

Wiley Park Public School Annual Report



2017



4553

Introduction

The Annual Report for 2017 is provided to the community of **Wiley Park Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Rene Demos

Principal

School contact details

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Message from the Principal

Our school community continue to value and strongly support our school programs and procedures.

The community have a high regard for the school and the dedicated hardworking staff and our enrolments continue to grow.

This year we have continued making improvements to our teaching and learning by employing additional staff through our Resource Allocation Management (RAM) funding to support gifted and talented programs and support students with learning needs.

All staff has been involved in rigorous professional Learning in Literacy, Numeracy, Technology, Peer Support and Integration Programs.

The appointment of 2 Deputy Principal Instructional Leader positions has been an asset to the school. The Instructional Leaders are supporting and mentoring teachers to improve student results and build the knowledge of teachers in Literacy and Numeracy.

Many new resources continue to be purchased to support our teaching.

This year we have purchased 60 additional chrome books making 270 in total in the school. New LED interactive screens will also be purchased so that every classroom is well catered for.

A School as Connected Communities (SACC) position began in our school this year who will be employed for the next 2 years.

With the support of our SACC, the school have run numerous community workshops, early learning playgroups and we have continued our partnership with BCA a National Training Organisation to offer accredited training for our community. This year we congratulated 2 groups receiving graduation certificates.

Again 2017 has been an enriching and productive year.

Wiley Park Public School is truly an exemplary example of a quality Public Education.

Mrs Rene Demos

Principal

Message from the school community

This year our school Parents and Citizens group meets two times a term and eight times a year. The meetings allow the school community to be informed on the happenings of the school and allows the community to discuss ways of continually improving the communication, contact and educational opportunities for all our parents/community.

In 2017 the employment of our own School as Community Centre (SaCC) position who has been such an asset to our school. The school alongside with the Community Centre provided educational workshops for the community.

Each year the school organises a visit to Parliament House with the support of Mr Jihad Dib our local MP.

The P&C and community appreciate all the hard work and dedication from all the Wiley Park staff and thank them for their ongoing support of our children. We thank the members of the P&C, the parent community for their great work this year.

Hasna Ahmad

P&C President

Message from the students

The Student Representative Council is made up of two representatives nominated by the students in each Year 3, 4, 5 and 6 class.

At the fortnightly meetings the students discuss the suggestions received from their classes which were then voted on. Once proposed to the staff, the SRC worked collaboratively to achieve the goals, aiming to build a better community at Wiley Park Public School.

In 2017, the students have supported many different organisations. The students displayed strong teamwork to plan and organise fundraisers. The SRC held their very first fundraiser in Term One to support "The World's Greatest Shave". The members of the SRC decided to have 'crazy hat/wig' day and raised over \$700. The SRC held a "Beanies for Brain Cancer" fundraising day to support both Camp Quality and Bear Cottage. The students participated in a free puppet show held by Camp Quality. This fundraising day was held in the beloved memory of Zane Arja, an ex-student of Wiley Park Public School. The SRC along with the staff and community raised over \$3,000. Wiley Park Public School supports the Stewart House Foundation in many ways, this year the SRC decided to hold a whole school fundraiser and had a Superhero day. There were lots of superheros and the school successfully raised over \$400. In Term Four the students and staff raised money to support the Pink Ribbon Foundation, as a community \$800 was raised.

The students also discussed the importance of bathroom hygiene and the monitoring of bathroom behaviour. The SRC also assisted with playground issues such as students being out of bounds. Wiley Park Public School were very lucky to receive a donation from Bass Hill Woolworths where each class received an educational geography pack of World Explorer cards and maps.

The SRC also took part in the Campsie Police Christmas Appeal where they collected new gifts from students and staff which were then distributed to disadvantaged families in the community.

Students have acquired leadership skills demonstrating an ability to coordinate events within the school showing great initiative, responsibility and collaboration.

Miss Shelton and Mrs Malifa

Safa Habib 5/6W and Hajra Naseem 6AS

SRC Coordinators

SRC Representatives

School background

School vision statement

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

School context

Wiley Park Public School (WPPS) is located in Sydney's South West. The school population of 601 students consists of 98% of students from language backgrounds other than English (LBOTE) including 22 students who are refugees. There are 39 languages and 31 countries of origin represented in the school with the largest language groups being Arabic (42%), Bengali (14%), Vietnamese (6%), Samoan (6%), and Urdu (6%).

Student learning is supported by the English as a Second Language (ESL) and New Arrivals programs, Arabic, Samoan, Bangla and Vietnamese community language programs, Reading Recovery and learning assistance programs.

Community programs which operate in the school include: Schools as Community Centres (SaCC), Good Beginnings multicultural playgroup. WPPS has productive partnerships with Books in Homes Australia, Australian College of Physical Education, Sydney University, University of New South Wales, Notre Dame University and Canterbury Community volunteers.

The school community is identified as low socio economic and receives additional funding to address equity issues through the Resource Allocation Model.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework. The results of this process indicated:

Learning

In the domain of Learning and strategic direction 1 of our School Plan, our focus has been on **creating engaged successful learners who achieve their potential**. Wiley Park Public School prides itself on supporting students in all aspects of their learning to establish the key principles of access and equity for all learners. We continue to look at ways to actively collect and use information to support students. Our transition programs, with a particular focus on streamlining our Early Stage One and Special Education Unit intake to best support our students' needs are constantly reviewed and refined. Wiley Park Public School staff have created a supportive and collaborative learning culture within the community. Parents take an active role in their child's education by attending forums such as Meet the Teacher and parent workshops and New Kids First Early Learning Playgroup Program, which have been greatly received. Parents were instrumental in the process of lifting the community image of the school by acting as the focus group to design and implement the new school uniform and our new school reporting system. The school in responding to a changing world, provides students with opportunities to engage in a range of activities, including, Whole School Fundamental Movement Skills Program, PSSA, Musical opportunities, Drumming Troupes, Vocalist Programs, Environmental Programs and Gardening club. All these opportunities have provided our students with the various means to reach their full potential as a "Whole Child". Our continued work in the area of new curriculum development and implementation, has included the implementation of a whole school Spelling Program, ensuring that staff are continuing to align teaching and learning with the New South Wales Syllabus for the Australian Curriculum, in a consistent approach that differentiates for need. The school's strategic direction of high levels of student engagement and achievement is constantly addressed and reviewed. We believe at Wiley Park Public School we are creating engaged successful learners who achieve their potential.

Teaching

In the domain of Teaching and strategic direction 2 of our School Plan, our focus has been on staff participating in professional development across the curriculum in order to deliver high quality classroom practice. In the domain of Teaching, our focus has been to embed and sustain school practices where teachers take responsibility for ongoing learning, professional growth and career development to improve student outcomes across the curriculum. Stage Leaders and the Instructional Leaders work closely with teachers to regularly interpret and use data to inform their teaching programs and pedagogical practices. Evidence of differentiation is seen across the school but in particular within key milestones for transformative practices in Literacy and Numeracy. Staff have embraced the new Professional Development Plan process. Teachers are required to align their professional development goals to the school's Strategic Plan and reference this when applying for professional learning activities. This alignment of professional goals and the Strategic Plan has built commitment to supporting whole school programs such as the English Concepts and has ensured relevance for individual professional learning. As a result of the collaborative culture and a willingness to engage with other colleagues, staff at Wiley Park Public School have led and participated in wider collaborative networks with other schools. Staff have been able to share their expertise and celebrate their success with the wider community. The school strategic direction of quality classroom practices and professional learning is constantly addressed and reviewed. We believe at Wiley Park Public School, our staff is participating in professional development across the curriculum in order to develop high quality classroom practice. When designing and implementing whole school professional learning, priority is given to focus areas as reflected in staff Professional Development Plans.

Leading

In the domain of Leading and strategic direction 3 of our School Plan, our focus has been building on a positive school culture supported by collaboration within our school and across community of schools. We have developed a strong commitment, where Wiley Park Public School is being recognised as a central part of our community. Through productive relationships with external agencies such as universities we aim to improve educational opportunities for students. Through the HUB project, our work with The University of Notre Dame, Wiley Park Public School endeavours to develop quality experiences for Teacher Education Students by developing the leadership skills necessary for teachers to become quality mentors. As a school we recognise that leadership development is central to school capacity building and we continue to mentor and provide experiences for staff as well as students who are aspiring school leaders. We also understand that creative and innovative ways of using school resources can help maximise student learning. Our Parents and Community meet regularly with the Principal and our SaCC facilitator once a month to discuss school matters. The employment of a School as Community Centre facilitator has seen more parent workshops and parent conferences offered to our community. We have investigated using our teaching and learning spaces in a flexible and fluid way to maximise learning opportunities. As a school we are committed to ensuring that the school is well resourced to support newly created units of work to meet new Syllabus requirements and that current technologies are accessible to staff and students.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework please visit:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Creating engaged successful learners who achieve their potential

Purpose

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

Overall summary of progress

Getting on Track

In 2017, Wiley Park Public School employed 2 Instructional Leaders to work with teachers to gain expertise and knowledge in differentiating and targeting instruction to improve student Literacy and Numeracy outcomes.

The Whole Child

At Wiley Park Public School this year, we have continued a range of programs in 2017 to help and support the social and emotional needs of our students. Our K–2 Music program with a singing focus and 3–6 Drumming program continued throughout the year which provided our students the opportunity to express themselves through music, movement and rhythm.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Demonstrated growth across multiple assessment including NAPLAN, PLAN, Best Start, L3, Whole School assessment	\$14 000 Data Days	At the end of the year we achieved a revised whole school assessment database and K–6 teachers have all been involved in Data Days with DP Instructional Leaders to examine data and set goals.
Increased number of students engaged in a variety of learning opportunities which develop the whole child.	\$80 000 to support the music program \$3000 Sensory Garden	At the end of the year we achieved continued music tuition for all students K–6 to include the Support Unit. Students have had numerous opportunities at school and during community events to showcase newly acquired music skills. We also achieved the set up and launch of additional places for students to play and engage, including the Social Room, the Chill Out area and the Sensory Garden.

Next Steps

- Ownership of learning and self–reflection through visible learning.
- To further develop a learning culture in the school where students take more responsibility for their learning.



Strategic Direction 2

Staff participating in professional development across the curriculum in order to deliver high quality classroom practice

Purpose

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

Overall summary of progress

Curriculum

Curriculum planning using the NSW syllabus through implementing the use of the school Spelling Scope and Sequence through assessment tasks and recording on the school assessment database. English, HSIE/Science units of work continued to be implemented and reviewed by each stage.

Professional Practice.

Instructional Leaders and executives lead the professional practice throughout the school through ongoing Professional Learning Data days each term, demonstrating and supporting quality teaching and working with ES1 classes through the L3 model.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved professional implementation of evidence based programmes to deliver high quality classroom practice	\$4000 Spelling Program	At the end of the year we have successfully implemented a new whole School Spelling Program as well as written quality units of work across KLAs that are evident in programs and classrooms to support new syllabus documents.
Demonstrated enhanced staff knowledge of NSW Syllabus for the Australian Curriculum content and ability to effectively communicate student achievement to families	\$7000	At the end of the year teachers successfully implemented the English units, HSIE and Science units for the odd year cycle.
Professional Learning Plan goals linked to Professional Development schedule.	\$14 000 L3	At the end of the year we have achieved improved classroom practices including L3 and targeted programs for identified students.

Next Steps

- Opportunities for staff to lead professional discussions with colleagues and evaluate practice around curriculum.
- Provide differentiated professional learning opportunities that address the needs for all teachers relevant to their experience level.
- To improve consistent teacher judgement when analysing student data to improve classroom and teaching practices.



Strategic Direction 3

A positive school culture supported by collaboration within our school and across our community of schools

Purpose

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

Overall summary of progress

Educational Communities

The focus for Educational Communities in 2017 was the employment of a SaCC (Schools as Community Centre) Facilitator to work with the school and the community and continue with the effective transition programs to support students beginning their school life through the Leapfrogs programs and supporting students leaving Wiley Park Public School through transition and Orientation Days.

Partnerships with Parents

Parent and community involvement has continued with the SaCC (Schools as Community Centre) Facilitator working with parent and community members to become part of the Wiley PArk Public School community. The school provided workshops and projects to continue parent engagement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Stronger links with schools, collegial networks, community businesses and organisations.	\$41 000 to support the Transition Program and Kids Early Learners Children's Playgroup	In 2017, we have been able to secure a permanent SaCC Facilitator, established strong transition programs and provide high quality parent workshops across a range of different topics
Increased parental engagement with the school and local community across multiple points of access.	\$10 000	In 2017, we have been able to develop numerous access points to engage our parents with the school and local community and involve our parents in the continued events and in areas across the school including supporting in classrooms as well as the sensory and vegetable gardens.

Next Steps

- Parent workshops on their role in supporting whole school improvement measures.
- To continue to promote community involvement through special events and celebrations.
- To review our transition and integration programs making sure they address the needs of our students and community.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2583	Funding used to support students in the classroom with resources.
English language proficiency	\$486,048	Funding was used to employ additional teachers and SLSO's to work across the school to support student learning. All staff took part in Data Days to support the quality programs designed to improve student outcomes, with a particular focus on Literacy. The staff also took part in numerous PL opportunities, including using Continuums and EaFS initiatives to support student learning, programming and planning and developing assessment tools. Funds were also used to write quality units of work and resource them appropriately to support classroom programs.
Low level adjustment for disability	\$202, 203	<p>The school was able to provide Professional Learning for staff in developing and resourcing quality intervention strategies to support targeted students. Parents were also trained in supporting students as parent helpers in Stage 1 and 2 classrooms and this has resulted in additional support for identified students. As a school we also provide additional SLSO support to target the needs of identified students.</p> <p>Across the school we have achieved improved students outcomes including:</p> <p>85% (Reading) and 65% (Writing) of Kindergarten students are achieving Stage appropriate benchmark levels.</p> <p>58% (Reading) and 57% (Writing) of Year 1 students are achieving Stage appropriate benchmark levels.</p> <p>77% (Reading) and 64% (Writing) of Year 2 students are achieving Stage appropriate benchmark levels.</p> <p>44.4% greater than or equal to expected growth in Reading.</p> <p>56.3% greater than or equal to expected growth in Writing.</p> <p>62% greater than or equal to expected growth in Grammar and Punctuation.</p> <p>48.6% greater than or equal to expected growth in Numeracy.</p>
Quality Teaching, Successful Students (QTSS)	\$45 404	Used to utilise the skills of a highly experienced teacher to mentor staff in Quality Teaching practices.
Socio-economic background	\$427 704	Additional Classroom Teachers were employed to support teaching and EAL/D programs and funds were also allocated for Professional Learning in L3 and Reading Recovery to support student outcomes through research based quality programs.

Socio-economic background	\$427 704	As an identified EaFS school we have also used funding to support quality classroom practices and the development of resources. The school has also developed an Early Learning Playgroup designed to support parents and children as they transition into Kindergarten. Through this program parents are engaged in numerous workshops and children are exposed to opportunities that help develop their school readiness. As a school we have 2 CLOs that work closely with the staff and the community on identified projects to support student outcomes. The introduction of a Sensory Garden and improved Chill Out area have resulted in identified students feeling safer and more comfortable in a smaller playground environment that best supports their needs.
Support for beginning teachers		In 2017 we have not had any newly appointed permanent teachers who would qualify for Support for beginning Teacher funding.
Targeted student support for refugees and new arrivals	\$13 566	Programs to support refugee students and families transition into school and the community, e.g. Start Program.
Hub School Project	\$95 000	In 2017, Wiley Park Public School has continued working with the University of Notre Dame to develop projects and products that support Teacher Education Students during their training. This project has included the review and development of policies, procedures and products tailored to the needs of the school and the university. As a result, the school has received from Notre Dame University the Teacher Education Award in the category of Professional Experience for Excellence in the Supervision of Teacher Education Students.
Technology	\$30 000	This year we have continued to find innovative ways to enhance Technology through the curriculum. Staff have continued to participate in various Professional Learning sessions both at school and with external providers to develop their knowledge and understanding. In 2017 we have purchased an additional 60 Chrome Books and 2 trolleys that are used in classrooms to support learning. As a school we have also upgraded our resources and purchased sound bars to support the 20 flat panel LED screens installed in classrooms.
Policies and Registration	\$1000	In 2017 we undertook an extensive Validation process that included opportunities for reflection and collaborative dialogue, as a result of this process we were able to review and celebrate our current school practices and initiatives and identify future directions for the 2018–2021 School Plan. We continue to review our policies and practices and refine them where necessary. We have begun looking closely at our school practices and documentation to support the Registration process.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	284	294	307	329
Girls	234	238	260	272

Student numbers have continued to grow steadily each year and in 2017 Wiley Park Public School has a student enrolment of 601 students.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.9	93.2	93.1	91.8
1	95.7	91.5	93.4	92.3
2	95.3	93.4	92.3	92.3
3	96.7	93.5	92	92.5
4	95.4	93.7	91.3	92.3
5	96	93.6	94.6	91.5
6	95.2	94.7	93.1	94
All Years	95.4	93.3	92.8	92.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

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

- HSLO and DP review attendance once a term.
- Consistent communication with parents by notification letter, telephone or interview.
- Stringent adherence to HSLO procedures.
- Meetings between the HSLO, Deputy Principal and Parents to discuss areas of concern and ways the school can support improved attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	24.73
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	1.3
Teacher Librarian	1
Teacher of ESL	4.6
School Counsellor	1
School Administration & Support Staff	8.06
Other Positions	3.4

*Full Time Equivalent

In 2017, no members of the workforce identify as being of Aboriginal or Torres Islander descent.

Workforce retention

Throughout the year Wiley Park Public School has seen positions advertised through merit selection and expression of interest. These positions include an Instructional Leader, Assistant Principal and Student Learning Support Officer (SLSO).

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	40

Professional learning and teacher accreditation

The teaching staff at Wiley Park Public School participated in a number of professional learning activities designed to build the capacity of staff to achieve some of our key priorities as set out in our School Plan. As well, staff has been involved in professional learning programs that have built the capacity of early career teachers, current teachers and aspiring and current school leaders.

During 2017, Wiley Park Public School had no New Scheme Teachers accredited as proficient no new scheme teachers maintaining accreditation at Proficient level.

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

- Two teachers attending a workshop on Key Word Sign Basic.
- Two teachers attending a Peer Support Implementation Workshop.
- Two teachers updated their CPR training with St John's Ambulance.
- Two staff members attended a School Gardens Workshops.
- Two staff members attended training using NAPLAN online.
- Two teachers attended a workshop to support students from refugee backgrounds (STARS).
- Two staff members qualified as the school's Anti Racism Contact Officers.
- Four staff members attended training to complete L3 professional learning.

Individual staff also had the opportunity to participate in training and workshops including Early Literacy Intervention, Music, Managing NDIS, Early career Teachers, Formative assessment and Network meetings.

Whole school professional development included workshops in the following areas:

- Reading Eggs and Matific
- Higher levels of Accrediation
- Health and safety
- EALD progressions and running records
- Assessment and NAPLAN
- Validation
- Supporting students with disability
- Report writing and Roll Marking

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	446,731
Revenue	7,396,026
Appropriation	7,244,534
Sale of Goods and Services	37,432
Grants and Contributions	99,552
Gain and Loss	0
Other Revenue	7,681
Investment Income	6,827
Expenses	-6,489,034
Recurrent Expenses	-6,489,034
Employee Related	-6,082,125
Operating Expenses	-406,909
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	906,992
Balance Carried Forward	1,353,724

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,758,088
Base Per Capita	91,778
Base Location	0
Other Base	3,666,310
Equity Total	1,118,538
Equity Aboriginal	2,583
Equity Socio economic	427,704
Equity Language	486,048
Equity Disability	202,203
Targeted Total	770,629
Other Total	1,014,904
Grand Total	6,662,160

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

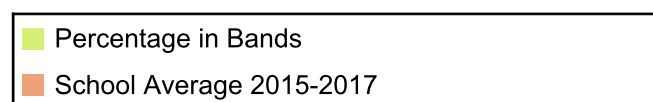
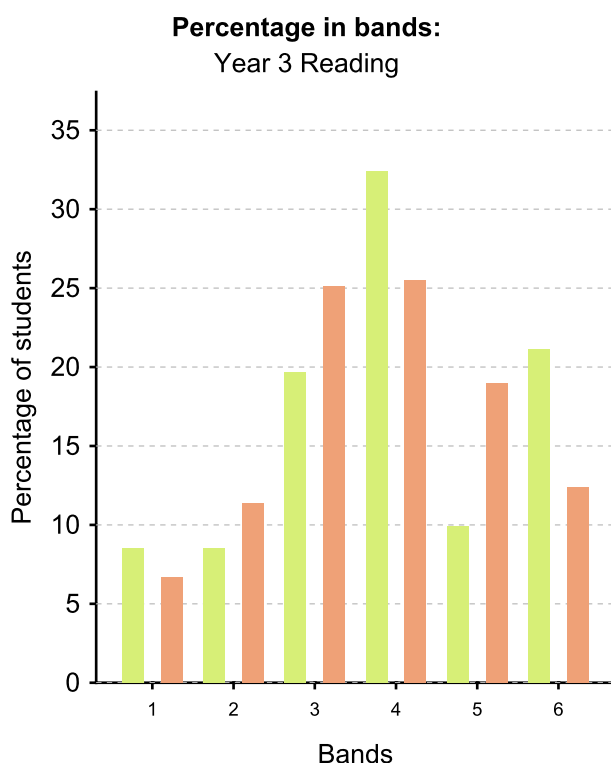
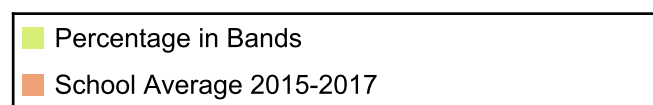
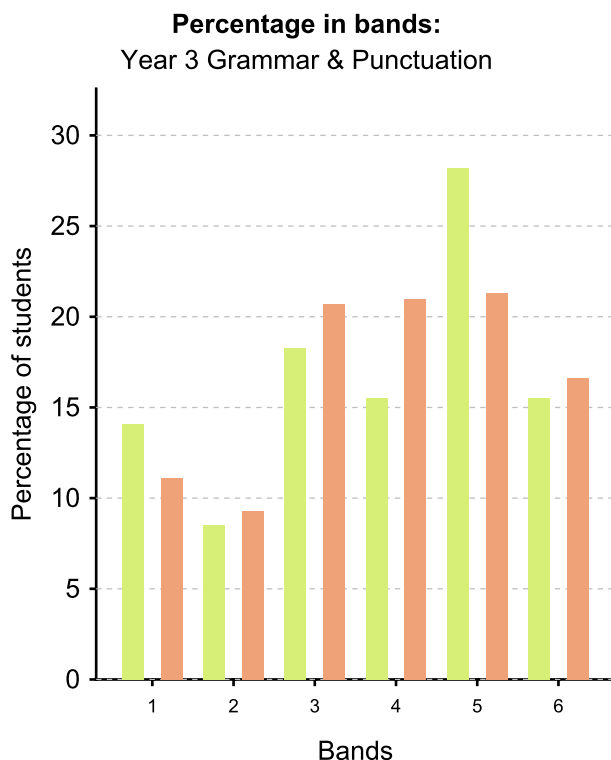
School performance

Students in Year 3 and Year 5 continue to demonstrate improvement and sound achievement in NAPLAN assessment in Literacy.

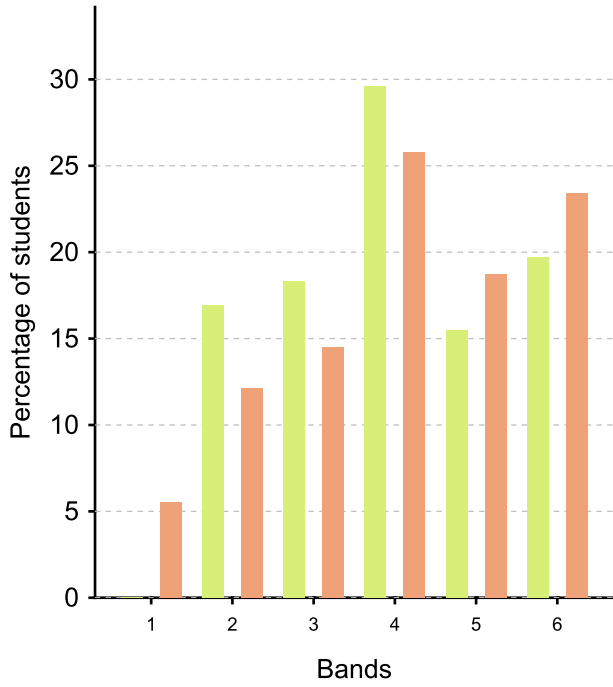
Students in Year 3 this year showed a continued positive trend of increasing performance above National Minimum Standards. Across Reading, Writing, Spelling and Grammar and Punctuation, there have been measurable reductions in the number of students achieving below National Minimum Standards. In Reading in Year 3, there has been a significant increase with over 80% of students achieving results at or above grade level. In Writing, there has been a significant decrease in the number of students working below grade level in comparison to the last 3 years. 40% of students are working at grade level while an improved 50% of students are achieving results higher than grade level.

In Reading, over 60% of Year 5 students have achieved results at grade level or above. Writing in Year 5 has continued to improve on previous years with over 80% of students testing at grade level.

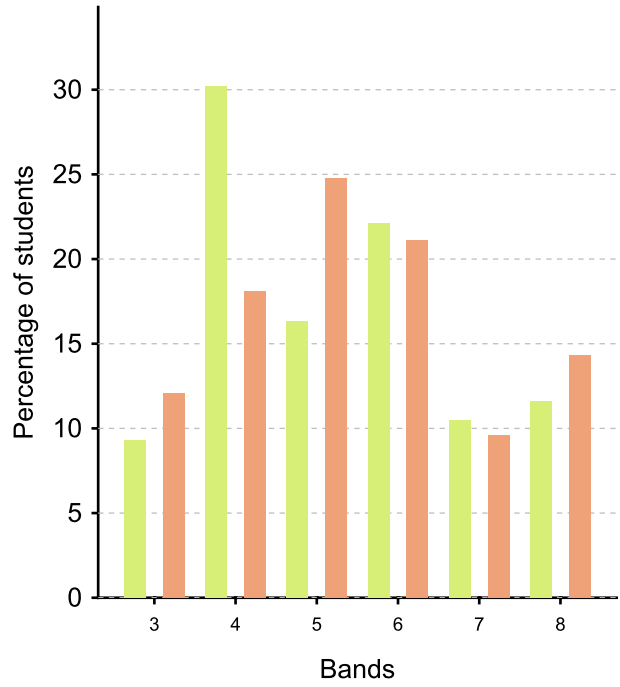
To further develop the capacity of students in Literacy, two Instructional Leaders have been employed during 2017 to target support in classes from Kindergarten to Year 2. Additional Classroom Teachers will be focusing on Reading in Years 3, 4, 5 and 6.



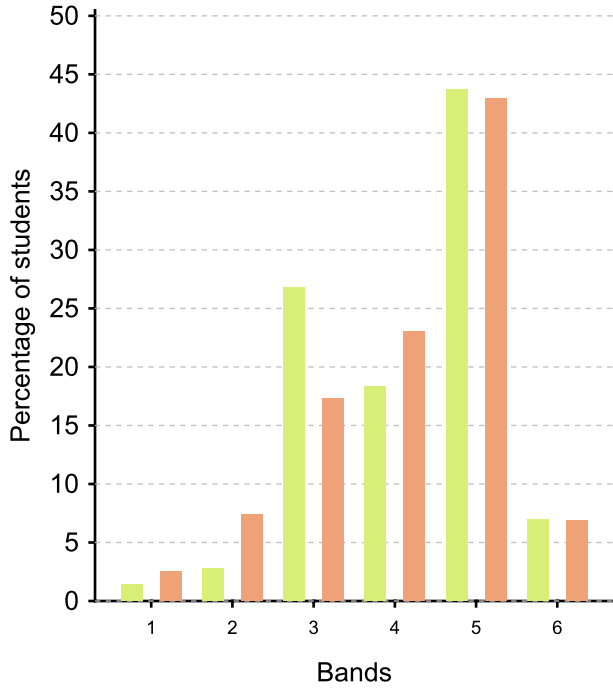
Percentage in bands:
Year 3 Spelling



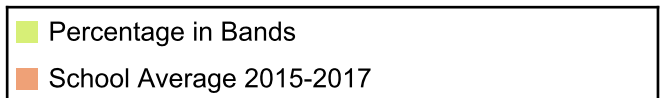
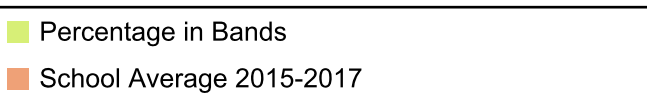
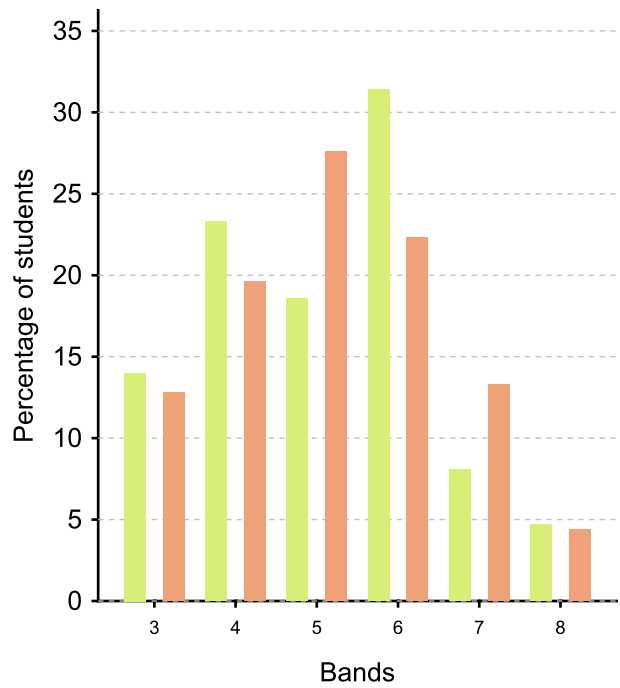
Percentage in bands:
Year 5 Grammar & Punctuation



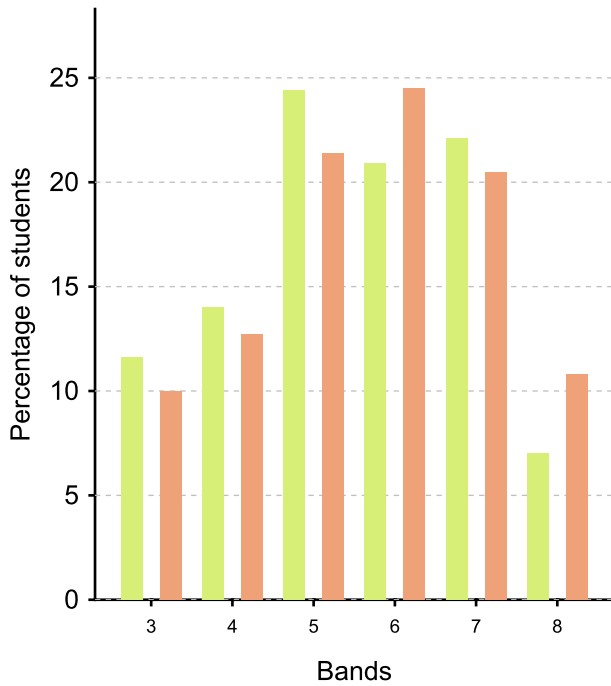
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling



Students in Years 3 and 5 have demonstrated continued strong achievement and growth in Numeracy.

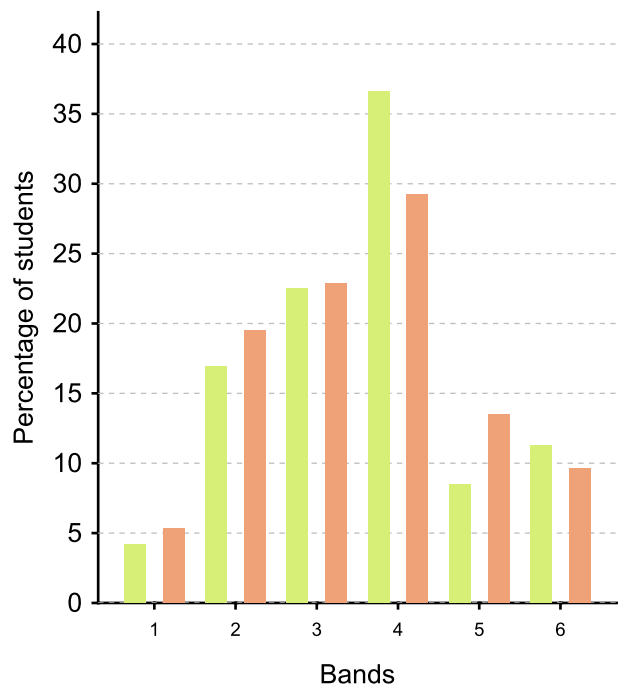
When compared to 2016 achievement there has been a considerable increase in the number of students achieving bands 4 and 6 in Year 3. There has also been a significant increase in the number of students achieving in bands 5 and 7 in Year 5.

Over 50% of students in Years 3 and 5 have achieved grade level results while 20% of students in Year 3 and 15% of students in Year 5 are achieving results above grade level.

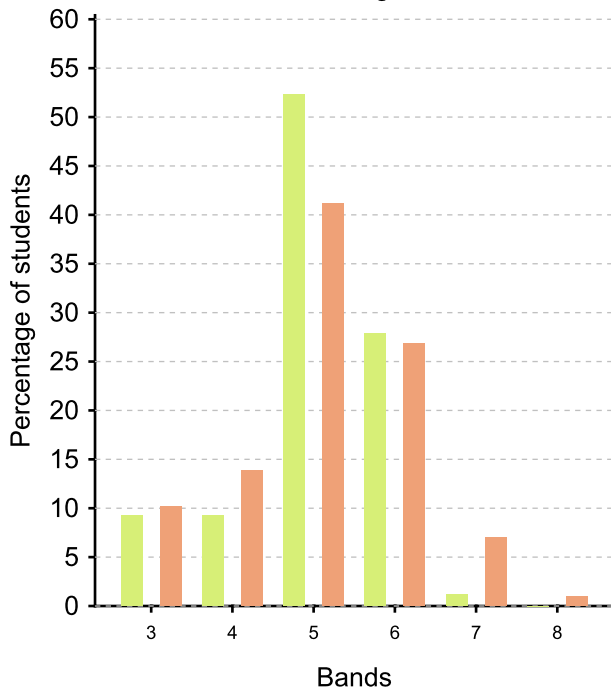
Numeracy will continue to be a focus of development for teachers in 2018 with targeted professional learning and implementation of in school standardised assessments to extend the available data to inform teaching.



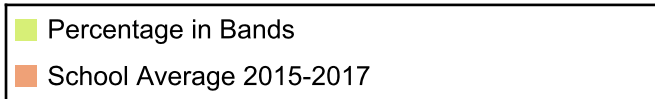
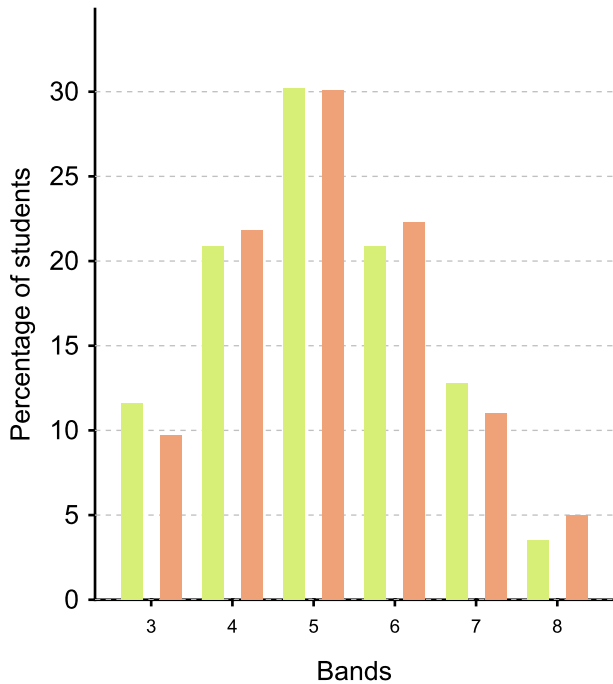
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



In 2017, there has been a considerable increase in the number of students in the top two bands for Literacy and Numeracy in both Year 3 and Year 5. Additional classroom teachers have been utilised to conduct focus groups in order to extend all students across K-6 in the areas of Literacy and Numeracy.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are below.

Students

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

- 84% of students have a positive sense of belonging.
- 97% of students value schooling outcomes.
- 86% of students try hard to succeed in their learning.

Teachers

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

- 73% of teachers agree that school leaders have helped establish challenging and visible learning goals for students
- 88% of teachers indicated that they establish clear expectations for classroom behaviour.
- 86% of teachers indicated that they set high expectations for student learning.
- 80% of teachers indicated that they use assessments to understand where students are having difficulty.

Parents

Parents and caregivers of students were invited to attend workshops run by teachers at the school in the areas of Peer Support, Bullying, Reporting, Homework and the Support Unit and communication strategies for parents to use with their children. Parents provided feedback in regards to the content of the workshops and the key findings include:

- 100% of parents indicated the the workshops were useful.
- 95% had a better understanding of the content discussed at the workshop.
- 85% provided suggestions or comments related to the workshops.



Policy requirements

Aboriginal education

Wiley Park Public School is committed to the continual improvement of the educational outcome and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.

In 2017, three students identified as being Aboriginal and/or Torres Strait Islander descent.

Wiley Park Public School promotes the inclusion of Aboriginal perspectives in the teaching programs to ensure student education opportunities are well rounded. The school also promotes respect of the unique and ancient culture of the Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land in all assemblies and an Acknowledgement of Country plaque displayed in the school.
- Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first people.

Multicultural and anti-racism education

The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism.

The ARCO role involves promoting the values of respect for all races and cultures and our school rules of showing respect, being a problem solver, being safe and being a learner help support these values. Students, teachers, parents and the community are doing a very good job of living together in harmony.

Two teachers have completed training and 3 teachers are accredited as ACRO contact officers.

There were no reported incidents of racism in 2017.

Other school programs

Instructional Leadership

At the start of 2017, our school became a part of the Early Action for Success Phase 2 Initiative. Two Instructional Leaders were appointed to Wiley Park Public School to work directly with teachers to build student and teacher capacity in the area of Literacy and Numeracy as well as implementing school based planning decisions as outlined in the School Plan.

Strategic Direction 1: Creating engaged successful learners who achieve their potential. Throughout the year, Instructional Leaders have worked closely with staff across K–3 to support effective, high quality

learning and coaching in delivering Literacy and Numeracy initiatives.

Outcome:

- Implementation of Language, Literacy and Learning (L3) in Early Stage 1

- Provided appropriate support for students in Writing by explicitly teaching all components of the Writing process across K–2.

- Working with all staff to embed and teach strategies for the explicit teaching of reading throughout all subject areas (Focus on Reading)

- Building Numeracy Leadership by beginning to apply a more explicit and systematic conceptual framework for teaching Number and Algebra in K–2.

Impact:

The implementation of Language, Learning and Literacy intervention program in Early Stage 1 has strengthened teacher capacity and teaching expertise in targeting reading and writing. It has complimented the daily Literacy Program for Kindergarten students who do not bring a rich literacy background to their first year of school. Students received explicit instruction in reading and writing strategies in small groups in a daily literacy lesson. Students then rotated to independent or group tasks which supported their learning in all aspects of Literacy. As a result, over 83% of Early Stage 1 students are working on track in Literacy. By gathering feedback on teaching and learning programs and data at the end of semester 1, results indicated over 51% of students in Stage 1 were struggling in writing. Therefore, Instructional Leaders worked closely with stage leaders and staff in carefully designing and implementing learning programs which were intended to support teachers in making decisions about pedagogies and practices employed in the explicit teaching of writing. These included teacher coaching in programming, mentoring and in-class support, consistently modelling best practice. The explicit teaching of reading strategies has enabled students to access increasingly complex texts which they are required to comprehend. The explicit focus on building background knowledge and vocabulary has provided staff with the knowledge and resources to develop, support and maintain changed pedagogy. Teachers in K–2 are applying a more explicit and systematic conceptual framework for teaching Number and Algebra through fluidity and flexibility with numbers. Students are making better sense of what numbers mean, understand their relationship to one another, and are working to applying these numbers in real world situations. Over 85% of Early Stage 1 students are working beyond the stage of Early Arithmetic Strategies for the end of kindergarten.

Strategic Direction 2: Instructional Leadership has provided support for teachers in developing the skill to effectively use ongoing assessment for learning

strategies to personalise learning in Literacy and Numeracy using tiered intervention and instruction.

Outcome:

- Teachers systematically collect, analyse track and monitor students every 5 weeks
- Data Day presentations at the end of each term in order to support and enable quality teaching practices as well as support effective, high quality learning and coaching in delivering initiatives throughout the school.
- Delivering professional learning to stage groups according to need.

Impact:

Collecting and analysing data regularly has enabled teachers to employ quality teaching practices in order to support learning opportunities for all students. This has ensured students achieve personalised learning goals through effective differentiation, continuous monitoring and feedback and appropriate intervention. Data day presentation and discussions has resulted in building a strong learning focused school culture built on trust and collaborative practices. Using a framework for collaborative inquiry, Instructional Leaders have worked with stage groups across K–6 to focus on student learning. Leading professional learning across the school, teachers are employing effective Literacy and Numeracy practices in order to strengthen their capacity and teaching expertise.

Schools as Community Centre

In March 2017, the position of Schools as Community Centre facilitator was appointed to Wiley Park Public School to assist our diverse Community. The Community Centre welcomes and includes all members of our Community.

The Community Centre has offered parents and children informative workshops and programs to assist with knowledge and growth. Alongside, Wiley Park Public School, these workshops have delivered information on Homework, Reading and Literacy, Bullying, Reports, Sports and Special Needs.

In partnership with many local organisations such as Riverwood Community Centre, Bankstown Women's Health Centre, Metro Assist, the Multicultural Network and Campsie Police, the Community Centre has provided the following programs, Triple P Positive Parenting, Skill Me, Mindfulness, Cybersafety and Safety around the Home.

Wiley Park Public School's New Kids First Early Learning Playgroup Program commenced on Friday, 28th July 2017, with future Wiley Park students coming together to learn, grow and connect. The children enjoyed many planned indoor and outdoor activities. This newly supported Early Learning Playgroup will assist and prepare future students and parents for school readiness.

Special Education 2017

Wiley Park Public School has a Support Unit with four classes for children with disabilities. The Support Unit has one class for students with a mild intellectual disability, one class for students with a moderate intellectual disability and/or autism, and two classes for students with autism. These classes are supported with a Student Learning and Support Officer (SLSO).

Students access the curriculum in all key learning areas. All students have a Personal Learning Support Plan (PLSP). These plans are developed in consultation with parents to closely focus on the student's learning needs and academic goals. Strategies to achieve these goals are shared to further personalise teaching and learning programs. Parent meetings occur formally three times per year, incorporating PLSP meetings and an Annual Review meeting to discuss appropriate student placement, and report on their academic, behavioural and social abilities.

Children are integrated into various aspects of the school's routine. All students have had the opportunity to participate in Acknowledgement Days, In School events, School Assemblies, the Whole School Fitness Program, Playground Integration and Special Events alongside their mainstream peers. Additionally, many students in the Support Unit have access to a variety of integration opportunities according to their individual needs and abilities.

The Support Unit values Transition Programs for new student enrolments and students transitioning to the High School setting. In 2017, High School teachers were invited to meet Year 6 students in their current classroom context. New student enrolments for 2018 were supported with a personalised Transition Plan and visited throughout Term 4.

The Support Unit aims for continual improvement and this year our achievements include providing professional learning to the parent community and school staff, hosting Support Unit viewings to share information with other local teachers, facilitating High School teacher visits to support Transition programs, enhancing reporting formats and staff training in Key Word Sign and Health & Safety procedures to support staff and assist students.

Academic Programs

Reading Recovery

Reading Recovery is a research-based intervention program aimed at accelerating literacy learning and reducing reading and writing challenges by targeting those students performing in the lowest 20% of Year One. The goal for Reading Recovery is to accelerate students and ensure that they acquire strategies that will allow them to participate fully and independently in class with their average peers.

Within a 30 minute lesson framework, Reading Recovery teachers design individualised activities that cater for each individual student's needs. The lessons are intended to support comprehensive classroom instruction and ensure that students are engaged in reading and writing opportunities at their instructional level. This year 19 students took part in the program. All students more than doubled their initial reading and writing level and 9 students completed and discontinued the program. Students were able to transfer the knowledge learnt in these sessions and implement it in their daily learning in the classroom. Monitoring of previous Reading Recovery students currently in Years 2 and 3, indicated continued significant progress in reading, spelling and writing by most students.

Best Start

Best Start is an assessment and teaching tool that allows Kindergarten teachers to assess the knowledge and skills that children have in Literacy and Numeracy. It involves an in-depth assessment of students when they first arrive in Kindergarten and includes ongoing assessments throughout the year. The assessment provides teachers across New South Wales a common set of high quality assessment tools. Student's progress is assessed and monitored using the PLAN software. The abundance of information gathered enables the establishment of explicit Literacy and Numeracy programs that cater for all students and allows for a differentiated teaching program to help each individual student to move successfully along the continuum.

100 Days of Kindergarten

In Term 3, Early Stage 1 celebrated '100 Days of Kindergarten'. The School invited Kindergarten parents to join their children in the celebration of this milestone, acknowledging student's growth and academic achievements. On the day, Kindergarten parents were invited into classrooms, providing them with the opportunity to observe high quality lessons and participate in learning activities. It was an incredible day for all Kindergarten staff, students and parents.

Kindergarten Orientation

Kindergarten Orientation was held in Term 4. The aim of the session was to establish positive and collaborative relationships between the school and the community, ensuring a smooth transition into Wiley Park Public School. The day involved Kindergarten 2018 students taking part in a series of activities in classrooms with Kindergarten teachers and an assigned Stage 3 Buddy. Parents were welcomed and given an orientation that featured an overview of the school and its expectations regarding behaviour, attendance, uniform and homework. A nutritionist from the Cancer Council introduced parents to the Healthy Lunch Box website and promoted the importance of healthy food habits. A number of our Kindergarten 2017 parents and P&C members were there to assist and provide parents with additional support and advice.

The program resulted in a solid foundation for an ongoing relationship between parents, students and the school community. Many parents commented that they welcomed the opportunity to meet other parents and share their concerns, thoughts and feelings. All children attending the program were given a 'Ready for School' pack that included resources to develop fine motor skills and activities parents can use at home to help transition children to school.

Public Speaking

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

Students from each stage were chosen to represent the school and competed at the 2017 Multicultural Perspectives Public Speaking Competition at Padstow Park Public School and 2017 Canterbury Network Public Speaking Competition at Banksia Road Public School. This has been a wonderful experience for all our students and they were commended for their excellent prepared speeches and confidence on stage.

Special congratulations to Cordelia who was awarded Highly Commended Certificate for the Stage 3 Competition.

Peer Support

Year 6 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 'Stronger Together' which focused on Anti Bullying. Students in K-6 focused on positive principles such as fostering strengths, gratitude and kindness towards others. All children had the opportunity to develop skills needed to combat bullying if it occurs.

Excursions and In school Events

Book Week – Escape to Everywhere

In 2017, the theme for Book Week was 'Escape to Everywhere'. We celebrated the week with competitions and a Book Fair whilst exploring the shortlisted books. The highlight of the week being a Performance which brought some of the shortlisted books to life. Both teachers and students found this event extremely worthwhile and most enjoyable.

ANZAC Day 2017

On April 26th, Wiley Park Public School conducted their Anzac Day service in front of the entire school and a number of parents. It was a respectful service, presented with dignity by the School Leaders, who were resplendent in their school blazers.

Both students, made wreathes and brought flowers, and parents with bouquets were asked to come forward and lay the flowers in memory of the fallen soldiers. The RSL and Schools Remember Anzac Commemoration Service has been conducted at the Anzac Memorial in Hyde Park every year since 1953. This year our leaders, along with Miss Hadid, represented our school and lay a wreath as a mark of respect.

The King and Queen of Green

On Wednesday 15 February all students were rewarded for their recycling efforts by watching a performance presented by 'The King and Queen of Green'. The performance was funded by Canterbury Bankstown Council. We thank the council for their generosity and passion for helping the community. The royal couple sent a powerful message about recycling hard plastics, glass, paper and cans in the yellow bins. Our school is working hard to reduce the waste we produce by recycling these materials in the yellow bin on the playground. During the performance, students sang songs, played games that involved sorting rubbish and discussed important topics about their role in saving the environment and keeping it clean. We are hopeful that the important messages taught in the performance will be acted on as students recycle and keep the playground clean.

The AFL Giants Come to Wiley

On Wednesday 10 May 2017, the Great Western Giants came to visit Stage 1 and hosted a Science show. The show covered science concepts taught in class like push and pull and light and sound. Experiments were carried out and the students had a great opportunity to see Science in action.

Stage 1 Elizabeth Farm

In Term 3 Year 1 and Year 2 students had the opportunity to visit the historic 'Elizabeth Farm' in Rosehill near Parramatta. Elizabeth Farm was built for the young military couple John and Elizabeth Macarthur and their growing family in 1793, Elizabeth Farm is one of the oldest homes in Australia. The students had a guided tour through the property to explore the house and immerse themselves in what life was like for the MacArthur's and their hard working servants living at Elizabeth Farm. They learnt what it was like for them to live without running water, bathrooms, electricity or even paved roads. The students also experienced what it was like to do laundry by hand and see what was growing in the kitchen garden that would be used for cooking family meals and observed how the kitchen differed to their kitchen at home. They visited the drawing room and learnt about how the Macarthur's and their guest amused themselves. In the garden, students had an opportunity to play with 19th century children's games that included hoops, skittles, quoits and cup and ball. They finished their tour with having a go at writing with a quill pen and ink and signed their name on a bookplate they were able to take home.

Responsible Pet Care Program

Early in Term 4 students in Kindergarten, Year 1 and Year 2 had the opportunity to attend a Responsible Pet Care session. The program educated the children on what it means to be a responsible pet owner and how to live safely with dogs. The Program teaches students about how to stay safe around dogs and what it means to be a responsible pet owner in the home and wider community including:

- things we should not do to dogs
- how can you tell if a dog is happy, frightened or angry
- a safe way to approach and greet a dog
- what to do if approached by an unknown or aggressive dog

Stage 2 Elizabeth Farm

On the 25th May, Stage 2 visited Elizabeth Farm. This excursion aligned in with their History Unit 'First Contacts'. The students were able to study various convict establishments and they participated in many historic activities such as washing clothes, making music and role plays.

Sharing Our Food and Culture with the Community

On the 14th August, a group of our Year 4 girls along with their family members attended Wiley Park Girls High School for a special Cooking program. This program allowed parents and students to have an opportunity to build stronger partnerships with the staff, parents and students at Wiley Park Girls High School. The program aimed to enhance the cultural appreciation within the community by bridging two schools through food; thus allowing the opportunity to share and learn new food preparation skills. All girls had a great time and cooked up some terrific dishes.

The Giant Buzz

On Wednesday 18th of October, Stage 2 went to a science show organised by the AFL team called The Giants. This show looked at various scientific items such as electricity and magnets. The scientists conducted experiments using items such as plasma balls. The students enjoyed this show and appeared to be fascinated.

Survivor Life Skills

On Monday 15 May 2017, Stage 3 took part in a fantastic in-school visit, "SURVIVOR LIFE SKILLS" that was both practical and interactive. Through a series of "Survivor" like games and challenges students developed their understanding about a range of topics including:

- What and how income is earned.
- Banking, credit cards versus Debit cards.
- Mobile phones, contracts and pre-paid.
- What is a cheque, deposit and withdrawal slip?
- The value of saving.
- How financial decisions can affect an individual.

It was a great opportunity for students to develop their ability to work in teams as well as give them opportunities to think creatively and logically to solve problems.

Stage 3 Elizabeth Farm

On the 17 and 19 October, Year 5 and 6 respectively, went out to Elizabeth Farm for an excursion, "Aboriginal History – Factors that Shape Places" to support their learning in History and Geography. The day was run by the Aboriginal cultural organisation Muru Mittigar. While there, students were put into small groups and rotated through a variety of experiences. Students gathered at the Yarning Circle to hear about life for Aboriginal Australians and passed around traditional hunting tools and about bush animals. They examined samples of bush tucker plants and heard about how they were gathered and prepared, and enjoyed selected tastings. Our students also took part in Aboriginal art activities where they painted a story using signs and symbols. They were also taught, and then given the opportunity, to throw a boomerang.

STAGE 3 Canberra Trip

Forty Stage 3 students visited the nation's capital of Canberra for a 3 day excursion Monday 30 October – Wednesday 1 November 2017. Leaving at 6am the group visited many tourist attractions including Parliament House, Old Parliament House, the National Gallery of Australia, the National Museum of Australia, Mount Ainslie, the CSIRO, the Australian Institute of Sport, the Australian War Memorial and Questacon. At all of the sites visited, the students were taken through an educational program to support their learning about Australian History and Democracy, with a focus being the education program at Parliament House "Who's the Boss". While away the group stayed at Camp Cottermouth.

Community Events:

Harmony Day

In Term 1, our school welcomed parents and community members for the first event of the year, Harmony Day. With a theme of 'Everyone Belongs', we opened the school to welcome our community to the 2017 school year. Students and staff proudly wore orange clothes to demonstrate cultural diversity as their greatest strength. Our visitors enjoyed a picnic lunch with their children in the school grounds before a special assembly that showcased the talents of our students before an audience of more than 200 parents and community members.

Multicultural Family Day

In Term 2, community and family members were invited to our annual Multicultural Family Day. Students were able to wear their traditional dress and enjoyed an extended afternoon tea playground time to eat with community and family members.

Over 200 community members attended the afternoon tea picnic and the school hall was full with family members enjoying an assembly which showcased student performances.

Education Week Open Day

Community and family members were invited to attend Wiley Park Public School's Open Day during Education Week 2017. Parents were invited to visit their child's classroom and stay for an afternoon community picnic with their family. The canteen organised a BBQ lunch for the students. They also sold light afternoon snacks and drinks to the community.

Parents were invited to bring a healthy afternoon snack from home. The school showcased a variety of performances including singing and dancing. The performances were performed by the Senior Choir, Junior Choir, Stage 1, class 5C and 3/4C, Senior Dance Group and Kindergarten. Around 200 community members attended the performance.

Music: Count Us In

Music Count Us In is Australia's biggest school initiative celebrating Music Education and in 2017 involved more than 650 000 students from around Australia. WPPS students from K- 3 joined in the celebrations with a special concert on Tuesday 31st October and then in assembly time on Thursday 2nd November.

The Concert was compered by school leaders – Makalia and Patehama – who led the students on an exciting celebration of Music and Performing Arts at the school. Students enjoyed a number of items from across the Stages as well as a Crazy Musical Quiz that tested their knowledge of all things musical.

The Junior Choir were an integral part of the concert leading the audience in the School Song, the National Anthem and 'Shine Together' which was the theme song for the MCUI 2017. The audience loved singing along with 'Shine Together' (which they had been learning in class) and performed the actions as they sang.

There were other performances from each year group across the Stages. Miss G and 2SK presented a dance to the song 'Vida' by Ricky Martin. Students from 3–6B and 2–6G presented an arrangement of 'One Step at a Time' by Jordin Sparks. The group performed the arrangement very well and it involved students singing, playing the glockenspiels and drumming. Miss Stoubidis and KF performed their version of 'The Monkey Dance' which was a lot of fun!

Mr Michels and 3M presented a performance of the song 'Centuries' which was also accompanied by a fantastic film clip of the class communicating their hopes and dreams for the future.

We are looking forward to celebrating Music Education again in 2018!

White Ribbon Event

Students, teachers and the community came together to march supporting the "No violence against women campaign through Haldon St Lakemba to Parry Park Punchbowl.

Students were also given the opportunity to perform a drumming piece at the end of the March and at Roselands shopping centre. Six students wrote and composed their own Poetry slams and they were performed at various VIP events including Bankstown Womens Centre.

Christmas Celebration

Students at Wiley Park were given the opportunity to learn and perform a variety of Christmas Songs. In December, we held our 3rd annual concert where the students performed the songs they have been learning in class and the SRC presented Campsie Police with a variety of gifts for the less fortunate.

Environmental Education

School's Clean Up Day

On Friday 10th March, staff, students and parents participated in the annual Clean Up Australia Day school event. This event encourages students and community members to think twice about littering and the impact it has on communities and the environment.

Students and staff worked together to clean up litter from their allocated area on the school grounds whilst the parent helpers cleaned up litter from the streets surrounding our school.

kNOw waste – "Worlds Of Waste" workshops

Over 3 days during Term 2, all students participated in Cleanaway's free Primary School Education Program. Students learned about how waste has changed over time and how they can make a difference in the present.

Tree Day

This year, we had two School's Tree day events during Education Week. On Tuesday 1st August, parent volunteers planted an orange and lemon tree in one of our garden patches. On Wednesday 2nd August, each class planted their own flowering pansy, each contributing to beautifying the school and appreciating nature.

Our School Garden and Recycling Campaign

Students from K–6 participated in environmental workshops held at school to promote the reduction of waste and the protection of the valuable environment. A gardening group worked tirelessly every Monday and lunchtime to grow crops, care for the worm farm and increase the compost bin production.

Our relationship with Canterbury/ Bankstown Council has enabled us to run a workshop every term to improve student and community understanding about the importance of recycling.

Creative and Performing Arts

Drumming

Mr Suhandi has continued to lead the Drumming groups within the school. They have worked on a number of items with other classes throughout the year and performed at the White Ribbon Day in November and at Presentation Day. The Drumming ensemble performed at Roselands Shopping Centre for White Ribbon Day. A big thank you to Miss Carr for her help with this performance.

Junior Choir

Mrs Standen and Mrs Drake have continued to work with the Junior Choir in 2017. The Junior Choir have performed at a number of WPPS events this year, including Harmony Day, Multicultural Family Day, Open Day for Education Week, MCUJ 2017 concert and Presentation Day.

The songs that we have been singing are a variety of styles and we were even able to perform a song that switched metres between 3/4 and 5/4 which was a great achievement. A big thank you to Mr Suhandi who accompanies us in our performances.

Senior Choir

Miss Carr and Mrs Woods have continued working with the Senior Choir and have also performed at Harmony Day, Multicultural Family Day, Open Day at Education Week and Presentation Day 2017. At their most recent concert they performed 'Imagine' by John Lennon, showcasing a number of talented students singing solos with the rest of the choir provided some beautiful harmonies.

Senior Dance

The Senior Dance Group is made up of 20 talented boys and girls across years 3–6. They work very hard on learning new moves and routines every week. For some students this was their first time dancing. Students learned basic steps and were taught how to count with the beat.

The Dance Group have performed two choreographed dances. The song 'September' was performed at the Open Day assembly and they performed "Shake It Up" at the end of year Presentation Day assembly.

Students come weekly to practice full of excitement to learn something new. The Dance Group have worked very hard this year to deliver excellent performances. The students should be very proud of their hard work.

Sports and Physical Education

PSSA

In 2017, Wiley Park Public School continued its proud tradition of competing in PSSA with other Primary Schools in the local area.

Tee Ball

The girls and boys Tee-Ball Teams have both had a great year. Both teams were successful in qualifying for the Semi-Finals. All players showed great sportsmanship and team work. Some of the students have developed the knowledge of Tee-Ball and will use these skills as they move onto Softball in their senior years.

Cricket

The boys Cricket Team showed great enthusiasm this year. They played a number of games and showed to have improved skills from last year. This year we were able to include both a senior and junior team. They have further developed their skills in all areas of cricket.

Netball

The Junior A and B Netball Teams had another wonderful year. This is the first time that some of the girls have played Netball. This year only the Junior A Netball team qualified for the semi-finals and were runners up in their respective game. The Senior A and B Netball teams both had a successful year. The Senior A team was undefeated and went on to win the Grand Final. The Senior B team also made it to the Grand Final, but they finished as runners-up.

Soccer

The Soccer Teams, Junior and Senior, had another tough year. The competition was very strong and they both only won 2 games. The boys displayed the Wiley Park spirit each week and never gave up.

Softball

The softball teams had a very successful year, both teams played in a semi-final. The boys team won their semi-final. Both teams showed great teamwork and have always played with great sportsmanship.

Rugby League

The Boys Rugby League Teams had to back up a very successful year from last year. They displayed an excellent foundation of skills and were able to play in Grand Finals. They were unsuccessful, both losing to Punchbowl Public School. Girls Oz tag also had another successful year. The girls displayed excellent sportsmanship and team spirit. They both finished 2nd in the Junior and Senior Competition and qualifying for the Grand Final, both against Earlwood, where both teams were runners up.

Other Sporting Programs

Swimming Carnival

Students in Year 3–6 attended our Swimming Carnival, held at Greenarce swimming pool in Term 1. It was a successful day where students participated in a variety of swimming races.

Cross Country

In Term 2, students participated in the school Cross Country event. Students were required to run a distance around the school grounds. From this event, 30 students were selected to represent our school at the Zone Cross Country Carnival.

Athletics Carnival

In Term 2, students from Kindergarten to Year 6 participated in the Athletics Sports Carnival at Campbell Oval. Students participated in a variety of games and activities involving athletics skills. A Team of 60 students were taken to the Zone Carnival where our Junior Relay Team finished in 2nd place and competed at Sydney East PSSA Carnival at Olympic Park. Atiyana from Year 5 also competed at Sydney East PSSA Carnival in High Jump, Long Jump and Discus.

Swim School

In Term 4, students in Years 2, 3, 4, 5 and 6 were invited to attend an intensive 10 day learning to swim program at Roselands Pool. Instructors from the Department of Education Swimming School Scheme led students through activities in and out of the water to develop student's water confidence and provided them with basic skills in water safety and survival.

Canterbury Aquatic Survival Skills Program

Stage 2 participated in a learn to swim program that was organised and subsidised by Canterbury Leagues Club. The program aimed to provide students with valuable water safety skills and knowledge about different aquatic environments. The students took part in a 45 minute water based session at Canterbury Aquatic and Fitness Centre. The students were led through this session by qualified instructors where they learnt stroke techniques, safe entry and exit into the water, and undertook water safety drills and rescue techniques. This was then followed by a 1 hour in-school safety presentation delivered by Royal Life Saving.

Backyard League

During term 4, students from K–6 participated in a backyard league program ran by the NRL. The students learnt various Rugby League skills as well as teamwork and team building skills. Each child at the end of the program received a hat, backpack and a rugby league ball.