home for their own health and safety, Stage 2 teachers created a variety of '**Home Learning Activities**' for the students to complete, giving them access to the curriculum. Students were able to complete activities online through the school's website or complete hard copies if they were unable to access technology at home. Activities were available for students to complete daily and covered all of the Key Learning Areas. Teachers were available for students to communicate with once a week through Google Classroom, to assist them with their learning and to answer any questions they may have had regarding their work. Students also had the opportunity to show their creativity through creating a variety of projects related to their Science, History and Geography units of work. These projects were presented to their peers and teachers and displayed in classrooms upon the students' return to school.

## Instructional Leadership Report 2020

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 formative assessment strategies teachers are confident in locating student's current knowledge and ability more accurately, to determine the learning that should follow (Literacy and Numeracy Progressions). Coupled with evidence based practices in Visible Learning, all teachers have a clearly articulated vision to investigate the cause and effect of student learning.

Collaborative Inquiry during data conversations 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 be tracked and monitored 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 2020 with a focus on developing oral vocabulary and writing across K-6. Using a range of approaches, classroom teachers have been provided with mentorship to build capacity and support evidence based learning instruction. 2020 Focus: Vocabulary and links to effective writing instruction- Programming and Planning quality writing. Numeracy: Embedding quality 'Number Talks' to enrich Working Mathematically outcomes for all students.

**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.

**Impact:** All classroom teachers using Learning Intentions and Success Criteria derived directly from curriculum expectations. Individual learning goals (point of differentiation) are communicated in student-friendly language and prompts are used to help support student thinking. Students have grown as confident, assessment- capable learners.

**2020 Whole School Goals in Instructional Leadership:** In 2020, stage teams and executives continued to further embed high quality practices within our school teaching and learning community. This focused on:

Professional Learning for Tertiary Education Students (TESs) on 'Inclusive practices' embedded in teaching and learning at Wiley Park Public School. Professional Learning focused on introducing the The National Literacy and Numeracy Progressions as a valuable tool for teaching and learning pathways of literacy and numeracy development from Kindergarten to Year 10. **Impact:** This helped support TESs in designing quality lessons based on formative assessment strategies.

*Stage team professional learning sessions- Effective Data Collection, analysis and Use:* Instructional leaders continued working closely with executives and Stage teams to regularly 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. Future implications for Assessment for, as and of learning are defined in the analysis process of 'where to next'. **Impact:** Fair, equitable and clearly understood assessment practices are at the heart of learning for students.

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.

**Effective Reading in the Early Years:** Instructional Leaders supported professional learning which provided K-2 teachers with an opportunity to explore the practical application of evidence based teaching of reading.

The professional learning opportunity was a companion to the CESE literature review 'Effective Reading Instruction in the Early Years of School, and focused on exploring how phonological awareness, phonics, vocabulary, fluency, comprehension and oral language are necessary for effective reading instruction.

Teachers completed the online modules followed by in-school practical examples by Instructional Leaders of explicit phonic instruction in the classroom. **Impact:** Decodable texts were purchased and used to model guided effective reading. This supported the explicit application letter-sound correspondence skills, early phonic knowledge, phonemic blending and decoding skills. Additionally, a spelling program was developed to help support this process.

### **Best Start**

The Best Start Kindergarten Assessment was successfully conducted for all Kindergarten students in the first five weeks of school. A total of 94 Kindergarten students participated in the Best Start Assessment in 2020. 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 26 June 2020, Kindergarten students and teachers celebrated in style and dressed up as if they were 100 years old. In the morning, the students participated in a variety of games and sporting activities outside. They investigated the number 100 by playing games and activities that grouped objects into equal groups. The children produced beautiful creative portraits of themselves at the age of 100 using a collage technique. Our lovely P&C donated picture frames which the student took home with a picture of themselves. It was a fantastic day and the Kindergarten teachers were so proud of all students.

### **Kindergarten Transition**

The process of meeting families with children starting school in 2021 took place in Term 3 and Term 4. Over 110 families attended the interview process. This was a good opportunity to meet families and children starting school, understand more about a child's prior experience before coming to primary school as well as identify skills both socially and academically. Selected students were identified as having no prior experience in early childhood. As a result, a number of children were invited to take part in the Early Learning Playgroup run in the community room to support their transition to school.

The Early Learning Playgroup focused on children transitioning into school. Students attended in small groups throughout the week in order to settle and adjust in a calm and supportive environment. Appropriate learning experiences were planned which allowed students to interact verbally and non-verbally with others. Students participated in a range of experiences as they developed their interests and constructed their own identities and understanding of the world, including school life.

### **Public Speaking**

This year students from K-6 participated in the school's Public Speaking Competition. The public speaking theme this year was 'Representatives from each class were selected and presented short speeches and gave impromptu speeches in front of the adjudicators only.

### **Spelling Bee**

In Term 4 we held our annual school Spelling Bee competition. As a result of restrictions to large school gatherings, the competitions were held in class groups. 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.

## **Excursions and in school events**

### ***K-2 Water Safety Awareness Program***

On the 10th of March 2020, Wiley Park Public School organised an in-school swim safety day which all K-2 students took part in.

Students participated in a range of water safety and beach safety activities which supported their understanding of how to be safe around water. Some of the activities included; water play, beach flags, running races, how to wear a lifejacket as well as classroom activities about how to stay safe around water at the pool, beach and home.

The Safety Day provided many students with insight on water safety and was designed to enhance student confidence around water. Overall it was a successful and enjoyable event for both teachers and students.

### ***Swimming Carnival***

On the 10th March 2020, Wiley Park Public School had its annual Swimming Carnival at Max Parker Leisure Centre Revesby.

Stage 2 and 3 students showed their support by wearing House colours and taking part in swimming races and novelty events. A range of swimming talent was showcased from the youngest group of 8 year olds to senior 12year old students. Time was managed efficiently, allowing all age groups extra time at the novelty events.

The students had a great day and really enjoyed the novelty events organised. Their cooperative behaviour contributed to House points awarded for all Houses. It was an eventful day with students cheering on their peers with positive chants.

### ***Harmony Day***

On Tuesday 24th of March our school community (students and teachers) were encouraged to wear the colour orange to signify and demonstrate inclusion and harmony of cultures within society. Alternative arrangements were organised (due to the COVID-19 situation on restrictions) at a class level to allow teachers and students to continue to raise awareness of inclusiveness, respect and belonging.

In class groups, students learnt about the importance of diversity and belonging through PowerPoint presentations organised by teachers to engage in the theme and topic through discussion at a class level. Instead of stage and class performances, students created amazing artworks which they were able to take home to promote the message that 'everyone belongs'.

### ***Athletics Carnival***

The Annual Athletics Carnival was organised at school this year with modifications to the running of the event.

All K-6 students participated in a variety of engaging games and activities that involved fundamental skills. We used the help of the Bulldogs and Miss Ashley who assisted with the dance and Gymnastics program on the day.

The Children had a fun filled day and all received a handball for participating.

### ***Education Week***

This year Education Week was celebrated differently due to COVID. Parents were unable to come and visit the classrooms so we brought the classroom to the parents. The leaders of the school created a video to report to the community and showcase the amazing work our teachers and students were doing to promote the theme "Learning Together".

## **Creative and Practical Arts**

### ***Miss Ashleigh's Dance and Drama Groups***

The '3-6 Cheerleading Squad' completed a fast-paced pom cheer routine which involved the use of formation changes, levels, and fast/slow-paced movements. The students worked hard each week and learnt the importance of being part of a team. The combined 'Year 2 and Year 3 Hip Hop Team' worked hard to create a routine that involved hard-hitting movements with the use of formation changes. Team members focussed on the importance of rhythm and timing and developed confidence whilst performing. Every class in the school participated in 'Dance' where students learnt multiple dance styles that incorporated different cultures and dances throughout time. Students explored rhythm and timing with

different parts of the body whilst confidently performing a range of dance styles. Students in ES1 and Stage 1 participated in 'Drama' activities which focussed on improvisation, emotions, imagination, concentration, voice projection, teamwork and performing in front of an audience. Teachers were provided with 'Health and Fitness Sessions' during the COVID period to assist them with their well-being. These sessions involved regular exercise and had a positive impact on mental health. Teachers connected together as a team which lifted their overall mood and team spirit. Highlights of Ashleigh's programs include seeing the students gain confidence and coordination, and watching all classes perform drama activities or dances on their own.

### ***K-2 Creative Arts Group***

Selected groups of students in K-2 were selected to take part in the K-2 Specialist Art Program. Students made artworks representing both real and imagined situations exploring a range of media techniques and media. They discussed qualities of famous artworks by Piet Mondrian, Giuseppe Arcimboldo, and Jackson Pollock. Using various media techniques and a range of materials, students recreated artworks inspired by these famous artists.

### ***Stage 2 and 3 Creative Arts Group***

Selected students in Stages 2 and 3 had the opportunity to participate in a 'Specialised Visual Arts Program' each week to produce beautiful artworks. The students experimented and implemented different artistic techniques to use whilst colouring, such as blending, shading and burnishing and focused on how to choose and apply colour in their designs. The program generated mindfulness amongst the students as they drew their attention into the present moment through colouring, whilst concentrating as they listened to music made up of the sounds of nature.

### ***Drumming***

Mr Suhandi has continued to lead the Drumming groups with senior students. Drumming groups have continued to develop their skills throughout the year. This year unfortunately our drummers could not showcase their talents, however they featured in a special video presentation to be enjoyed by all teachers, students and the community.

### ***Choir***

Although there have only been five choir sessions this year, students who participated have learned various skills. Children were taught the song, 'My Island Home' by Christine Anu. The students worked hard by learning every word, harmony, phrasing, dynamic, tempo and cue to create a pleasing sound. There were a couple of senior students who sung solo for some of the verses, this required all members to listen carefully and sing at the right time as well as learning to blend their voices together.

### ***Library***

#### ***Books in Home***

Books in Homes was organised and run in the library. This charity organisation believes that every child should have books in their homes to promote reading enjoyment and scholarly outcomes. This year, the school funded each child in Year 2 and Year 4 received 9 free quality books of their choice for their home libraries. The program ran during Terms 1, 3 and 4. Each child selected 3 quality books to add to their home libraries. They were also encouraged to take part in the role-model competitions for the added opportunity to win more books for themselves. Happily we had a winner or two!

#### ***Simultaneous Storytime***

Wiley Park Public School participated in National Simultaneous Storytime on 27 May 2020. The whole school enjoyed the book 'Whitney and Britney Chicken Divas' by Lucinda Gifford along with over 1 million other children spanning across Australia and New Zealand. Feathers were flying as we shimmied our way through the fabulous 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. We can't wait for next year when NSS will be coming to us from outer space!

#### ***Premier's Reading Challenge***

Students were given the opportunity to take part in the 2020 Premier's Reading Challenge which promotes the reading of a range of quality books. This year 367 students completed the Challenge and will be receiving certificates at the end of the year.

#### ***Book Fair***

Book Fair was held in Term 3 to coincide with Education Week. Parents and the community were not invited due to Covid so it was a student and teacher only event. Although it was low key we sold \$2,733.60. This was a great effort considering the circumstances.



## ***Book Week***

The Book Week theme this year was Curious Creatures, Wild Minds. Stage 1 Zoomed with Bankstown Library instead of our usual Book Week visits to Lakemba. It was still worthwhile if not quite as much fun. Stage 2 enjoyed deciphering riddles and working out puzzles based on the shortlisted books while Stage 3 worked on an Escape Room activity using clues from the shortlist. We had colouring in, guessing and creating curious creatures competitions. This Book Week was a little different from our usual ones but this year has been an unusual year.

## **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.

### ***Extra Curricular Programs***

#### ***Science, Technology, Engineering, Arts and Mathematics (STEaM)***

##### ***K-6***

In Science, Technology, Engineering, Arts and Mathematics (STEAM), students across K-6 have learned how digital technologies can be used in everyday life. They have used a variety of tools including computers and robotics equipment to develop solutions to problems. Students have used those technologies to describe, follow and represent algorithms to solve problems.

#### ***Year 6 Culinary School Special Excursion***

A special culinary program was organised for year 5 students on Silver level. The program ran for 5 weeks and was held at the Culinary School in Punchbowl. The Culinary School was a heavily subsidised program using school funds. The program was tailored and designed to incorporate educational cookery skills within a fun and team oriented atmosphere encouraging creativity and building confidence within the kitchen. The focus was on healthy eating, nutrition and cultural awareness through the art of culinary. Each student received a special Chef outfit which included an apron and hat. This program aligned with the PDHPE Curriculum and focuses on Healthy Eating and making positive choices.