Introduction

The Annual Report for 2018 is provided to the community of Wallsend South Public 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.

Christopher Parkinson – Principal

School contact details

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www.wallsends-p.schools.nsw.edu.au
wallsends-p.school@det.nsw.edu.au
4955 9963

Message from the Principal

The 2018 school year has been another highly successful year for our students, staff and community. Our school continued to promote equity and excellence as a core educational foundation to quality public schooling. Our school continued to actively promote the intellectual, physical, social, emotional, moral and spiritual well being of all students. As a learning community our values are those of:

• Respect
• Responsibility
• Resilience
• Integrity
• Care
• Fairness, and
• Acceptance.

These core values were maintained and strengthened throughout 2018, as a keystone initiative at Wallsend South Public.

Our school’s goal is Learn for life, which is a mindset to map the future and potential for all of our students.

In sum, at Wallsend South Public, we aim for all our students to become:

• successful learners
• confident and creative individuals
• active and informed citizens.

All of this within a caring and nurturing learning environment.

To quote W B Yeats:

"Learning is not about filling buckets but lighting fires in the imagination of the people".

Finally, I would also like to acknowledge the outstanding and on-going contribution of our P&C, School Council, and Student Representative Council throughout 2018.

Let's all teach the children well.

Message from the school community

P&C Message

Our school is fortunate to have a very passionate and committed P&C Association. The Committee and our team of dedicated volunteers play a vital role in the running of our school with services such as our school Canteen and Uniform Shop.

In my third term as President we welcomed several new members to our Committee. Kylie Robinson took over the role of Vice President Canteen, Leah Walker as Secretary, Amanda Maguire as Uniform Shop Assistant, John Stewart as Canteen Assistant and Matthew Wade as Official Auditor.

It has again been a positive year for our Committee. The introduction on our P&C app Qkr! by MasterCard in late 2017 has enabled parents to pay instore or online for Uniform Shop purchases as well as all other P&C events this year such as our raffles, disco’s, fundraising and Celebration Night. 50% of Uniform Shop sales this year have been made using the convenience of Qkr!, with orders being delivered to the students classroom within 1–2 days.

Whilst our primary focus for the year has been fundraising for the upgrade of our classroom technology and equipment, P&C were also asked to contribute towards the upgrade of our school Hall and Meeting Room. Other significant donations made to the school include a total of 7 new classroom smartboards, 6 computer monitors, 5 replacement iPads, 1 projector, 1 trophy cabinet, 50 representative sports uniforms for our students, a new tap in the back playground as well as individual class budgets for teachers to spend on their own classroom necessities. Overall the P&C has donated over $42,500 this calendar year.

We have raised the extra funds for our school this year through our Canteen and Uniform Shop, as well as hosting our annual events such as our Disco’s, Mother’s Day & Father’s Day Stalls and breakfasts, morning tea for our Grand Friends. We ran our first Silent Disco and our second Colour A Thon which were both a great success as was our Easter Raffle, end of year Mega Raffle and Celebration Night.

Next year will see many changes to our Committee with several of our current Committee member’s children moving on to high school (including my own) and others retiring from their position on the Committee. We thank Tracey Mahoney – Treasurer, Kylie Robinson – Vice President Canteen, Amanda Maguire – Uniform Shop Assistant. They have all put in many years supporting the Committee and we are all very grateful for their efforts.

My heartfelt thanks to our current Committee members as well as the many parents, grandparents and carers who have volunteered their time in 2018. The success of our fundraising and events would not be possible without our volunteers.

Lastly, on a personal note I would also like to take the opportunity to thank our Principal Christopher Parkinson and Deputy Colleen Innes and all the staff at WSPS for their support over the past 3 years that I have had the pleasure of being President. Southy is truly blessed to have such a well–supported P&C and I wish our 2019 P&C Committee all the very best for their future endeavours.

Melissa O’Brien – P&C President

School Council Message

The 2018 school year was another highly busy year for our School Council. Significant undertakings include:

• Review of Parent Code of Conduct Procedures.
• Review of Good Discipline and Effective.
• Initiatives for Staff Wellbeing.
• Parent Surveys.
• Review of Student Leadership positions and nomination and voting procedures.
• Review of many school initiatives and local issues and processes from a community, parent and school perspective and how they affect teachers, students and the school as a whole.

The aim of a School Council is to maximise the educational outcomes for all students and strengthen the partnership between the school, its students, staff, parents and the wider community. We operate within the context of the relevant legislation and stated policies and priorities of the Government and the Department of Education (DoE). Our objectives are to:

• encourage community participation
• promote community understanding and involvement
• assist in setting and achieving educational goals
• develop, implement and monitor financial plans.
The School Council is separate from the P&C but we work with them to compliment the tremendous initiatives they undertake. I would like to thank my fellow members and P&C for the tremendous effort they have put in over the year.

Peter Vernon – School Council President

Message from the students

The following, is a synopsis from our 2018 Yr. 6 student leader speeches which were presented at the 2018 Yr.6 Graduation on the 11th December 2018.

• Here at Wallsend South we have the privilege of being involved in many extra curricular activities to pursue our interests and hobbies. For example, students can be apart of a sporting team, choir, band, debating, just to name a few. These extra curricular activities are what start children's passions and dreams. We are so lucky that we have been given these chances at such a wonderful school.

• Our school teaches us about our core values. The values we love, the values we have and the values we hope to develop. Respect for each other, responsibility for ourselves and our part in friendship, resilience for the days when our friendships are rocky and the integrity to be true to yourself and the friendship you share with others. Fairness in treating others the way we want to be treated and care for the days when a friend just needs a shoulder to lean on. All these things are what can be found here at Wallsend South.

• We have great teachers who set high expectations. They know exactly what they are teaching and how to teach it. They are prepared and organised. They engage students and get them to look at issues in a variety of ways. They show care and they communicate frequently with parents. We are really lucky here at Wallsend South.

• Don't study to earn, study to learn. What you learn today is what you will become tomorrow.

• Wallsend South has taught us to uphold values.– Respect, Responsibility, Integrity, Care, Fairness and Acceptance. These values we will carry us into our future lives.

• Our school allows everybody's true colours, to shine through.

Year 6 Leaders 2018 – Livie, Lauren, Alex, Tom, Kye, Max
School background

School vision statement

At Wallsend South Public School our vision is to create opportunities through a creative and connected community, which is underpinned by quality teaching and learning, within a values rich environment.

School context

School Context 2018

At Wallsend South Public, our school continues to promote equity and excellence as a core educational goal and as a critical foundation to quality public schooling. In modern society, schools such as Wallsend South play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual wellbeing of all students. As a learning community, we share this responsibility with students, parents/carers, families and other educational providers.

Our school is a large Newcastle metropolitan school comprising of 533 students. The Family Occupation and Education Index (FOEI) of school socio–economic status is 49.

Of our students:
- 6.6% identify as being Aboriginal (35 students).
- 7.1% of our students come from a family background other than English speaking (38 students).

Our teaching staff are classified as proficient against the NSW Australian Professional Standards for Teachers. In 2018, 80% of teachers held an undergraduate degree or diploma with 20% a postgraduate degree. All teaching staff meet the professional requirements for teaching in NSW public schools.

Our parent body is actively involved in fundraising and classroom assistance with technology being a key focus. A cohesive values framework is embedded within our school which is supported by all stakeholders. Our Student Representative Council (SRC), along with our School Council, and P & C provides feedback and voice as part of our learning community ethos.

Academically the school generally achieves above state average in all areas of NAPLAN. In the areas of creative and performing arts; sport; technology and other disciplines, our students consistently perform at a high level.

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. 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.

In November 2017, our school participated in External Validation. In April 2018, our new School Plan was approved. The new School Plan covers the years 2018 to 2020 and is reflective of the Next Steps which flowed from the 2017 External Validation review. They were:
- Reinvigorate Wallsend South Public School Values Program in alignment with Future Focussed Learning.
- Continued engagement of the whole school community in the development of our 2018–2020 School Plan.
- Analysis and use of data to better inform teaching and learning.
- Increased focus on feedback for students and staff.
- Further development of strong collaborative and collegial practices to promote and generate learning and innovation.
- Creating an organisational structure which enables and supports staff in meeting their professional accreditation requirements.
- Create opportunities for leadership development including succession planning to drive whole school improvement.

In the domain of Learning, our efforts have focussed on the elements of, Learning Culture; Wellbeing; and Curriculum.
The strong and sustained performance of the school in creating and maintaining a positive and highly productive learning culture, school climate and environment has been an ongoing feature of our 2018 progress. The fundamental importance of wellbeing in providing a highly positive school culture, is embedded within our Values Framework. The school prides itself on our core values of Respect, Responsibility, Resilience, Acceptance, Fairness, Care, and Integrity. The results are evident in the high levels of student satisfaction and classroom engagement. Attention to personalised learning needs has been another strong component of our progress in 2018. At Wallsend South, there is a strategic and planned approach to develop whole school processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. Furthermore, we have a culture that is focussed upon learning, the building of aspiration and ongoing improvement. In addition, our school's curriculum provision supports high expectations for all our students learning with evidenced–based teaching practices in which all students effectively develop their knowledge, understanding and skills. Differentiation of curriculum delivery and learning adjustments are made to accommodate the needs of students at different levels. This approach creates a positive teaching and learning culture at Wallsend South as evidenced through our data. In these domains, the school has not only maintained its high standards but experienced positive growth.

In the domain of Teaching, our efforts have focussed on the elements of, Effective Classroom Practice; and Learning and Development. Throughout 2018, opportunities have been provided to all staff members in relation to planning, teaching and instruction. The use of technology for learning, the importance of data to inform decision–making, the growing of teaching practice through Quality Teaching Methodologies have been highlights. Our teachers have demonstrated commitment to identifying, understanding and implementing effective explicit teaching methods, with a high priority to evidence–based teaching strategies. Quality Teaching Rounds along with Seven Steps of Writing, have been key features in 2018. At Wallsend South, professional learning is aligned with the School Plan, and its impact on the quality of teacher and student learning outcomes monitored. In sum, the building of systems for collaboration and feedback to sustain quality teaching practices, have been key features for growth.

In the domain of Leading, our efforts have focussed on the elements of, Educational Leadership; and School Resources. In 2018, both teaching and non–teaching staff were provided with opportunities to proactively seek to improve their performance though quality professional learning. At Wallsend South, a distributed leadership model which focuses on instructional teaching and learning, is our ethos. In addition, management skills and leadership attributes are mapped, to facilitate whole school improvement and to build a strong pipeline of leaders. Further, our community engagement is strongly supported though our School Council; P&C; and SRC, who are passionate advocates for our school and community. At Wallsend South, technology remains an effective tool to support learning and is expertly integrated into teacher lessons. Our leadership team embraces a creative approach to the use of the physical environment, in order to ensure that it optimises learning, within the constraints of school context. The strategic alignment of resources to achieve both improved student outcomes and high quality service delivery, have been key features for growth in 2018.

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

For more information about the School Excellence Framework:

Strategic Direction 1

Enhancing the quality of student learning and engagement.

Purpose

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning pathways. This will develop them as both learners and responsible citizens, instils core values and promotes in students their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

Overall summary of progress

Throughout 2018, we challenged and engaged our students in meaningful and rich learning experiences. This was underpinned by a strong Values framework. Students actively engaged in a wide variety of internal and external extra-curricular activities which promoted learning, engagement and wellbeing.

• Teachers implemented and demonstrated high quality professional practices in literacy and numeracy.
• Teachers used data to inform practice and manipulated this data to identify areas in which students' learning needs could be further supported, developed and enhanced.

In sum, our 2018 Strategic Direction 1 (SD1) Milestones were achieved.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased numbers of expected student growth in NAPLAN literacy and numeracy from: *61% to 64% in reading. *69% to 72% in numeracy. *65% to 68% in writing</td>
<td>• School Based Allocation Report (SBAR) funds integrated throughout this Improvement Measure. • Staffing Allocation applied to support this Improvement Measure.</td>
<td>• Targets achieved. • Both our Yr.3 and Yr. 5 targets in Reading; Numeracy and Writing were above that of State in all domains.</td>
</tr>
<tr>
<td>Increased 4 year trend data averages of Yr.5 NAPLAN top 2 skills band performance from: • 51% to 54% in reading. • 38% to 41% in numeracy. • 21% to 24% in writing</td>
<td>• School Based Allocation Report (SBAR) funds integrated throughout this Improvement Measure. • Staffing Allocation applied to support this Improvement Measure.</td>
<td>• Our targets are on-track. • Our reading results remained within the range set. • Our numeracy results remained within the range set. • Our writing remained within the range set.</td>
</tr>
<tr>
<td>Increased ATSI students in top two reading and numeracy bands from 0% of Yr. 3 and Yr. 5 in 2017 (no students below National Minimal Standard) to 3% of Yr.3 and Yr.5 by 2020.</td>
<td>• School Based Allocation Report (SBAR) funds integrated throughout this Improvement Measure. • Staffing Allocation applied to support this Improvement Measure.</td>
<td>• Our Yr.3 and Yr. 5 targets are on-track for both reading and numeracy. • Of note, our ATSI Yr.3 students showed significantly increased top two band achievement % for both reading and numeracy.</td>
</tr>
</tbody>
</table>

Next Steps

We will continue to enhance the quality of students learning and engagement as outlined in our 2018 to 2020 School plan. In particular we will explore and create further opportunities in the processes of:

• School values.
• Research informed literacy and numeracy.
• Data to inform practice.
Strategic Direction 2

Fostering quality teaching and leadership practices.

Purpose

To promote, build and sustain the professional learning of all staff, by creating systems for teachers to learn from each other as an enabler for continual development. This will allow for an alignment of policies, research, data and practices that describe, develop and evaluate teacher, leader and school capacity and provides peer feedback on current performance in order to enhance student outcomes.

Overall summary of progress

Throughout 2018, we focussed on fostering quality teaching and leadership practices, as an enabler for improved classroom practice. This was achieved through an alignment of current best practice educational pedagogies and research methodologies.

- Teachers participated in regular lesson observations which polished and enhanced their teaching in literacy and numeracy.
- Feedback aligned to improving student understandings, task completion, processes and self–regulation were also applied.
- Teachers drew on research to develop and to implement Future Focussed teaching and learning strategies.

In sum, our 2018 Strategic Direction 2 (SD2) Milestones were achieved.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
</table>
| All teachers effectively use professional learning, collaborative planning and programming to enhance practice and student outcomes. | • School Based Allocation Report (SBAR) funds integrated throughout this Improvement Measure.  
• Staffing Allocation applied to support this Improvement Measure. | • This target is well on–track.  
• Teachers are effectively using professional learning, collaborative planning and programming to enhance their practice. |
| Improved teacher confidence and collective efficacy. | • School Based Allocation Report (SBAR) funds integrated throughout this Improvement Measure.  
• Staffing Allocation applied to support this Improvement Measure. | Achieved being > 90% of teacher confidence and collective efficacy. |

Next Steps

We will continue to enhance the quality of students learning and engagement as outlined in our 2018 to 2020 School plan. In particular we will explore and create further opportunities in the processes of:

- Lesson observations.
- Effective feedback.
- Formative assessment.
- Future focussed pedagogy.
Strategic Direction 3

Developing strategic community learning partnerships.

Purpose

To foster a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. This will be achieved through quality community partnerships to make learning core school and community business, having students' engagement, learning and wellbeing as a central focus.

Overall summary of progress

Throughout 2018, we focussed upon maintaining and strengthening our community learning partnerships. This was achieved through consultative decision making, community partnerships, and professional learning alliances. In 2018, we promoted strong relationships through sound organisational practices, within a values rich culture of collaboration. This approach enhanced our positive school culture.

- Opportunities to support culturally sensitive relationships between the school, parents/community and AECG representatives were operating.
- Support of our schools key initiatives and innovative practices, were championed by our School Council, P&C and SRC as valued partners.
- Sharing of professional learning opportunities and knowledge was occurring between local schools.

In sum, our 2018 Strategic Direction 3 (SD3) Milestones were achieved.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
</table>
| Sustained high levels of positive school culture. | School Based Allocation Report (SBAR) funds integrated throughout this Improvement Measure. | • Achieved.  
• Student School Culture Surveys had a 99% positive agreement response rate across Kinder to Yr. 6 that WSPS has a positive school culture.  
• Tell Them From me Surveys was 10% above State for Students with a positive behaviour at school (93% agreement). |
| High levels of quality student learning, engagement and wellbeing. | • School Based Allocation Report (SBAR) funds integrated throughout this Improvement Measure.  
• Staffing Allocation applied to support this Improvement Measure. | • Achieved.  
• Student attendance level averages for Wallsend South Public are above State being 94.60 (State average is 93.40). |

Next Steps

We will continue to enhance the quality of students learning and engagement as outlined in our 2018 to 2020 School plan. In particular we will explore and create further opportunities in the processes of:

- Consultative decision making.
- Community partnerships.
- Professional learning alliances.
Student enrolment profile

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<tr>
<th>Students</th>
<th>2015</th>
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<td>260</td>
<td>254</td>
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<tr>
<td>Girls</td>
<td>292</td>
<td>298</td>
<td>299</td>
<td>279</td>
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</tbody>
</table>

In 2018, our student population continues to have a slightly higher ratio of girls to boys.

Our school's Enrolment Policy is located, with the map of the school's intake zone and school locator, on our school's website under Our School, Enrolment.

Please be aware that High Schools also have their own intake zone. Regardless of the primary school your child attended, non-local students can only be considered for enrolment at a high school if spaces are available. You need to contact the high school for any enquiries in relation to this matter.

Our Enrolment Policy and Procedures comply with the Department of Education (DoE) policy.

Management of non-attendance

In 2018, our student attendance data continued to be above that of State average. Regular attendance at school is essential, if students are to achieve to their full potential and increase their career and life options. Schools in partnership with parents and carers, are responsible for promoting the regular attendance of students. While parents and carers are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, record and monitor part and whole day absences. Our school's attendance policy and procedures comply with Department of Education (DoE) policy.

At Wallsend South Public, attendance is regularly monitored by the Learning Support Team (LST), principal, teachers and Home School Liaison Officer (HSLO).

Class sizes

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Student attendance profile

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<td>93.5</td>
<td>93.4</td>
<td>93.3</td>
<td>92.5</td>
</tr>
</tbody>
</table>

All Years | 95 | 95.2 | 95.2 | 94.6 |

All Years | 94 | 94 | 93.9 | 93.4 |
Workforce information

Workforce composition

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<tr>
<th>Position</th>
<th>FTE*</th>
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<td>Principal(s)</td>
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<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
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<tr>
<td>School Administration and Support Staff</td>
<td>3.96</td>
</tr>
</tbody>
</table>

*Full Time Equivalent

In 2018, Wallsend South Public had staff who identified as being Aboriginal, and had staff in which extended family members identified as being Aboriginal. The Australian Education Regulation (2014), requires schools to report on the Aboriginal composition of their workforce. Our school champions an inclusive curriculum and school culture that provides understanding of and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages. We are committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they can excel and achieve in every aspect of their education. At Wallsend South Public, we respect, value and promote the strength, diversity, ownership and richness of Aboriginal cultures and custodianship of country.

Workforce retention

The workforce at Wallsend South Public for both teaching and non–teaching permanent staff remains highly stable. Each year, additional casual positions are created for both teaching and non–teaching staff. These positions are offered on a temporary engagement basis, in alignment with DoE policy and procedures. By and large, the temporary staff employed in these positions remain stable. Wallsend South Public remains a highly desirable school to work at for both teaching and non–teaching staff alike.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>20</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

At the commencement of the 2018 school year, all teaching staff were accredited at Proficient Standard with the Australian Professional Standards for Teachers (NESA). In 2018, the school successfully supported teachers in achieving higher NESA status, through the Beginning Teacher program. The Australian Professional Standards for Teachers is a public statement of what constitutes teacher quality. The Standards provide a framework that makes clear the knowledge, practice and professional engagement required across teachers' careers.

In 2018, all professional learning funds were spent in terms of audit requirements. These funds were linked to DoE priority objectives; Performance and Development Plans (PDP); and our 2018 to 2020 School Plan priorities. All staff undertook regular professional learning through out 2018. Money was spent in the areas of:–

- Curriculum
- Finance
- Leadership
- Aboriginal Education
- Disability Standards
- Assessment
- Quality Teaching
- Robotics
- Creative and Performing Arts
- Science and Technology
- Wellbeing
- Values
- Reporting
- WHS
- Learning and Support
- Mathematics
- Writing
- NESA Accreditation
- Career Development.

Throughout 2018, our school maintained a strong commitment to deep, contextual professional learning, which was evidenced based, research embedded, and contextual to Wallsend South's core priorities and strategic directions.
Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

<table>
<thead>
<tr>
<th></th>
<th>2018 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>324,102</td>
</tr>
<tr>
<td>Revenue</td>
<td>4,563,379</td>
</tr>
<tr>
<td>Appropriation</td>
<td>4,250,926</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>18,987</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>289,719</td>
</tr>
<tr>
<td>Gain and Loss</td>
<td>0</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>0</td>
</tr>
<tr>
<td>Investment Income</td>
<td>3,747</td>
</tr>
<tr>
<td>Expenses</td>
<td>-4,458,003</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>-4,458,003</td>
</tr>
<tr>
<td>Employee Related</td>
<td>-3,924,492</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>-533,511</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td>0</td>
</tr>
<tr>
<td>Employee Related</td>
<td>0</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>0</td>
</tr>
<tr>
<td>SURPLUS / DEFICIT FOR THE YEAR</td>
<td>105,375</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
<td>429,478</td>
</tr>
</tbody>
</table>

The school's financial performance is monitored on a regular basis throughout the year by the Finance Committee. Regular comparisons of actuals versus the budget remaining is made. Funds are adjusted as required. This process is in alignment with DoE policy and procedures. All school's are audited by DoE Financial Branch. All Equity Funds are spent in accordance with areas of specialisation. On occasion, additional funds are injected into these equity areas, to support our students in a timely manner. These decisions are made in consultation with our Learning Support Team (LST) and Finance Committee. Equity staffing, is applied to respective areas of specialisation. On occasion, additional staffing is created to supplement our teaching and learning programs.

Contingency reserves are carried forward into the new financial year as part of prudent accounting. The contingency amount set, is determined through advice obtained from DoE financial specialists. The amount set for 2019, is reflective of our:

- staffing needs
- school / community context.

Some funds in the carried forward balance, are committed funds which at time of this report’s publishing had not been fully expended.

In 2019, the balance carried forward funds will be committed for expenditure, in the upcoming budget. The expenditure is in alignment with our 2019 School Plan priorities which is a sub-set of our 2018 to 2020 School Plan.

For example in 2019, a K to Yr. 6 Music Program, as well as intensive training in Glasser Methodologies for all staff, will be drawn from the 2018 balance carried forward. Additional staffing to support Technology K to Yr. 6 along with specialist teachers to support supplementation of our 2019 Creative and Connected Learning Opportunities are further areas targeted for 2019 expenditure. High value professional learning for staff remains a priority in 2019, as this has a direct correlation to improved student outcomes.

Financial summary equity funding

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

<table>
<thead>
<tr>
<th></th>
<th>2018 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Total</td>
<td>3,652,644</td>
</tr>
<tr>
<td>Base Per Capita</td>
<td>108,093</td>
</tr>
<tr>
<td>Base Location</td>
<td>0</td>
</tr>
<tr>
<td>Other Base</td>
<td>3,544,550</td>
</tr>
<tr>
<td>Equity Total</td>
<td>201,694</td>
</tr>
<tr>
<td>Equity Aboriginal</td>
<td>32,555</td>
</tr>
<tr>
<td>Equity Socio economic</td>
<td>28,745</td>
</tr>
<tr>
<td>Equity Language</td>
<td>14,215</td>
</tr>
<tr>
<td>Equity Disability</td>
<td>126,178</td>
</tr>
<tr>
<td>Targeted Total</td>
<td>77,008</td>
</tr>
<tr>
<td>Other Total</td>
<td>158,817</td>
</tr>
<tr>
<td>Grand Total</td>
<td>4,090,162</td>
</tr>
</tbody>
</table>

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

School-based assessment

At Wallsend South Public, our teachers use a variety of qualitative and quantitative assessment strategies, in alignment with educational best practice and curriculum requirements. Assessment is the broad name for the collection and evaluation of evidence of a students’ learning. It is integral to teaching and learning and has multiple processes. Assessment can enhance students’ engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

At Wallsend South Public, our teachers focus on feedback aligned to improving tasks, processes and student self-regulation. Further, analysis of student data is used to identify areas in which students’ learning needs can be supported, developed and enriched.

Assessment:
- provides opportunities to gather evidence about student achievement in relation to learning outcomes
- clarifies student understanding of concepts and promotes deeper learning
- enables students to demonstrate what they know and can do
- provides evidence that current understanding is a suitable basis for future learning.

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Wallsend South Public School continues to demonstrate commitment to academic excellence. In all NAPLAN – Literacy subject areas tested in 2018, our Yr. 3 and Yr. 5 results were above State average.
Wallsend South Public School continues to demonstrate commitment to academic excellence. In all NAPLAN – Numeracy subject areas tested in 2018, our Yr. 3 and Yr. 5 results were above State average.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au to access the school data.

In accordance with the Premier’s Priorities: Improving education results and State Priorities: Better services –
Improving Aboriginal education outcomes for students in the top two NAPLAN bands, our Aboriginal students in 2018 showed increased percentages in the top two bands for both Yr. 3 and Yr. 5. This Premier’s Priority area is one of our Improvement Measures. This target is well on-track.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me (TTFM) Survey

Conclusions
• Highly positive ‘Student Outcomes and School Climate’ survey data for 2018.
• Significant above NSW Govt Norm for ‘Students with a positive behaviour at school.
• Significant below NSW Govt Norm for ‘Victims of bullying.
• The school continues to deliver a quality leaning environment and culture for its students.
• Total survey question comparisons (above and equivalent) have increased from 63% in 2017 to 75% in 2018.
• No significant negative responses recorded with any set TTFM questions.
• The school continues to maintain a positive ‘School Climate’ based upon 2017 and 2018 data.
• The school continues to ‘Sustain and Grow’ in this space.

Kindergarten to Yr. 2 School Climate Survey

Six questions were set being:
1. I like coming to school.
2. My teacher helps me to learn.
3. I like my teacher.
4. I am proud of my classroom.
5. I feel safe at my school.
6. I am proud of my school.

A randomly selected cohort of students were surveyed across all K to Yr. 2.

Conclusions
• There were very high levels of positive agreement across all six questions.
• Students acknowledge that WSPS has a highly positive school culture.
• There was high positive agreement that the school’s environment “feels safe” which is reflective of the Values program within the school and positive wellbeing pedagogy.
• The children felt proud of the school and liked their teachers.

Yr. 3 to Yr. 6 School Climate Survey

Six questions were set being:
1. Students are the school’s main concern.
2. My teacher encourages me to learn.
3. My teacher appreciates having me as a student.
4. When necessary, my teacher makes changes to my classroom, to support my learning.
5. I have an organised and supportive classroom.

A randomly selected cohort of students were surveyed across all Yr. 3 to Yr. 6 classes.

Conclusions
• There were very high levels of positive agreement across all six questions.
• Students acknowledge that WSPS has a highly positive school culture.
• There was high positive agreement that the school’s environment “feels safe” which is reflective of the Values program within the school and positive wellbeing pedagogy.
• The children felt proud of their classrooms / school, liked their teachers and acknowledged their teachers help them to learn.

Parent Survey

In December 2018, we surveyed our parent body using Survey Monkey. Our School Council designed this survey as an instrument for parents and carers. Results are highly positive and is reflective of our Learning Community ethos here at Wallsend South.

Conclusions
• Around 90% of respondents felt that it is important that our school teaches the core values of respect, responsibility, integrity, resilience, care, fairness and acceptance.
• Around 86% of respondents felt that it is important that our teachers work closely with families to support student learning.
• Around 88% of respondents felt that it is important that our school communicates with them about the work the children undertake at school.
• Around 93% of respondents felt that it is important that our school communicates with them about the progress of their child’s learning.
• Around 90% of respondents felt that it is important that our school communicates to them about their child’s performance in class.
• Around 96% of respondents felt that it is important that our school communicates with them when a problem is identified with their child’s learning.
• Around 88% of respondents felt that it is important that our school communicates with them about their child's social development and progress.
• Around 81% of respondents felt that it is important that our school communicates with them about ways they can help at home to reinforce learning in the classroom.
• Around 76% of respondents felt that it is important that our school has good relationships with our local community.
Policy requirements

Aboriginal education

Throughout 2018, The Aboriginal and Torres Strait Islander (ATSI) committee which include staff, families and community members, met regularly to discuss cultural activities, student progress and future directions and plans for WSPS. An Aboriginal performance from P.I.E productions was presented in Term 2. To acknowledge Reconciliation Week, the theme of ’Don’t Make History a Mystery’ was integrated into the History component of the Stage 2 and Stage 3 curriculum. Sorry Day was recognised by inviting students to decorate a hand print which was used to create a series of Sorry Day posters to be displayed around the school. As a follow up all classes from Years 2 to 6 were involved in discussion regarding the significance of Sorry Day. As a focus on the 2018 NAIDOC Week theme ‘Because of Her We Can’, each class investigated female Aboriginal artists and then used the artist’s style to create their own artworks. The pieces were proudly displayed in and around the walls of our school hall. This successful event was open to parents and community members and was designed to enhance their knowledge and to build stronger relationships with our local Aboriginal and Torres Strait Islander community. Other NAIDOC activities included a visit from a group of students who are part of the Callaghan College, Wallsend dance group. The learning sessions included dance and cultural activities which thoroughly engaged our students.

Multicultural and anti-racism education

At Wallsend South Public School, we are committed to building an atmosphere of understanding and tolerance of individual and cultural differences. Our students predominantly come from families who have been in Australia for at least a couple of generations. Our student diversity is enriched by a small number (13%) who have been born overseas or whose parents were born overseas. A number of students with a language background other than English were supported in small groups with peers to develop their language for academic tasks. Community agencies, including translators, were accessed when necessary to facilitate effective communication with families, ensuring their understanding of the educational processes and the learning environment. Our curriculum in the classroom always strives to present perspectives from many cultures. Days of special significance to cultures from around the world are studied and incorporated into lesson activities. Harmony Day falls on 21 March each year and is a celebration of all cultures coming together and sharing stories. It is a whole school focus, allowing all students to gain further insight into how many cultures enhance our day to day lives. As part of the Harmony Day celebration this year, students from Kindergarten to Year 6 were given the opportunity to create a classroom poster with a multicultural focus. Some classes chose to investigate the family background of the students and compared how each culture differed. This stimulated conversation both at school and home about the countries from where other family members, such as grandparents, had come. In all KLAs, our teachers endeavour to show the perspectives of varying cultures, including an Indigenous perspective.

Other school programs

Public Speaking

All school students participated in Public Speaking in Term 2 this year. It is an important part of the Talking and Listening Strand from the English Syllabus. Every student presented a speech, of their own choice, to their classmates and 2 students from each class were invited to present their speech at a Stage level. Two students from each stage were then invited to represent the school at the Zone Public Speaking competition, held early in Term 3. All students represented the school beautifully and can be very proud of their achievements.

Library

Students participate in a library lesson every week. During this time, they are given the opportunity to borrow, read independently, listen to literature and participate in activities designed to enhance their information literacy skills and understanding and use of the library facility.

This year, the library was painted as part of the Department of Education's maintenance schedule. This was a timely event as a number of walls were suffering from peeling paint and the overall feel of the space was looking tired. The fresh ‘off–white’ paint, re–stained timber, new felt wall, whiteboard and CommBox have given the library a fresh and vibrant lift, which has been well received by students and parents alike.

Our school rolled over to the new Library Management System (LMS), OLIVER, in December 2016. This was a relatively smooth transition owing to the telephone support and instructions provided by SoftLink. As with all new software, we continue to participate in training opportunities to learn more management components of the system, however, we are confident with the basic functions (Circulation and Cataloguing) and dedicate lessons to teaching students how to use the Enquiry terminal (ORBIT).

The rollover process was recognised as the Stocktake for that year so we are yet to complete a full stocktake of the collection. In 2017, we completed a trial Stocktake of the Reference, CDR and AV collections. This allowed us to trial the new LMS with smaller collections and make notes for future years. SoftLink have also made adjustments to the process and provided an updated manual in October. This year, we will be completing a stocktake of half the collection and completing the other half of the collection in 2019. This will give us a baseline to work from when making decisions about our full collection in future years.

Spelling Bee

The Premier’s Spelling Bee is an opportunity for
students to hone their spelling skills, extend their vocabulary and pit their talents against students from other schools. During Term 3, Years 3 to 6 participated in class spelling bees and activities in preparation for the School Spelling Bee. Two representatives were chosen from each class to compete in the school competition. The words were challenging but the skills displayed by the competitors were exceptional. Four students went on to represent the school at the Stage 2 and Stage 3 Regional Final at Jesmond PS in September. Tanvi, Liyana, Jack & Max all progressed through to the final rounds before being eliminated. The four contestants were a credit to the school and our community.

WSPS Rock Band Report

After a very enjoyable & successful 2017; our new year began with auditions for Students in Years 5 & 6 being held over 3 weeks during Term 1.

The following vocalists were selected; Lucy (2nd Year), Anika, Alex, and Stephanie.

Our successful guitarists were; Jack P., Joel (2nd Year), Jack M. (2nd Year), & Mitchell (Bass) (2nd Year).

The line up was finally completed with Zane on drums & Ella piano.

Most of term one was spent rehearsing several new songs. Our performance highlights during the year included Grand friends day, School Assemblies, Playground Rock, "Rock the Church", and our Christmas Concert. All Students also took part in our annual music theory test and listening quiz with Jack M. coming out on top this year (Runner up; Anika).

All students developed their musical skills well, which will give them great confidence as they take on their High School musical classes. Congratulations to Rock Band Student of the year Jack M. & best vocalist Lucy (currently in the running for Starstruck selection for 2019). Many thanks also to all my younger students at WSPS who are all developing their musical abilities with great enthusiasm!

Mr McDonald

Our Sister School – Romdoul School, Siem Reap, Cambodia.

A history of our involvement.

The Holbert family, along with the support of the Wallsend South Public School community built a school in the poorest village of the Siem Reap province. This school, Romdoul, was built on land donated by a villager, to provide a safe learning space for the children of the village. Prior to the building of the school, the children gathered underneath the home of the village chief, sitting on bare ground with little to no resources whatsoever.

Since the completion of the three room classroom in mid–2014, Romdoul School now accommodates over 160 children. Six lovely teachers are now employed and the school is coordinated by a very dedicated principal. By the end of 2014, the families of WSPS had donated numerous water filters and pull pump wells, fenced the school, and built a toilet block on the grounds (at that time, the only working toilet in the entire village). We furnished the classrooms, filled the shelves with books and educational resources, equipped the school with sporting equipment, funded gates and finished the job with beautiful signage to welcome the children to their school each day. Mrs Tracey Moloney (Holbert) attended the official opening of the school in January 2015 by the Governor of Siem Reap.

The following year, 2015, our Cambodian Christmas Challenge saw donations of loads of gift packs of thongs, uniforms, blankets, school packs, bikes and push pump wells to the families of Romdoul village. Our fundraising for 2015 exceeded $5,500. One of our families, the Morley family, so generously funded the building of a kitchen on site at school, which would allow a daily hot meal to be cooked for the students of the school. Food preparation equipment and a large wooden preparation/serving table was then purchased with money raised by our SRC. With community donations we have been able to continue to employ a cook for 5–6 days per week to cook a hot meal for our children in Romdoul School.

During 2016 the Student Council funded the construction of a 5000L water storage tower and hand wash station in the school. We have since installed a 5HP petrol pump to enable water to be pumped up from the well into the storage tank which gravity feeds the water into a hand washing trough at waist height for the children to utilise. Class 6M, in 2016 funded the construction of raised garden beds on the school grounds. This garden is now fully functional.

Having established many of the necessities in our school already, the Christmas Challenge over the past three years has been to sponsor the children of Romdoul to ensure that they receive one hot meal each day and a school uniform to keep them going for 12 months. A total of $6,900 was raised in sponsorships alone and all our children were sponsored for the twelve–month period. Other donations enabled us to purchase storage containers to set up the store room in our kitchen, ensuring that ingredients would not be spoiled or wasted.

Families and businesses in our community have provided funds to supply the wood to our kitchen, to install more water filters and latrines (toilets) were installed for approximately 20 families in the village. We saw some children from our school make and sell pet rocks and other crafts, we had classroom piggy banks and Freddo Friday fundraisers throughout 2017. WSPS families funded 780kg of rice to be distributed to Romdoul families after a poor crop yield. We also supplied more mosquito nets to the villagers providing protection from mosquito borne diseases. Our sponsorships last year allowed once again, for every child in the village to be clothed and fed for the 2018 school year. Jan & Owen Holbert and the van der Vliet family funded the purchase and installation of solar...
panels on the school roof, which in turn allowed us to fund fans in each classroom, lights for the toilet block and kitchen, and a double power point in each classroom. The Newcastle community funded a laptop, printer and replacement cartridges and the computer was connected to the internet via a prepaid sim card. Big things have happened in our school over the past 4 years!

The Holberts' last visit brought the exchange of contracts between Wallsend South Public School, the Department of Education legal branch and the District Director of Education in Siem Reap. WSPS is now legally recognised as a Sister School to Romdoul, meaning that we have agreed to provide ongoing support to the families of Romdoul School in whatever way we can. This year we are hoping to again sponsor our 166 children for another 12 months.

Mrs Moloney (Holbert)

Memorandum of Understanding

In February 2018, we achieved a significant milestone when we formally arranged a Sister–school Agreement between Wallsend South Public and Romdoul Primary School.

The official title is:

Memorandum of Understanding between The State of New South Wales by its Department of Education through its Wallsend South Public School and Romdoul Primary School for a Sister–school Agreement.

This MOU provides the framework within which detailed proposals for reciprocal programs of cooperation in education will be jointly considered by the Parties.

Mr Parkinson

Star Struck Reports

1. Our Star Struck Teachers

In 2018, seventeen of our talented school students performed at the Newcastle Entertainment Centre in Star Struck. This annual event is an extravaganza of music, dance and drama that is put on by the Department of Education each year. We would like to acknowledge our 16 great dancers and 1 beautiful singer for their outstanding performances throughout the four shows. After rigorous auditions and many rehearsals, both at school and at the centre, the children once again did us proud! A big thank you from all of us! To those of you who were lucky enough to see one of the performances, we’re sure you will agree that it was just wonderful!

2. Our Star Struck Yr 4 Students – Report from Ruby and Darcy

In 2018, sixteen students from Year 4 spent their Mondays and Fridays working hard to practise for their big performances. We danced in two items – Two Worlds and Follow the Sun. We got to do 4 concerts in the Newcastle Entertainment Centre. It was the best experience ever, we had so much fun and Mrs Leary even learnt how to do her first bun! Thank you to Mrs Taylor for making our hippy costumes. Thank you to Mr Godfrey for driving us to rehearsals. Thank you to Mrs Leary, Mrs Lovat and Mrs Mitchell for giving us the chance to be a part of Star Struck. And last of all, thank you to our Year 4 teachers for letting us have so much time off school!


On Friday 15th and Saturday 16th June I had the incredible opportunity to perform at the Newcastle Entertainment Centre in the 2018 Star Struck – "Connect". We performed four shows over two days in front of thousands of people, including my family and friends. My role in Star Struck this year was as a Junior Vocalist, and I was lucky enough to be selected after 3 rounds of auditions to feature in two songs. My first song was 'Let It Grow' from The Lorax and my second song was 'Anything Can Happen' from Mary Poppins the musical. Both of these songs I sang with a few other high school students. I was lucky enough to see our Year 4 students dancing as well and they looked fantastic! This was my second year doing Star Struck and I have made lots of friends from all different schools. One of them is Tara, a previous WSPS student now in Year 11. Hopefully I can audition for Star Struck 2019 to do it all over again! Who knows... Anything can happen &hellip;.. If you let it! (A big thank you to Mrs Moloney, who first suggested Star Struck to me back in Year 3).

4. Event

In 2018, seventeen Students from Wallsend South Public School participated in the Department of Education and Communities’ Star Struck 2018: Connect event held at the Newcastle Entertainment Centre in June. Wallsend South Public School has continued to support our fellow Regional Primary and High schools in this Performing Arts extravaganza. Students from the Dance Group and their teachers committed to learning 3 dances which included an audition, rehearsals and a number of performances spanning over 3 days. All students demonstrated commitment, persistence and responsible behaviour throughout all rehearsals and performances. We thank parents involved with the transportation of the students and those who assisted with costume creations and purchases. The students' positive attitude made staff, parents and community members extremely proud. We look forward with excitement and anticipation to Star Struck 2019!

Well done to our fabulous Star Struck Team – Mr Parkinson.

Senior Choir

The Wallsend South Public School Senior Choir consists of students from Years 5 and 6. In 2018, the choir membership ranged between 40 and 65, depending on the time of year and the event for which we were practising.

There is no audition process to join the Senior Choir,
instead, we encourage and accept any student who is willing to regularly attend choir practices. The Senior Choir practices once a week on Wednesday morning from 8:10am to 8:55am. As the choir’s repertoire consists of 2-part songs, the Year 6 children generally sing the alto part while Year 5 sing soprano.

The Senior Choir’s first performance was for the WSPS Anzac Day ceremony late in Term 1. During Education Week in Term 2, we performed an entertaining set of songs for the WSPS “Grandfriends’ Day” community, which we repeated later in the day for the general public at Charlestown Square.

The highlight of our year was our participation in the “Count Us In” event at Lambton High School where we performed a song of our choice followed by singing the 2018 song “One Song” with a massed of other local primary schools and high school choirs and bands. We performed the song at exactly 12pm, joining together with choirs and bands from all around Australia, displayed on a live stream, promoting the importance of being involved in school musical programs.

To round off the year, the Senior and Junior Combined Christmas Choir sang a set of 5 Christmas songs at the Koombalah Aged Care Facility in Elermore Vale. After our performance, the children mingled with the residents sharing information and experiences. This interaction benefitted both young and old alike.

The Choir repeated the medley of Christmas carols at the Elermore Vale Shopping Centre to entertain parents and the local shoppers. To our surprise and delight, we had a visit from Santa Claus before we walked back to school, lollipops in hand, reflecting on the joys of being a member of the WSPS choir!

Sculture Club

The Sculpture Club meets once a week on Wednesday lunchtime to share design and create artworks for themselves and the school community, commencing term 2. This year’s focus was to create three large murals in a sustained way to be displayed on the landing of the library stairs. The group was made up of 22 stage 3 children who worked together to complete the project. They were involved in every aspect of the creation from sourcing and cleaning milk lids, to collaboratively designing the pieces, to construction and painting. Three murals were made from recycled milk bottle lids that the whole school community had collected for us. The three pieces form one large artwork representing the natural world. The pieces are named ripples of water, tree of life and rays of sunshine. To complete the project in term 4 we met twice a week adding a Tuesday before school session. We also revamped one of the large butterfly sculptures that are displayed at the front of our school.

Debating

In 2018, Wallsend South Public again offered the chance for students of all ages to extend their literacy skills in forums and competitions organised by the NSW Department of Education’s Arts Unit or regional organisations. The purpose of debate, is to allow our students to express themselves and to “speak their heart out” on a given topic. The art of debating teaches students to listen, to prove a point, and to reason. Students furthered their public speaking skills through representative debating. WSPS fielded teams in various competitions. Throughout each competition, students tested their persuasive speaking skills against other local school teams. The topics under consideration were diverse and challenging, allowing our debaters the chance to develop their world knowledge and explore issues of social justice and rights. The capacity of our students in debating, continues to be an area of strength for Wallsend South Public School.

Representative Sport

Wallsend South Public School has a strong and proud history of sporting participation, achievement and success. Whilst our successes and achievements in recent years are many, what sets Southy apart from others is the strong sense of sportsmanship, comradeship and pride our students demonstrate when representing our school in our community and in all levels and forms of representation.

The year 2018, was yet another successful year for sporting prowess. With 299 students representing our school in a range of events in Swimming, Athletics and Cross Country, team sports such as netball, soccer, touch football and AFL, trialling and representing our zone, region and state in sports such as AFL, Hockey, Touch Football, and Diving. In addition to 58 students representing our Crossroads zone, 14 students representing our Hunter region, and one student who represented our state of NSW in a National competition. These kids amaze us with their skills and abilities.

In PSSA this year, we were given the go ahead to allow boys to participate in the Crossroads Zone PSSA Netball. It was great to see so many of our boys taking up this opportunity and securing selection in our netball squad. Our PSSA teams had another successful season, with all teams making it to finals day. Our senior netball team came away with the Crossroads Cup. It is great to see that in both our successes and defeats, that our school values, particularly respect, responsibility and, resilience are demonstrated.

A huge thank you to our dedicated P&C and school community who support us in our endeavours. This year they were able to support us financially to purchase our stunning and personalised sports gear, that included 50 soccer shirts and 50 singlets, which will be used for athletics, cross-country, and team sporting events. In addition to this, the generosity of collecting and tallying the Sports for Schools vouchers earlier this year that allowed us to purchase $3,500 worth of new sports gear to ensure our gear for physical education is maintained and replenished.

The year 2018, was another highly successful sporting year for Southy.

Mrs Lennard