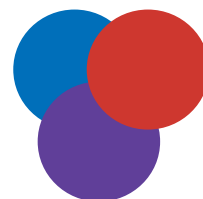


Woongarra Public School Annual Report



2015



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Introduction

The Annual Report for 2015 is provided to the community of Woongarra Public School as an account of the school's operations and achievements throughout the year.

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



The Annual Report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading.

For more information about the School Excellence Framework visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

I am proud of the achievement of our students and the ongoing success of the strategies being implemented across the school to create quality learning and educational opportunities for our students. Our dedicated staff work together to provide an inclusive environment where all students are nurtured to achieve their personal best. Our students have a strong sense of belonging, are well-behaved, happy, friendly and respectful learners who participate in school life with enthusiasm. Our parents and community provide tremendous support and are equally committed to the success of our students and school.



I certify that the information provided in this report is the result of rigorous school self-assessment and review process and provides a balanced and genuine account of the school's achievements and areas for development.

Leonie Clarkson

Principal

Woongarra Public School

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School background

School vision statement

Our school exists for our students.

Our vision is to provide high quality educational opportunities for every student to achieve his / her potential within a culture of respect, responsibility and high expectations.

We aim to develop confident and creative individuals, with the personal resources for future success and wellbeing.

School context

Woongarrah Public School is located in the Wyong Shire on the Central Coast of NSW. The school opened in 2005 as one of the first nine schools in NSW constructed under the Public Private Partnership (PPP) whereby a private consortium provide facilities management for the school over a 30 year period. 2015 marks the 11th year of this partnership.

The current enrolment of 497 students, includes 39 Aboriginal students and 27 students with a language background other than English. Students are organised in 19 classes and supported by a Principal, five executive and 27 teaching, support and office staff. The enthusiastic and hard-working staff are a mix of full-time and part-time, newly qualified and experienced teachers.

We are proud of our excellent reputation for commitment to student welfare and inclusive education. Personal excellence, high expectations and motivating students to achieve their best are significant aspects of our school culture. A genuine commitment to evidence-based continual improvement is a forte. We value the positive nature of our classrooms and playground.

A productive partnership with the P&C and community, equally committed to sustaining an inclusive and caring school, ensures that the school is well positioned to support quality programs for students.

The school is a member of the Wadalba Schools Learning Community, a group of local schools focused on providing quality K-12 education.



Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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 2015, our school participated in an external validation. The results of this process follow:

Learning

Our strength as a school is in the domain of Learning. Positive and respectful relationships across the school community underpin a productive learning environment, with high levels of engagement and high expectations for behaviour, achievement and success. The strong performance of the school in creating this learning culture is a feature of our progress. Individual learning is supported by a strategic and planned whole-school approach to wellbeing that has clearly defined expectations to create a positive, inclusive teaching and learning environment. Systematic policies, programs and processes are used to identify and address student learning needs.

There are explicit processes to collect and analyse data and information about individual students' capabilities. Teachers use this information to monitor learning progress, identify skill gaps for improvement, plan for learning and to differentiate curriculum delivery to meet needs. Our Learning and Support Team policies, practices and procedures are identified as best practice.

The implementation of PLAN, L3 and Focus on Reading is deepening understanding of the learning progressions from K-6. Students perform at expected levels. The performance for equity groups matches the performance of all students in the school.

Teaching



In the domain of teaching, classrooms are well-managed, with well-planned learning taking place. Factors related to student engagement, including quality instruction, teacher student relations, classroom learning climate and teacher expectations for success, are rated highly by students and staff. High levels of interest, motivation and effort are also evident.

Significant work has been undertaken over the past two years to develop new units of work for English, History, Science and Geography, with teachers collaborating in stage or year group teams. The introduction of Lesson Study as an observation strategy will strengthen our work in this area as teachers

observe, refine and review the lessons and units they have developed together to continually improve their practice.

Teachers are actively engaged in professional learning and development to improve their performance at a school, stage and personal level. Professional learning activities focus on improved teaching methods and effective teaching strategies, with Focus on Reading a priority program in 2015. Teachers share learning from targeted professional development with others. Classroom observations, structured discussions, mentoring, coaching, and support for beginning teachers or those requiring accreditation occurs within a performance development framework. There are pockets of instructional leadership practice linked to professional development, such as L3 and Focus on Reading, but this is not yet fully embedded practice. The identification and resourcing of school-based instructional leaders to lead, promote and model effective, evidence-based practice across K-6 teams is planned for 2016 to align with our strategic plans and ongoing improvement in teaching.

Leading

There is a commitment to the development of collective, shared leadership and leadership capacity. Staff have purposeful roles based on professional experience and necessary succession planning. Staff are provided with opportunities to lead essential teams, shadow others, lead focus programs, projects or initiatives, mentor and relieve in executive positions. This has created a substantial team of leaders who are successfully leading the initiatives within the school plan and building the capabilities of all.



The school plan reflects the values, ideas and aspirations of the school community. Staff share commitment and responsibility for achieving its goals. Thorough monitoring, review and self-evaluation processes occur regularly as planned and required; the focus being continual school improvement. Milestones are considered every 5 weeks. Data analysis informs the school's learning goals and monitors progress towards them.

The organisation of teaching, leading and administrative roles and responsibilities builds on the strengths of various staff to drive whole-school improvement, meet student learning needs and align with the school plan. Strategic financial management is used to maximise the resources available to implement plans. Our modern school is very well-resourced for teachers, students, teaching, learning and leading. Management processes and practices provide explicit information about the school and how it operates. Accountability practices are tied to school development and include open reporting to the community via the Annual Report and Annual Financial Statement.

Implications for school planning and continual improvement:

Our self-assessment and the external validation process has assisted us to refine the strategic priorities for the school leading to further improvements in the delivery of education to our students and student learning outcomes. When completing the external validation, we identified areas for continual improvement and acknowledged existing plans to move our school closer to excellence in some of these areas. Strategic Direction 2 for example, aligns with development in the Teaching Domain. Similarly, a common theme noticed throughout each domain related to strengthening, or deepening, engagement with parents. The self-assessment process has provided a more detailed road map and evidence-base for us to consider when planning Community Consultation initiatives in 2016.

Strategic Direction 1

Deliver Quality Curriculum

Purpose

To implement each NSW syllabus for the Australian curriculum in a timely and effective way, ensuring that all teachers have the capacity to implement a challenging, rigorous and engaging curriculum for 21st century learners.

Overall summary of progress

A whole school approach and scope and sequence plan for the new syllabuses in History, Science and Technology and Geography was devised in 2014 and introduced in 2015. Teachers are using the new syllabus outcomes, content, concepts, skills and understandings to design quality learning experiences for students. The syllabus implementation strategy is effective.

The Focus on Reading professional learning program has started successfully. A decision to alter the pace of the training was beneficial as this allowed teachers time to fully engage with new teaching practice and strategies in the classroom, as well as time for reflection, collective sharing, feedback and review.

Teachers have engaged with the comprehension strand of the literacy continuum to develop learning plans within Focus on Reading training. In 2016, we will look at how we can use data and evidence to analyse current practice, complete gap analysis, identify interventions, modify practice and evaluate impact.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
All teaching programs show evidence of curriculum syllabus implementation: Maths, History and Science 2015; Geography 2016	The first year of our odd / even year scope and sequence plan for new syllabuses was implemented successfully. Teachers worked in teams to develop and implement new units of work for History, Science and Technology and Geography. A school level evaluation of History has been completed and used to inform ongoing TPL support and planning needs. An instructional leader provided coaching, mentoring, and side-by-side support to assist teachers and teams.	\$12 000 Equity funding
Teachers have the necessary training to implement Focus on Reading (FoR) teaching practices and pedagogy	Four school-based leaders were fully trained in 2015. They have delivered training for 25 teachers K-6, comprising over 300 hours of face-to-face learning. Teachers are using FoR teaching practices and strategies in the classroom. This is a three year professional learning commitment and we are on track.	\$12 400 Literacy and Numeracy K-6

Next steps

- Continue Focus on Reading training strategy – trainers to complete Phase 2 training, teachers to complete Phase 1 by the end of 2016.
- Implement and evaluate even year scope and sequence plan for new syllabuses.
- Explore the implications of the new Curriculum, Assessment and Reporting Policy.

Strategic Direction 2

Quality Teaching and Leading

Purpose

To develop our capabilities as learners, teachers and leaders.

To build the capacity of all teachers and leaders to provide excellent pedagogy through focused, collaborative, evidence-based professional learning and reflective practice at an individual, team and whole-school level

Overall summary of progress

The Performance and Development Framework was introduced through staff training and all teachers have developed a Performance and Development Plan. The introduction of the new framework highlighted the need for more work in the areas of Classroom Observations, Feedback and Evidence. A Research and Development team was formed to initiate a new whole-school Classroom Observation Strategy that will enhance collaborative practice through Peer Observation and Lesson Study strategies in 2016.

Teachers are participating in professional learning networks as leaders and learners. School based and LMG Accreditation networks support teachers at all levels. In 2015, one teacher achieved Accreditation at Lead and three teachers are completing Accreditation at Proficient.

Our selection as a pilot school to trial the External Validation self-assessment process provided a quality professional learning opportunity for the leadership team to engage with the School Excellence Framework. This work allowed us to synthesize processes, products and practices that demonstrated the impact of the schools work in each of the SEF domains of Learning, Teaching and Leading.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
100% of teachers have Performance Development Plans (PDPs) with goals that reflect the Australian Professional Standards for Teachers and map a path for continual improvement	At the end of 2015 all teachers have a Performance and Development Plan based on new Department policy. Teachers are developing an understanding of how to drive their own plans, gather evidence of improvement and success and actively seek feedback as an important part of their ongoing growth.	TPL funds
100% of teachers engage in collaborative planning, observation and practice	All staff are actively contributing to school planning. All teachers engaged in at least one PDP focused classroom observation by a peer or supervisor. Selected staff developed and trailed protocols for Peer Observations that will continue in 2016.	0.18 QTSS allocation

Next steps

- Develop a deeper understanding of evidence relating to the impact of the initiatives in the school plan and the descriptions of high quality practice in learning, teaching and leading within the School Excellence Framework.
- Introduce Lesson Study as an observation strategy with teams of teachers working together in a systematic cycle of planning, teaching, observing, refining and reviewing specific lessons.
- Increase frequency of peer observations and improve evaluative feedback mechanisms for teachers.

Strategic Direction 3

Personalised Learning Progressions

Purpose

To provide high quality, equitable, personalised and differentiated learning that enables every student to reach his / her potential, strive for excellence and achieve personal best.

Overall summary of progress

A rigorous focus on personalised learning has enabled us to achieve significant progress in this strategic direction through a successful approach to intervention, inclusion, differentiated learning, transition, support for students and parents and needs-based professional learning for teachers.

Teachers have a clear understanding of the Disability Standards for Education, provision of adjustments for learning and the NCCD model. Evidences of the impact of personalised learning and support are better reflected in a range of activities, records and documents as a result of our work in this area.

The Learning and Support Team is working effectively to monitor, prioritise and coordinate personalised learning support, with an early identification and early intervention focus. The employment of a speech therapist for 1 day a week further enhanced our support provisions. Evaluation indicates that intervention programs are having a significant impact on student learning, particularly for equity groups. L3 data indicates that students are receiving explicit instruction in reading and writing strategies and progressing at expected levels.

Progress towards achieving improvement measures		Resources
Improvement measure	Progress achieved this year	<\$>
100% of students identified as requiring adjustments have a personalised learning plan developed in consultation with parents	Teachers provided personalised adjustments for 79 students with disabilities to meet each student's identified educational needs. The school's Disability, Learning and Support policy and procedures were improved to include strengthened consultation procedures with parents / carers and streamlined documentation for teachers.	\$32 503 Low level disability funding \$102 775 Integration Funding Support
At least 75% of students are demonstrating expected personal growth across literacy and numeracy continuums relevant to expected timeframes	Student progress data from the literacy and numeracy continuums is being recorded across the whole school and used by all teachers K-6 to inform planning and teaching practice to meet individual and group needs. Analysis of growth on the continuums is being used to identify students requiring additional support , plan for learning and measure the impact of intervention programs, such as Multilit, L3, Speech and Reading Recovery. Students are showing expected growth.	\$24 000 Socio-economic funding \$2 768 Norta Norta

Next steps

- Research and trial new and known ways to engage students as more active participants in their own learning progressions using the literacy and numeracy continuums.
- Build on quality practices for Aboriginal students with new initiatives and cultural activities, including a revised PLP, early intervention support for students K-2, a combined Aboriginal choir, school cultural events and student leadership opportunities.

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	<p>Strategic Direction 3</p> <p>All students have a personalised learning plan and are making progress across the literacy and numeracy continuums. Aboriginal students are performing above state averages in NAPLAN in all aspects of literacy and numeracy in Years 3 and 5. Two staff members were trained in 8 Ways of Learning pedagogy, who in turn shared their learning with all staff.</p> <p>The initiation of a Yarning Strong group (student voice), Acknowledgement of Country workshops in school and with other local schools, a boys' didge group and teacher professional development on 8 Ways of Learning pedagogy enhanced a deeper understanding and valuing of Aboriginal culture for teachers and students. A Deputy Principal was released for 1 day each week to support Aboriginal students and lead Aboriginal policy, programs and initiatives.</p>	\$29 616
English language proficiency funding	<p>A 3 year plan for supporting EAL/D students and their teachers was developed using the EAL/D Framework to guide our planning. Online training was used to upskill a nominated EAL/D specialist who then facilitated professional learning for teachers. This improved teacher skills in the use of the EAL/D Learning Progressions to plan relevant teaching and learning programs for 7 EAL/D students. EAL/D resources were borrowed from the Equity Centre and reviewed to begin our own collection of resources and references for teachers and students to use.</p>	\$7 589
Targeted students support for refugees and new arrivals	No funding received in 2015	
Socio-economic funding	<p>Strategic Directions 1,2,3</p> <p>A speech pathologist was employed to enhance the capacity of teachers of students with speech and language support needs. The therapist worked beside teachers in the classroom to provide and model practical strategies of benefit to the whole class. Students in K-2 classes demonstrated improvement in language, basic concepts and phonological awareness as a result.</p> <p>Release was provided for an instructional leader for 1.5 days per week to lead quality teaching and learning initiatives, including the implementation of new syllabuses, the Performance and Development Framework and Focus on Reading professional learning program.</p>	\$37 920

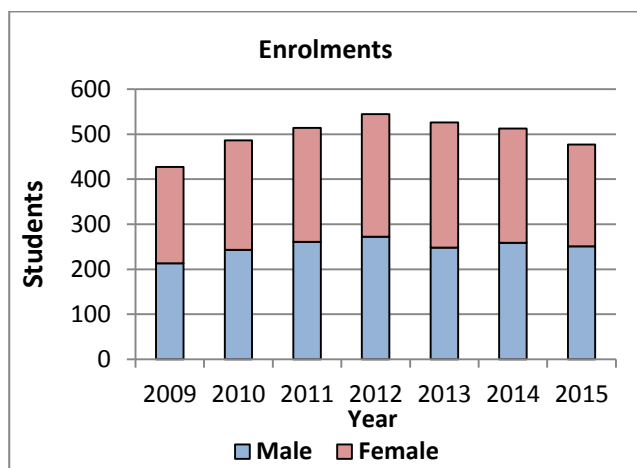
Low level adjustment for disability funding	<p>Strategic Direction 3</p> <p>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. Funding was used to employ a School Learning Support Officer to support students in Reading and to provide release for 1 day per week to coordinate Learning and Support K-6. 251 students (51%) have individual LST files that are used to maintain records and evidence of interventions and impact on student learning outcomes.</p>	\$32 503
Support for beginning teachers	<p>One teacher was supported as a beginning teacher (2nd year) in 2015. Additional funding was used to provide additional release time for ongoing induction, professional development and mentoring. The teacher worked closely with a mentor to complete Reading Recovery training and successfully negotiate the role of the LAST in our school.</p>	\$4 020
Other school focus areas	Impact achieved this year	Resources (annual)
Norta Norta	<p>Two students in Year 6 received daily support in class from a School Learning Support Officer to improve literacy and numeracy skills.</p>	\$2768
Integration Funding Support	<p>Eight students with moderate or high learning and support needs with intellectual or physical disability, mental health disorder or autism received Integration Funding Support. Funds were used to employ 4 School Learning and Support Officers to assist teachers and students in the classroom and playground.</p>	\$102 755

Mandatory and optional reporting requirements

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



7% of students are Aboriginal. 5% have a language background other than English. 16% of students have a disability requiring adjustments.

Student attendance profile

		Year	2010	2011	2012	2013	2014	2015
School	K		96.4	95.6	94.9	96.4	96.4	95.5
	1		95.7	95.5	95.1	94.7	95.0	94.7
	2		95.3	95.9	94.9	96.1	95.9	95.1
	3		95.3	95.5	94.9	95.6	95.6	93.7
	4		94.2	94.7	94.9	94.7	95.6	95.1
	5		95.0	93.9	93.9	95.3	94.7	94.8
	6		93.6	93.6	92.5	95.1	94.8	93.8
	Total		95.2	95.1	94.5	95.4	95.5	94.6
State DoE	K		94.7	94.7	94.3	95.0	95.2	94.4
	1		94.2	94.2	93.9	94.5	94.7	93.8
	2		94.4	94.2	94.2	94.7	94.9	94.0
	3		94.5	94.4	94.4	94.8	95.0	94.1
	4		94.5	94.3	94.3	94.7	94.9	94.0
	5		94.4	94.2	94.2	94.5	94.8	94.0
	6		94	93.8	93.8	94.1	94.2	93.5
	Total		94.4	94.3	94.2	94.7	94.8	94.0

Our attendance rate of 94.6% is better than the state attendance rate. This is consistent with previous years.

Attendance is monitored at least twice each term by the Student Welfare Team. Teachers follow up concerns through regular communication, including phone calls and written correspondence.

Class sizes

Roll class	Year	Total in class
HB6	K	20
HB8	K	21
HB7	K/1	21
HB10	1	22
HB11	1	22
HB9	1	23
HB12	2	22
HB13	2	22
HB14	2	21
HB1	3	31
HB2	3	30
HB21	4	30
HB4	4	28
HB18	5	30
HB19	5	30
HB15	6	28
HB22	6	29
HB3	3/4	30
HB16	5/6	29

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	15.6
Teacher of Reading Recovery	0.8
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.0
Teacher of ESL	0
School Counsellor	1
School Administrative & Support Staff	7.8
Other positions	0
Total	33.1

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Woongarra Public School has two Aboriginal teachers.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	77%
Postgraduate degree	23%

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by staff in 2015.

Five school development days were conducted. All staff participated in mandatory training around student wellbeing and curriculum focused learning related to new syllabuses for History, Geography, Science and Technology.

Focus on Reading training was a priority professional learning activity for 2015. Four teachers trained as lead trainers and commenced training all staff K-6. Teachers have completed the first half of Phase 1 and training will continue in 2016. This is a three year professional development commitment.

School-based and LMG Accreditation networks provide effective support for teachers requiring and seeking accreditation. One teacher achieved Accreditation at Proficient and one teacher achieved Accreditation at Lead in 2015.

Every teacher has a Performance Development Plan (see Strategic Direction 2). Teachers are engaged in planning their own professional development to improve their performance.

The school received \$16 892 for Teacher Professional Learning in 2015. Funds were used to support teacher professional learning priorities related to career development, syllabus implementation, welfare and equity and beginning teachers.

Financial information

Financial summary

This summary covers 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 2015 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.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	379577.68
Global funds	248621.19
Tied funds	273707.32
School & community sources	126168.92
Interest	10354.23
Trust receipts	33069.85
Canteen	48725.74
Total income	1120224.93
Expenditure	
Teaching & learning	
Key learning areas	69430.56
Excursions	45957.62
Extracurricular dissections	38298.37
Library	12565.58
Training & development	2377.46
Tied funds	273821.91
Casual relief teachers	134867.40
Administration & office	51400.34
School-operated canteen	40639.95
Utilities	34379.18
Maintenance	2571.92
Trust accounts	24954.87
Capital programs	17990.56
Total expenditure	749255.72
Balance carried forward	370969.21

School performance

NAPLAN

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

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2015, all parents were invited to complete the *Partners in Learning Survey* from The Learning Bar. Their responses are presented below:

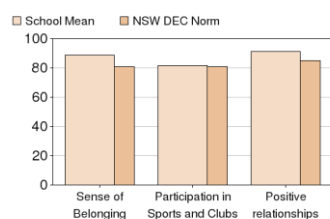
- Parents see that the school supports positive behaviour, that students are clear about the rules for behaviour and learning, and that students feel safe coming to school.

- Parents appreciate that teachers have high expectations for students to succeed and that teachers encourage students to do their best work. They recognise that teachers help students who need extra support.
- Parents feel welcome at the school and they can easily speak with their child's teachers. They are well informed about their child's behavior, however, they would like to be better informed about progress in school subjects and social and emotional development.

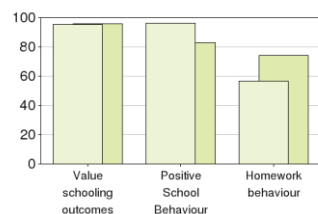
187 students in Years 4, 5 and 6 participated in the Tell Them From Me surveys. Results of the survey tell us that:

Results were above NSW DoE norm for 8/9 areas of Student Engagement (with Homework Behaviour being the exception).

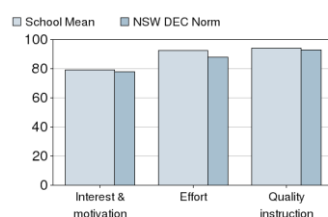
The percentage of students who are socially engaged is above NSW norm.



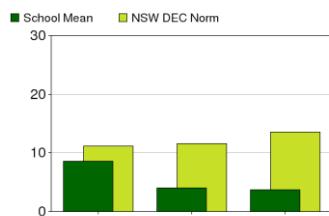
The percentage of students who are institutionally engaged is above state norm in regards to valuing schooling outcomes and positive school behavior.



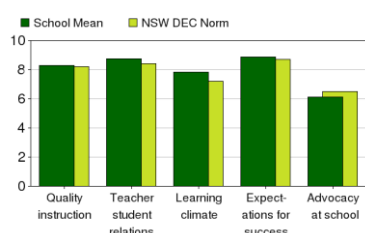
The percentage of students who are intellectually engaged is above state norms.



The percentage of students displaying early signs of disengagement is far lower than NSWDEC norms.



Factors associated with student engagement such as quality instruction,



teacher student relations, learning climate and expectations for success are all above state norms.

Policy requirements

Aboriginal education

The development of new units of work in History and Geography has provided a renewed focus on Aboriginal Education and all students learn about the histories and cultures of Aboriginal and Torres Strait Islander people through the delivery of the NSW Curriculum.

The initiation of a Yarning Strong group in 2015 has improved opportunities for students to have a say about things that are important to them as Aboriginal students. This will continue in 2016.

Acknowledgement of Country workshops were motivational and students developed personal acknowledgements to present at school events as a result. A 'Sharing the Pride' day with Aboriginal students from all of our local schools produced a photo book that was a highlight for students.

Quality partnerships are encouraged between the school, parents, community and the AECG. Examples of note in 2015 include:

- An e-network was established that improved communication with families.
- The participation of parents in the establishment of the Yarning Circle initiative was beneficial in setting direction for the group.
- Maurice Avery in Year 6 won a competition to design a logo for the Ngara AECG.
- The weekly boys' didge group continued for the third year is led by students from our local high school.

The school works closely with families to address barriers to attendance. Attendance rates for Aboriginal students are slightly below attendance rates for all students at 92% for 2015.

The performance of Aboriginal students in Years 3 and 5 in NAPLAN is significantly above the performance of Aboriginal students across NSW in all aspects of literacy and numeracy. In 2015, Aboriginal students in Year 3 performed better than Non-Aboriginal students. Our school is excelling in this area.

Multicultural Education and Anti-racism

Culturally inclusive classroom and school practices and programs foster students' understanding of culture, diversity, racism and multicultural society.

The Friendly Schools Program and Quality Start programs that are used at the start of each school year help to embed inclusive practice and understanding for students.

27 students have a language background other than English.

Mr Demir, The Anti-Racism Contact Officer (ARCO), participated in ARCO refresher training in 2015. He, in turn, provided professional learning for teachers that included strategies for embedding multicultural and anti-racism education into teaching and learning and the role of the ARCO in a school. There were no complaints relating to racism in 2015.

Other school programs

Student Voice and leadership

Student Parliament meets twice each term to discuss items of importance to students. Parliament consists of 8 elected Student Leaders from Year 6, and two representatives from each class.

Student Leaders for 2015:

Prime Minister	Bailey Hodges
Deputy Prime Minister	Zac Kubica
Ministers	
Kianna Bright	Keira Collins
Kai Doalman	Jayda Ormsby
Madelyn Miller	Curtis Waddell

Student Representative Council:

Mackenzie Klein	Zarhn Cassidy-Curran
Sophie Farmer	Loren Kriss
Riley Devonshire	Imogen Walkington
Will Beresford	Lucy Deverson
Georgia Tomlins	Zac Poole
Jordan Shalala	Chloe Daniels
Sethum De Silva	Isabella Smith
Ashton Healey	Ashley Burgess
Mikayla Tomlin	Riley Ireland
Nolan Mai	Sofia Viljoen

Awards and Prizes 2015

2015 Wallarah Zone Champion School – Cross Country

2015 Wallarah Zone Champion School – Athletics



First Prize Wyong Shire Gardening Competition Schools and Colleges section. 3rd year in succession.