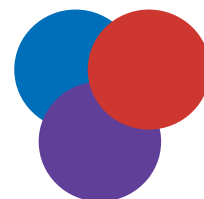


Wideview Public School

Annual Report



2015



4433

Introduction

The Annual Report for 2015 is provided to the community of Wideview 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.

Kim McTernan

Principal

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School code: 4433

Message from the Principal

In 2015 the school began a journey to improve student outcomes through a new management plan. The plan was developed through extensive consultation with the community and staff. The plan gives the school permission to be innovative and creative to ensure the best possible learning for our students. Our school continued to deliver high quality teaching and learning and great outcomes across academic, social and sporting domains. Our students have the best learning opportunities due to the efforts of an outstanding team of teachers and a positive and supportive community. This year the school has challenged itself to begin the three year journey to even better student academic, social and emotional results.

A snap shot of some of our key achievements this year include:

Academic results in the NAPLAN indicating student *growth* in Year 5 above state means on all levels. Year 3 students were above state means in all areas of the assessment. 67% of our year 3 students were in the top two bands for Writing compared to 54% in the state. 64% of our year 3 students were in the top two bands in Numeracy compared to 38% of the state.

There were 10 separate Performing Arts groups at the school including, dance at an elite level, recorder, choirs, guitar ensembles band and percussion. The Senior Dance and Drama groups performed at regional and state level. This year we consolidated the Dance and Gymnastics programs provided by Flip sport through the implementation of technology to support instruction and skill development.

This year we introduced more options for non PSSA sport. Non PSSA students were able to participate in a friendly competition where the focus was on participation and co-operation. At school students in small groups were able to participate in activities to develop sports skills in a non-competitive environment. These students were then able to participate in an interschool gala day with Berowra Public School. Four students represented the school at state swimming and one in the state Athletics Carnival. The school community joined with the before and after care and school to fund the installation of new fixed equipment and the artificial grass surrounds which will be utilised in the school fitness program and by the WOOSHC as part of their program. We certify that the information provided in this report is the product of rigorous school self-assessment and review processes undertaken with staff, parent and student leaders and provides a balanced and genuine account of the schools achievements and areas for development.



School background

School vision statement

To develop a collaborative and well informed whole school community that provides authentic quality education through effective teaching practices to ensure all students are successful learners and active and informed future leaders.

School context

Wideview Public School is situated in the Northern Sydney bushland suburb of Berowra Heights. It has a student population of 394 and 22 staff. Wideview school is a student – centred school where student needs are a priority, where opportunities to participate in a variety of activities exist, and where lifelong learning is a feature of programs designed to ensure that the potential of all students is realised and where individual gifts and capabilities are recognised and nurtured. Wideview Public School has strong partnerships with its community and a supportive parent body. The school has developed a number of key partnerships, which assist in the enhancement of student outcomes. Student learning needs are wide ranging with a need to extend very capable students whose learning outcomes could be expected to be above stage learning expectations and a need to support students who are struggling to meet stage expectations. The school has a highly committed and dedicated staff.

Self-assessment and school achievements

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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

It is clear that our school is delivering on curriculum and wellbeing in the domain of learning. The implementation of new syllabuses is proceeding in a methodical and careful way. We are fully implementing the new English, Mathematics and Science syllabuses. In 2015 we also optioned for the implementation of the new History syllabus and next year (2016) we will explore the new Geography syllabus in preparation for full implementation in 2017.

In the area of **Teaching** our school focussed on the elements of *effective classroom practice, collaborative practice, learning and development* and the use of *professional standards* to guide staff development. All staff developed professional learning goals based on the standards and completed their Performance and Development plans based on self-identified professional learning. A culture of peer observations is being developed and collaborative processes are being further extended. Self-assessment processes will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Embedding and implementing explicit targeted and engaging professional leadership and learning.

Purpose

The purpose of this direction is to improve student outcomes through quality teaching by passionate and proficient staff. Our purpose is to develop a culture that builds future teacher leaders through opportunities for leadership, research and actions with a firm focus on teamwork. Together our staff strive to consistently improve to make a difference through the sharing of expertise and professional collaboration. Student success is the direct result of staff moral purpose, quality and leadership.

Overall summary of progress

In 2015 the school began to formally develop a Culture based on collaboration and teacher proficiency based on the standards and supported by beginning teacher, professional learning and RAM funds. This included not only an indepth understanding of the teaching standards but what they look like in practice. Staff took part in a community of schools initiative to develop consistency in judgement and teaching expertise across the stages. All staff set three personal learning goals with a number of staff undertaking online training in Dyslexia and working memory.

Staff have a greater understanding of teaching students with Dyslexia and have developed Smart Goals for individual students in their class.

A strategy to release teachers to participate in professional learning around coaching and mentoring is yet to be implemented but remains an essential component of the 3 year plan.

In 2015 we established a student feedback benchmark using the Tell Them From Me Survey.

Succession planning will become a priority to ensure that the school's leadership is "outward looking" and that there is good "handover" of understandings and culture.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$3200
Professional Learning Plan goals targeting professional needs, school and system priorities.	100% of staff completed Professional Learning Plan in 2015 New procedure for identifying external Professional Learning implemented Fortnightly Professional Learning Meetings implemented for all staff. Excellent progress with every permanent and temporary teacher completing a PDP, reviewing same and evaluating same, at the end of the year. In 2015 one teacher submitted evidence to seek accreditation at the proficient teacher level.	\$2000 TPL

100% of students tracked and monitored through Learning Support Team (LST) referral practices	<p>The LST is central to the core business of the school. It underpins the Wellbeing and Welfare practices and operates under the PBL framework.</p> <p>The LST weekly meetings monitor the welfare and progress of all students. 20% of students have adjustments as identified in the National Consistent Collection Data including 14 students receiving Speech Therapy intervention. Social skills groups have supported identified students K-6.</p>	\$1200 TPL
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Next steps

Identification and support for at least one teacher seeking accreditation at higher level.
Teachers identify professional learning activities that assist them to differentiate for student learning.
Inclusion of formal professional learning around coaching/mentoring for selected teachers including should-to-shoulder modelling and coaching through our MSL (Spelling) strategy.
In 2016 we will use the *Tell Them From Me* surveys for students, parents and teachers. Development of assessment tools for use with PLAN numeracy
Use of PLAN in numeracy
Outside schools L3 walkthroughs



Strategic Direction 2

Development and implementation of quality curriculum, personalised learning and innovative practices for all students.

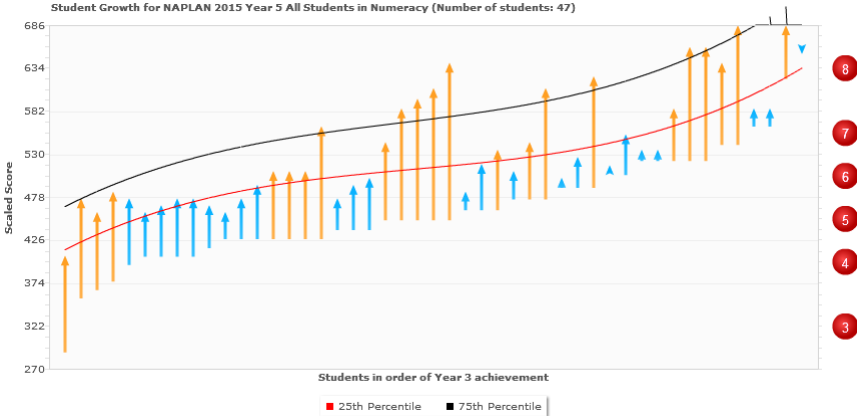
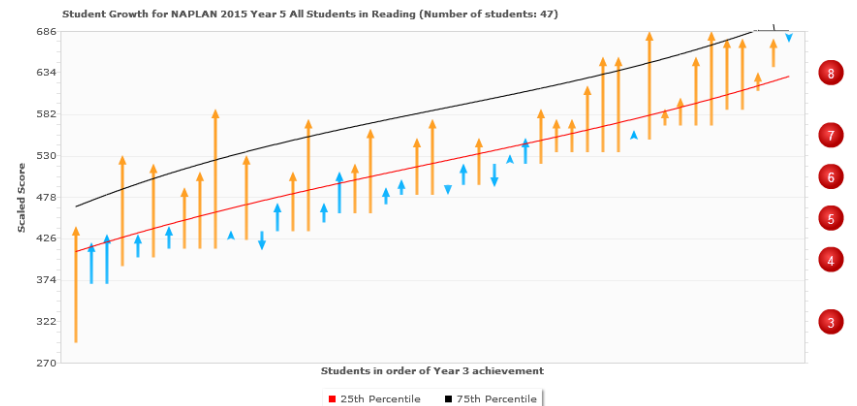
Purpose

At Wideview Public School we want our students to be lifelong learners who are motivated and creative, who can problem solve and are resourceful. Our purpose is to provide innovative learning opportunities using the latest curriculum and a variety of excellent extra-curricular activities. is for learning to have an impact and that improvement is consistent so that every child has the opportunity to succeed. We are developing future leaders with a strong sense of self-worth and a sense of values. Student learning and well-being are hand in hand with the school values of respect, responsibility and pride.



Overall summary of progress

In 2015 the school's Literacy and learning Support teams explored options for strengthening Phonics approaches in early stage 1 and stage 1. Staff participated in the L3 program in Kindergarten and Year 1 will follow on in 2016. The FORs Program was implemented in 3-6 to bolster literacy skills and to ensure best practice was being utilised by all teachers

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$45000
Student results using internal and external data matches expected growth and school effect size in literacy and numeracy.	<p>Numeracy Growth</p>  <p>Literacy Growth</p> 	\$12000 Literacy Numeracy resources
Staff trained in L3 and Focus on Reading]	<p>L3 training – Three ES1 teachers, three Year 1 teachers Total: Five teachers Professional dialogue and sharing of expert knowledge and practices in the teaching of L3. One teacher is</p> <p>Focus on Reading Twelve Year 3-6 classroom teachers trained in the Comprehension Module for FORs. Professional dialogue and sharing of expert knowledge and practices in the teaching of reading.</p>	\$33000

Next steps

English

Investigate English Links with History/Geography.

Parent workshops:

Focus on Reading

L3 in Stage 1 and Early Stage one

Workshops to be held after school

Teacher professional learning:

Feedback to students

Differentiation

PLAN Training

Focus on Reading

New staff in Years 3-6 to be provided with comprehension module training.

In 2016 the History syllabus will be fully implemented and the new Geography syllabus will be “unpacked” in preparation for full implementation in 2017.

In 2016 we will provide further professional learning around best practice in the delivery of the Imaths program and Words Their Way Spelling Program.

Plan tracking project- Literacy and Numeracy tracking and programming for growth.



Strategic Direction 3

Implementation of effective communication frameworks and school planning in partnership with an informed school community.

Purpose

The purpose of growing school learning is to build school capacity and align staff, students and community in a partnership that strengthens academic and well-being outcomes for students. The more parents and community are partnered with the school, the better the outcomes for students. Our purpose is to have positive parents who are well informed and work as a team with staff to ensure student success. Through strengthening connections with the broader community support structures for all students will be improved. The school is committed to improving in all facets of school life.

Overall summary of progress

The school took part in two Community of Schools projects. The Keerawall Community of Schools project which is developing; consistency across the schools in assessment and reporting, providing opportunities to share units and resources across schools providing professional learning and dialogue regarding Highly Accomplished and lead Teacher Accreditation. Additionally students took part in a writing project with Asquith Boys High School where expertise was shared across all participating schools and students were given effective writing strategies.

NAPLAN was undertaken by students in Year 3 and 5 in Term 2. An analysis of NAPLAN data was undertaken by staff after the results were published. The analysis indicated areas of growth and identified areas of weakness to action adjustments to teaching and programs to improve student's literacy and numeracy skills.

Staff at Wideview Public School have demonstrated leadership excellence in a distributed leadership model where all staff take on a leadership roles in an area of professional expertise.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$4500
Increased attendance at P&C and numbers of parents working with the school. (2014- average 15 and 100 working in school.)	The school holds 141 working with children check forms for parents and volunteers in the school. The average attendance at P&C meetings remains around 15 however numerous volunteers support a large number of school events and fundraising activities.	

Increased parental engagement with the school and local community across multiple points of access.	<p>Special Events ANZAC Day 32 parents attended Easter Hat Parade 162 parents attended Multicultural Day over 120 parents attended Open Day over 205 parents attended Kinderlinks and Information sessions of 96 parents attended</p> <p>Accessing Services High School Visits ABHS 35 Stage 3 parents attended AGHS 40 Stage 3 parents attended KCAS 25 parents attended Cybersafety run by Hornsby Police Liaison 31 parents attended</p>	\$3000
To improve parent participation in our school-home partnerships by 20%	Development and installation of Murals	\$1500

Next steps

LMBR project- training of staff for next steps in the new financial, administrative and student welfare systems.

The school's leaders will adopt some strategies for better mapping RAM expenditure, e.g. Excel software.

Professional learning around LMBR needs to be planned with an understanding of succession planning.

The community has funded the artificial grass and new fixed equipment through the P&C and the Wideview Before and After School Care program. The P&C Environment Committee has been working on the rejuvenation of the back gate area.

Educational Communities

In 2016,

Develop a High School transition program in school to promote and experience life as a high school student;

Year 6 students to experience using a diary;

Develop partnerships with local businesses and community organisations;

Access local sporting organisations; and

Increased events interschool events with local schools

Key initiatives and other school focus areas

This section includes:

- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	No Identified Aboriginal Students at Wideview Public School	Nil Funding
English language proficiency funding	No Identified EAL/D students at Wideview Public School	Nil Funding
Targeted students support for refugees and new arrivals	No Refugees or New Arrival Students Enrolled at Wideview Public School	Nil Funding
Socio-economic funding	By providing more learning support officer time in each classroom, students from socio-educationally disadvantaged backgrounds have been better supported academically and socially. Achievement, attendance and behaviour indicators are all positive.	\$24,288 From RAM allocation \$20000 from school funds
Low level adjustment for disability funding	School Learning Support Officers (SLSO) were employed to support students with additional needs who do not have targeted funding. Rip It Up Reading was implemented using SLSO's	\$37,000
Support for beginning teachers	Funding received in 2015 was used to provide additional release to support programming, collaboration and professional goals. Teachers reported high level satisfaction with their induction, and support around programming and behaviour management.	\$26000 From Beginning Teacher allocation and school funds.
Other school focus areas	Impact achieved this year	Resources (annual)
Technology	Audit and reallocation of technology resources Order and purchase new technology to achieve 1:1 student access (Years 4-6) Purchase additional staff and office computers Purchase and update iPad and Laptop Fleet	\$77000 Through DoE tied funds for computer coordinators and from school based funds

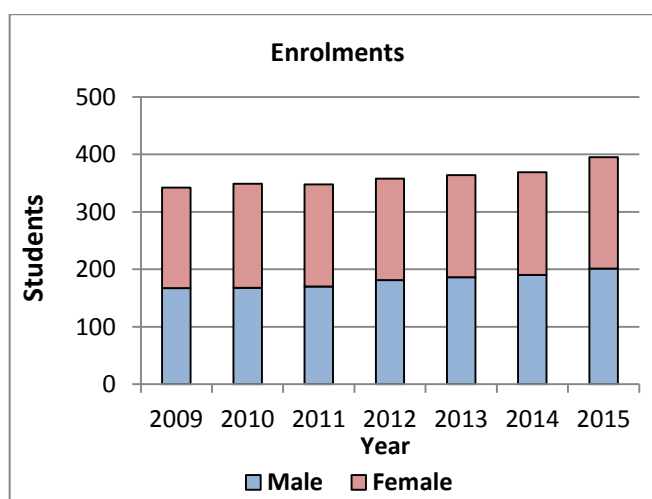
Mandatory and optional reporting requirements

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

Wideview Public School has continued to maintain a steady enrolment pattern, which is enhanced by our strong links with local preschools. Effective orientation sessions support the well-structured Kindilinks program for our Kindergarten students. The transition program is highly valued by the community and is a feature of the many enrolment enquiries.



Student attendance profile

Attendance is highly valued at Wideview Public School. The following student attendance table reflects the large number of students who are absent from school for overseas travel or family holidays. Until this year these students were granted exemptions and so were not reflected in the table. At 95.4% our K-6 rates of attendance are on par with the state average (94.0%). While our attendance rates are quite stable, there is a growing tendency for families to seek leave to take family holidays during school terms. This will have an increasing impact on attendance rates and possibly learning. It is an area for careful management. Unsatisfactory student attendance is managed through the schools learning and support team with referral to the Home School Liaison Team when appropriate.

	Year	2010	2011	2012	2013	2014	2015
School	K	97.1	95.5	97.1	97.3	96.0	95.7
	1	96.3	95.6	96.7	95.9	96.7	95.0
	2	95.7	95.2	95.4	96.8	95.3	95.7
	3	96.1	95.5	96.1	97.1	96.8	95.0
	4	95.1	94.8	97.0	95.6	95.9	95.8
	5	96.4	93.6	95.1	95.4	96.1	95.5
	6	94.2	94.4	93.4	93.7	96.4	94.4
	Total	95.9	95.0	95.9	96.1	96.2	95.4
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

Class sizes

Class Sizes

Roll class	Year	Total in class	Total per year
KH	K	20	20
KS	K	20	20
KW	K	21	21
K/1CG	K	6	22
	1	16	22
1D	1	22	22
2C	2	26	26
2H	2	25	25
3A	3	24	24
3S	3	25	25
4H	4	31	31
4SD	4	32	32
5C	5	25	25
5F	5	24	24
6K	6	26	26
6T	6	26	26
1/2F	1	8	24
	2	16	24

Workforce information

Following are the permanent, part-time and temporary staffing positions for 2014. The Teacher Librarian position was utilized as part of the RFF program. Wideview Public School at the time of writing the report has no Aboriginal persons employed.

Workforce composition

Position	Number
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	12
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Counsellor	0.2
School Administrative & Support Staff	2.822
Total	20.422

Workforce retention

Our school enjoys strong teacher retention and low rates of mobility. Our teachers are dynamic and ensure that everybody belongs.

They make learning rigorous but they inject a lot of fun and so the students respond with active engagement in their own learning.

Teacher qualifications

All teaching staff meets the professional requirements for teaching in NSW public schools and continues to participate in ongoing professional learning at school, regional and state level. In addition to all staff holding as a minimum qualification a degree or diploma in education, 67% also hold a Postgraduate qualification. Currently 45% of staff have accreditation with the NSW Institute of Teachers. All staff employed after October 2008 are required to be registered

Qualifications	% of staff
Undergraduate degree or diploma	30
Postgraduate degree	70

Pre-Service Teachers

A pre-service teacher is a student from a tertiary institution who has not completed their teaching qualifications and is completing the teaching practice requirements of the pre-service education course. The pre service professional component must include at least 30 days of supervised school teaching practice.

Each university has different requirements. This year we have had pre-service teachers from;

- Australian Catholic University;
- Notre Dame University;
- University of Western Sydney; and
- University of New England.

Many classes have benefitted this year from having a pre-service teacher in their classroom.

Communicating with different people, being exposed to different styles of teaching and having two teachers in a classroom can have numerous advantages for students.

This is an important program which all staff support either directly or indirectly. The mentoring and development of our future teachers ensures that we will have well trained practitioners now and in the future.

Professional learning and teacher accreditation

This year our staff participated in valuable weekly professional learning sessions to support student learning outcomes and mandatory guidelines.

Which included; the Keerawal Connected Communities project, Syllabus implementation, Positive Behaviour for Learning Program, professional standards for teachers, maths strategies for K-6 students, Child Protection and program accommodations for students classroom as well as data collection

Whole School Professional Development has included workshops in the following areas:

Panel Training

- The new Science syllabus
- The school's Learning Support processes and procedures
- Developing the School Plan
- New school reporting procedures and expectations
- Reading Eggs
- Emergency Care
- Technology workshops
- Rip It Up Reading
- CPR



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	157679.97
Global funds	194957.26
Tied funds	91157.38
School & community sources	198245.98
Interest	4732.01
Trust receipts	15204.48
Canteen	0.00
Total income	661977.08
Expenditure	
Teaching & learning	
Key learning areas	63518.46
Excursions	47373.23
Extracurricular dissections	91493.96
Library	5522.83
Training & development	16363.15
Tied funds	76321.55
Casual relief teachers	79498.60
Administration & office	46170.38
School-operated canteen	0.00
Utilities	47926.33
Maintenance	19714.86
Trust accounts	16353.70
Capital programs	24948.84
Total expenditure	535205.88
Balance carried forward	126771.20

The balance carried forward includes the following commitments:

\$ 8119 tied funds

\$ 3155 trust funds

\$ 7431 unpaid invoices

\$ 15364 unpaid casual salaries

\$ 12000 provision asset replacement (Fixed Play Equipment) to be paid in January 2016

\$35000 for the staff training and introduction of L3 in Infants and the FORs program in primary as a Literacy initiative.

\$30000 Staff supplementation for the implementation of LMBR

Asset provision and replacement include but are not limited to the following: furniture, technology, grounds equipment, phone system, photocopiers, grounds upgrade, window coverings and library space refurbishment.

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. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

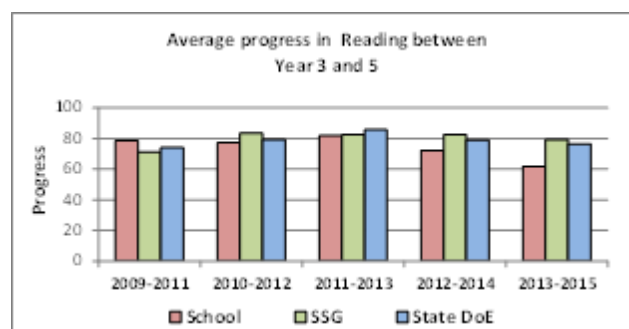
3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Our growth data for 2015 showed a decrease on our 5 year running average with Reading growth 3-being below the State mean. Our Numeracy growth is starting to improve due to substantial work on teaching maths using the Imaths program.

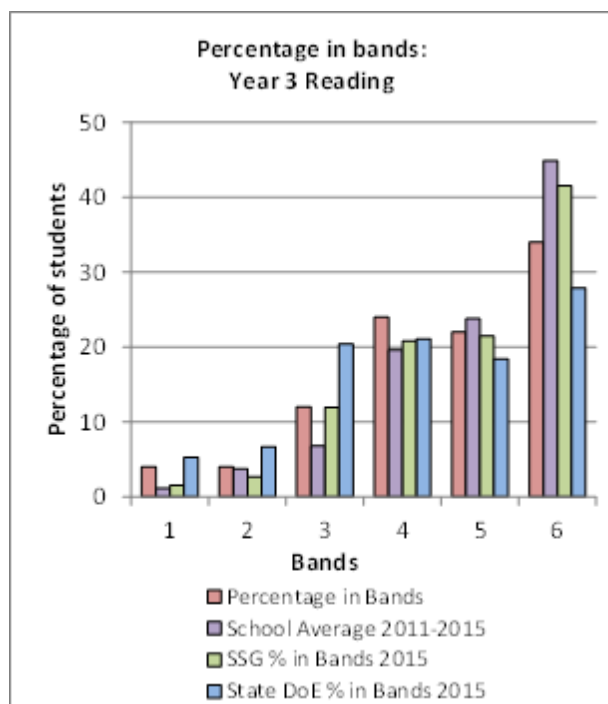
Our growth 5-7 was the best in 5 years.

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	100.0
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	100.0

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)



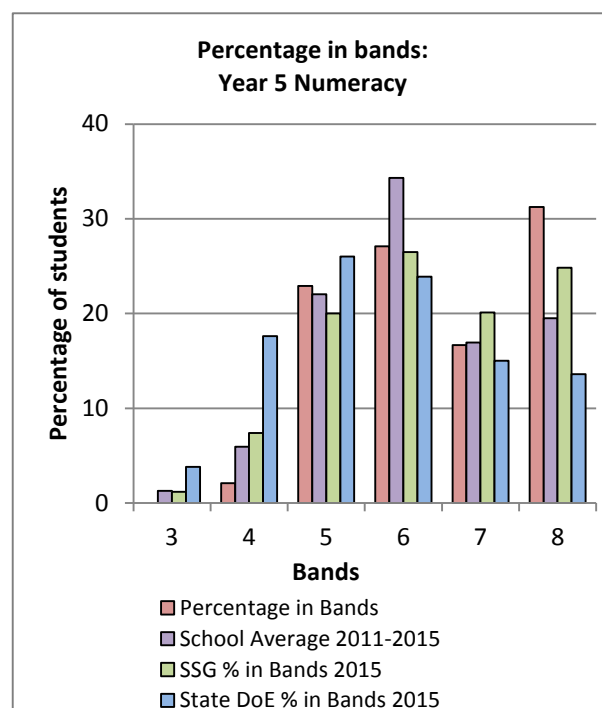
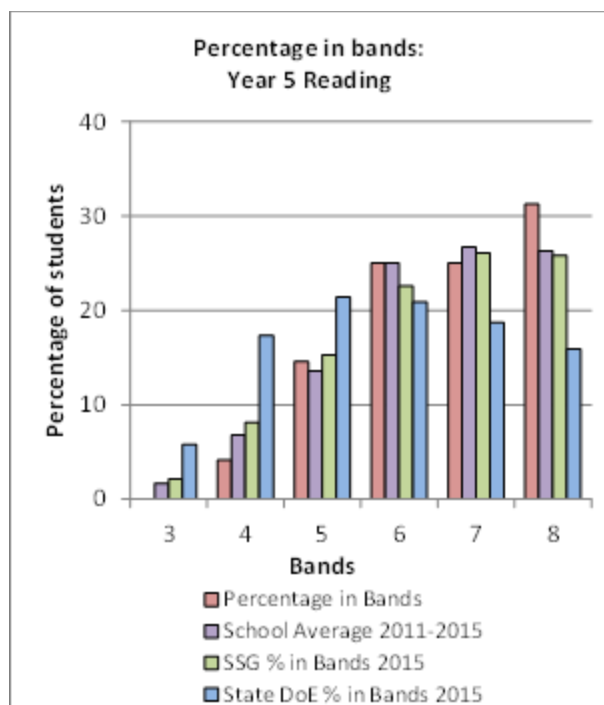
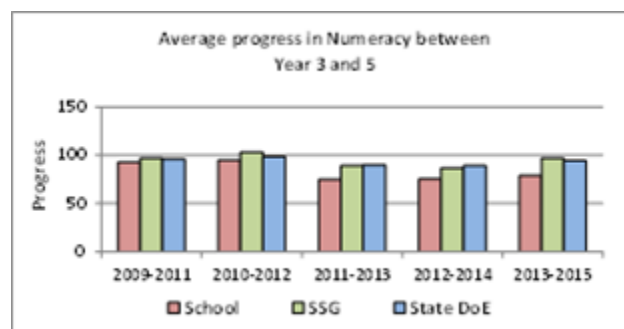
In 2015, 96% of all Year 3 Students demonstrated proficiency reading at National Minimum Standard or above.



Standard or above. The representation of students in Band 8 is well above state averages

NAPLAN - Numeracy

In 2015, 96% of Year 3 students demonstrated proficiency in Numeracy testing. Over 60% of students tested were in Band 5 & 6.



The *My School* website provides further 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.

In 2015, 100% of Year 5 Students demonstrated proficiency reading at National Minimum

Parent/caregiver, student, teacher satisfaction

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

Parents

Parents are very satisfied with home school communication links particularly the use of the newsletter and the school APP to communicate

Parents value the opportunities to be involved with their children in the classroom, extracurricular activities and the formal and informal days showcasing students at work.

Parents, students and staff support the programs

Parents, students and staff highly value the ability of the Speech Pathologist to work at Wideview Public School. She also adds another dimension to the Learning and Support team

Parents still enjoy the paper copy of the newsletter and would like it continued

Parents feel that the staff are good role models for the children and have a genuine interest in all children in the school community

Parents also expressed their satisfaction with the number of male teachers present in this school and thought it added a balance for the children

An area for future consideration was brought out when questioning parents about their expectations. Whilst parents encouraged their children to do well at school, very few parents discussed with their child how well they were doing. As a school community we have to provide opportunity to increase the involvement of students and parents in the setting of learning goals. Possibly by establishing Three Way Interviews will address this issue.

Students

This year the students in Years 4-6 completed an online survey using the *Tell Them From Me* instrument.

Our student's experience of school compared favourably with the State average. In most aspects of the survey our student's responses were above the State average.

Overall student responses from the students in year 5 and 6 were much more positive with year 6 generally being the most positive. This could be attributed to the length of time at the school or to the better levels of understanding. Students from the younger years weren't as positive in their

responses but this may be due to their lack of understanding and the complexity of work they do compared with early years of education. By tracking these students over the next few years will give a truer picture as to what models their responses.

Most pleasing of the students responses was that they perceived the school as having high expectations, there was a very positive learning culture and teachers established and maintained excellent relations

Some students indicated that they felt they weren't challenged enough in literacy and numeracy whilst a small percentage indicated that they found literacy and numeracy too difficult. As with a lot of other schools over half of the students indicated that their commitment to homework was not high.

Policy requirements

Aboriginal education

Wideview Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.

Although there were no students in 2015 that identified as Aboriginal and/or Torres Strait Islander descent, inclusion of Aboriginal perspectives in the teaching programs ensured students education opportunities were well rounded.

Wideview 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.

To build on Aboriginal education in our school, Wideview Public school has appointed a staff member as an Aboriginal Education Liaison Officer to oversee Aboriginal education policies, programs and initiatives in 2015-16.

Multicultural Education and Anti-racism

Our school seeks to strengthen exposure to multiculturalism and Asian perspectives. Once again Harmony Day was celebrated in our school. The day was begun with student leaders explaining the importance of Harmony Day.

In 2015, nine students were identified as having English as an additional language. Our school had no new arrival or refugee children in 2015.

Consistent with Departmental policy our school maintains a teacher, Ms Freya Mosler, who is trained as the anti-racism contact officer (ARCO). In 2015 there were no incidences of racially inappropriate language reported to the school. Our children continually display acceptance and readily accommodate new students into the school environment. There were no reports of racism that required ARCO intervention. The school's ARCO and Student Welfare team will continue to monitor incidents of racism.

Teachers recognise and respond to the diverse cultural needs of the school community throughout the year. Teachers increase students' understanding of racism and discrimination and its impact through activity based teaching and learning programs.

Every year extension activities aligned to the Multicultural Perspectives Public Speaking Competition, are provided all students in Years 3-6 with an inschool competition leading to representation at higher levels in the statewide competition.



Other school programs

Best Start

Best Start is an assessment and teaching tool that allows Kindergarten to Year 2 teachers to assess the knowledge and skills that children have in Literacy and Numeracy. Teachers plot student's growth and development on a Literacy and Numeracy continuum. This is Wideview Public School's seventh year of successfully implementing the Best Start assessment procedures and incorporating the Literacy and Numeracy continuum in Kindergarten..

Wideview Public School is an advocate for Best Start as it involves an in-depth assessment when students first arrive in Kindergarten and includes ongoing assessments throughout the K-2 grades. This assessment was developed by the early learning experts in the Department of Education and gives teachers across New South Wales, a common set of high quality assessment tools and professional training. The abundance of information gathered enables the establishment of explicit literacy and numeracy programs that cater for all students and allows for a differentiated teaching program to help each individual student to move successfully along the continuum.



L3 Stage 1

This year, three teachers in Stage One commenced a two year training program to implement L3 Stage 1 in their classrooms.

Language, Learning and Literacy (L3) is a classroom-based, early intervention for students in their first year of school and one component of the Best Start Initiative. L3 targets text reading and writing within small groups of three to four students at least three times a week. Students develop the skills to work independently for short periods of time when their peers participate in Guided Reading and Guided Writing lessons. The

activities are designed to provide students with opportunities to work alone, interact with a peer and participate in a small group environment. Teaching decisions are based on ongoing, sensitive observation, rather than a prescribed and sequenced series of teaching and learning steps. Data is collected every 5 weeks to assess learning and inform teaching. The staff on Year one will undergo the training in 2016



Learning and Support Team

The school has an effective Learning Support Team (LST) to assist students with high needs in learning, behaviour, attendance or disabilities. The LST team meets every fortnight to discuss the needs of students identified through the school's referral procedures. The school has a comprehensive learning and support data base that all staff, including school counsellors are able to access.

Learning support is provided through:

- Staff that have completed professional learning on the Disability Standards, developing Personalised Learning Support Plans (PLPs) and school procedures on referring students of concerns
- PLSP's for students identified as needing additional assistance. These are regularly updated and revised
- Teaching programs that include differentiated teaching and learning activities
- Teachers assessing, recording and tracking student progress using the PLAN software and discussing students of concern within stage teams and specialist support staff
- A Student Learning Support Officer (SLSO) who provides support to students with additional learning needs
- Eligible students accessing Rip It Up Reading – a Year 2-5 literacy intervention program
- All staff having contributed to the school's "Student with Disability Collection 2015" survey

Peer Support

2015 saw the continuation of a structured, nine week peer support program. During term three all Year 6 students managed and led 40 minute sessions based around friendships and respect. All Year 6 students participated in a formal training program. Year 6 leaders managed groups of 5-8 students from kindergarten to Year 5. Each week focussed on separate skills in groups to help with their learning.

Kindergarten Buddies

As part of the transition to school process, Year 6 buddies are allocated to new Kindergarten students to support their enrolment. Buddies act like big brothers and sisters and introduce the new students to the school in a safe and caring manner. The buddy initiative is highly regarded by parents and the buddies enjoy the responsibility of nurturing the new Kindergarten children when they arrive at school and at recess and lunch breaks, for the first few weeks of the year and at new events like sporting carnivals.

Student leadership

- Vocational education program
- Environmental education and sustainability
- Family and community programs
- Achievements in the arts and sport.



Public Speaking

This year students from K-6 participated in the school's Public Speaking Competition. Representatives from each class were selected and presented short speeches in front of parents and students. Two students from each stage were chosen to represent the school and competed at the 2015 Multicultural Perspectives Public Speaking Competition. One of our students was the winner of the Stage 3 competition and went on to participate in the Regional Public Speaking Competition.