Wilson Park Public School
Annual School Report

WORLD CLASS: INCLUSIVE DESIGN of rooms and facilities cater for students with disabilities

At the Official Opening of the $4 million upgrade at Wilson Park Public School, Lismore, are from left, Federal Member for Page Kevin Hogan, NSW Education Minister Adrian Piccoli, Lismore MP Thomas George, and student Camellia Duff.

The Northern Star, Saturday, November 29, 2014
Our school at a glance

Students
Wilson Park Public School, School for Specific Purposes, is located in Lismore and provides education for students in this town, and the surrounding area, from Pre-school to Year 12.
The school provides inclusive curriculum catering for the educational learning needs of students with an intellectual disability aged 4 years to 18 years.

Staff
Wilson Park Public School, School for Specific Purposes, provides education by staff with training and experience in special education across primary and secondary years of schooling. Staff includes classroom teachers, administrative staff, school learning support officers, and a general assistant.

Significant programs and initiatives
- Building the Education Revolution. A grant from federal funding provided four new general learning spaces and refurbishment of all other learning spaces.
- Every Student Every School. Funding through a National Partnership initiative for students with disability in NSW Public Schools supported learning outcomes for students by enhancement of teaching quality.

Student achievement in 2014
All student learning outcomes are acknowledged on an individual basis.
- Student learning outcomes are detailed in an individual education program. This program details support needs and curriculum learning outcomes.
- Student learning outcomes are reported to parents in semester 1 and semester 2 reports.
Student learning is across the primary school and the secondary school. Students are learning to live and all success moments are acknowledged.

Messages

Principal's message
Every student loves to learn. It is our job to support learning environments, determine significant activities, and provide intellectual quality in all learning. Learning needs to be sufficiently challenging but able to be achieved with success.
Across 2013 and 2014 our school year was occupied by The Building Project. Students coped well with all activities and any related changes to routine. Staff used the building construction as a significant learning opportunity.
The construction program provided the school with four new general learning spaces, two new bathroom facilities, and the refurbishment of all other learning spaces including classrooms, food technology and hydrotherapy pool.
Wilson Park Public School now has a wonderfully enhanced learning environment. Thank you to the many people who have seen this project from implementation, through construction, and to completion.
I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.
Ms. Helen Rea

P & C message
The P & C Association of Wilson Park Public School has had a successful 2014. I have been delighted to continue in my role as President and support the continuing roles of the Secretary and the Treasurer.
In 2014 the school building project came to completion. The official opening was held on Friday, 28 November 2014. I would like to thank the officials who joined us for this occasion and to acknowledge the wonderful support by parents.
As President of the P & C Association in 2014, I would like to thank all members of our association and school staff for their support.
Ms. Angela Mathew
School context

Student information

It is a requirement that the reporting of information for all students must 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>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>24</td>
<td>26</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>Female</td>
<td>18</td>
<td>19</td>
<td>19</td>
<td>21</td>
<td>21</td>
<td>18</td>
<td>20</td>
</tr>
</tbody>
</table>

Over these years the enrolment of students at Wilson Park Public School has maintained a reasonably consistent level. In 2014 the student enrolment was 47 students.

Student attendance profile

Attendance by students at Wilson Park Public School is high at all times. A phone call by the family to the school is the main form of notification of an absence. If a student is absent for two days with no contact from the family the school will phone the family.

Structure of classes

In 2014 classes moved into the newly completed building known as Block K and then returned to the refurbished classrooms.

In 2014 the school operated with six class groupings. The school had three primary classes and three secondary classes. The organisation of classes is considered each year based on the age of students and the needs of students. In 2014 two smaller classes of four and five students operated in the primary school. In 2014 a larger class of 13 students operated in the secondary school. This model of operation was based on the experience of previous years and ran with strong learning energy for this group of students.

Higher School Certificate

In 2014 four students completed their schooling in Year 12. Maddison Ackerley, Mitchell Harvey, Matthew Pethers, and Khrystelle MacPherson completed and achieved the Higher School Certificate.

On Thursday, 13 November 2014 a graduation dinner dance was held to celebrate the achievements of each student over their time at school. It was an opportunity to acknowledge the support provided by each of their families and to thank the many staff who worked with these four students over the years.

Post-school destinations

These four students will attend Post School Programs funded by Ageing, Disability and Home Care, Department of Family and Community Services NSW.

These programs assist young people to increase their independence and participate as valued and active members of the community. In these programs each person has an individual plan driven by the young person and their families. Maddison, Mitchell, Matthew and Khrystelle will continue to participate in their local community in meaningful social and leisure activities.
Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Transition</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor / District Guidance Officer</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.4</td>
</tr>
<tr>
<td>Total</td>
<td>18.6</td>
</tr>
</tbody>
</table>

There are no staff members currently working at Wilson Park Public School to be noted in the Indigenous composition of the school workforce.

Staff retention

All teaching staff continues their employment at Wilson Park Public School in 2014.

Teacher qualifications

All teaching staff meets 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></td>
</tr>
<tr>
<td>Postgraduate</td>
<td>100%</td>
</tr>
</tbody>
</table>

Students are based in classes in the primary school and in the secondary school. Teachers provide learning and support for students in all curriculum areas.

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>160,215.52</td>
</tr>
<tr>
<td>Global funds</td>
<td>135,083.39</td>
</tr>
<tr>
<td>Tied funds</td>
<td>103,936.56</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>18,894.12</td>
</tr>
<tr>
<td>Interest</td>
<td>4,708.40</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2,363.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>425,200.99</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>14,594.48</td>
</tr>
<tr>
<td>Excursions</td>
<td>2,560.49</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>3,828.88</td>
</tr>
<tr>
<td>Library</td>
<td>125.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>135,093.04</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>35,786.26</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>35,454.33</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>36,066.83</td>
</tr>
<tr>
<td>Maintenance</td>
<td>13,353.50</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>3,677.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>280,539.81</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>144,661.18</td>
</tr>
</tbody>
</table>

Please note:

- Included in the dissection Tied funds is an amount of $9,137.50 for Teacher Professional Learning that is fully expended in the year.
- Included in the Casual relief teachers section is an amount of $7,775.07 for relief for School Administrative and Support Staff.

Wilson Park Public School receives strong support from the community. We acknowledge the Rotary Club of Lismore West, the Lismore Art Club and 2LM Children's Christmas Appeal. Thank you for your ongoing financial support.

A full copy of the school’s 2014 financial statement is tabled at the annual general meeting of the P & C Association.

Further details concerning the statement can be obtained by contacting the school.
**School performance 2014**

**Achievements**

**Arts**

In 2014 students in the primary and secondary school were provided an opportunity to display their achievements in art at the annual exhibition of the Lismore Art Club.

Congratulations to the three students who received prizes for their art work: 1st prize Jesse Moncrieff; 2nd prize Alex Finnigan; and 3rd prize Riley Smith.

All students who presented art work in the exhibition received a Merit Award.

**Sport**

Students in the secondary school had the opportunity to participate in a local competition playing basketball.

Cricket equipment was donated by the Rotary Club of Goonellabah. The school now has a valuable resource including a crazy catch and sticky wicket as well as bats and balls.

**Academic**

The academic achievements of students at Wilson Park Public School are noted on an individual basis in two reports during the year. One report is presented at the end of semester 1, and the other report at the end of semester 2. Students are always considered to be involved in the National Assessment Program, in the Years 3, 5, 7 and 9 literacy and numeracy assessments. Generally, students are supported by home and school in an exemption from these assessments.

Student learning outcomes in literacy and numeracy are noted on a scale of developing and achieved. In all other key learning areas the achievement is noted as an individual learning outcome representing increasing levels of skills and understandings.

**Reading – Primary - Kindergarten to Year 6**

Learning outcomes are noted for individual students. Examples of statements for students include:

- Matched photos relating to construction;
- Took photos for the construction book;
- Read the book about construction;
- Increased participation time during group reading sessions;
- Beginning to communicate intentionally with familiar staff;
- Uses sentences of four words in the daily routine;
- Looks at symbols from the daily timetable as they are presented;
- Beginning to understand that words on a page have meaning;
- Has increased knowledge of sight words to 100;
- Can match up to six pictures with the sound of the week;
- Answers appropriately questions relating to a text;
- Independently attempts to write some letters of first name;
- Traces first and last name independently; and
- Writes own name independently.
Numeracy – Primary - Kindergarten to Year 6

Learning outcomes are noted for individual students. Examples of statements include:

- Is gaining an understanding of positional language using playground equipment;
- Becomes engaged with pictures and sounds in number rhymes;
- Uses two dimensional shapes to make a shape picture;
- Recognises and counts numbers 1-5;
- Independently traces the numbers 1-10;
- Developing an awareness of days of the week;
- Becoming familiar with money by making a purchase at the canteen;
- Developing an understanding of addition and subtraction sums to 10;
- Learning to count to 50; and
- Follows the rules of Number Bingo to play the game in a small group.

Reading – Secondary - Year 7 to Year 12

Students in the secondary school engage in a range of reading activities individually and in small groups.

The range of learning outcomes includes:

- Responds to the language of measurement in construction activities;
- Uses calculations in design and construction activities;
- Manages different activities in the daily timetable;
- Uses coins to make purchases at Ten Pin Bowling;
- Adds money together using dollars and cents;
- Uses a calculator to complete mathematical calculations;
- Improves estimation calculations in a range of areas.

Numeracy – Secondary – Year 7 to Year 12

Students in the secondary school engage in a range of numeracy activities individually and in small groups.

The range of learning outcomes includes:

- Uses a symbol timetable;
- Enjoys reading a range of magazines for leisure;
- Increasing conversation skills with peers;
Significant programs and initiatives

Multicultural education
The school community values programs that support a culturally diverse society. All students have a developing knowledge of other cultures.
A multicultural perspective is integrated into the primary and secondary curriculum through an appreciation of the food, clothes, music and language of other countries.
At Wilson Park Public School we celebrate a sense of belonging, acceptance and an understanding of different cultures.

Aboriginal education
Aboriginal perspectives are incorporated into curriculum in programs across all key learning areas.
Knowledge and understanding of Aboriginal Australia is evident in the study of history and geography.
Resources in literacy, numeracy, art and music reflect a strong Aboriginal perspective.

Community involvement

Students in the primary school developed skills in the use of particular instruments.

In 2014 a music therapist joined our learning team. She worked with a small group of secondary students producing outstanding learning outcomes for this group of students.

Progress on 2014 targets

NSW Department of Education and Communities, Public Schools NSW Strategic Directions 2012-2014 ensures that every student has access to quality teaching and quality learning.

Target 1: Student engagement
Wilson Park Public School set the target that every student is engaged in learning in curriculum supported by appropriate technology tools.
Our achievements include:
1. An Interactive LED Screen supports class groups and individual learning programs in all classrooms.
2. There is an allocation of computers, based on the needs of students, in every classroom. Relevant software programs are installed supporting learning. The internet is available supporting curriculum and leisure interests.
3. iPads are a tool supporting learning and communication. A technology profile identifies the programs addressing learning and the programs of interest to the student.
Target 2: Teaching quality

Wilson Park Public School set the targets that teacher capacity would continue to be developed through knowledge of the curriculum, establishing relevant learning programs, and using technologies supporting every student.

Our achievements include:

- A developing knowledge of the NSW Syllabus for the Australian curriculum. On the School Development Day, term 2 2014 a group of seven Lismore primary schools joined to share their learning on the Mathematics K-10 syllabus.

- A continuing emphasis being placed on establishing relevant learning programs.

The completion of the refurbishment of the hydrotherapy pool allowed a return to the physical education program offered in the pool. The programs available in the pool meet the physical needs of all students in the school. A hydrotherapy program is run most successfully using the newly constructed ceiling tracking system. Students are involved in fitness programs and swimming programs.

- Extensive and more appropriate use of the iPad as a learning tool. Staff are confident in using the iPad and more discerning in the use of appropriate applications for each student.

The rubric that was developed as part of the Every Student Every School project is better used to assess the suitability of applications. Applications are determined for suitability for students in the primary school and in the secondary school.

When the iPad is a highly motivating learning tool for a student it can be utilised to add to learning practices in curriculum and to expand options for leisure activities.

School evaluation


The Wilson Park Public School plan supported the process of reviewing our pedagogy and documenting the good practice across the school.

Background

Wilson Park Public School had a three year plan of Strategic Directions 2012 – 2014. This was now the third and final year of this planning process.

Findings and conclusions

A three year planning process is a strong methodology to move towards improving practices in every classroom in the school.

- Teachers developed strong practices in knowledge of the NSW Syllabus documents and noting appropriate learning outcomes for every student.

- Teachers need to continue being supported in differentiating learning to address the needs of every student.

- Staff and parents have been supported in the appropriate use of a range of assistive technologies.

- The use of a range of technologies with the student as the focus and the consideration of the environment and the tasks will need to continue in an ongoing way across the school.

- Risk assessments have been completed and behaviour management plans are in place.

- Visual supports developed as part of an individual plan are a learning tool for students and are well used by staff to support a self-management process.

- Student profiles are well developed in technology and behaviour and need to be developed in communication.

The significant achievement is that Wilson Park Public School has a document detailing our practices in the move towards a School Wide Pedagogy.
Future directions

- Continue to document the good practices across the school.
- Ensure good practices are being used by all staff across the school from Pre-School and Kindergarten to Year 12.
- Continue our professional growth in using the NSW Syllabus documents.
- Develop integrated units of work in the primary school and in the secondary school.
- Continue our use of appropriate technologies supporting student engagement now and into the future.
- Continue the consistent practices in behaviour management plans and expand the good practice use across staff for all students.
- Communication is a critical element of all interactions. Our aim is to focus on providing opportunities for increased interactions for every student.

Professional learning

At the conclusion of this planning phase the school evaluation noted the benefits from Every Student Every School. The documentation of good practice through the funding project has supported teaching quality in all schools.

Priority professional learning relates to the NSW Syllabus for the Australian Curriculum and differentiated learning for every student.

School planning 2015—2017

Strategic Direction 1: Unity

Create a collaborative and innovative learning community.

Purpose:

- To meet the evolving needs of our students;
- To develop positive relationships between students, parents and staff; and
- To develop strong partnerships between other public schools and with the community.

At Wilson Park Public School our work achieves an organisation that values individuals and promotes a collaborative environment that results in learning success.

Strategic Direction 2: Quality

Lead teaching and learning through quality educational teaching practices.

Purpose:

- To ensure strong leadership in the school and in the classroom; and
- To ensure a quality continuum of learning for every student.

At Wilson Park Public School our work achieves a skilled and responsive team who contribute to a culture of successful teaching and learning.

Strategic Direction 3: Success

Ensure success for our students as learners.

Purpose:

- To develop successful learners; and
- To develop individuals with a strong sense of self.

Wilson Park Public School aims to build a systemic culture that promotes achievement and fosters wellbeing for every student. We pursue organisational effectiveness to challenge students in their learning.

These three strategic directions are being implemented to support every learner to be engaged in meaningful learning as Wilson Park Public School operates in the context of a strong public education system.
The Building Project
The script below is taken from The Northern Star Saturday, November 29, 2014

It has been just over two years since Lismore’s Wilson Park Public school secured $4 million of Federal Government funding. Now after all the hard work of planning and building, the school yesterday opened its four brand new purpose-built classrooms alongside three refurbished rooms, a new security fence, and drive-in drop off roadway.

The upgrade was formally unveiled in a joint ceremony by NSW Education Minister Adrian Piccoli, Federal Member for Page Kevin Hogan, Lismore MP Thomas George and Wilson Park Principal Helen Rea.

The extensive project – the first new building at the school since it was opened in 1978 – featured the replacement of its demountable classrooms with new classrooms and a special programs room for Food Technology.

Local builder Bennett Constructions was awarded the tender for the project.

Mr Piccoli said it was a pleasure to see money so well spent and benefitting students who need and deserve world-class facilities.

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

Mrs. Helen Rea Principal
Mrs. Lisa McInerney Assistant Principal
Mrs. Megan McQueen Assistant Principal
All teaching staff and support staff provide valuable insights to this report during staff meetings.
All parents provide valuable information to this report during individual planning meetings and P&C meetings.

Mr. John Lynch Director, Public Schools NSW

School contact information
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Web: www.wilsonpark-s.schools.nsw.edu.au/
School Code: 5689

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