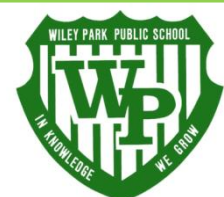




Education &
Communities

Wiley Park Public School Annual School Report 2014



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School context statement

Wiley Park PS is located in Sydney's South West. The school population of 520 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 the largest language groups being Arabic (42%), Bengali (14%), Vietnamese (6%), Samoan (6%), and Urdu (6%).

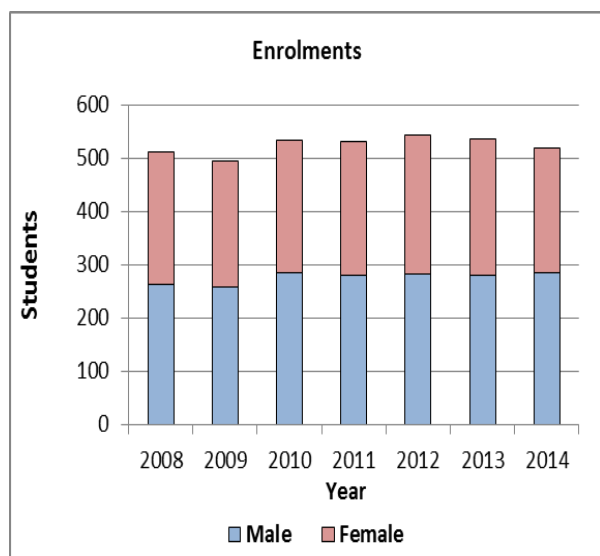
The school community is identified as low socio economic and receives additional funding to address equity issues through the Resource Allocation Model (RAM).

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Wiley Park PS has a student mobility rate of approximately 25% each year.



Gender	2008	2009	2010	2011	2012	2013	2014
Male	262	259	284	280	282	281	284
Female	250	236	250	252	261	254	234

Student attendance profile

Student attendance at school continues to be above State average over the past several years.

	Year	2009	2010	2011	2012	2013	2014
School	K	91.4	94.1	92.2	93.5	95.7	93.9
	1	91.5	94.2	93.9	93.0	95.2	95.7
	2	94.5	95.5	93.9	93.8	95.1	95.3
	3	93.8	95.7	94.8	95.1	95.3	96.7
	4	94.8	96.2	94.7	94.4	96.0	95.4
	5	93.6	96.3	94.8	94.9	95.3	96.0
	6	93.9	95.5	94.5	95.1	96.2	95.2
	Total	93.3	95.3	94.1	94.2	95.5	95.4
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	Total	92.1	94.4	94.3	94.2	94.7	94.8

Management of non-attendance

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

- Weekly attendance report to the HSLO.
- Consistent communication with parents by notification letter, telephone or interview.
- Stringent adherence to HSLO procedures.

Students who have outstanding levels of attendance are eligible for school based rewards and recognition of their achievement.



Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1.0
Deputy Principal	1.0
Assistant Principals	4.0
Teacher Executive Release	1.0
Classroom Teachers	15.0
Part-time Teacher	0.8
Teacher RFF	0.84
Priority School Funding Scheme	0.9
Community Language Teachers	3.0
Teacher of Reading Recovery	0.71
Learning and Support Teachers	1.6
Teacher Librarian	1.0
Teacher of ESL & Refugee Support	3.2
School Counsellor	1.0
Teacher Moderate Disabilities and	1.0
Teacher Multi-categorical	1.0
AP Mild Intellectual Disabilities	1.0
Student Support RFF	0.252
Student Support Executive Release	0.042
School Administrative & Support Staff	6.962
Total	45.296

The Australian Education Regulation 2014 requires schools to report on Aboriginal composition of their workforce.

No members of staff identify as being of Aboriginal or Torres Strait Islander descent. Approximately 50% of staff have language backgrounds other than English. Teaching staff cover a wide range of experience from beginning teachers to highly experienced.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	27.5

Professional learning and teacher accreditation

During 2014 all staff on duty participated in five school development days of professional learning as well as several school-based workshops to address school priorities. Professional learning for teachers included: Programming quality teaching and assessing in the new English syllabus; A process for planning a unit of learning in English and Maths; Your school and the new syllabuses: Maths and Science; Introduction to the new Science syllabus; Count Me In Too K-6; Non-Violent Crisis Intervention; and individual mentoring sessions with supervisors to develop and review teacher professional learning plans.

As well targeted staff participated in New staff induction (5); Support staff induction (2); *Focus on Reading* for new staff (5); Developing personalised learning support plans (14); Language Learning and Literacy (L3) phase 2 for Kindergarten teachers (1); Planning Literacy and Numeracy (PLAN) software training (18); and Disability Standards for new staff (5).

Individual staff also identified and participated in specific professional learning for technology, literacy, numeracy, teacher accreditation and leadership development.

All staff on duty completed mandatory procedures training with the Anaphylaxis online e-safety learning module; the Child Protection Update 2015; CPR training; and Emergency procedures drills.

Three long term temporary new scheme teachers have been supported in working towards accreditation during the year with one achieving accreditation at proficient. 35% of staff are accredited as Proficient against the Australian National Teaching Standards. One staff member has maintained accreditation as proficient. In 2014 a Special Interest Group of 20 experienced teachers was initiated to support teachers seeking voluntary accreditation at Highly Accomplished or Lead teacher levels and this group meets each term.

Total school expenditure on teacher professional learning including course fees, consultancy fees and casual teacher replacement was \$53 790 which is approximately \$1 345 per teacher.

Beginning Teachers

No new permanent beginning teachers were appointed to Wiley Park PS in 2014. However permanent and temporary beginning and early career teachers are supported with regular mentoring, individual professional learning plans developed with their supervisor and access to school wide and individual professional learning activities.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	324,367.17
Global funds	348,791.04
Tied funds	978,442.33
School & community sources	78,211.53
Interest	19,926.13
Trust receipts	11,777.75
Canteen	0.00
Total income	<u>1,761,515.95</u>
Expenditure	
Teaching & learning	
Key learning areas	3,620.48
Excursions	18,055.56
Extracurricular dissections	44,032.76
Library	317.00
Training & development	0.00
Tied funds	476,483.81
Casual relief teachers	127,602.73
Administration & office	100,339.39
School-operated canteen	0.00
Utilities	92,983.76
Maintenance	34,330.10
Trust accounts	16,243.49
Capital programs	0.00
Total expenditure	<u>914,009.08</u>
Balance carried forward	847,506.87.00

The information provided in the Financial Summary is current at the date shown. This summary includes reporting from 1 December 2013 to 30 November 2014 since the changeover in financial systems for our school.

School performance 2014

Arts

Wiley Park PS provides a weekly arts and performance program where students learn about and create visual art, music, singing, drama and dance. The school Arabic, Vietnamese and Pacific Island dance groups and the school choir perform regularly at school events such as Multicultural Day and the regional Music Festival.

ICT and Curriculum Committee

Wiley Park PS is well-resourced in technology with interactive whiteboards in every classroom, an advanced Prowise interactive panel, two connected classrooms and two computer labs with approximately 30 computers in each for students from Kindergarten to Year 6.

The school purchased an additional 20 new iPads to support personalised learning plans for students in special education and mainstream classrooms to maximise the targeted students engagement in their learning.

Staff members were provided with targeted ICT workshops on Microsoft excel, iPad skills and Web 2.0 tools, which built on their ICT skills and enabled them to continue embedding technology into classroom programs.

Students use computers in classrooms, the two computer labs and the Library to investigate, create and communicate in their learning.

Leapfrogs –Transition to School

The Wiley Park PS Leapfrogs program was reviewed and adapted in 2014 to ensure a positive transition to school where all children and their families had a sense of belonging and engagement.

Leapfrogs ran for 7 weeks and consisted of 2 new initiatives; a social skills program for the students called PALS and a positive parenting program called 123 Magic. Our community partners from Koorana and Canterbury Family Support Agencies provided staff members to support the program. P & C members also supported the program through translation, childcare assistance and information sharing.

Evaluation of the program indicated improved attendance, improved social skills for students, parents using more positive parenting skills at home and enhanced partnerships between the school, families and community partners.

Sport

During 2014 students were provided with opportunities to take part in a range of sporting activities. Wiley Park PS has participated in the PSSA sporting competition for many years with teams competing with other schools in Cricket, Netball, T-Ball, Touch Football, Soccer and Oz-Tag.

Students were also able to take part in the school Learn to Swim Program and Athletics carnivals with numerous students representing the school at the Zone and the Regional Athletics Carnival.

Students were also able to take part in the two week intensive learn to swim program for Years 2-6 students.



Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

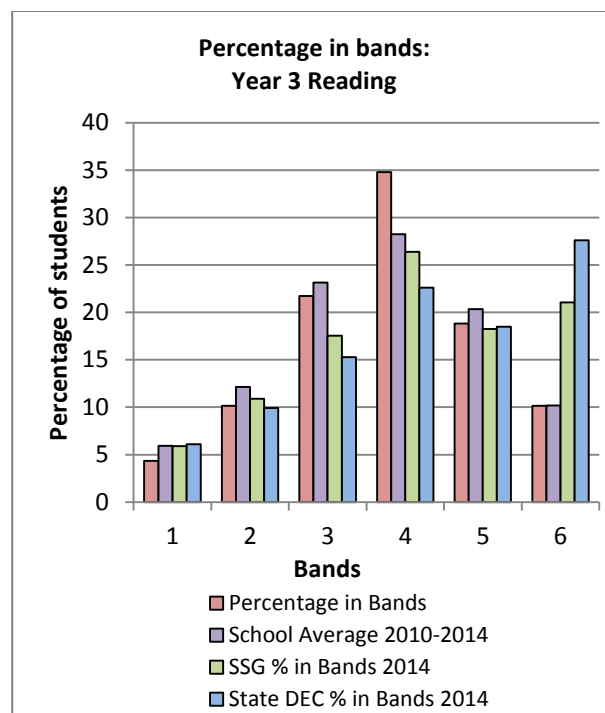
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

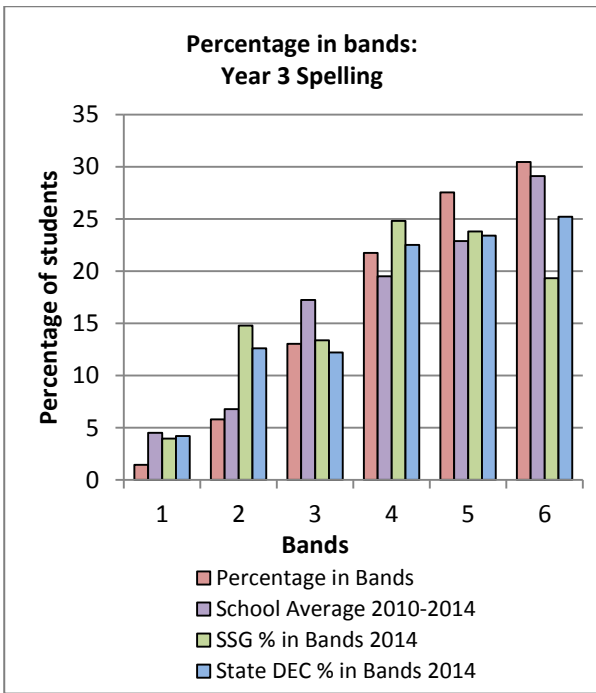
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

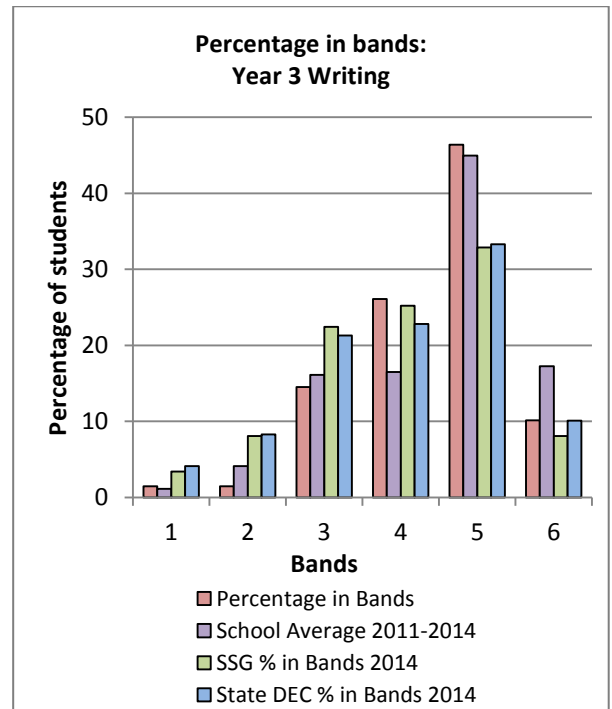
NAPLAN Year 3 - Literacy



95.7% of Students in Year 3 are demonstrating achievement in Reading at or above minimum standards.

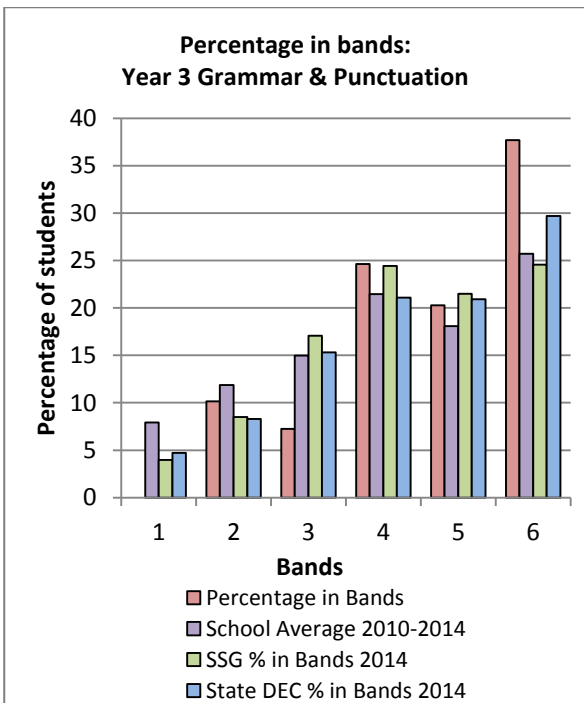


Students in Year 3 continue to demonstrate achievement significantly above State average in Spelling.

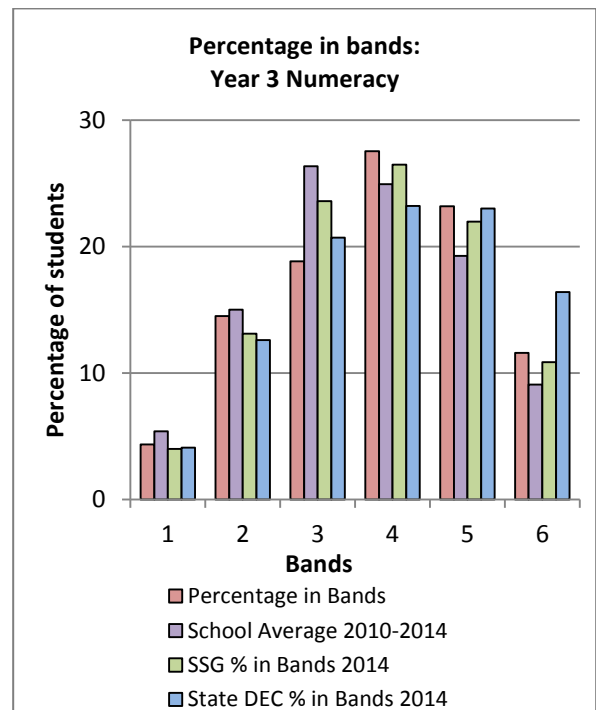


Students in Year 3 continue to demonstrate achievement significantly above State average in Writing.

NAPLAN Year 3 - Numeracy

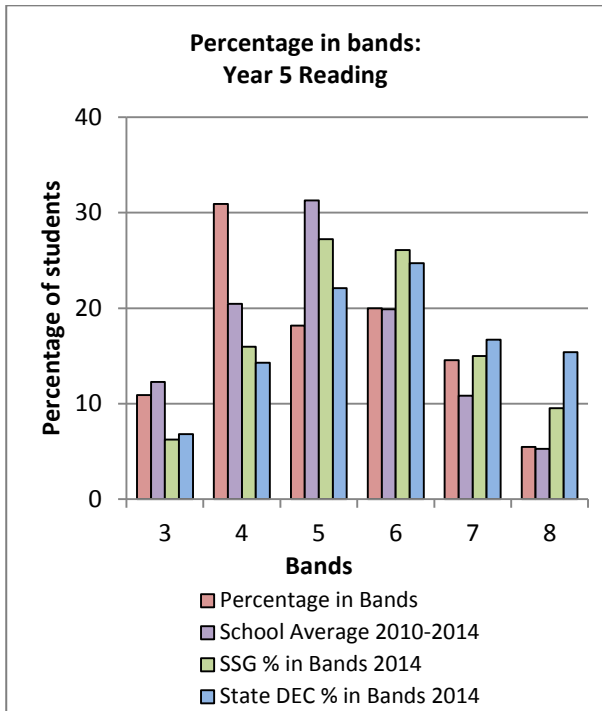


Students in Year 3 continue to demonstrate the four year trend of increasing achievement to above State average in Grammar and Punctuation.

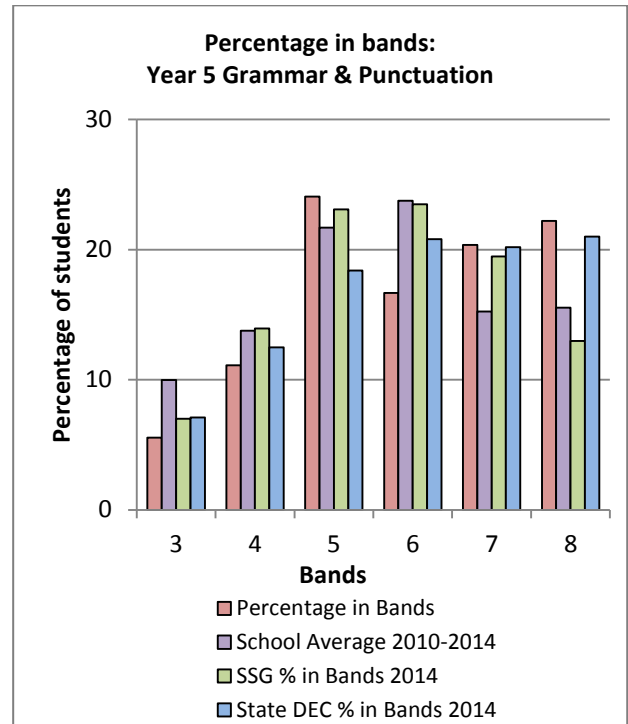


95.7% of Students in Year 3 are demonstrating achievement in Numeracy at or above minimum standards.

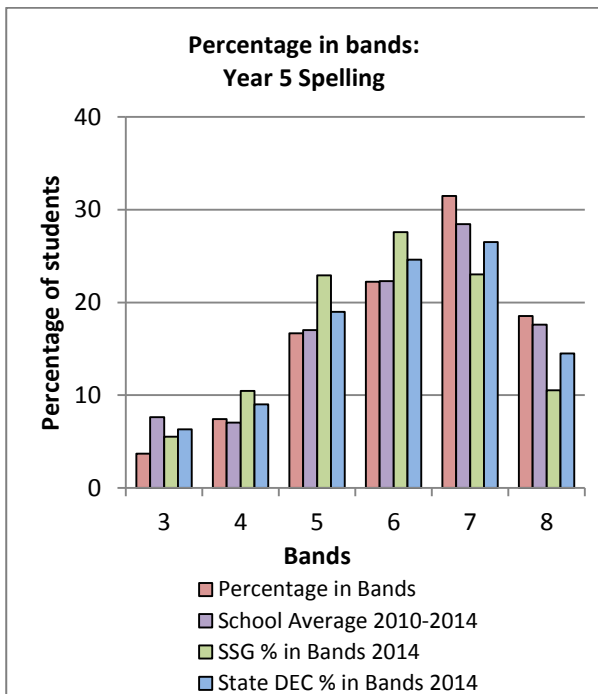
NAPLAN Year 5 - Literacy



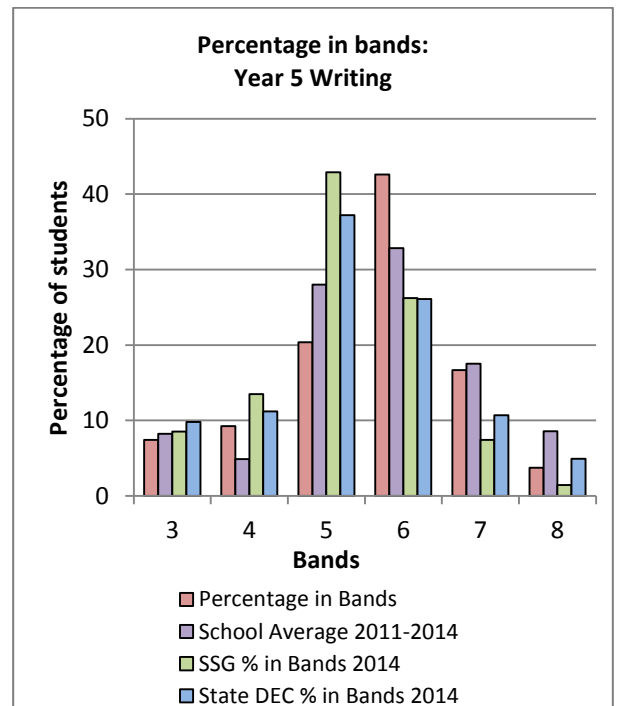
89.1% of Students in Year 5 are demonstrating achievement in Reading at or above minimum standards.



Students in Year 5 have continued to demonstrate increased achievement in Grammar and Punctuation to achieve above DEC average in 2014.

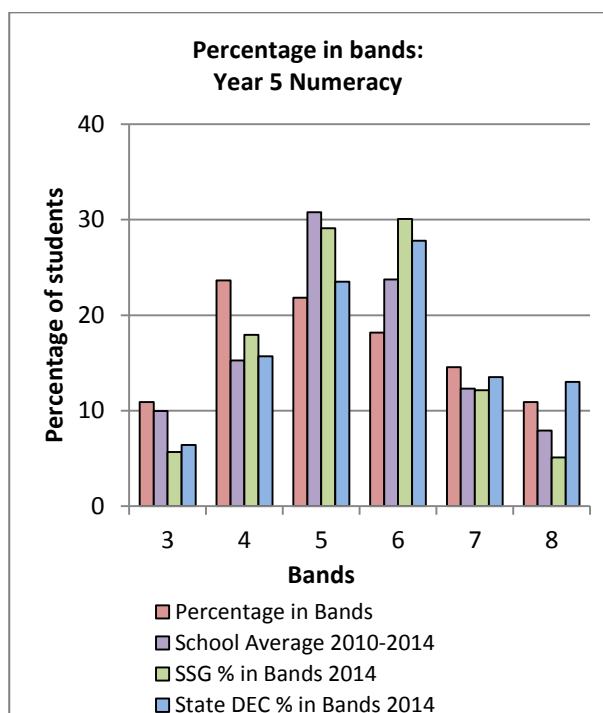


Students in Year 5 have demonstrated achievement significantly above state average for the second consecutive year.



Students in Year 5 have demonstrated achievement significantly above state average in Writing.

NAPLAN Year 5 - Numeracy



89.1% of Students in Year 5 are demonstrating achievement in Numeracy at or above minimum standards.

Other achievements

Our students participate in the annual regional Multicultural Public Speaking competition, Spelling Bee competition and the University of NSW Mathematics and Spelling competitions.

Our Year 5 and 6 students develop independence and social skills by attending an annual three day camp which was at a Sport and Recreation Camp in 2014. Student leaders regularly represent the school at community and other school events.

Significant programs and initiatives – Policy and equity funding

Wiley Park Public School received targeted and equity loading components of the Resource Allocation Model (RAM) funding to support students who require additional support in order to gain the full benefit of their education. In 2014 our school received significant funding for students with English as an additional language, students who were new arrivals to Australia, students who are refugees and students whose families have a low socio economic background.

Aboriginal education

Wiley Park Public School promotes respect for 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 hall.
- Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first peoples.
- Discussion around the contribution of Aboriginal Australians to the Australian culture within HSIE topics such as *Australia: You're standing in it!*, *People and their beliefs* and *British colonisation* to explore the impact of British colonisation on Aboriginal Australians so as to provide insight into Australia's history and ways to move forward through reconciliation.

Multicultural education and anti-racism

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

The ARCO for Wiley Park PS, Mrs. Barnett, dealt with four reported incidents of racism by students in 2014. After investigation, two of these incidents were established and the issues were resolved successfully.

The role involves promoting the values of respect for all races and cultures and the school promotes these values through:

- Inclusive classroom and school practices
- Implementing teaching programs such as Bounce Back! to develop cooperation and respect for diversity
- Promoting intercultural understanding through whole school events such as Multicultural Day and Harmony Day.

Aboriginal background

In 2014 one student identifying as Aboriginal and Torres Strait Islander was enrolled till mid-year. The school received \$705 in funding to support this student. The school ensured inclusion through incorporating Aboriginal history, culture and perspectives across the school curriculum.

The student was provided with a personalised learning plan and achieved stage expectations in literacy and numeracy and above school average attendance.

Socio-economic background

Wiley Park is a predominantly low socio economic community. Our school provides additional support to students and their families through:

- A weekly Homework Centre for students in years 2-6 with high learning needs in literacy and numeracy in partnership with the University of Western Sydney and the Canterbury Council volunteer program
- A twice weekly Active After School sport program for Years 2-6 to support health and well-being
- Books in Homes K-6 program partnership with University of Western Sydney to ensure home reading libraries for students
- A school subsidised *Mathletics* K-6 online program which can be accessed at school or home
- Daily student Breakfast Club with support from Coles Roselands and Riverwood
- Schools as Community Centres (SaCC) and TAFE partnership to offer free school-based English and computer skills courses to parents
- Weekly parent program of briefings, workshops and excursions to assist parents to support their children's learning at home.

English language proficiency

Approximately 98% of students at Wiley Park PS are from families with language backgrounds other than English. The school provides additional support in English proficiency to students through:

- All teachers have participated in professional learning to understand and implement strategies from the English as an Additional Language or Dialect (EALD) progression into teaching and learning programs
- Additional teaching and SLSO staff have been employed to support students in literacy
- New arrival students from overseas are assessed upon enrolment for English proficiency and given intensive support from specialist staff

- School subsidised *Reading Eggs* K-6 online program which can be accessed at school or home.

Learning and Support

The school has an effective Learning Support Team (LST) framework to assist students with high needs in learning, behavior, attendance or disabilities. In 2014 the school participated in the trial National Consistent Collection of Data on students with Disability to ensure all students with disabilities are identified, supported and monitored. Learning support is provided through:

- All staff have completed professional learning on the Disability Standards and developing Personalised Learning Support Plans (PLSPs)
- Teacher programs include differentiated teaching and learning activities and student PLSPs
- Teachers assess, record and track student progress using the PLAN software
- A Speech therapist provides a weekly articulation program for targeted students
- A Student Learning Support Officer (SLSO) provides a daily program to support students with articulation and expressive and receptive speech difficulties
- Parent volunteer program operates in Year 2 classes to support student reading.

Other significant initiatives

Bounce Back!

In 2014 Wiley Park PS continued the successful delivery of an award-winning wellbeing and resilience program called Bounce Back! The program is designed to equip students with personal and social-emotional learning skills which will help them to make and retain friendships and to handle challenges and conflicts. Respect and responsibility are the values that underpin the program.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The evaluation processes included:

- Community consultation meeting with parents and community partners
- Surveys and discussions were conducted with staff, students, parents and carers
- Analysis of policies and programs, plans, budgets, committee meeting minutes and program evaluations
- Classroom observations
- Analysis and discussion of Learning Support Team data and school databases for reading and diagnostic assessments
- Analysis of student achievement data, including detailed NAPLAN analysis using SMART2.

School planning 2012-2014:

School priority 1 Literacy and Numeracy

Outcomes from 2012–2014

Improve literacy skills of students with a focus on reading in years K-6.

Improve numeracy skills of students with a focus on Working Mathematically in Year K-6.

Evidence of achievement of outcomes in 2014:

- 95.7% of Year 3 students achieved at or above minimum standard in NAPLAN reading.
- 89.1% of Year 5 students achieved at or above minimum standard in NAPLAN reading.
- In 2014 school NAPLAN results for both Years 3 and 5 students indicate school achievement is above state average in Writing, Spelling and Grammar and Punctuation.
- 95.7% of Year 3 students achieved at or above minimum standard in NAPLAN numeracy.
- 89.1% of Year 5 Students achieved at or above minimum standard in NAPLAN numeracy.

Strategies to achieve these outcomes in 2014

- Teacher professional learning in the new English and Maths syllabuses and programming units of learning.
- Sustaining *Language and Literacy Learning* (L3) teacher professional learning.

- Teacher professional learning in *Count Me in Too K-6* working mathematically strategies.
- Implementing PLAN software and consolidation of teacher learning in the literacy and numeracy continuums.

School priority 2 Student Engagement and Attainment

Outcomes from 2012–2014

Improve ICT skills of teachers and students to support teaching and learning activities.

Improve student skills in building positive relationships and resolving conflict.

Evidence of progress towards outcomes in 2014:

- 90% of teachers achieved at or above competency level in school ICT skills audit checklist.
- Increase in school average attendance rates to 94.8%
- Decrease in number of students in out of school suspensions.

Strategies to achieve these outcomes in 2014:

- Continued teacher professional learning for integration of ICT in using iPads for Support Unit staff and the Substitution, Augmentation, Modification, Redefinition (SAMR) model to enhance student-centred pedagogies in ICT.
- Continued to employ 0.4 para-professional ICT and to maintain the increased access to ICT resources such as iPads, Interactive Whiteboards and Wi-Fi.
- Provided whole school training for all staff in Non Violent Crisis Intervention for positive behaviour management.

School priority 3 Leadership and Management

Outcomes from 2012–2014

Improve school leadership capacity to support teacher professional development, accreditation and development.

Evidence of progress towards outcomes in 2014:

- All teachers and school leaders completed individual professional learning plans linked to

the Australian national teaching standards and school priorities and participated in individual professional development meetings with supervisors.

- One member of staff achieved accreditation with the New South Wales Institute of Teachers at Proficiency level.

Strategies to achieve these outcomes in 2014:

- Continued professional learning for school leaders and staff K-6 on Australian National Teaching Standards and accreditation processes.
- Implemented a Special Interest Group of interested teachers for support to achieve Highly Accomplished and Lead levels of accreditation against the Australian National Teaching Standards.
- Provided support in mentoring staff through the development and implementation of individual learning plans, accreditation, TARS processes, effective lesson observation and teacher feedback linked to the national teaching standards.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

The school sought community feedback through a community consultation meeting for parents, carers and community partners in Term 3, playground interviews with parents and regular P&C meetings.

Parents were asked a series of questions about their values and priorities for their children's learning, expectations of the school and suggestions for school improvement.

Parents indicated they find the school approachable and highly value the supportive school staff and quality teachers. Parents appreciate the opportunities to be involved in the school and the many extra-curricular programs offered to students. Parents want their children to be academically successful and confident, independent and respectful individuals.

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

In 2014 the school planning process involved parent consultation through parent interviews and a community consultation meeting. Students participated in class discussions of focus survey questions and responses from each class were collated and summarised. Feedback from the SRC was also included. Staff clarified their purpose and vision for the school, then analysed parent and student feedback to look for common values and priorities and used these to develop a draft vision statement. The school leadership team used the input of all groups to draft a vision statement which parents reviewed at a P&C meeting and staff reviewed at a staff meeting.

Parents and teachers finalised a vision statement and priorities that were agreed to by all. Staff discussed some of the research and evidence on school improvement to consider best practices our school to adopt to enhance teaching and learning practices. The leadership team refined all input to develop the three strategic directions and 5Ps with staff and parents being consulted for feedback and refinement.

The strategic directions and purposes are:

- Creating engaged successful learners who achieve their potential. Our purpose is to ensure students are achieving personal learning goals through effective differentiation, continuous monitoring and feedback, appropriate intervention programs and have opportunities to develop leadership learning
- Staff leading evidence-based practice for high expectations for students and staff. Our purpose is to embed and sustain school practices where teachers take responsibility for ongoing learning, professional growth and career development and use current research and reflective practice to improve student outcomes.
- A positive school culture supported by collaboration within our school and across

our community of schools. Our purpose is to ensure student learning is supported by positive communication and supportive relationships through engagement with our school community and wider community.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Beverley d'Astoli – Relieving Principal

Matthew Jones – Relieving Deputy Principal

Soo-Le Scelzi – Relieving Deputy Principal

Anne Barnett – Relieving Assistant Principal

Matthew Browning – Assistant Principal

Bronwyn Chandler – Assistant Principal

Susie Hadid – Assistant Principal

Nikki Kaur –Assistant Principal, Literacy

School contact information

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School Code: 4553

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>