

# 2021 Annual Report

## Wiley Park Public School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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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Wiley Park Public School  
Denman Ave  
Wiley Park, 2195  
[www.wileypark-p.schools.nsw.edu.au](http://www.wileypark-p.schools.nsw.edu.au)  
[wileypark-p.school@det.nsw.edu.au](mailto:wileypark-p.school@det.nsw.edu.au)  
9750 0144

## Message from the principal

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This year has been another remarkable and successful year at Wiley Park Public School, particularly given the prompt action of my staff in providing work for our students during the home learning COVID period.

The introduction of a dedicated STEAM room with robotics, computers and 3D printers has given our students access to quality 21 century resources which fosters critical and creative thinking.

Our new Fixed Fitness equipment has provided students with the opportunity to participate in a specialised fitness program.

Several Personal Development Groups began in term 1 and gave students skills in self- reflection, goal setting, making good life choices and self-regulation.

The employment of Additional Deputies, Additional Teaching staff and School Learning Support Officers has added strength to our Teaching and Learning, Welfare and Discipline practices and procedures.

Our Community Programs too have blossomed with both in school and online workshops and the introduction of a number of Early Learning Playgroups .The school has utilised our Resource Allocation Model (RAM) allocation to subsidies, PSSA, Excursions, In School Visits, Student Assistance, Staffing, School Wellbeing Programs and School Resources.

COVID intensive learning support was provided from the start of the year with additional teachers being employed to provide small group tuition for those who need it most. The tuition focused on core content and skills, particularly literacy and numeracy.

2021 has been a year of unpredictable times. Our school community have worked in partnership and our achievements have been a united effort. This Annual Report is evidence of the amazing work and successful outcomes achieved in such a challenging year.

Rene Demos

Principal

## Message from the school community

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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.

## Message from the students

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The Wiley Park Public School Student Representative Committee 2021 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 weekly meetings to discuss important topics around improving school environment, fundraising ideas and contributing to charities. They displayed great initiative and creative ideas at each meeting, which resulted in successful fundraisers and an improvement to the school's resources. The 2021 SRC developed skills in graphic design by creating posters for each fundraiser on an online platform called Canva.

Wiley Park Public School received a generous donation from the Notre Dame University towards the beginning of the year. The SRC collaboratively decided to use the money to support purchasing resources for STEAM and sensory equipment in the playground.

The SRC hosted their first fundraiser with a LEGO guessing competition. Students donated all funds raised from the competition to the Ronald McDonald House Charity to support the needs of seriously ill children and their families.

The 2021 SRC worked diligently to promote all fundraisers and demonstrated a strong focus for supporting others in need. They developed leadership skills, responsibility and collaboration through organising and running a number of successful fundraising events within the school.

Miss Duong and Mr Ngo on behalf of the School Representative Committee 2021.

## School vision

At Wiley Park Public School we believe in creating a safe, supportive and respectful learning environment, where every child is cared for, known and valued. Through a proactive approach we endeavour to support, engage and challenge all our students to achieve their personal best, within our ever changing world. We achieve this through quality teaching and learning programs and a shared responsibility with our community.

## School context

### School context

Wiley Park Public School is a primary school established in 1983 and situated in South-West Sydney. The school population comprises approximately 630 students from diverse cultural, religious and socio-economic backgrounds. 98% of students are from language backgrounds other than English (LBOTE) including 62 refugees. The school population is a high transit community. There are 43 languages and 35 countries of origin represented in the school, the largest language groups being Arabic (39%), Bengali (18%), Urdu (11%), and Indonesian (4%). Student learning is supported by various programs including English as an Additional Language or Dialect (EAL/D) and New Arrivals programs, Community Languages in Arabic, Bengali and Samoan 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 2020 is 121. The school community is identified as low socio economic and receives additional funding to address equity issues through the Resource Allocation Model.

The school has a committed staff who range in experience from early career teachers through to experienced teachers.

In 2017, Wiley Park Public School was 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.

### Strategic Directions

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. The Strategic Directions chosen build on the work undertaken in the previous school planning cycle around visible learning for teachers and students, visible values and wellbeing, understanding texts, connected learning and partnerships with parents.

#### 1. *Student Growth and Attainment*

When analysis was conducted against the student outcome measures in NAPLAN it was evident that we have some consistent growth in Value Added from Year 3 to Year 5. Further gap analysis indicates the areas of focus identified to include: Reading - Vocabulary and Viewing and Comprehension strategies and in Numeracy - whole number, addition and subtraction and volume and capacity. Our whole school focus to improve student growth and achievement in reading and numeracy is underpinned by the evidence based strategies supported by "What Work Best: 2020 Update" and "How Schools Can Improve Literacy and Numeracy and Why it (Still) Matters." The school will also look at the literature in "Clarity" by Lyn Sharratt to help support student growth and attainment.

As the literature suggests, we will focus on teachers developing classroom programs that use research-informed practices including explicit teaching, scaffolding, classroom observations, peer mentoring, feedback and targeted instructional leadership.

#### 2. *Quality Teaching to Improve Teacher Capacity*

When analysis was conducted around teacher implementation of quality assessment and effective feedback to improve student outcomes, it was evident that teachers had varying degrees of understanding and proven capacity to implement quality assessment and effective feedback. Through further analysis, including student voice, it was evident that there are some inconsistencies across the school on using assessment and effective feedback to set goals for students and direct future teaching and learning programs. Our whole school focus on "Quality Teaching to Improve Teacher Capacity" through the use of quality assessment and effective feedback is underpinned by the evidence provided by the CESE publication "How Schools Can Improve Literacy and Numeracy and Why it (Still) Matters."

As the literature suggests we will focus on developing consistent structures and procedures around administering, monitoring and reviewing assessment data consistently to inform quality teaching programs.

### *3. School Connectedness - Collaborative Practices that connect Wellbeing and Attendance*

When conducting the analysis of the school wellbeing data across sources including Scout and Tell Them From Me (TTFM) it was evident that even though our students rated high under the heading of "Advocacy Expectations Belonging" in the areas of "Advocacy at School", "Expectations for Success" and "Sense of Belonging" our students' attendance data is an area for further improvement. Other school data reflects progress in the area of student wellbeing and behaviour but that more work is to be done that warrants inclusion of wellbeing in the new school improvement plan.

As the literature suggests in "Creating a culture of Excellence - Case Studies" the school will have high expectations of students in an environment that promotes and fosters belonging. As a school we will work on developing initiatives that encourage more regular school attendance and on developing programs and initiatives that promote social and emotional learning, strengthening transitions and creating a safe environment through various school and community-based programs.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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: Student growth and attainment

### Purpose

In order to improve student learning outcomes in literacy and numeracy we will embed a culture of high expectations and explicit teaching in order to support student growth and attainment.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations
- Explicit Teaching

### Resources allocated to this strategic direction

**Socio-economic background:** \$446,754.50

**QTSS release:** \$121,423.79

**Low level adjustment for disability:** \$28,021.13

**Literacy and numeracy:** \$15,733.48

**Early Action for Success (EaFS):** \$308,723.35

**English language proficiency:** \$90,103.63

**School support allocation (principal support):** \$31,822.45

**Professional learning:** \$27,540.00

**Integration funding support:** \$44,447.48

### Summary of progress

At the beginning of Term 1, senior executive reviewed data and identified High Expectations and Explicit Teaching, with a focus in Numeracy, as a focus area for improvement for 2021. Various forms of data were used to support the triangulation process, including internal and external performance data. This data was shared with the staff, to support a whole school understanding and vision.

At the beginning of Term 2, teachers were supported by DP Instructional Leaders and stage leaders, who delivered professional learning with a focus on evidence-based strategies from the "What Works Best" documents across High Expectations and Explicit Teaching". Areas for collegial dialogue included current school-based practices, to include the use of Learning Intentions and Success Criteria.

Mid-Term 2 results from the Check In Assessment were reviewed and evaluated and stage teams identified areas of strength and need, which would be the explicit teaching focus for the remainder of the year. At the same time, K-2 teams evaluated teaching and learning programs in numeracy, ensuring high expectations and explicit teaching were a focus in lesson programs.

In Term 3, the Executive team reviewed available professional learning resources, to include those available in SCOUT and the Literacy and Numeracy HUB. School executives continued to deliver professional learning, to support building teacher capacity and developing a culture of embedding high expectations and explicit teaching across numeracy. Classroom teachers and interventionist teachers worked collaboratively to revise numeracy programs to embed high expectations and explicit teaching in a differentiated classroom.

In Term 4 the executives ran a session with their teams to reflect on what worked well and why, what didn't work and why and what further support was needed.

As a result:

- Teachers apply and consistently use a range of evidence-based teaching practices to optimise learning progress for all students, with a focus on setting high expectations and explicit teaching (focus for 2021: numeracy)
- The use of Learning Intentions and Success Criteria, across a range of abilities in a differentiated classroom (focus for 2021: numeracy)
- Staff develop a deeper understanding around the Mathematics syllabus, and additional resources, to support the teaching and programming of numeracy (focus for 2021: numeracy)
- The leadership team supports a culture of ongoing and sustained improvement
- Progress towards 2021 annual progress measure and improvement measures captured by internal data and system check-in data supporting evidence of progress.

Next steps:

- Improve teacher capacity by modelling a culture of best practice in classrooms through mentorship and co teaching which is reflective of collaboration and data informed practices more consistently across K-6.

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>2021 Progress measure</b>  More than 18.8% (system-negotiated target baseline) of students perform in the top two (or equivalent) NAPLAN bands in reading.	34.81% of students are now in the top two skill bands (NAPLAN) for reading, indicating achievement of the annual progress measure.
More than 18% of students perform in the top two (or equivalent) NAPLAN bands in numeracy (system-negotiated target baseline).	22.22% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating achievement of the annual progress measure.
More than 54.1% of students achieve expected growth in NAPLAN reading (system-negotiated target baseline).	The percentage of students achieving expected growth in reading increased to 68.42% indicating achievement of the system negotiated target.
More than 50.5% of students achieve expected growth NAPLAN numeracy (system-negotiated target baseline).	The percentage of students achieving expected growth in numeracy increased to 60.34% indicating achievement of the system negotiated target.
Minimum of 70% of Kindergarten will have achieved reading benchmark of instructional level 9-11.	Whole school running records indicates: <ul style="list-style-type: none"> <li>• the percentage of students who are identified as critical and reading at level 4 and below is 28%</li> <li>• the percentage of students who are identified as working at level 5-8 is 28%</li> <li>• the percentage of students who have achieved reading benchmark of instructional level 9+ is 44%</li> </ul>
Minimum 79% of Year 2 will have achieved reading benchmark of instructional level 22+.	Whole school running records indicates: <ul style="list-style-type: none"> <li>• the percentage of students who are identified as critical and working at level 14 and below is 11%</li> <li>• the percentage of students who are identified as working at level 15-21 is 26%</li> <li>• the percentage of students who have achieved reading benchmark of instructional level 22+ is 63%</li> </ul>
81% of Year 4 will have achieved reading benchmark of instructional level 26+	Whole school running records indicates: <ul style="list-style-type: none"> <li>• the percentage of students who are identified as critical and working at level 18 and below is 3%</li> <li>• the percentage of students who are identified as working at level 19-25 is 37%</li> <li>• the percentage of students who have achieved reading benchmark of instructional level 26+ is 60%</li> </ul>



## Strategic Direction 2: Quality Teaching to Improve Teacher Capacity

### Purpose

In order to improve teacher capacity, we will embed a culture of best practice to include collaborative inquiry and high-quality professional learning that is refined by data informed practices.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Informed Practices
- Collaborative Inquiry

### Resources allocated to this strategic direction

**English language proficiency:** \$57,644.36

**Professional learning:** \$22,950.00

**Beginning teacher support:** \$22,032.00

### Summary of progress

At the beginning of Term 1, school executives reviewed whole school data practices and delivered a whole school professional learning session for consistency in data informed practices K-6. Instructional Leaders worked closely with school leadership to ensure evidence of student learning supported literacy and numeracy initiatives. Baseline data was captured by all teachers using evidence of formative assessment strategies.

At the Start Term 2, the school leadership team collaborated with stage teams using data (Class Analysis Sheets and Whole school data base) to reflect on progress of every student and support the teaching and learning cycle. Stage leaders worked collaboratively to embed High Impact Teaching Strategies to ensure data was used effectively to inform student learning pathways and that this was visible in the classroom (student learning goals).

Collaborative inquiry continued in Term 3 where stage leaders continued with the delivery of high impact professional learning during the working remotely process. Stage teams collaborated to ensure evidence-based strategies supported quality teaching and learning programs and formative assessment strategies were key components of data practices. In Term 4 school executives ensured a smooth transition to teaching and learning. All teachers used class analysis sheets to gather baseline data for reading and number development. This was used to ensure targeted teaching supported student learning goals. School leaders ran a session with their stage teams to reflect on what worked well and why/ what didn't work and why and develop future implications.

As a result:

- Whole school data practices are used in all classrooms to promote consistent judgement and inform practice (focus for 2021: Data informed Practices)
- School executives and all staff collaborate and use student progress and achievement data to identify strategic priorities for continuous improvement. (focus for 2021: Collaborative Inquiry)
- Embedding High Impact Professional Learning, including peer observations, to build teacher capabilities on the effective use of data (focus for 2021: Strong Professional Learning)

Next steps:

- Strengthen all teachers' ability to embed the use of whole school data practices in programming and planning coupled with student data analysis in order to support optimal teaching and learning.
- review the broader range of external data sources available to us (Check in Assessments, SCOUT data, Whole School Data practices), in order to develop a more comprehensive understanding of contextual and comparative student data and improve our ability to triangulate this data.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
More than 59% of teachers involved in collaborative practices that promote	The What Works Best survey indicates an increase to 84% of teachers involved in collaborative practices that promote consistency across their

consistency across their teaching, when reviewing a variety of assessment tasks	teaching, when reviewing a variety of assessment tasks.
More than 68% of teachers receiving regular feedback on their teaching to support teacher capacity	The What Works Best survey indicates a slight increase to 86% of staff receiving regular feedback on their teaching to support teacher capacity.
More than 72% of teachers using collaborative inquiry and data informed practices to plan and implement teaching programs that engage and promote student learning	The What Works Best survey indicates a slight increase to 74% of teachers using collaborative inquiry and data informed practices to plan and implement teaching programs that engage and promote student learning.
More than 77% of teachers using exemplars and work samples to set explicit expectations and learning goals for teaching and learning	The What Works Best survey indicates a slight increase to 78% of staff using exemplars and work samples to set explicit expectations and learning goals for teaching and learning.

## Strategic Direction 3: School Connectedness –Wellbeing and Learning

### Purpose

In order to promote school connectedness we will embed practices that support the wellbeing of all students so that they can connect, succeed, thrive and learn.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Activated Engagement
- Connected Learning

### Resources allocated to this strategic direction

**English language proficiency:** \$427,929.98

**Aboriginal background:** \$1,399.01

**Refugee Student Support:** \$20,257.00

**Professional learning:** \$1,836.00

**Literacy and numeracy intervention:** \$94,190.73

**Per capita:** \$160,995.16

**Socio-economic background:** \$39,959.25

**Low level adjustment for disability:** \$230,974.52

### Summary of progress

At the beginning of Term 1, senior executive reviewed data, including the situational analysis, SCOT data and the Tell Them From Me to identify Activated Engagement and Connected Learning as a focus area for improvement for 2021. This data was shared with the staff, to support a whole school understanding and vision.

At the beginning of Term 2, teachers were supported by DP Instructional Leaders and stage leaders, who delivered professional learning with a focus on evidence-based strategies from the "What Works Best" documents across Activated Engagement and Connected Learning. Areas for collegial dialogue included current school-based practices, to include wellbeing programs and classroom programs and initiatives that develop and encourage strong partnerships between families, students and the school.

Mid-Term 2 the staff were involved in various professional learning opportunities that complement school-based initiatives designed to foster and build engagement to learning, in areas including fitness and STEAM. The school established new initiatives across the school including Chess, Scrabble and Personal Development, and extended already established groups including Art groups to support identified students, to engage them with school. Additionally, the school developed an Attendance Team to monitor, track and promote more regular school attendance of all students. In Term 3, the Executive team reviewed available professional learning resources, to include those available in SCOUT and the Literacy and Numeracy HUB. School executives continued to deliver professional learning, to support building teacher capacity and developing a culture of embedding high expectations and explicit teaching across numeracy. Classroom teachers and interventionist teachers worked collaboratively to revise numeracy programs to embed high expectations and explicit teaching in a differentiated classroom.

In Term 4 the executives ran a session with their teams to reflect on what worked well and why, what didn't work and why and what further support was needed.

As a result:

- Improved student attendance, particularly with targeted students and their families
- Higher levels of engagement through wellbeing programs and initiatives
- Building of teacher capacity around the use of technologies, including the STEAM room and an integrated approach to using them through a range of KLAs
- Increased participation in the SaCC programs including the Transition to Kindergarten Programs and the development of language skills and social skills of those involved in the program
- Improved student behaviour across the school, both in the classroom and playground

Next steps:

- Ensure all school leaders including Deputy Principal, Deputy Principal Instructional Leaders, Deputy Principal Curriculum and behaviour, Assistant principals, Assistant Principals Curriculum Instruction and Aspiring Leaders collaborate and contribute to the facilitation of whole school improvement and direction
- provide strengthened opportunities to collaborate with the local community, where appropriate, on school improvement that is shared and understood by the school and the wider community.

## Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An increase from the baseline of 74.3 % of students attending 90% of the time.	The number of students attending greater than 90% of the time or more has decreased to 68.53%.
An increase from the baseline of 89.1% of students reporting expectations for Success, Advocacy and Sense of Belonging at School.	Tell Them From Me data shows an improvement to 89.32% of students reporting expectations for Success, Advocacy and Sense of Belonging at School.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$20,257.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Activated Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for targeted interventions to support student learning</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> <li>• strengthening orientation and transition program for identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> <li>- staff targeting the needs of refugee students across Literacy, Numeracy and wellbeing</li> <li>- strong orientation to the school to prepare them for successful learning, with regular check ins</li> <li>- workshops for parents to support early language acquisition for both school and home</li> <li>- higher levels of student engagement in the classroom and wellbeing programs.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>After evaluation, the next steps to support our students include professional development for staff around impact of trauma, learning and wellbeing needs of refugee students. Additionally, provide professional learning for staff to support refugee students in the classroom. Seek support from departmental staff with an area of expertise in supporting refugee families.</p>
<p>Integration funding support</p> <p>\$44,447.48</p>	<p>Integration funding support (IFS) allocations support eligible students at Wiley Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations</li> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>After evaluation, the next steps to support our students with this funding will</p>

<p>Integration funding support</p> <p>\$44,447.48</p>	<p>be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to track and monitor the impact of student support needs.</p>
<p>Socio-economic background</p> <p>\$486,713.75</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wiley Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations</li> <li>• Explicit Teaching</li> <li>• Connected Learning</li> <li>• Activated Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• supplementation of extra-curricular activities</li> <li>• additional staffing to implement to support identified wellbeing programs students with additional needs</li> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of additional staff to support behaviour and curriculum program implementation.</li> <li>• professional development of staff through identified stage based areas of need to support student learning</li> <li>• providing students without economic support for educational materials, uniform, equipment, technology and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- NAPLAN results reflect a growing number of students in the top two bands for reading and numeracy.</li> <li>- NAPLAN results reflect a growing number of students achieving expected growth in reading and numeracy.</li> <li>- Tell Them From Me survey results reflect a growing sense of student success, advocacy and sense of belonging.</li> <li>- Positive student feedback from extracurricular activity including the culinary project, personal development groups and targeted art groups.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continued support across the school in identified areas including Mathematics, vocabulary and comprehension in the form of class mentors and peer observations. The expansion of extracurricular groups to support student sense of belonging and engagement. Continue the engagement of additional Student Learning and Support Officers to support students in the playground and classroom.</p>
<p>Aboriginal background</p> <p>\$1,399.01</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wiley Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Activated Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul>

<p>Aboriginal background</p> <p>\$1,399.01</p>	<p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Improved engagement in the classroom</li> <li>- Development of a Personalised Learning Pathway</li> <li>- Our resourcing allowed our students to embrace Aboriginal culture through Literacy and Numeracy activities.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to support identified student/s in both the classroom and the playground to meet the goals in their Personalised Learning Pathways.</p>
<p>English language proficiency</p> <p>\$575,677.97</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wiley Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> <li>• Data Informed Practices</li> <li>• Collaborative Inquiry</li> <li>• Activated Engagement</li> <li>• Connected Learning</li> <li>• High Expectations</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provision of additional EAL/D support and resources in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</li> <li>- Stage 1 and Early Stage 1 participated in professional learning in Effective Reading to support EAL/D students.</li> <li>- Revising units of work to strengthen language acquisition and proficiency in early Literacy skills.</li> <li>- Improved teacher capacity and confidence to support the high number of EAL/D students through resourcing and team teaching.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continued mentoring and support of classroom teachers by leaders on strategies to support language acquisition for the high number of EAL/D students in our school. Deliver professional learning to classroom teachers on the EAL/D progressions and how these can support learning. Continue employment of additional staff to support EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$258,995.65</p>	<p>Low level adjustment for disability equity loading provides support for students at Wiley Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Connected Learning</li> <li>• High Expectations</li> <li>• Activated Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>



<p>Low level adjustment for disability</p> <p>\$258,995.65</p>	<ul style="list-style-type: none"> <li>• engaging numerous learning and support teachers to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- school data indicates improved student outcomes towards identified learning goals in PLSPs</li> <li>- differentiated small group intervention support at level of need reflects student growth</li> <li>- identified students at risk of disengagement display more activated engagement</li> <li>- successful school transitions to support identified needs for students across both mainstream and support</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$15,733.48</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wiley Park Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage</li> <li>- the building of teacher capacity to drive consistency of practice across Literacy and Numeracy</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> engagement of additional teaching staff using other flexible funding to extend Literacy and Numeracy support programs and resourcing.</p>
<p>Early Action for Success (EAfS)</p> <p>\$308,723.35</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Wiley Park Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• lead analysis of student performance data with whole school and stage teams</li> </ul>

<p>Early Action for Success (EAfS)</p> <p>\$308,723.35</p>	<ul style="list-style-type: none"> <li>• employment of Instructional Leaders to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students</li> <li>• lead professional learning opportunities available through the Numeracy and Literacy Strategy</li> <li>• lead analysis of student performance data with whole school and stage teams</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- an increased in percentage of students in the top two bands in reading from 18.8% to 34.81%</li> <li>- an increased in percentage of students in the top two bands in numeracy from 18% to 22.2%</li> <li>- increased teacher capacity to collaborate using data informed practices</li> <li>- consistency of teacher practice to support What Works Best strategies</li> <li>- DPs and ILs delivered high-impact professional learning to support student outcomes</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> implementing future professional learning to support high expectations through programs that differentiate. Whole school programs and initiatives that reflect school initiatives across all strategic directions.</p>
<p>QTSS release</p> <p>\$121,423.79</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wiley Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</li> <li>- 84% of teachers reported providing an appropriate level of challenge in their learning (What Works Best survey 2021)</li> <li>- 86% of teachers reported using explicit teaching strategies (What Works Best survey 2021)</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> employing specialist school executives to lead improvement in areas where teachers need support, such as literacy or numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$94,190.73</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Wiley Park Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Activated Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to provide learning support across areas including Literacy,</li> </ul>

<p>Literacy and numeracy intervention</p> <p>\$94,190.73</p>	<p>Numeracy and STEAM</p> <ul style="list-style-type: none"> <li>• resourcing to provide learning support across areas including Art, Music and Wellbeing programs</li> <li>• professional learning for staff to support Literacy and Numeracy initiatives through resources including the Digital Learning and Resource Hub.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- an increase of students working towards school benchmarks in Literacy and Numeracy</li> <li>- 86% of teachers reported they use data to help monitor how student learning is progressing (What Works Best survey 2021)</li> <li>- consistency among executive teams around whole school data practices</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to continue to support identified students through innovative practices, high expectations and effective feedback in their learning.</p>
<p>COVID ILSP</p> <p>\$55,057.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and to monitor progress of student groups</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- the majority of the students in the program achieving significant progress towards their personal learning goals</li> <li>- improved engagement of identified students both in small group and whole class setting</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>

# Student information

## Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	295	311	326	298
Girls	266	283	303	283

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.8	89.6	91.1	90.8
1	90.1	88.7	89.2	91.6
2	91.4	89.7	87.1	90.8
3	92.9	90.7	89.6	91.3
4	91.4	90.9	89	91.7
5	93.7	88.7	90.4	90.3
6	91.6	89.8	89	91.6
All Years	91.5	89.8	89.4	91.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## 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)	26.41
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.2
Teacher ESL	4.6
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 experiences, designed to build the capacity of staff to collectively participate in a community of professional learning sessions. These were 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.

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

- Induction for new Deputy Principals
- K-2 staff completed the online professional learning on Effective Reading: Phonics and Phonological Awareness
- Executive engaged in professional learning on using the Literacy and Numeracy Progressions as a formative assessment tool
- Year 1 teachers completed training to implement the Year 1 Phonics Screening Check
- All K-2 teachers completed online professional learning on Effective Reading: Phonics
- Three Deputy Principals and the School Principal complete LEED (Leading Evaluation, Evidence and Data) training
- K-6 teams engaged in targeted professional learning in Literacy and Numeracy using resources from the Digital Learning Resources Hub

Whole school professional development included workshops in the following areas:

- Behaviour management and student welfare
- Using Data to Inform Planning
- Report Writing
- Literacy and Numeracy Learning Progressions PLAN2
- School Improvement Plan
- CPR and Emergency Care
- Anaphylaxis training
- Visible Learning
- Child Protection



## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	3,015,487
<b>Revenue</b>	8,191,763
Appropriation	8,106,020
Sale of Goods and Services	40,744
Grants and contributions	42,670
Investment income	929
Other revenue	1,400
<b>Expenses</b>	-8,830,398
Employee related	-7,750,612
Operating expenses	-1,079,786
<b>Surplus / deficit for the year</b>	-638,634
<b>Closing Balance</b>	2,376,853

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	64,706
<b>Equity Total</b>	1,322,617
Equity - Aboriginal	1,399
Equity - Socio-economic	486,751
Equity - Language	575,366
Equity - Disability	259,101
<b>Base Total</b>	5,016,888
Base - Per Capita	160,995
Base - Location	0
Base - Other	4,855,893
<b>Other Total</b>	1,454,217
<b>Grand Total</b>	7,858,428

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.

## Perspective of Students

In Wiley Park Public School, 216 students completed the TELL Them From Me Survey between 15 Mar 2021 and 03 May 2021. The summaries of the student survey results outline:

- 64 % of students participate in extracurricular school activities (art, drama, music or committee). Although this is 9% higher than then state norm, there was a decrease from previous years due to COVID impacting on extracurricular activities throughout the year.
- 85% of students surveyed feel they avoid disruptive and inappropriate behaviour at school. This is an increase of 7% from 2020 and 2% above the state norm. Consistent whole school practices in student wellbeing support a positive environment at Wiley Park.
- On a ten-point scale, students scored Wiley Park Public School 9.0 in expectations for success. School staff emphasise academic skills and hold high expectations for all students to succeed. Teachers develop learning goals to support student learning and monitor progress.

## Perspective of Teachers

The following information provides results based on data from 58 respondents who completed the Teacher Survey between 27 Aug 2021 and 23 Nov 2021. 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 leadership, collaboration, technology and teaching strategies.
- 92% of teachers surveyed agree school leaders are leading improvement and change. 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.
- 95% of teachers surveyed agree they consistently use explicit teaching to support student growth and attainment.

## Perspective of Parents

The following information provides results based on data from 35 respondents who completed the Parent Survey between 27 Aug 2021 and 23 Nov 2021. The summaries of the teacher survey results outline:

- 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.
- On a ten-point scale, parents scored Wiley Park Public School 8.0 for being an inclusive school. This is an increase of 0.8 from 2020 and is also 1.3 points higher than the state norm. Teachers help students who need extra support and create opportunities for students who are learning at a slower pace.
- The majority of parents have high aspirations for their children to complete Year 12 (91%) and to go on to university (91%).
- 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.

## Aboriginal Education - School statement

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In 2021, Wiley Park Public School had 1 student who identified as being of 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 1 student who identifies 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Anti-Racism - School statement

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The Anti-Racism Contact Officer (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 2021.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

### Academic Programs

In Semester two this year, our school delivered and managed learning activities using online tools to support students learning at home. Teachers developed differentiated learning packs to support the diverse needs of students across all Key Learning Areas. Daily sessions in Google Classrooms were introduced to ensure students were given opportunities to engage in learning with their teachers. All classes then transitioned into online Zoom lessons where students could interact with their teacher and classmates via video conferencing.

### 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 wellbeing. The home learning catered for a range of family situations, including 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, through daily Zoom lessons and Google Classrooms where teachers delivered explicit teaching 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 an important focus as teachers contacted parents regularly to discuss student wellbeing and learning.

### Home Learning 3-6

During the COVID period when students were encouraged to stay home for their own health and safety, Stage 2 and 3 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 delivered lessons daily via Zoom and continued supporting students through Google Classrooms to assist them with their learning and to answer questions 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 2021

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 students' 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 planning, 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 2021 with a focus on developing reading and comprehension skills K-6. Using a range of approaches, classroom teachers have been provided with mentorship to build capacity and support evidence based learning instruction. 2021 Focus: Explicitly teaching reading and comprehension skills. Numeracy: Planning and explicitly teaching high quality lessons with a focus on building mathematical language.

**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. All students are confident, assessment-capable learners.

**2021 Whole School Goals in Instructional Leadership:** In 2021, 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 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 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, Phonics and Phonological Awareness:** Instructional Leaders supported professional learning which provided K-2 teachers with an opportunity to explore the practical application of evidence-based teaching of reading.

Teachers completed the online modules followed by in-school practical examples by Instructional Leaders of explicit phonic and phonological awareness instruction in the classroom. **Impact:** The K-2 phonics program was revised and adapted using resources from the Literacy and Numeracy Hub. This supported the explicit instruction of letter-sound correspondence skills, early phonic knowledge, phonemic blending and decoding skills.

### **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 2021. 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.

### **Kindergarten Transition**

This year, young children took part in an educational experience to support a successful start to kindergarten. Our School as Community Centre facilitated an engaging, high-quality transition program for children and their families in a positive and supportive environment, incorporating a program for school readiness experiences. The Early Years Learning Framework reinforced the educational outcomes of the Targeted Kindergarten Program. This program was offered to students and their families of whom had no prior to school experiences in an early childhood setting. The transition program has a specific emphasis on play-based learning and recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development delivered through a music program. To ensure the continuity of the beneficial program, the transition to school experience was delivered in a virtual platform in Term 3, being offered to young children and their families via zoom, ensuring children continued to access opportunities to hear and use language to support early childhood development. Families were equipped with resources to use from home to assist with the explicit teaching of fine motor skill development.

Working in partnership with families, our School as Community Centre has successfully implemented a program for young children to support families to guide learning for their children. The transition program has been fundamental to engage children actively in learning with the application of teaching strategies for a quality transition to school experience.

### **Public Speaking**

This year, our school's K-6 Public Speaking Competition took place in Term 2. Selected representatives from each class presented short prepared and impromptu speeches. Students presented their speeches in front of the adjudicators and other class representatives. This year's topics included All About Me, My Family and Multiculturalism.

### **English Conversation Classes**

As part of the Schools as Community Centres (SaCC) initiative at the school, English Classes for parents/carers of



students of Wiley Park Public School were delivered in the Community Room during Term 2. The classes were delivered by Mrs Wright, Deputy Principal Instructional Leader, with the aim of building parent/carer confidence and capacity in speaking, reading and writing English. The classes were delivered in a relaxed and informal manner with a new topic being explored each week. There was a diverse range of families that attended during the five-week program, with those from an EALD background making up the majority of the participants.

### **Early Learning Playgroup**

Families with children 0-4 years of age participated throughout the year in the Early Learning Playgroup delivered both face-to-face in the Community Room and online via Zoom. The Playgroup focused on play-based learning for early childhood development, as well providing a safe space for families to connect and develop relationships with other parents/carers and the school. Resources were also regularly shared with families and guest speakers visited sessions throughout the year to provide information around topics such as developmental milestones, local early childhood services and care, and also road and car safety.

### **Targeted Kindergarten Program**

The Targeted Kindergarten Program continued in 2021 for children entering Kindergarten at Wiley Park Public School the following year. The program's primary focus is to strengthen children's and families' readiness for school and the key phase of transition to Kindergarten. This was done through intentional and planned weekly sessions targeting the development of key literacy, numeracy, creative and social skills that related directly to elements of the Early Years Learning Framework. Ms Young, one of the Music Teachers at the school, supported the program by embedding music within the sessions.

The program was adapted during the most recent Sydney lock-down and Zoom sessions were delivered to children who were staying at home with their families. Resource packs were developed, which included all the worksheets and materials needed to complete the guided sessions at home.

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

#### ***Water Safety Awareness Program***

On the 9th of March 2021, Wiley Park Public School organised an in-school water awareness and safety day which all K-6 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. One of the activities included watching and discussing educational clips from the Royal Life Saving program. Classes discussed the importance of being safe around water at a pool, at the beach and at home. Other activities included water play, beach games on the grass, water rescue activities and how to wear a lifejacket.

The Water Awareness Day provided all 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.

#### ***Harmony Day***

On Tuesday 23rd March our school community celebrated Harmony Day. Students and teachers wore orange accessories to celebrate. This year's Harmony Day theme was Everybody Belongs. Due to COVID-19 restrictions, alternate arrangements were organised at a class level to allow students and teachers to continue raising awareness of inclusion, respect and belonging. Students engaged in a range of class activities including reading stories and creating artworks to display in the school. Photos of activities were shared on the website for families to see.

Instead of class and stage performances, there were a number of performances which were filmed and were made available to view on the school website. Mr Suhandi Kosasih composed a percussion piece called 'Sunrise at Wiley Park Public School' which was performed by the Year 6 Drumming Group. The School Band performed 'Fly Away'. Classes completed Harmony Day artwork which was displayed in the school hall for all to enjoy.

#### ***Cross Country***

The annual Cross Country was held at school this year and all students in Years 3 - 6 were given the opportunity to run in a 2 - 3 kilometre race. The children had a fun experience but were very surprised at the length of the race. We were also lucky enough to have some school representatives attend the Zone Cross Country at Peace Park in Ashfield where we competed against all schools within our Zone.

#### ***Athletics Carnival***

In Term 4 the K-6 children participated in a school sports day as COVID had prevented the running of the annual Athletics Carnival.

## ***Education Week***

Education Week was celebrated virtually this year. The theme was 'Lifelong Learners' and acknowledged education through childhood into adulthood. It was an opportunity to celebrate the achievements of our school, students and learning community and acknowledge the diverse experiences offered at Wiley Park Public School.

All Education Week activities were completed online. The highlight was the launch of Wiley Park's 'Lifelong Learners' video that showcased the unique and diverse learning offered to students. This was shared with the community via the school website. Teachers shared the video with their classes through Google Classroom. The video was created by a team of teachers, combining video and photos from across Kindergarten to Year 6.

## **Creative and Practical Arts**

### ***Dance and Drama Groups***

Miss Ashleigh has been working with students across K-6 teaching dance and drama. 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 moves. Students in Stage 1 also participated in 'Drama' activities which focussed on improvisation, emotions, imagination, concentration, voice projection, teamwork and performing in front of an audience.

Miss Ashleigh along with Miss Dewsnap continued the 3-6 cheerleading squad "The Emeralds". The students in The Emeralds learnt a fast-paced 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. Miss Ashleigh and Miss Shelton formed the combined 'Year 2, 3 and 4 Hip Hop Crew' and students worked 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.

Teachers were provided with 'Health and Fitness Sessions' during the COVID period via Zoom with Miss Ashleigh to assist them with their well-being. These sessions involved exercise and had a positive impact on mental health.

Miss Shelton created "The Wiley Park Tappers" dance group which consisted of students in Years 3-6. Students learnt about the basic steps of tap dancing and rehearsed a routine. Students were able to experience real tap dancing by wearing tap shoes from the school's collection.

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

Students were selected across K-2 to join a Creative Arts program who showed increased imagination and a creative mind to extend and enrich their artistic abilities. Through various art forms, students participated in small projects designing art products in a way that appealed to artistic form and design. Through art exploration and discovery, Kindergarten students used familiar literature 'Elmer the Elephant' and used oil pastels to design colour motion square techniques inspired by the artworks of Wassily Kandinsky. Students blended magnificently using heavy pressure blending techniques and light pressure blending to create a finished elephant art piece. Cubism was the inspiration for Stage One students to study the work of Pablo Picasso's Abstract self-portraits. Through careful planning, students designed abstract portraits and created these portraits from recycled cardboard boxes. With careful detail to painting, students added a creative flair to their designs using recyclable art materials to create the finished product. The Creative Arts program K-2 supported the enrichment opportunities for students in enhancing cognition and imagination.

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

Students in Years 3 - 6 with an interest in Creative Arts were selected to join Creative Art Groups to make artworks for a variety of audiences using different forms and techniques to convey meaning and represent the likeness of things in the world.

The Stage 2 Creative Art Group studied perspective to add depth and greater realism to their artwork. The idea of perspective in art inspired students to think about the way mathematics and art intersect. Students developed an understanding of representing three-dimensional objects on a two-dimensional surface through creating drawings and artworks that explore shapes formed by intersecting lines that radiate from different viewpoints. Students developed their artwork creatively using lines, shape and colour and then experimented with outlining and colouring to achieve their final result. There was a focus on mindful colouring where students considered the selection and application of colour to enhance their artwork.

In Stage 3, students in the Creative Art Group studied the technique of Cubism, made famous by artists such as Pablo Picasso and Georges Braque. This style of painting transforms everyday objects, landscapes, and people into geometric shapes. Students developed their pictures using shapes and then experimented with outlining shapes, shading and colouring to achieve the end result.

## ***Drumming Program***

Years 4, 5 and 6 students participated in a drumming program led by Mr Suhandi, a professional musician and drummer. The students played syncopated South American rhythms in quarter notes, eighth notes, sixteenth notes and rests. They explored Ravel's 'Bolero' and a traditional Spanish song called 'Andalucia'. The students had the opportunity to play djembes, snare drums, floor toms, bass drums, cymbals, tambours, keyboards, xylophones and a range of untuned percussion instruments.

## ***Specialist Music Program***

As part of the school's release from face-to-face teaching program, students participated in specialist music lessons once a week. Kindergarten, Years 1 & 2 took part in the National Music Program by Richard Gill, where they explored traditional and modern-day nursery rhymes played by the Australian Youth Orchestra, as well as traditional and cultural songs from all over the world. The students played a range of tuned and untuned percussion including new class sets of chime bars and claves purchased by the school this year. Wiley Park Public School applied for, and were successful in obtaining, a scholarship program with the Sydney Symphony Orchestra. Year 3 went on an excursion to see the orchestra perform Vivaldi's 'The Four Seasons' at the Riverside Theatre at Parramatta with all expenses paid. Stage 2 completed a unit of work on the orchestra exploring the sections and instruments as well as the Prokofiev piece 'Peter and the Wolf'. Year 3 participated in the Cool Cats recorder program. They sight read basic scores and played songs using the notes G, A and B. Year 5 participated in a ukulele program learning how to read tabs, play chord progressions, strum and tune the ukulele using new tuners purchased by the school. As part of the music home learning program, students were provided the opportunity to engage in a rhythmic sight-reading program which started with basic crotchets and quavers and gained in complexity until the students were reading semi-quavers and rests. Body percussion lessons were also included in the home learning package. K-2 had the opportunity to engage with a range of nursery rhymes, musical games, movement breaks and body percussion songs which were placed on the school website as part of the home learning package.

## ***School Band/Choir***

In 2021 Wiley Park Public School combined a small choir with the school band. The students worked on two pieces which were recorded for the Harmony Day and Multicultural Family Day Concerts. These recordings are available on the school website.

1. 'Fly Away' by Tones and I
2. 'Cover Me In Sunshine' by Pink

The students played keys, electric guitar and bass, congas, xylophones and a range of untuned percussion as well sung with harmonies and a lead vocalist.

## ***Transition to School Music Lessons***

As part of the transition to school program, the students participated in an early learning music program. They learned rhymes with hand and body movements, modern day and traditional nursery rhymes and some traditional and cultural songs. They played claves, djembe drums and other untuned percussion instruments and learned to solo sing and play instruments as they took turns in a variety of circle games. They learned to participate, share, take turns, play and sing at the expected time. During lockdown these sessions were conducted via Zoom.

## ***Library***

### ***Sydney Writers Festival***

On Friday the 30 April a select group of Stage 3 students had an amazing day attending the Sydney Writers Festival at Sydney Town Hall. Nat Amore hosted the day and her boundless energy was electrifying! The authors demonstrated how they conjure up stories and showed us ways in which to collect ideas and how to develop these ideas and craft them into stories.

The highlight of the day was having Emily Rodda. Even though she is getting quite old now and needed a chair to sit on, her presence radiated through the auditorium as the audience relished in her wisdom. The students returned to school with bundles of inspiration and bursting with eagerness to write their own stories!

## ***Book Fair***

Our Book Fair this year was for the students and teachers of Wiley Park Public School only as Covid prohibited parents and the community from entering our school. Nevertheless it was a success thanks to the eagerness and exuberance of the children. Before school and at lunchtimes the library doors were opened to a mass of excited purchasers clutching their hard saved coins in their sticky hands as they made a dash to the bargain tables. Part of growing up is the ability to make good choices. The children chose well, a book instead of a sugary ice block. Well done Wiley Park!

## ***National Simultaneous Storytime***

Wiley Park Public School participated in National Simultaneous Storytime 2021. This has become an annual event in our diary promoting the value of reading and literacy using books written by Australian authors. It was even more exciting this year as the story was being read from the International Space Station by NASA astronaut Shannon Walker.

We learnt all about the International Space Station and we even watched the launch of the space shuttle which took the book up into space for the astronaut to read in the weeks leading up to the day.

Great excitement was built and the event itself did not disappoint!

Every class in the school was invited into the International Space Station and shared Una's trip into space. Before crashing back down to earth there was one final moment of awe when Shannon released the book from her grip and both she and the book floated up and off our screen.

## **Environmental Education**

### ***Gardening Club***

This year students from Kindergarten to Year 6 participated in the gardening club during Wednesday lunch times. Students learnt about sustainability and the individual things they can do to help maintain their own environment. This gave students who needed a break from the playground, or simply enjoyed gardening, the opportunity to meet and help maintain the school garden. Students weeded garden beds, cut back plants, watered plants and planted seeds. Our group was very excited to watch our vegetable garden thrive with spinach, lettuce, carrots and strawberries all growing this year. For the ANZAC Day Service, our club made a beautiful wreath from cuttings from the garden that was later laid at the cenotaph at our local RSL. For Clean Up Australia Day, the Gardening Club spent their lunch cleaning up the garden beds in front of the Infants block and in Area 1.

### **Extra Curricular Programs**

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

In Science, Technology, Engineering, Arts and Mathematics (STEAM), students across K-6 have learned how digital technologies can be used in everyday life. The school has continued its commitment to STEAM through the allocation of a dedicated classroom with inspirational Science themed artwork and purpose-built furniture. In addition to this, we have invested in a variety of robotics equipment including Ozobots, Bee-Bots and Sphero robots which students have used to develop solutions to problems. Students across K-6 have continued to use digital technologies to describe, follow and represent algorithms to solve problems.

#### ***STEAM Coding Workshops at Kingsgrove North High School***

In Term 1, a select group of Year 5 students attended a series of weekly STEAM Coding Workshops at Kingsgrove North High School. Throughout the program, our students worked collaboratively with each other while exploring a range of new digital technologies and robotics. The engaging workshops helped students develop and apply their problem solving and critical thinking skills. Students who participated in the program also shared their knowledge with classmates back at school by taking on leadership roles in class STEAM lessons.

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

In Term 2 selected students across Stages 2 and 3 participated in the special Culinary program to acknowledge their outstanding behaviour as Silver students. The five-week program saw students attend cooking classes at The Culinary School in Punchbowl where they participated in cooking activities led by professional chefs. Students worked in industrial kitchens and learnt about healthy eating, making positive food choices and kitchen safety and hygiene. Students cooked a selection of meals from various cuisines including chicken parmigiana, sushi and paper rolls, and kefta and tabouli. As part of the program each student received a special chef outfit which included an apron and hat. In total 55 students took part in the program. To support student participation in the program, The Culinary School was heavily subsidised using school funds.

### ***Chess and Scrabble Groups***

Throughout the year students in Years 3 to 6 have had the opportunity of participating in Chess and Scrabble Groups. Students met twice a week to work with externally provided coaches, to learn about the games and strategies to become a better player. Students then challenged each other during the learning sessions and at lunch times throughout the year. Chess and Scrabble also formed part of the Stage 3 Acknowledgement Days in Terms 1 and 2.

### ***Student Personal Development Focus Groups***

Focus groups for students in Years 3 to 6 were created to assist their emotional and wellbeing needs. Students participated in lessons that focussed on developing positive attitudes, values and character strengths, social-emotional skills for success, relationships and wellbeing as well as strategies for overcoming social-emotional blockers. Students

were able to transfer the skills learnt into the classroom and playground to have a successful and positive experience at school.