Principal’s message

In 2014, we saw great academic, sporting and cultural achievements. I thank all the staff, parents and students for making Wahroonga Public School a great place to teach, to learn, play and develop.

We welcomed new permanent staff members who joined the school this year, Mrs Evans, Mrs Groves and Miss Spillane. They, and all the staff members, have all made a great contribution to the school this year.

Once again, the Art Show was an outstanding success. Over 800 artworks were on display in the School Hall and thanks go to everyone who was involved, especially our curator, Gordon Carmichael.

As part of the introduction of the Australian Curriculum, in 2014, the new Science and Mathematics syllabuses were successfully introduced, joining the new English syllabus.

We successfully completed our three-year plan of improving writing, girls’ outcomes in mathematics and catering for the range of students in each class through a differentiated curriculum. We’ve made good progress in all areas, however, writing still needs further development and will continue to be a focus area.

Our fourth annual Celebration Day for K–2 was held and it was a great event. All Kindergarten, Year 1 and Year 2 students were presented with an individualised certificates to acknowledge their particular achievements over the school year. This celebration reflects the age, and social and emotional development of these young students and acknowledges the range of talent, achievement and effort we have in the junior school.

The 70th Annual Presentation Day Assembly for families of students in Years 3–6 was held. During this traditional school presentation day, five awards were given for each class and overall awards given for academic, sporting and artistic excellence, as well as for citizenship and school service. The highlights of this assembly were presentations for the Dux of School and Principal’s Awards.

My thanks go to Clair Scott & the P&C team for all their hard work in both raising funds and building a sense of community amongst the families of the school.

The School Council was dissolved by vote at a Special Meeting in May 2014. The Council had been inactive for some time and the P&C is an active association representing the interests of the community. The two-thirds majority of those present at the meeting voted in favour of the motion.

In 2014, we continued to use innovative practices in the library, using it as a team teaching and information centre. With wireless connectivity and notebook computers, students worked very effectively with this technology during these lessons. Staff have embraced the use of advanced technology in the classroom too. Their skill levels are improving in line with 21st century teaching competencies, focusing on enhanced teaching and learning strategies using technology, improving their own computing skills and designing teaching and learning through group work. There is more to be accomplished in this area, however I am very pleased with the progress as we are certainly on the right path.

In 2014, we implemented a plan for 29 classes, although we did not have enough students for NSW DEC funding for the 29th class teacher. The extra class teacher was funded through the school’s budget, leaving us with less carried over into the new financial year than we have previously had. The distribution of students would have made the 28-class organisation very difficult so, even with the luxury of hindsight, this was a good decision.

We introduced on an online payment system and improved all our electronic communication with parents. In 2014, we also introduced own app, ‘Skoolbag’ Smartphone app, which was used to send important information. This has made immediate communication with families much more effective.

2014 was another great year at the Bush School, with thanks to our staff, students, families and our involved members of the local community.

John Benton
Principal
P&C President’s message

The Wahroonga Public School Parents and Citizens (P&C) Association has two primary objectives:

- to promote the interests of the school by bringing together the various groups associated with the school such as parents, students, staff and citizens
- to assist in providing facilities and equipment for the school and promote the recreation and welfare of the students at school.

As is customary, the year started with a well-attended ‘Tea and Tissues’ morning for parents of our new 2014 Kindergarten students. There were a few tears but also some very relieved parents!

Our Term 1 ‘Meet & Greet’ evening was very successful, with the Kindy veranda full of both new and current parents. I feel this is a great way for the P&C to begin the school year. This is an ideal opportunity for new Bush School parents, particularly those moving to the area with older children, to meet others and gather information about the school.

The School Disco was held for the children at the end of Term 1. Our experienced organising committee, headed by Evette Hopkins, did a wonderful job.

Fundraising is an important job for any P&C. Our main fundraiser this year was the Disco Trivia evening in June, where just over $20,000 was raised. This was a sell-out event and a great evening was had by all. The purpose of the night was to continue to raise funds for technology, with the principle aim of repairing and replacing the much used classroom interactive whiteboards within the school. No classroom should be without this essential teaching tool.

The P&C oversee two main sub-committees, the band program and uniform shop. The P&C previously agreed to provide a much larger band room to accommodate our ever increasing band numbers in the form of a demountable classroom. This will cost in the region of $200,000, which will be covered from funds raised for this project by band parents over the past eight years, plus a contribution from the P&C. This project has been delayed this year, as the original chosen site did not meet fire safety requirements. A new site has been agreed with the school and we thus began the necessary approval process with council, neighbours and safety authorities again.

Our uniform shop manager, Jane, has continued to enhance the stock control and ordering process in 2014. The shop remains very busy with customers visiting during opening hours and ordering online. A big thank you to our wonderful parent volunteers in the uniform shop, some of whom help out each week and rush in to assist at last minute notice.

The P&C makes an annual commitment to contribute $10,000 to the school to be used for the funding of KLA related resources.

The P&C has also committed funds in 2014 for additional learning support and it funds the Presentation Day prizes and trophies.

Clair Scott
P&C President

School Captains’ message

2014 was another amazing, exciting and successful year for Wahroonga Public School. During this year, we were fortunate to see several upgrades of our play environment, the biggest one perhaps being the infants’ quad, which allows our younger students to enjoy games such as hopscotch and handball.

We saw our new Kindergarten students arrive and settle in with the help of their senior buddies. It was a rapid period of learning during which Kindy students were involved in a visit to a farm, an Easter hat parade, teddy bear’s picnic and celebrated their 100th day at school with fun games. So many school memories already created. Years 1 and 2 have also had very interesting excursions this year, including the reptile park and Sydney Harbour, where they enjoyed lessons afloat.

Stage 2 had an exciting year in 2014 with a visit to the iconic Sydney Opera House, participating in a tour and learning about its interesting history. Stage 2 also held a Market Day, to help them understand about how to create and promote a product and learned about the concept of profit...
and loss. This activity revealed some very serious business minds!

The Bush School has continued to have competitive academic results in 2014, with students in Years 3 and 5 performing well in NAPLAN results and Years 3–6 achieving impressive results in the UNSW International Competitions and Assessments for Schools (ICAS). More specifically, across Years 3–6, the Bush School achieved two High Distinctions in the ICAS English exam and 28 Distinctions, with a special mention to Hugh Jordan, who received a gold medal for the equal highest mark in NSW for Writing. In the ICAS mathematics exam, we achieved six High Distinctions and 34 Distinctions.

In sport, 36 students represented the school at zone swimming, 48 at zone cross-country and numerous in athletics, with several students experiencing further success at regional, state and national levels. Additionally, students represented the school in hockey, netball and softball from local zone level to the national level. PSSA sport results were also outstanding, with the Senior Girls Netball Team winning their competition and the Senior Boys Football Team (soccer) reaching the Grand Final.

The school dance groups and choirs also reached amazing heights. Under the guidance of Mrs Piper, the choirs performed at both the Town Hall and Opera House with many children from other schools. The dance groups performed successfully in a number of eisteddfods and along with the choir, entertained us all at assemblies.

The Concert and Stage Bands have had a brilliant year, winning multiple awards, performing at assemblies and recently embarking on a successful band tour, where they played for a variety of regional schools, bringing enormous joy.

As this school year concludes, we could not be more appreciative or proud of being part of the leadership of our fine school. Along with all of Year 6, we will leave with great memories, having experienced enormous growth, and wish the school well in the years to follow.

Ben Grant and Madeline Playford
School Captains

**School context statement**

Wahroonga Public School (WPS) is a large suburban school located in a northern Sydney suburb. The area has a solid middle-class socio-economic profile. There is a diverse mix of ethnic, religious and cultural backgrounds.

**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**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Male</td>
<td>366</td>
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<tr>
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<td>305</td>
<td>317</td>
<td>320</td>
<td>349</td>
<td>350</td>
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The school's enrolment is at capacity and every available room is used. Unless there are compassionate circumstances, only students resident in our drawing area are accepted.

**Student attendance profile**

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<thead>
<tr>
<th>Year</th>
<th>2009</th>
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<th>2011</th>
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<td>94.4</td>
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<th>Year</th>
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<tr>
<td>Total</td>
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<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
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</table>

Attendance is well monitored and generally excellent.
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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principals</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>25</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teachers</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.5</td>
</tr>
<tr>
<td>Total</td>
<td>38.1</td>
</tr>
</tbody>
</table>

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

No staff working here are from an Aboriginal background.

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>Degree or Diploma</td>
<td>89</td>
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<tr>
<td>Postgraduate</td>
<td>11</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

All of our 38 full time and part-time teachers participated in professional learning in 2014. The school’s professional development program focused on our school plan objectives and mandatory training. The school’s objectives were to develop differentiated instruction to better cater for the range of students, to improve the quality of student writing and better outcomes for girls in numeracy.

In 2014, we spent almost $56,000 on professional development at an average spend of $1473 per teacher. There are five school development days each year. This is a breakdown of professional development activities for 2014.

<table>
<thead>
<tr>
<th>Professional development focus area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Day 2</td>
</tr>
<tr>
<td>Girls and mathematics</td>
</tr>
<tr>
<td>Day 3</td>
</tr>
<tr>
<td>Differentiation across literacy and numeracy</td>
</tr>
<tr>
<td>Days 4-5</td>
</tr>
<tr>
<td>• Cardio pulmonary</td>
</tr>
<tr>
<td>• Resuscitations (CPR)</td>
</tr>
<tr>
<td>• Anaphylaxis and asthma</td>
</tr>
</tbody>
</table>

During these sessions, we also spent time planning for the following school year.

Each fortnight we schedule an hour’s professional development activity for all teachers. We use these sessions to ensure our school plan is on track and attend presentations on literacy, numeracy and other key learning areas (KLA). Student well-being and innovations in technology were also topics covered during professional development afternoons.

In 2014, we provided funding for each teacher to come off class for half a day to engage with new syllabus documents, especially the Science & Technology Syllabus. We also paid for teachers to come off class for half a day to evaluate our progress towards our goals and have input into the next school plan.

During 2014, twelve of our teachers completed a certificate course on the teaching and learning of students with dyslexia that was delivered partly online and partly face-to-face. These teachers also shared part of their new understandings with the other staff members through presentations and peer tutoring.

Many of the teachers attended one-off professional training days in areas in which they were leading in the school or in areas that were a focus for their skill development. A number of teachers attended professional development sessions held after school and on Saturdays.

The Kindergarten team completed training on a new approach to teaching literacy they had begun in 2013. This has resulted in significant
benefits for Kindergarten students’ writing development. Other significant literacy innovations covered in the professional learning program were Seven Steps to Writing and Super Six Reading Comprehension Strategies.

Teachers employed after 2005 are required to gain accreditation with the Board of Studies Teaching Education Standards NSW (BOSTES). We have nine teachers in this category, six of whom completed the mandatory accreditation and three more soon to complete it. Teachers with longer service will be joining the scheme by the end of 2017 and can apply for accreditation as a Highly Accomplished or a Lead teacher. None of our more experienced teachers have done this as yet. Maintaining accreditation involves completing regular registered training courses.

**Beginning teachers**

In 2014, additional funds were made available for newly appointed permanent teachers. Miss Spillane was funded for time off class for induction, professional learning, planning and preparation, and to work with her supervisor. The remainder of this funding will support her professional development in 2015.

**Financial summary**

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

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. For further details concerning the statement, please contact the school.

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**Date of financial summary**

<table>
<thead>
<tr>
<th>30/11/2014</th>
</tr>
</thead>
</table>

**Income**

- Balance brought forward: 229,031.91
- Global funds: 469,165.66
- Tied funds: 151,696.86
- School & community sources: 723,663.43
- Interest: 8,173.36
- Trust receipts: 31,335.31
- Canteen: 0.00
- Total income: 1,613,066.53

**Expenditure**

- Teaching & learning
  - Key learning areas: 172,190.34
  - Excursions: 99,307.33
  - Extracurricular dissections: 389,734.96
- Library: 5,446.00
- Training & development: 9,673.80
- Tied funds: 144,423.43
- Casual relief teachers: 165,583.68
- Administration & office: 187,552.27
- School-operated canteen: 0.00
- Utilities: 117,658.86
- Maintenance: 80,895.06
- Trust accounts: 34,348.73
- Capital programs: 32,872.28
- Total expenditure: 687,370.00
- Balance carried forward: 173,379.16
School performance 2014

Academic achievements

NAPLAN

In the National Assessment Program (NAPLAN), literacy and numeracy assessments are conducted and the results are reported for the Years 3, 5, 7 and 9 on a scale from Band 1 to Band 10.

The bands or achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Here’s an outline of relevant grades and bands for Wahroonga Public School’s NAPLAN assessments.

<table>
<thead>
<tr>
<th></th>
<th>From lowest</th>
<th>To highest for that year</th>
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</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>Band 1</td>
<td>Band 6</td>
</tr>
<tr>
<td>Year 5</td>
<td>Band 3</td>
<td>Band 8</td>
</tr>
</tbody>
</table>

The My School website, is located at [http://www.myschool.edu.au/](http://www.myschool.edu.au/) and provides detailed information and data for national literacy and numeracy testing (NAPLAN).

For information about our school’s NAPLAN data, click My School, enter the school name in the Find a school box and click GO.

Other achievements

Arts

The creative and performing arts are very popular and highly valued at The Bush School. We provide many opportunities for all students to engage in Music, Dance, Drama and the Visual Arts.

Visual Arts has a strong history and tradition at Wahroonga Public School and this continued in 2014 with weekly visual arts lessons in each class. Visual Arts integrated into the themes and areas of study for the key learning areas (KLA) of Human Society Its Environment (HSIE) and Science.

The Art Show was a major event in 2014. We employed a professional artist to curate the show and each student had a finished and well-presented art piece on display. The Art Show was visited by hundreds of parents. The Hall looked wonderful with 800 artworks, representing a variety of media.

In 2014, every class presented an assembly item throughout the year and these often involved Music, Dance and Drama. These performances are always a highlight for the students involved as they work together under the guidance of their class teacher to present a creative item for the school.

The Music program expanded at The Bush School in 2014, with every child from Kindergarten to Year 6 attending weekly specialist music lessons with Mrs Piper or Miss Bosman. In these classes, they learned about the elements of music and were given opportunities to compose, arrange and perform music. Lessons involved singing songs or chanting rhymes and playing melodic and non-melodic percussion instruments. The students also learned about the instruments of the orchestra, the history of classical music and famous composers. This year, we also studied world music in particular.

At the end of Term 3, a class set of ukuleles was generously donated to the school by the Hornsby and Berowra Ukulele Club. In Term 4, Miss Bosman taught selected Stage 3 classes to play, and it was received very enthusiastically by the students. We hope to expand this program in 2015.

At The Bush School we are fortunate to enjoy diverse musical acts that visit our school throughout the school year. In 2014, we discovered Latin American music with Tigramuna through the Musica Viva program, as well as OzOpera entertaining us with Rossini’s, The Barber of Seville. Both organisations provided comprehensive teaching resources and training to assist teachers in implementing a music program based on their visits. We also enjoyed the Aboriginal and Torres Strait Islander performers who visit our school each year.

The whole school participated in Music Count Us In for the third year in a row – a nationwide event involving over half a million students from more than 2000 schools, each singing the same song at the same time. This year’s song, Paint You a Song, was popular with the students and was sung at a number of events in Term 4. This year the children learned actions incorporating Auslan –
the language used by the Australian deaf and hearing-impaired community. The event both celebrated and highlighted the need for a quality music program in every primary school nationwide.

In 2014, students from Years 1 to 6 had the opportunity to sing in a choir. Choirs rehearsed before school, with Mrs Kidman and more recently, Miss Bosman, directing the Junior Choir for students in Years 1 and 2. Mrs Piper and Miss Bosman directed the Intermediate and Senior Choirs for students in Years 3 and 4 to 5 and 6. All choirs performed at school assemblies throughout the school year. The Intermediate Choir performed at the Sydney Town Hall in a combined choir as part of the Arts unit’s Primary Proms. This was the first year our school was involved in this event, and the children performed incredibly well. The Senior Choir performed at the Sydney Opera House again this year as part of a 750-voice choir for the ArtsNorth Primary Choral Concert. The combined Intermediate and Senior Choirs were also invited back to sing for the third year in a row at the Carols In The Park community event for the combined churches of Ku-ring-gai – the only local primary school choir to be invited to participate in front of an audience of over 3000 people.

Dance

In 2014, the Intermediate and Senior Dance group participated in Sydney North Dance Festival. The dance groups rehearsed at lunch Wednesdays and Thursdays. The Junior Dance Group performed a jazz routine ‘Jump in the Line’ and Senior Dance Group performed a musical number ‘Revolting Children’. Both groups also were entered into the Hills Dance Eisteddfod. The Junior Dance Group was awarded second place and the Senior Dance Group won first place in their divisions. Both troupes also performed at the 2014 Education Week Assembly. We plan to continue providing numerous opportunities for WPS students to perform and showcase their talents.

Band

The Band Program has another great year in 2014, with numbers continuing to grow and give many excellent performances. The school bands received outstanding results at various eisteddfods. They played on various occasions at school and were a regular feature of the school’s assemblies.

The band camp was a highlight of the year for all the children. It re-invigorates their enjoyment of playing a musical instrument. The Senior Concert Band Tour to Foster and Taree was very successful, with many schools issuing a return invitation. The band families are grateful to the teachers who generously volunteered their time to accompany the children on these excursions and to the teachers who rearrange their timetables at school.

We are looking forward to moving into the new band room in the near future to accommodate the large number of children in bands and tutorials.

Our Band Program’s reputation continues to grow in the wider community and the commitment of the children and their parents is very much appreciated. The outstanding performances and excellent behaviour make the children excellent ambassadors for the school. Highly competent and committed conductors are supported by an excellent team of tutors, without whom, the children would be unable to reach such high musical standards.

Thank you to Mr Benton, Mrs Zorian and P&C President, Clair Scott, for their on-going support.

Sport

The school had a successful year in 2014 in the sporting arena. We placed first in the Zone Swimming and Cross-Country Carnivals and third in the Zone Athletics.

During 2014, students in Years 2–6 participated in inter-house swimming, athletics and cross-country carnivals. Students from K–2 attended their annual sports day, which encouraged participation and skill development.

During terms 1 and 4, water safety and stroke development lessons were conducted at the school’s pools for students in Years 1–6. During terms 2 and 3, K–2 students enhanced fundamental movement skills in programs run by Schools in Sport Australia.

During terms 2 and 3, Friday sports are conducted for students in Years 3–6. On these Fridays, 160 students participated in the
Macquarie University sports program, where students developed skills in hip-hop dance, basketball, gymnastics, martial arts, circus skills and swimming. This was a popular program with students. About 80 students participated in active fitness lessons at school on Fridays. Years K–4 students were involved in the Moving Bodies gymnastics and dance programs, while the Years 5 and 6 students enjoyed creative and contemporary dance programs. As part of Friday sports in Terms 2 and 3, junior and senior teams participated in the Hornsby Primary Schools Sports Association’s inter-school competitions in soccer and netball. The Senior Netball Team won the competition and the Senior Boys’ Soccer Team was a semi-finalist.

Congratulations go to some outstanding students for their sporting achievements and great sportsmanship. Bailey Henderson, Year 6, was a member of the Sydney North Hockey and NSW Softball teams. Bailey’s softball team won the Australian Softball Championships. Madeline Playford, Year 6, competed at the State and National Cross-Country Championships and placed 20th at Nationals. Tan Kim, Year 6, represented Northern Sydney at the NSW Schools Swimming Championships. Genevieve Audette, Year 6, was a member of the Sydney North Basketball team that placed 6th at the State Championships. Claudia Maloney, Year 4, placed 2nd at the NSW PSSA Diving Championships.

Significant programs and initiatives – policy and equity funding

Aboriginal education

Aboriginal education was an important learning area for the school in 2014. Our school stands on the land of the Guringai-Garigal people. Aboriginal and Torres Strait Islander education is embedded in many lessons on history, culture, government, art and dance.

Our achievements in this area included:

- Aboriginal perspective integrated into lessons across all key learning areas.
- Acknowledgment of country was a feature of all major events and the weekly school assembly.
- NAIDOC is the traditional name given to the week when we celebrate Aboriginal and Torres Strait Islander culture. In 2014, we celebrated NAIDOC week and invited an Indigenous cultural ambassador into our school to present workshops on traditional and contemporary Aboriginal and Torres Strait Islander life.

Multicultural education and anti-racism

Multicultural education continued to be an important part of the school program in 2014. Multicultural education was taught explicitly, as well as being embedded across the curriculum. Valuing the cultural diversity of NSW, promoting inter-cultural understandings and anti-racism are key programs in the school.

In 2014, we again celebrated Harmony Day and taught inter-cultural understandings.

Mrs Fiennes is our Anti-Racism Contact Officer. We work through a restorative justice process for any incidents that could involve racism.

Aboriginal background

Aboriginal education was a cross-curriculum learning focus in 2104, which helped to educate and involve students in Aboriginal culture, history and understanding. We ensured that Aboriginal perspectives were included in units of work across all key learning areas. Aboriginal & Torres Strait Islander cultures were the focus during
class lessons in NAIDOC (National Aborigines and Islanders Day Observance Committee) week. During this week, students attended workshops from the Murr-Kulcha in Education groups and watched performances from the Aboriginal singer and dancer, Lewis Parter. The school library continues to build a resource collection of Aboriginal literature, art and cultural items for students and teachers.

In 2014, there were two Aboriginal students enrolled at Wahroonga Public school. These students had an Individual Education Plan to ensure their progress at school. Both students were achieving above the minimal national standards for their year level. To help them reach their educational goals, $1661.00 was spent supporting these students at school.

**Socio-economic background**

We received $2594 to support programs that assist students from low socio-economic backgrounds. These funds helped to partly fund students whose families were unable to pay for textbooks, excursions and sport. This support went some way to help ensure all students could participate in the range of activities offered at school. We also used other sources to help achieve this too.

**English language proficiency**

All teachers ensured students in their classes, who were from language backgrounds other than English, were supported in learning English and in learning through English instruction. Mrs Zorian coordinated, planned and implemented the English as an Additional Language or Dialect (EAL/D) program at Wahroonga Public School, two days a week. During 2014, Mrs Zoran completed an EAL/D Orientation course to gain a deeper understanding of how best to meet the needs of students and families from culturally and linguistically diverse backgrounds and WPS. Students’ English language competence was regularly assessed and their needs prioritised for English learning support. The EAL/D program enabled students to achieve social and academic English language outcomes necessary for learning in school. In 2014, intensive language support was provided for five newly arrived students and 30 students with a language background other than English. Collaborative programming with mainstream classes, as well as small group support, enabled EAL/D students to receive explicit teaching using the ESL curriculum framework.

Advice and professional support to teachers on appropriate teaching programs and practices for ESL students was also given in 2104. This contributed to students of non-English speaking backgrounds improving their results in school assessments and in NAPLAN particularly in writing. All these students experienced growth between Year 3 and 5. Effective reporting of English language learning outcomes to parents, with reference to the ESL Scales, is completed in June and November.

**Learning and support**

The school received $23,229.14 for specific students who have higher level learning needs. We also received $27,810 for students we identified as having low-level learning needs. The P&C gave $15,000 towards providing learning assistance. With these funds, we employed an extra part-time Support Teacher and five part-time School Learning Support Officers.

Differentiated instruction was a focus of our teachers’ professional learning program and this approach is helping to ensure that the learning needs of all students are well catered for at school.

We had a number of volunteer tutors assist with individual tutoring under Mrs Cavanagh’s supervision.

We also have a part-time Learning and Support Teacher, Mrs Hetherington, who worked both to train teachers in supporting students needing learning adjustments and supporting individual students.

**Other significant initiatives**

The Environment Representative Committee (ERC) comprised two students from each class from Years 2–6 and meetings were held every Monday fortnight at lunchtime.

Plastic recycling continued to be the ERC focus in 2014. The role of the ERC has been to encourage classes to ‘think globally, act locally’ to educate students of the far reaching effects of plastic littering. Weekly yellow bin plastic recycling continues to be a responsibility of the ERC, along with paper recycling.
The ERC studied the plight of marine creatures, particularly turtles. They were introduced to the work of the non-profit organisation, Australian Seabird Rescue. This organisation is dedicated to reducing the human impact on seabirds, shorebirds and sea turtles through rescue, research and education, and has been operating on the north coast for more than 20 years.

Through contacts with members of Australian Seabird Rescue, regular updates were sent to the ERC on the activities of the organisation, the turtles and seabirds recuperating in the hospital. Students learned the names of the turtles in the hospital and gained a greater understanding of the plight of endangered turtles. Students gained a better understanding of the wide ranging effects of their actions. The ASR study supported teaching and learning activities in each stage and in ICT classes.

ERC kept parents and the wider community informed with regular ERC News and photographs placed in the *Bush Telegraph*. The combined ERC/SRC Ninja Turtle mufti day on September 17 was well supported by the Bush School community and raised $1000, which was donated to ASR.

The ERC introduced the Plastic Free September Challenge. Each class made a daily record of how many students brought plastic free or 'nude food' to school with prizes for winning classes. This challenge was extended to October.

**Technology**

Wahroonga Public School has some of the best ICT facilities in a primary school. With two computer labs, specialist ICT teachers and an interactive whiteboard in every classroom, as well as a bank of computers in our Library, students are able to access technology anytime and anywhere in the school.

The 2014, our focus was on initiating classroom projects that allow students' writing to be shared with a global audience. Many classroom teachers embraced the opportunity to develop a class blog to highlight the events of their class.

In some K–2 classes, class work was shared with parents and other schools through these websites.

In Stage 3, class websites were managed by student editing teams. These teams selected and published their writing using explicit criteria and with a specific audience in mind.

In other classroom projects, students used webcams to communicate daily, in real time, with buddies in other schools. One class in particular experimented with green screen film production using a borrowed mobile TV studio. These students filmed interviews with parents, teachers, school guests and their peers. Some students created animated gifs to teach mathematical concepts.

All the senior students refined their film editing skills to create persuasive videos, to help reduce the impact of people on our environment, manipulating text to speech in their scripts.

Our middle school students created audio podcasts re-enacting the stories of our convict settlers. Here are some highlights of this project, where students:

- created stop-motion animations depicting an event of historical significance
- used computational thinking skills and coding software to program devices
- used online tools or photo editing software to create persuasive posters
- engaged in a stock market simulation using real-time ASX data
- used inquiry skills in Library lessons to create informative presentations about the adaptations of Australian animals and endangered species, plus much more.

Seventeen students attended the 2014 Young ICT Explorers (YICTE) competition at UNSW. With the assistance of Mr Tomlins, these talented students presented their innovative ideas and Wahroonga PS won three prizes:

- One of the Year 4 teams received a Merit Award for mapping the interior of the school for Google Maps.
- One of the Year 4 teams won first place in the Years 3–4 category for demonstrating how to use Minecraft and a Raspberry Pi computer to teach basic Python programming.
- Aditya B won first place in the Years 5–6 category for his automated LED display indicating who is allowed to use the school sports field.
Later in the year, a large wireless infrastructure project was completed, so now most classrooms and learning spaces in the school have wireless access. In 2014, Stage 3 classes began a Bring Your Own Device (BYOD) project. There were about 50 student-owned devices (Windows, Apple and Android) brought to school for classroom use. Teachers participated in professional learning to develop their capabilities in the use of ICT in the classroom; this will be one of the main strategies for the next School Plan 2015-2017.

**Public Speaking**

All students at the school engaged in Public Speaking in 2014. Students in K – 2 participated in public speaking in the form of class talks and regular news topics. This way the K -2 students became familiar with answering questions from teachers and peers. Years 3 -6 students took part in more formal public speaking programs. In 2014 two finalists from each class in Years 3 -6 took part in the area final of the Multi-Cultural Perspectives Public Speaking Competition run by the ABC Arts Unit, representing the school admirably. Senior students also participated in the Barry O’Farrell Public Speaking Competition between local Ku-Ring-Gai schools. Jay Cornwall represented the school at the final at NSW Parliament House with Mr O’Farrell in attendance. He performed impressively, coming second in the competition. School leaders also hosted many assemblies and special days, speaking with confidence, am indictment of the high quality of teaching in public speaking at Wahroonga Public School.

**The Enrichment and Extension Program**

In 2014 the Enrichment and Extension Program continued to support classroom teachers by differentiating the curriculum at a higher level to meet the learning needs of our gifted and talented students.

The students who attended the Enrichment and Extension program were encouraged to develop learning habits based on ‘The Habits of Mind’ by Arthur L. Costa and Bena Kallick. Developing these habits has contributed to their life-long love of learning. We provided a program that extends the classroom learning and is designed to motivate and develop higher-order thinking skills and strategies that will enable them to meet life’s challenges.

Students are selected equitably for the program by means of parent and teacher nomination process and also targets gifted underachievers.

The 2014 program went through a staff evaluation. Parents were given an opportunity to comment in the general school survey at the end of the year. The program proved to be a valued part of the school learning program.

Highlights of the 2014 program included:

- Performances and workshops with authors, musicians and artists and public speakers
- Purchasing of 10 iPads, a new colour printer, 10 netbooks and 9 new computers. This provided the students with essential learning tools to promote their learning in a 21st Century classroom
- The use of iPads in the Language and Expression sessions as a learning tool in the planning process for story writing
- The inclusion of the netbooks as well as computers to develop programming skills and problem solving strategies in the Solution Finding sessions.
- An emphasis on problem solving strategies in the process of planning and creating artworks in the Visual Arts program
- A showcase of children’s artwork at the school’s art show.

About one-third of the school population attended one or more of the Enrichment programs in 2014.
School planning and evaluation

School evaluation processes

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

- analysis of NAPLAN data
- school-based assessment data using a range of tools including Count Me In Too assessments, writing rubrics and teacher-made tests
- regular reviews of the school plan by the literacy and numeracy committees
- surveys of teachers, parents and students
- teacher discussion and feedback groups.

School planning 2012–2014

School priority 1

To improve student writing

Outcomes from 2012–2014

- 70% or more students demonstrate expected growth in writing from WPS Year 3 cohort to WPS Year 5 NAPLAN (dependable on text type).
- Increase the percentage of students from 40.5% to 50% in the top 2 bands in writing Year 5 NAPLAN.
- 70% of Year 2 students to achieve a growth in writing, as measured against a school-based rubric.

Evidence of achievement of outcomes in 2014

- 63% of Year 5 students achieved the expected growth in writing. More girls than boys are achieving the expected growth.
- Only 27% of students were in the top two bands in 2014, so improvement in this area remains important for the school.
- 82% of Year 2 students showed an improvement in their writing.

Strategies to achieve these outcomes in 2014

- Teacher professional development in teaching reading and writing. The Seven Steps of Writing as a major focus for this professional development.
- Co-planning units of work to develop students’ skills in writing.
- Co-teaching of lessons. Mrs Zorian co-taught a number of lessons and most teachers worked in pairs at some stage in the year.
- Consolidating writing improvement strategies such as VCOP (Vocabulary, Connectives, Openers and Punctuation) and the use of marking rubrics.

School priority 2

Improve girls’ outcomes in mathematics

Outcomes from 2012–2014

- Increase the percentage of girls achieving NAPLAN band 8 in Year 5 in numeracy from 37.8% to 44%.
- Reduce the percentage of students in the lowest three bands in the NAPLAN numeracy tests in Year 3 and Year 5 by 50%.
- Increase by one level 90% of the K and Year 1 students’ ELFIN addition and subtraction stage from November 2012 to November 2013.
- Increase by one level 90% of the Year 2 students’ ELFIN in multiplication and division stage from November 2012 to November 2013.

Evidence of progress towards outcomes in 2014

- Only four Year 5 girls were in the bottom three bands, this meeting our target of reducing the number of girls in the lowest bands by 50%.
- 53.7% of Year 5 girls achieved in the top two bands for numeracy.
• 90% of K and Year 1 students achieved the next level in addition and subtraction, thus achieving our target.

• 90% of Year 2 students achieved the next level in multiplication and division, thus achieving our target.

Strategies to achieve these outcomes in 2014

• Teacher professional development on the topics of gender in mathematics education.

• Teacher professional development on the content of the new K–10 NSW Mathematics Syllabus.

• Improving strategies for curriculum differentiation to cater for individual students’ learning needs.

• Teacher professional learning on multi-step problem solving, which is an area for improvement for girls and boys.

Parent/caregiver, student and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

• 87% of parents who responded agree or strongly agree they are satisfied with schooling here.

• 91% of parents who responded agree or strongly agree the school does a good job in teaching reading.

• 85% of parents who responded agree or strongly agree the school does a good job in teaching writing.

• 91% of parents who responded agree or strongly agree the school does a good job in teaching talking and listening.

• 74% of parents who responded agree or strongly agree the school does a good job in teaching numeracy.

• 91% of students agreed or strongly agreed their teachers helped them at school.

• 100% of teachers agreed or strongly agreed they are satisfied with schooling here.

The great majority of the other parents or students indicated they were unsure how the school did in these areas, with less than 3% indicating they were dissatisfied with any area. There were many thoughtful individual comments from parents, students and staff.

Future directions

School planning 2015–2017

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. About this report
In preparing this report, the self-evaluation committee 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.

The self-evaluation committee comprised:

- **John Benton**, School Principal
- **Deborah Evans**, Deputy Principal
- **Judi Gilchrist**, Staff Representative
- **Claire Scott**, P&C President
- **Pip Wilson**, Staff Representative
- **Belinda Zorian**, Deputy Principal

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**School contact information**

**Wahroonga Public School**

71 Burns Road, Wahroonga 2076 NSW

**Telephone:** 9489 3086  
**Fax:** 9489 7322  
**Email:** wahroonga-p.school@det.nsw.edu.au  
**Web:** www.wahroonga-p.schools.nsw.edu.au  
**School Code:** 3833

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**For more information**

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