

# 2022 Annual Report

## Wiley Park Public School



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# Introduction

The Annual Report for 2022 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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## Message from the principal

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The 2022 school year continued to be productive in learning even with the continuation of COVID-19 pandemic, constant rainy days, and an Influenza outbreak. This was only possible with the efforts of our staff, who worked together as a strong and united team with the support of our school community.

Our aim to continue to teach face to face learning was achieved and the year was full of memorable events which are listed in this report.

Whilst some of these events were not open to our community, we kept them involved and updated with each event by having video coverage on our website.

I wish to acknowledge and congratulate all my staff who rose to the ongoing challenges throughout this year. Their work ethic, dedication and caring manner was at the forefront of their work every day.

I also wish to acknowledge our P&C President Faten El Arja and the executive for their ongoing assistance and support.

I am proud of our students, staff and community who work together to make our school a well-respected school and fine example of Public Education.

Rene Demos

Principal

## Message from the school community

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The members of the P&C Committee would like to thank Mr Lim (Schools as Community Centres facilitator) for the efforts he has put into our community and the positive impact he has made on the young children attending playgroups. The members of the P&C Committee supported Mr Lim with *The Biggest Morning Tea* to raise money for the cancer council.

P&C President

Faten El Arja

## Message from the students

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The Wiley Park Public School Student Representative Committee 2022 was made up of two representatives nominated by the students in each 3-6 class. This year, the Student Representative Committee (SRC) met once a fortnight to discuss important topics around improving the school environment, fundraising ideas and contributing to charities. Students displayed great initiative and creative ideas at each meeting, which resulted in successful fundraising events and an improvement to the school's resources.

This year, the SRC hosted several fundraising events. All funds raised were donated to different organisations including the GIVIT Flood Appeal and the Cure Brain Cancer Foundation. The SRC also hosted a lolly guessing competition to raise funds for a new National Anthem display board for the school hall. The 2022 SRC worked together 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.

Mr Ngo and Ms Sze on behalf of the Student Representative Committee 2022.

## 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 550 students from diverse cultural, religious and socio-economic backgrounds. 98% of students are from language backgrounds other than English (LBOTE) including over 40 refugee students. The school population is a high transit community. There are over 30 countries of origin represented in the school, the largest language groups being Arabic and Bengali. 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 and the Bankstown Women's Centre.

The school NSW Family Occupation and Employment Index (FOEI) for 2022 is 118. 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.

### 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	2022 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

English language proficiency: \$592,016.17  
AP Curriculum & Instruction: \$240,913.60  
Socio-economic background: \$62,641.40  
Professional learning: \$5,508.00  
Per capita: \$148,299.44  
Low level adjustment for disability: \$129,352.86  
QTSS release: \$123,540.08  
Integration funding support: \$32,239.07  
Literacy and numeracy: \$98,963.58

### Summary of progress

#### **What did you do well? What made this possible (enablers)?**

*The whole school focus around Explicit Teaching and High Expectations ensured that the teaching staff were on board with the professional learning that was delivered. Having executive members of staff work closely in classrooms to model and provide shoulder to shoulder guidance, ensured that the practices around Explicit Teaching and High Expectations were being used in the classroom. Having regular professional learning sessions also allowed teachers to share what they were doing*

#### **What positive did you see?**

*There were positive changes across a number of areas to include:*

*Teaching - School revised practises in the teaching of reading with the development of new reading proformas, consistent across the school, helped develop teacher capacity.*

*Learning - The continued school practise around data walls and success criteria that support Explicit Teaching and High Expectations, helped consolidate student learning as reflected in external and school-based data.*

*Wellbeing - Explicit Teaching and High Expectations have supported increased engagement as students experience a real contentedness with their learning, through targeted groupings at need.*

### 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>Achievement of 2022 system-negotiated target</b>  Uplift of 9% of students achieving top 2 bands in NAPLAN reading.	<ul style="list-style-type: none"><li>• 2022 NAPLAN data indicates 21.85% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target of 9% uplift. Focus on this target has resulted in school based data showing some growth in reading.</li></ul>

<p><b><i>Achievement of 2022 system-negotiated target</i></b></p> <p>Uplift of 7.3% of students achieving top 2 bands in NAPLAN numeracy.</p>	<ul style="list-style-type: none"> <li>• 2022 NAPLAN data indicates 18.42% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target. Focus on this target has resulted in school based focus around maths language.</li> </ul>
An increased % from the 2021 results of students achieving expected growth in reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
An increased % of students from the 2021 results of students achieving expected growth NAPLAN numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
An increased % from the 2021 results of Kindergarten students reading at benchmark.	68% of students in Kindergarten are reading at school based reading benchmark level or above.
An increased % from the 2021 results of Year 2 students reading at benchmark.	75% of students in Year 2 are reading at school based reading benchmark level or above.
An increased % from the 2021 results of Year 4 students at reading benchmark.	61% of students in Year 4 are reading at school based reading benchmark level or above.



## 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

**Literacy and numeracy:** \$7,769.44

### Summary of progress

#### **What did you do well? What made this possible (enablers)?**

*The whole school focus around Data Informed Practices and Collaborative Inquiry ensured that the teaching staff were on board with the professional learning that was delivered. Having a whole school Collaboration Schedule helped to develop some consistency across the school when using data to support teaching and learning as well providing quality time to review teaching practices. The school continues to use a variety of external and internal data sources to track student progress and adjust teaching and learning timetables, that are reflective of need. Grades involved in the LEED project reflected growth in professional practice around the use of effective feedback.*

#### **What positive changes did you see?**

*There were positive changes across a number of areas to include:*

*Teaching - The whole school Collaborative Schedule helped support consistency across the school in areas including using data and reviewing teaching and learning programs.*

*Learning - During Collaborative Inquiry stage planning, teams revised practises in the teaching of numeracy with the development of new resources to support Newman's Error analysis, resulted in students being able to develop good strategies to use when problem solving, as reflected in data sources.*

*Wellbeing - Data Informed Practices and Collaborative Inquiry have supported increased engagement as students experience a real connectedness with their learning and classrooms that use LISC and data to support growth.*

### 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
An increase % of teachers involved in collaborative practices that promote consistency across their teaching, when reviewing a variety of assessment tasks from the 2021 results	Teachers registered a score of 8.2/10 (82%) in the Collaboration - "Driver of Student Learning" during the Tell them From Me survey. This figure indicate that the school did not achieve school negotiated target of an uplift, this may partially be due to the higher-than expected level in 2021, however the score was greater than the NSW Government norm.
An increase % of teachers receiving regular feedback of their teaching to support teacher capacity from 2021 results	Teachers registered a score of 8.1/10 (81%) in the Leadership - "Driver of Student Learning" during the Tell them From Me survey with a focus on "School leaders have helped me to improve my teaching."

An increase % of teachers receiving regular feedback of their teaching to support teacher capacity from 2021 results	This figure indicate that the school did not achieve school negotiated target of an uplift, this may partially be due to the higher-than expected level in 2021.
An increase % of teachers using collaborative inquiry and data informed practices to plan and implement teaching programs that engage and promote student learning from the 2021 results	Teachers registered a score of 8.2/10 (82%) in the Data Informed Practices - "Driver of Student Learning" during the Tell them From Me survey. This figure indicate that the school achieved an uplift from 2021 data. Additionally, the score was also greater than the NSW Government norm.
An increase % of teachers using exemplars and work samples to set explicit expectations and learning goals for teaching and learning from the 2021 results	Teachers registered a score of 8.5/10 (85%) in the Teaching Strategies - "Driver of Student Learning" during the Tell them From Me survey. This figure indicate that the school achieved an uplift from 2021 data. Additionally, the score was also greater than the NSW Government norm.

## 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:** \$40,620.00

**Socio-economic background:** \$366,383.56

**Low level adjustment for disability:** \$115,616.49

**Refugee Student Support:** \$8,010.04

**Aboriginal background:** \$1,049.26

### Summary of progress

#### ***What did you do well? What made this possible (enablers)?***

*The school has continued to provide a variety of opportunities for students K-6 by expanding the extracurricular activities across a range of areas include chess, scrabble, STEAM, dance etc and this was done through the use of school resources including staff allocation above establishment. The school also worked closely with identified community groups including Allied Health Services to provide workshops for parents to support their access to services and knowledge around our education system. Feedback from Targeted Kindergarten and Playgroups was also well received. Our school procedures around tracking attendance also allowed for improvement for certain students.*

#### ***What positive changes did you see?***

*There were positive changes across a number of areas to include:*

*Learning - Improved students' attendance has supported students towards reaching identified outcomes for learning.*

*Wellbeing - Feedback from various groups and initiatives including playground, targeted Kindy and extracurricular groups, indicated that they were all very well received and helped support activated engagement with the school and helped build a sense of belonging. The work the school has been doing with our Wellbeing and In Reach Nurse (WIN) has had positive changes in students and their families across both learning and wellbeing.*

### 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><i>Achievement of 2022 system-negotiated targets</i></b>  An uplift of 4.7% of students attending 90% of the time.	<i>The number of students attending school 90% of the time has decreased to 44.49%. This may partially be a result of the high number of student/family absences due to COVID.</i>
<b><i>Achievement of 2022 system-negotiated targets</i></b>	84.88% of students reporting expectations for Success, Advocacy and Sense of Belonging at School in the annual Tell Them From Me survey. These figures indicate that the school did not achieve the system negotiated

An uplift of 2.7 % of students reporting expectations for Success, Advocacy and Sense of Belonging at School.

target of an uplift of 2.7%, this may partially be due to the higher % rate the school has maintained over a number of years.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$8,010.04</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>• intensive English language and learning support to increase educational outcomes for students</li> <li>• refugee students are involved in various additional extra curricular programs that support engagement and sense of belonging</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* Teachers have developed their capacity to support refugee students across the curriculum</li> <li>* Targeted students have shown growth in their academic progress and their connectedness to school</li> <li>* Students have been supported with the purchasing of resources including classroom resources and assistance with uniforms, excursions etc</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>The school continues to look for opportunities to develop teacher capacity around supporting refugee students and their families.</p>
<p>Integration funding support</p> <p>\$32,239.07</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>• 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>• intensive learning and behaviour support for funded students</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• ability grouping with intensive support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Identified students have demonstrated progress with personalised learning goals through the use of feedback and SLSOs that support differentiated classroom learning, through personalised learning and support plans.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>to refine our current learning and support team process to include updating the needs of targeted students and identifying future goals.</p>
<p>Socio-economic background</p> <p>\$429,024.96</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>• Activated Engagement</li> </ul>

<p>Socio-economic background</p> <p>\$429,024.96</p>	<ul style="list-style-type: none"> <li>• Connected Learning</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>• employment of additional school leaders to support instructional leadership across K-6</li> <li>• school leaders collaborate with their teams to design and deliver whole school improvement through professional learning in areas including data and feedback</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* the employment of additional leaders and classroom teachers has supported school consistency of SIP activities across a range of areas including explicit teaching and high expectations.</li> <li>* school internal data reflects growth of student attainment in literacy and numeracy.</li> <li>* teachers are better equipped to use internal and external data to support student learning.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> to continue supporting students and their families across the school to include in class support as well as programs run in the Schools as Community Centre</p>
<p>Aboriginal background</p> <p>\$1,049.26</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>• receiving additional classroom support to enhance educational learning pathways</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* improved engagement in the classroom to achieve identified goals</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> to continue looking for quality opportunities to support identified students and embrace Aboriginal culture across the school.</p>
<p>English language proficiency</p> <p>\$632,636.17</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>• High Expectations</li> <li>• Explicit Teaching</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>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• additional executive staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* EALD student progress is reflective of improved proficiency in the English language</li> </ul>

<p>English language proficiency</p> <p>\$632,636.17</p>	<p>* mentorship by school leaders has helped develop the capacity of teachers to work with EALD students, through explicit teaching</p> <p>* resourcing and team teaching have been streamlined to meet specific needs</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue working with teachers around modifying school practices in areas including new curriculum for all students, including EALD learners and those in the Support Unit</p>
<p>Low level adjustment for disability</p> <p>\$244,969.35</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>• High Expectations</li> <li>• Explicit Teaching</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>• * development of needs-based flexible learning spaces to support a range of differentiated learning programs</li> <li>• * additional classroom resources across areas including STEAM, Literacy and Numeracy to support student engagement</li> <li>• * extension of extra curricular programs that support inclusive learning and opportunities to be a part of school life</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* differentiated small group intervention support in flexible learning spaces reflect individual student growth</li> <li>* improved student attendance for targeted students involved in various extra curricular groups</li> <li>* high quality teaching and learning programs across STEAM K-6 to support high engagement and improved outcomes</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* to continue providing differentiation and support for identified students</li> <li>* to maintain flexible learning spaces that facilitate different groupings and resourcing</li> </ul>
<p>Professional learning</p> <p>\$5,508.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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>• *Beginning Teachers released regularly to be involved in discussions around student data and teacher directions</li> <li>• * the school organised demonstration lessons across literacy and learning to support Beginning Teachers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* improved teacher capacity and confidence amongst beginning teachers to support student learning</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* to continue looking for opportunities to support Beginning Teachers and Early Career Teachers to build teacher capacity</li> </ul>



<p>Literacy and numeracy</p> <p>\$106,733.02</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>• Explicit Teaching</li> <li>• Collaborative Inquiry</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>• resources to support the quality teaching of literacy and numeracy in school focus areas including Newman's Error analysis, multiplicative strategies and comprehension resources</li> <li>• employment of additional classroom teachers to support student learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* enhanced student participation and engagement across all areas of learning</li> <li>* teacher support at identified areas of need in include interventionist support as well as extension for high potential learner</li> <li>* additional high quality resourcing has supported literacy and numeracy programs, reflective of improved student outcomes</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> to continue building school practices that support the development of literacy and numeracy outcomes for all students</p>
<p>QTSS release</p> <p>\$123,540.08</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> <li>• Explicit Teaching</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 release time for teachers involved in various programs that support improved learning outcomes including LEED and numeracy initiatives K-6</li> <li>• implementation of Learning Hubs to strengthen quality teaching practices K-2 and 3-6</li> <li>• additional time to collaborate on new curriculum and revise documents including scope and sequences and teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* built teacher capacity around Effective Feedback and other information about student progress and achievement</li> <li>* classroom teachers better skilled at explicit teaching techniques to support student learning</li> <li>* classroom teachers have a developing knowledge of new K-2 English and Maths syllabus</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> continued planned professional learning of all staff to ensure consistency across K-6, to include mentoring from school executives</p>
<p>COVID ILSP</p> <p>\$255,629.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>COVID ILSP</p> <p>\$255,629.00</p>	<p><b>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 to provide targeted, explicit instruction for student groups in literacy/numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* students involved in this small group tuition reflected improved performance in areas of focus, including literacy and numeracy</li> <li>* the school has refined its reporting and sharing of student performance data</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* track identified students as they move into their next grade</li> <li>* continue to provide small group tuition to inform collective decisions about student learning</li> </ul>
<p>AP Curriculum &amp; Instruction</p> <p>\$240,913.60</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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>• High Expectations</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• quality resourcing across the school to support teaching and learning programs K-6</li> <li>• teachers are released to engage in whole school collaborative practices to support SIP initiative groups</li> <li>• embed, enact and engage all teachers in professional learning around the new K-2 English and Maths syllabus</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* improved student attendance for identified students</li> <li>* improved students literacy and numeracy results across various areas of their learning</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>to continue providing quality teaching and learning programs for identified students</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	311	326	298	268
Girls	283	303	283	271

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.6	91.1	90.8	86.7
1	88.7	89.2	91.6	82.8
2	89.7	87.1	90.8	83.8
3	90.7	89.6	91.3	86.3
4	90.9	89.0	91.7	87.6
5	88.7	90.4	90.3	84.6
6	89.8	89.0	91.6	85.2
All Years	89.8	89.4	91.2	85.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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)	6.6
Classroom Teacher(s)	23.09
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
Teacher ESL	5
School Counsellor	1
School Administration and Support Staff	7.96
Other Positions	3.4

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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

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

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	2,376,853
<b>Revenue</b>	8,068,506
Appropriation	7,975,537
Sale of Goods and Services	35,142
Grants and contributions	48,114
Investment income	8,512
Other revenue	1,200
<b>Expenses</b>	-8,345,032
Employee related	-7,430,926
Operating expenses	-914,107
<b>Surplus / deficit for the year</b>	-276,527
<b>Closing Balance</b>	2,100,327

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	48,483
<b>Equity Total</b>	1,320,246
Equity - Aboriginal	1,049
Equity - Socio-economic	432,129
Equity - Language	632,636
Equity - Disability	254,432
<b>Base Total</b>	4,794,629
Base - Per Capita	152,457
Base - Location	0
Base - Other	4,642,172
<b>Other Total</b>	1,256,784
<b>Grand Total</b>	7,420,142

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.

## Parent/caregiver, student, teacher satisfaction

### **The Tell Them From Me (TTFM) survey was conducted to gain parent feedback.**

Across the 7 areas measured we were at or above the NSW Government norm in all areas.

Additionally, we maintained or increased our rating in 2 areas from the previous 2021 data. We also acknowledge that our 2021 data was quite strong.

Our parents indicated that an area of growth was "Praise your child for doing well at school" and areas of strength included "My child feels safe at school" and "Behaviour issues are dealt with in a timely manner." Our parents also recognised that "The school supports positive behaviour" as an area to maintain.

Additionally, 92% of our parents indicated that they believed our school is a culturally safe place for students.

75% of our parents indicated that "the school provides opportunities for me to connect with my child's education" and whilst this data is celebrated, it continues to be an area of school focus, particularly around Strategic Direction 3 - School Connectedness.

### **The TTFM survey was conducted to gain student feedback.**

Across the 9 areas of Social and Emotion wellbeing our school mean reflected 4 areas where our students were 5 points or more less than the state average, 4 areas where we were within 5 points of the state average and 1 area where we were 5 points more or higher than the school average.

Highlights included 92% of our students believe that schooling is useful in everyday life and will have a strong bearing on their futures and 89% of students try hard to succeed in their learning.

Areas for further development include positive homework habits at 61% and student motivation in learning at 64%

Across the 8 areas of Drivers of Student Outcomes our school mean reflected 7 areas were within 5 points of the state average and that 1 area was 5 points more or higher than the state average.

Highlights included 8.7/10 believe that the school staff emphasis academic skills and hold expectations for all students to succeed and that 8.3/10 believe that important concepts are taught well, class time is used effectively, and homework supports class objectives.

### **The TTFM survey was conducted to gain teacher feedback.**

Across the 12 domains reflected in the survey covering school and classroom content, the school maintained our high levels across 11 areas and there was 1 area where teachers indicated a growth of 0.5 or higher. Additionally, our teacher survey results reflected that we were above the NSW Government norm across all 12 areas.

Across the "Eight Drivers of Student Learning", highlights included 8.9/10 of teachers indicated that they discuss learning goals for the lesson and that 8.7/10 indicated that their students are very clear about what they are expected to learn.

Areas for future development continue to be around the areas of parental involvement at 6.9/10 and technology with a focus around students using computers or other interactive technology to track progress towards their goals at 6.4/10. These areas will continue to be a focus across Strategic Directions 1 and 2.

# 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.

## 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.

## 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.

## Other School Programs (optional)

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### Instructional Leadership Report 2022

With the addition of two Assistant Principal Curriculum and Instruction positions (APCIs), teachers across K-6 continue to receive instructional leadership and professional learning in implementing knowledge and understanding of 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. All staff engaged in professional learning to support their understanding of the literacy and numeracy progressions. Collaborative data analysis included the implementation of an *Area of Focus* for each term where teachers identified progression indicators to target and inform planning. 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 2022 with a focus on explicitly teaching comprehension strategies and problem-solving using Newman's Error Analysis. Using a range of approaches, classroom teachers have been provided with mentorship to build capacity and support evidence-based learning instruction. 2022 Focus: Explicitly teaching phonics and comprehension skills in reading. Numeracy: Developing problem solving skills using Newman's Error Analysis.

**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. Whole school professional learning provided teachers with opportunities to develop their skills and knowledge of *Effective Feedback, Data Informed Practices, Explicit Teaching and High Expectations*, leading to a deeper understanding of effective teaching practices and improved student outcomes.

**Impact:** Improved consistency across the school in the implementation of evidence-based practices, such as data walls, differentiated teaching strategies and data analysis.

**2022 Whole School Goals in Instructional Leadership:** In 2022, 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 evidence-based teaching practices at Wiley Park Public School. Professional Learning focused on introducing The National Literacy and Numeracy Learning 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.

*Whole School Collaborative Practices* - The executive team designed a collaborative planning schedule to provide all stage teams with opportunities to meet regularly and discuss student data, teaching and learning programs and to evaluate the impact of current teaching practices on student outcomes. 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.

**Impact:** Improved student outcomes and the further development of teacher capacity.

*New K-2 English and Mathematics Curriculum:* Instructional Leaders and APCIs led professional learning sessions to all teachers in preparation for the implementation of the new K-2 curriculum in 2023.

## **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 2022. 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 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. 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.

## **Schools as Community Centres (SaCC)**

The Schools as Community Centres (SaCC) initiative continued at Wiley Park Public School in 2022 with a range of programs and activities delivered to support the achievement of key life outcomes for families of the Wiley Park Public School community. One key example of a program delivered in 2022 was a Healthy Lifestyle Program facilitated in

partnership with Bankstown Women's Health Centre. The program was delivered with the intention to further educate families around healthy eating and packing a nutritious lunchbox for their school-aged children. A trained dietician followed a weekly program with participants, which included learning about lowering fat and salt intake, as well as simple strategies to incorporate more healthy and nutritious food into their diets. The sessions were also complemented with an element of group physical activity led by a fitness instructor.

The Early Learning Playgroup was once again delivered to families of the Wiley Park Public School community with children 0-4 years of age. The playgroup was offered twice a week and incorporated play-based activities and weekly themed corners supporting and encouraging the development of early developmental skills, such as fine motor skills, social skills and early literacy and numeracy competencies. Supportive social networks were also strengthened between the school facilitators and families and between the families themselves during the session with a safe and open environment being established through clear information on school and community services and positive discourse. Furthermore, targeted support was provided to all families in the form of regular visits from the wellbeing and health in-reach nurse at the school, as well as a separate child and family health nurse assisting with referrals to the local child and family health clinic for developmental and general health check-ups.

Families with children entering Kindergarten in 2023 were once again supported through the delivery of the Targeted Kindergarten Program. As part of the transition process from early learning to formal schooling, the program focused on delivering varied activities focused on developing early literacy and numeracy knowledge and developmental skills, such as fine motor skills. Children's readiness for school was also supported and strengthened through art and craft and outdoor activities, as well as external providers assisting to support the children to develop key social and emotional skills and competence. The Targeted Kindergarten Program was also provided during the school holiday periods throughout the year, providing further opportunities for children entering Kindergarten and their families to experience a positive transition to school experience.

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

In Science, Technology, Engineering, Arts and Mathematics (STEAM), students across K-6 have continued to learn how digital technologies can be used in everyday life. The school's dedicated STEAM classroom with its inspirational Science and Technology themed artwork, robotics resources and purpose-built furniture has provided the perfect setting for students to further develop their skills and knowledge in 2022.

Students across K-6 have continued to use a range of digital technologies to describe, follow and represent algorithms to solve problems. STEAM extension groups have also been established across 3-6 to further enhance learning opportunities for gifted students. Students in these groups have had access to our recently purchased 3D printers and design software which students have used to design and develop creative solutions to real world problems.

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

In Term 3, 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.

### **Library**

#### **Sydney Writers Festival**

On Thursday 26 May a select group of Stage 3 students had an amazing day attending the Sydney Writers Festival at Sydney Town Hall. This event was highly engaging for students, hosted by Nat Amore, following on from her success in 2021, presenting her own one hour show. The children were amazed with her vibrant energy and passion for writing. Matt Stanton shared how he finds ideas for his books amongst conspiracies, propaganda and generally creating mischief! Remy Lai showed us how to create graphic novels and we all became great illustrators. We also had the opportunity to meet Corey Tutt - NSW Young Australian of the Year 2020 and shortlisted author 2022 with his book 'First Scientists' an inspiration to us all.

#### **Book Fair**

We were so happy to invite parents back into the library for this year's Book Fair. The students were able to buy before school, lunchtimes and also with their parents after school. To correspond with the school library timetable the Book Fair was held over a two week period. It was a huge success and as well as extending their home libraries it was a great opportunity for students to practice money handling skills.

#### **National Simultaneous Storytime**

Wiley Park Public School participated in National Simultaneous Storytime 2022. This has become an annual event in our

diary promoting the value of reading and literacy using books written by Australian authors. This year we all enjoyed the book *Family Tree* by Josh Pyke.

We made a tree in the library to replicate the one in the book which triggered much discussion. All classes from K-6 shared this reading of the story in their classrooms during the day at a time to suit, as the NSS allotted time is during our school lunch-time. This book was enjoyed by all ages as it has several layers of meaning.

## **MUSIC**

### **Specialist Music Program**

As part of the school RFF program the students participated in specialist music lessons once a week. All students are taught how to use percussion instruments.

#### **Drumming Program**

Years 4 and 5 students participated in a drumming program led by Suhandi Kosasih, a professional musician and drummer. The students played syncopated rhythms from around the globe using quarter, eighth, sixteenth notes and rests in 4/4, 3/4 and 6/8 time. 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.

Year 6 participated in a drumming program which explored Henry Mancini's 'Baby Elephant Walk'. They used this piece to create their own group drumming compositions which were performed and recorded using a range of drums and percussion instruments. The students also produced their own music tracks using 'Incredibox'.

#### **National Music Program**

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. K-2 performed traditional and cultural songs with percussion instruments, including 'Obwisana', 'Senwa Dedende' and 'Dum Dum Diddle'.

#### **Sydney Symphony Orchestra Grant**

WPPS applied for, and were successful in obtaining a grant with the Sydney Symphony Orchestra. As part of this scholarship program, Years 3, 4 and 5 went on an excursion to see the orchestra perform a concert called, 'Music that Makes You Move' at the Seymour Centre, all expenses paid. These classes completed a delightful unit of work on the orchestra and explored famous pieces such as the 'Can Can', the 'Dance of the Sugar Plum Fairy' and 'Dance of the Paper Umbrellas'. The program focused on the intrinsic link between music and movement.

#### **Cool Cats Recorder Program**

Year 3 participated in the Cool Cats recorder program. They sight read basic scores and played songs using the notes G, A, B, C and D.

#### **Recorder Group**

This year WPPS started a recorder group. They performed two pieces called 'In the Shadows' and 'The Ballad of Ann Bonny'.

#### **Choir**

Senior Choir continued in 2022 and had their debut performance singing 'RESPECT', a Values in Education song, and a traditional Indian song called 'Dungera' accompanied by drums and percussion.

#### **Stage One Ensemble Performance at the 'Let's Talk' Seminar at Bankstown Sports Club**

Students in Stage One auditioned for and participated in an ensemble where they performed an arrangement of a traditional Ghanaian folk song from Africa called 'Senwa Dedende' at the Bankstown Sports Club Theatre as part of the 'Let's Talk' seminar. They sang and accompanied this song on the chime bars and xylophone. The song translates as 'No time to argue'. They also sang the Values in Education Song called 'RESPECT'.

#### **School Band**

New vocal talent was discovered in the school band this year. The students rehearsed and performed two new pieces, 'Memories' by Maroon 5 and 'Stand By Me' by BB King.



These pieces were recorded for the Harmony Day and Multicultural Family Day online concerts. These recordings are available on the school website. The students played keys, bass guitar, drum kit, xylophones and a range of untuned percussion as well as sung in harmony with several solo vocalists.

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

As part of the transition to school program, the students participated in an early learning music program. They sang songs 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 practised sharing, turn taking, playing and singing at the expected time.

### **Multicultural Family Day**

Students celebrated their cultural diversity with our annual Multicultural Family Day. Classes engaged in a range of activities focusing on celebrating multiculturalism and created beautiful artwork to display around the school. Some students were selected to perform traditional dances showcasing their culture and traditional clothing. The choir sang a Values in Education song called 'RESPECT' in two-part harmony. The band sang and performed an arrangement of 'Memories' by Maroon 5 accompanied by drum kit and percussion, keys, guitar, bass and chime bars. These performances can be viewed on the school website.

### **Harmony Day**

On Tuesday 15th March our school community (students and teachers) celebrated Harmony Day. Students and teachers wore orange accessories to celebrate this year's Harmony Day theme which 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. Activities included watching a PowerPoint, reading stories and completing a variety of activities to be displayed or sent home. 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 these were made available to view on the school website. K-2 students performed two songs for Harmony Day. The first song was a round of traditional songs 'Dum Dum Diddle' and 'I've been to Harlem'. The second song is a traditional song from Ghana, Africa called 'Obwisana'. The translation is: 'Oh Gramma, I just hurt my finger on a rock.' 3-6 students were asked about what Harmony Day means to them and responses were shared on the school newsletter.

### **3-6 Cross Country**

The Cross Country was held at school this year and all students in Years 3 - 6 were given the opportunity to run in a 3 - 4 kilometre race. Some children were selected to represent the school at the Zone Cross Country at Peace Park in Ashfield, where we competed against all schools within our Zone. One of our athletic students made it through to compete in the regional finals.

### **Public Speaking**

This year, the K-6 Public Speaking Competition took place in Term 3. Class representatives were selected from each class to present short prepared and impromptu speeches. Students presented their speeches in front of the adjudicators and other class representatives. Topics for this year were All About Me, My Family and various topics about Multiculturalism.

### **Peer Support**

Year 6 and some Year 5 students participated in a two-day Peer Support Leader's Training Day at the beginning of Term 3 to prepare them for their roles as Peer Support Leaders and highlight the structure of the Peer Support Program.

The Peer Support Program ran for 8 weeks covering the module 'Moving Forward' which focused on resilience. Students in K-6 developed skills in managing and responding to challenging situations using their strengths in a resilient way. They also discussed ways that they can support each other in difficult situations.

### **K-6 Specialist Dance Program**

Miss Ashleigh, the specialist dance teacher, has been working with students across K-6 teaching dance. Students learnt multiple dance styles that incorporated a variety of techniques. Students explored rhythm and timing with different parts of the body whilst confidently performing a range of dance moves.

### **Whole School Values Program**

Wiley Park Public School continued the whole school values program. This program is connected with our school rules and is used to support teaching students about; Respect, Care, Fairness, Integrity, Participation, and Cooperation. Each fortnight teachers focus on one of the values and embed it within their teaching. A student who consistently demonstrates the value received a special values award.

### **Hip Hop and Cheerleading**

Miss Ashleigh along with Miss Shelton auditioned for the Year 2-6 cheerleading squad 'The Emeralds'. The students in The Emeralds learnt fast-paced cheer routines which involved the use of formation changes 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 also formed the combined 'Year 2-6 Hip Hop Crew' and students worked to create routines 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.

The Cheerleading and Hip-Hop groups were seen this year showcasing not only their fabulous moves, but their new dance costumes which were designed by Miss Ashleigh and Miss Shelton and were provided by the school.

Both performance groups were filmed for whole school videos and performed at Bankstown Sports Club for the Bankstown Women's health "Let's Talk" event.

### **Water Safety Day**

On the 22 of March 2022, Wiley Park Public School organised an in-school water safety day for all students in K-6. 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 and water rescue activities. The Water Safety 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.

### **Creative Arts: Dance**

This year, there were several dance groups coordinated across the school. These dance groups focused on several dance styles such as; Jazz, Hip Hop, Arabic, Bengali, Pacific Island and Cheerleading.

### **Gardening Club**

This year, Gardening Club had a greater focus on planting, growing and harvesting seasonal produce. Due to Covid, the school garden had become overgrown and needed to be cleared out. This provided a unique opportunity to teach students about soil cultivation and aeration and allowed students to prepare the soil for seed sowing, creating a new and exciting kitchen garden program. A group of Stage 3 students identified as benefiting from socialising with others in the garden met every Wednesday lunchtime to tend to the many chores. Tasks completed each week included; aerating and preparing soil for seed sowing, weeding, watering and fertilising seedlings, harvesting produce, replanting existing pots, paving a walkway through the garden bed and mulching the seedlings as they grow. Gardening is a special time for the many students involved who enjoy the quieter spaces of the school, like getting their hands dirty and benefit from learning about how to grow healthy fruits and vegetables.

### **Chess and Scrabble Groups**

Students in Years 3 to 6 had the opportunity of participating in Chess and Scrabble Groups. These ran during Monday and Wednesday lunch times. The goal was to introduce students to the rules of how to play and to develop their skills to be able to win games.

#### **Chess Group**

Students met once a week for lessons delivered by Sydney Chess Academy. Coaches went through different strategies and skills to improve students' chess understanding and abilities.

In Term 3, Punchbowl Public School visited Wiley Park PS and students from Stages 2 and 3 participated in friendly chess competition.

#### **Scrabble Group**

The Scrabble group regularly met to play games and developed students' understanding of the game. On occasions, Tony Hunt - Council of Australian Scrabble Players Associations (CASPA) Youth Scrabble Coordinator, joined the

students via Zoom to improve their Scrabble strategies. In Term 3, four students from Stages 2 and 3 participated in the 'Battle of the Brains - Interschool Scrabble Tournament' held at Cabramatta Public School. It was the first time the school competed in the tournament and pleasingly finished in second place from seven schools.

## **Education Week 2022**

Education Week was held from 1 to 5 August 2022. The theme was: 'Creating Futures - Education Changes Lives'.

To celebrate Education Week, teachers created a video showcasing the different learning experiences offered to students. The video was shared with the community via the school website. It combined photos and short videos from across Kindergarten to Year 6 and focused on the broad and unique range of teaching and learning that happens daily at Wiley Park Public School.

## **Personal Development Groups**

Personal Development Groups ran for targeted students in Years 3 to 6 to develop their self-awareness, self-management, social awareness, responsible decision making and relationship skills. Students participated in weekly lessons to improve their confidence and understanding of how to deal with challenging situations at school and home. The skills students learnt assisted them to improve their social skills and have successful and positive experiences at school.

## **Culinary School**

Students in Years 2-6 who attained Silver or Gold behaviour levels throughout the year, were given the opportunity to attend the Culinary School Punchbowl. The students learnt about the historical significance of certain foods and participated in weekly interactive sessions involving food preparation. The program aligned itself with the PDHPE Curriculum and focused on Healthy Eating and Making Positive Choices. All students received a chef's apron and hat upon completion of the program. Students were provided with a unique experience filled with culture, creativity, education and fun, as a reward for their excellent behaviour and hard work at school.

## **Specialised Visual Art Groups**

Selected students across K-6 had the opportunity to participate in a 'Specialised Visual Arts Program' each week, where they produced beautiful artworks. The students experimented and implemented different artistic techniques to use whilst drawing, colouring and painting. Students produced artworks with interesting colour harmonies by using colours from the warm or cool side of the colour wheel. They created optical illusional art consisting of abstract patterns, whilst experimenting with distortions of size, length, position and curvature.