Introduction

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

Linda Cain
Principal

School contact details:
Wewak Street School
Lavington 2641
www.wewakst-s.schools.nsw.edu.au
wewakst.s@det.nsw.edu.au
ph:(02) 60 6040

Message from the Principal

2015 has been another busy but successful year at Wewak Street School. We have achieved success by providing students with many opportunities to practise the skills they learn at school in a number of environments. Our students have been involved in a wide range of activities to develop not only their academic skills but also their communication, social skills, enjoyment of the arts and work skills in readiness for their post school placements.

Our older students continue to access TAFE and do an excellent job on their work placements. I am proud that students have represented our school at community events such as the ANZAC Day March and Remembrance Day. Wewak Street students have been involved in local and regional swimming carnivals. Our students have also had the opportunity to represent the school in the primary and secondary choir sections of the Albury Eisteddfod where they received glowing reports.

I would like to thank the Albury Rotary Club which has financially supported the running of the 2 school buses this year. None of the many excursions our students attend would be possible without the financial backing to keep our school buses on the road and we are very grateful to the Albury Rotary Club for its support.

This year Wewak St School was privileged to again be chosen by Albury West Rotary to receive some of the proceeds from the Nail Can Hill Run. This meant we finally had enough money to purchase and install the outdoor musical playground equipment that we had been saving for. We are very grateful for Albury West Rotary’s assistance.

This year we have also seen the installation of 2 swing frames in the junior playground and a shade structure with 3 swing frames for the senior playground. These swings have been enormously popular and provide our students with more fun activities to be involved in during recess and lunch breaks.

Also this year we have had the opportunity to thank to the fundraising efforts of the P&C, as well as funding from Albury North Rotary Club, for continuing to employ a music therapist from the Murray Conservatorium, who has been working with each class every week. The program is eagerly awaited by our students and we are very grateful to Albury North Rotary Club who has again offered to sponsor the music program for part of 2016.

Last year we were fortunate enough to get joint funding from the Department of Education to replace the last shade sail structure with a permanent structure. Unfortunately, due to a variety of constraints this project was not able to be completed during 2015 however the project is due for completion in January 2016.

Linda Cain
Principal
School background

School vision statement

Wewak Street School strives to provide an engaging, positive and safe learning environment, advocating for the holistic needs of all students through active partnerships with all stakeholders.

Our purpose is to afford, through quality teaching, students with the skills and knowledge to achieve their fullest potential so that they may become contributing members of society, tolerant of others and empowered to shape their futures.

School context

Wewak Street School caters for students aged from 4 to 18 years with moderate or severe intellectual disabilities and/or autism. Some students also have language or sensory impairments and/or physical disabilities.

The school is located in a very attractive environment having well maintained grounds and gardens and extensive play areas, basketball court and bike track.

We provide an individualised educational service utilising a multi-disciplinary team approach involving the expertise provided by teachers, school learning support officers, therapists, counsellors and consultants.

We have excellent facilities including spacious classrooms, sensory garden, industrial arts room, kitchens, library, indoor spa, outdoor pool, and hall. The school also has two buses that enable students to access community venues.

Student playing with musical instruments in playground
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.

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.

The results of this process indicated that:

Our executive staff used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. We thoroughly examined the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Executive staff reflected on the progress being made across the school based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning. The strong performance of the school in creating a positive and productive learning culture among students and staff has been a feature of our progress. Individual plans and school systems have underpinned our school culture to develop positive student wellbeing. A culture of trust, respect and valuing of each other has led to a change in the way that students respond to each other and, importantly, in the increased engagement in learning. A dedicated and strategic focus on behaviour as communication, and, students increased access to communication systems has resulted in developing more enthusiastic and engaged learners. A dedicated and systematic approach to data will continue to assist in planning and supporting programs and strategies introduced in the coming year.

Our major focus in the domain of Teaching has been on collaborative practice for staff members. An important opportunity has been provided to staff in relation to planning, teaching and growing as a team in the Learning Focus Groups. Each Learning Focus group has had the opportunity to focus on technology, literacy and mathematics. The use of technology for learning, the importance of data analysis to inform decision-making, the growing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that is moving student learning to a new level. Importantly, the staff are developing evidence-based practice through their reflections and evaluations of our collective work.

In the domain of Leading, our priority has been in the area of resources. Our school grounds have undergone major redevelopment and modernisation resulting excellent learning environments. Staff and students have been given access to a variety of technology and older resources have been replaced. The leadership and school has continued to build positive relationships with external agencies and allied health professionals. Our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building within the executive team. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

The new approach to school planning, supported by the new funding model, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. 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.
Strategic Direction 1

Raising expectations and enhancing the quality of student learning.

Purpose

Every student in our care is engaged in meaningful and future focussed learning experiences and achieving their full potential as a learner, a leader and a responsible and productive citizen.

Overall summary of progress

Effective use of augmented communication systems, professional learning in the area of writing using alternative pencils, implementing the Targeting Early Numeracy (TEN) methodology and the development of a school choir have been the key focus areas for 2015.

All teachers had professional learning in the literacy program of 4 Blocks specifically in implementing alternative pencils. This has impacted on student engagement and learning in the area of independent writing and communication. A whole school audit was undertaken to identify communication systems used throughout the school. This led to deeper understanding and clarity of the diversity of communication systems being used and resulted in training in Proloquo2go and the purchase of mini ipads to be used in non-classroom areas.

Targeting Early Numeracy methodology was implemented across all classrooms with a measurable increase in mathematical skills. A school wide assessment was undertaken to determine the baseline of student skills. Programs were implemented and a school audit was undertaken to assess mathematical resources. Class sets of mathematical equipment were organized and dispersed into classes. During Literacy and Numeracy week parents and carers were able to join with students to participate in games and activities that follow Targeting Early Numeracy methodologies.

During the year a Junior and Senior Choir were developed to perform for an audience. Students have performed for a number of audiences and at a number of venues.

During the year an audit of literacy resources was undertaken and this resulted in the purchase of a number of books. These books will to be used to build up the reading schemes used in the classroom to teach reading and comprehension strategies.

Student developing early ipad skills
## Strategic Direction 1

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| 1. Develop the effective use of augmented communication systems with all students | Whole staff awareness of individual communication system  
At the end 2015 all staff reported an increased usage of augmentative communication systems within the classroom. | $2889 RAM Aboriginal background funding |
| 2. Targeted and explicit professional development for all staff in the implementation and use of alternative pencils | All staff participated in professional learning in The 4 Blocks literacy approach. By the end of 2015 there was raised awareness of numeracy and literacy initiatives. Class teachers were able to demonstrate in staff meeting successful literacy initiatives used in their teaching | $21519 RAM Socio-economic background funding |
| 3. TENS methodology be implemented across all classrooms with a measurable increase in mathematical skill | Whole school testing of students using the TENs assessment tool. Teachers reported evidence of improvement in student numeracy and literacy. | $7804 RAM Socio-economic background funding |
| 4. Development of Junior and Senior Choir to perform for an audience | Students successfully performed at Eisteddfod | $1,011 RAM Location funding |

### Next steps

Engage the whole staff in data collection and tracking systems to enhance our focus on impact and to better plan ongoing growth in student learning.

- Increased use of visuals and proloquo2go /PCS in playground and classroom.
- Assessment and review of student use of Alternative pencil/s within the writing framework
- Develop creative arts elective program for the whole school
- Training and implementation of geography syllabus throughout the school.
Strategic Direction 2:
Fostering highly skilled educators, quality teaching and leadership.

Purpose
Build capacity through focused professional learning and development that creates a culture in which every staff member is valued and engaged in ongoing, relevant and evidence based learning and practice at an individual and collective level.

Overall summary of progress
Teachers worked with key learning area scope and sequences and buddy class teachers to develop and refine appropriate learning activities. During the year teachers worked collaboratively with similar stage peers to develop units of work in key learning areas of Science and Technology, History, Personal Development, Health and Physical Education and Human Society and its Environment.

In 2015 the staff at Wewak Street School staff underwent training with five other local schools on the development of Professional Development Plans. A negotiated Professional Development Plan was developed between all teachers and their supervisor. Teachers and supervisors negotiated professional development in identified areas, classroom observations and self-evaluations.

This year, staff has worked to build teams around the focus areas of Literacy, Numeracy and Technology to research and develop quality resources, exemplary practice, assessment and authentic data collection tools.

### Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers work with Scope and Sequence and Buddy classes to develop and refine appropriate learning activities</td>
<td>Quality Programs developed showing evidence of 4 Blocks, Count me in Too, Targeting Early Numeracy and Alternative pencil. Formulation of Buddy classes has enabled students to engage in a diversity of learning experiences through team teaching and collegial programming. A number of units of learning were centrally located on the school server.</td>
<td>$14346 RAM Socio-economic background funding</td>
</tr>
<tr>
<td>2. A negotiated Professional Development Plan is developed between all teachers and their supervisor</td>
<td>During 2015 professional development was undertaken in formulating PDPs. Performance and development plans developed for each teacher. A 2x cycles of lesson observation and feedback were undertaken. Annual review of Professional Development Plan</td>
<td>$1,011 RAM Location funding $14346 RAM Socio-economic background funding</td>
</tr>
<tr>
<td>3. Build teams around the focus areas of Literacy, Numeracy and...</td>
<td>Learning focus groups were formed and goals determined. Resources were audited and purchased. Professional development</td>
<td>$21519 RAM Socio-economic background funding</td>
</tr>
</tbody>
</table>
### Strategic Direction 2:

| Technology to research and develop quality resources, exemplary practice, assessment and authentic data collection tools | from the Learning Focus groups and on-line training undertaken resulted in teachers reported innovative teaching and learning practices were evident. Ongoing evaluation of Learning Focus Group and preparation for 2016 was undertaken. | funding |

### Next steps

- Review and develop the history, geography, science and personal development, health and physical education scope and sequence.
- Teachers work collegially to develop units of learning around key learning areas
- Research and develop assessment tasks around literacy and numeracy

### Strategic Direction 3

**Promoting positive values and learning culture.**

**Purpose**

A school community working in a diligent and sustainable manner embedding a system of values and a culture of success that develops a highly developed social conscience.

**Overall summary of progress**

During 2015 the sustainability and recycling program has been successfully developed and implemented. A committee was able to assess the needs of the whole school, provide bins if necessary and improve signage. The committee successfully applied for an environmental grant from the government and developed a new garden bed.

Digital distribution of the newsletter to parents was initiated and information was regularly included in the school newsletter to educate parents on recycling, composting and reduction of waste.

Guest speakers from Albury Waste Management Centre and Albury Council visited the school and spoke to
Strategic Direction 3

the students about recycling and composting

In 2015 staff and students maintained and cared for crops in the garden. Due to the successful grant application an additional vegetable garden was developed. Students enjoyed harvesting crops and keeping a record of the produce.

During the year revitalisation of school values – Ready, Respect and Responsibility was initiated. This will need continual development in 2016.

<table>
<thead>
<tr>
<th>Improvement measure</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Extend sustainability and recycling program</td>
<td>Throughout 2015 all classrooms participated in composting and recycling. Staff and students reported an increase of awareness and practice. Students participated in awareness days and activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Successfully applied for environmental grant for the establishment of 3rd and 4th garden bed in line with LLW@S goals. Throughout 2015 students cooked using crops harvested from school garden.</td>
<td>$2889 RAM Aboriginal background funding</td>
</tr>
<tr>
<td>2. Development and continuation of the vegetable garden</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Revitalise school values – Ready, Respect and Responsibility</td>
<td>During 2015 all students were recognised for demonstrating school values by receiving awards and participating in a special morning tea. An audit of classroom reward systems was undertaken and a whole school approach to the recognition of school values initiated. Staff received in-service on positive behaviour management and teachers reviewed and applied playground strategies resulting in a decrease in playground incidents</td>
<td>$14346 RAM Socio-economic background funding</td>
</tr>
</tbody>
</table>

Next steps

- Maintenance of the sustainability and recycling program and the garden
- Increased focus on the school values- respect, responsibility and ready
### Key initiatives and other school focus areas

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal background funding</td>
<td><em>Strategic Direction 1</em></td>
<td>$2889</td>
</tr>
<tr>
<td></td>
<td>All students have a personal learning support plan (PLSP) and are making progress according to their own goals. Aboriginal students in the school have demonstrated progress consistent with their non-Aboriginal peers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Strategic Direction 3</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All students are encouraged to participate in realistic and functional learning experiences. Aboriginal students in the school have demonstrated progress consistent with their non-Aboriginal peers.</td>
<td></td>
</tr>
<tr>
<td>English language proficiency funding</td>
<td>No funding received in 2015</td>
<td></td>
</tr>
<tr>
<td>Socio-economic funding</td>
<td><em>Strategic Direction 1,2,3</em></td>
<td>$86080</td>
</tr>
<tr>
<td></td>
<td>School leadership completed training and discussion with teachers for Professional Development Framework.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literacy, numeracy and technology resources purchased to enhance learning activities and increase student participation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literacy and Numeracy training and professional development delivered</td>
<td></td>
</tr>
<tr>
<td>Low level adjustment for disability funding</td>
<td>No funding received in 2015</td>
<td></td>
</tr>
<tr>
<td>Support for beginning teachers</td>
<td>No funding received in 2015</td>
<td></td>
</tr>
</tbody>
</table>

### Other school focus areas

| Other, including Early Action for Success     | Impact achieved this year                                                                 | Resources (annual) |
| National Partnership                          | Purchase of communication application Proloquo2go to enhance student communication systems In-servicing and training on the use of Proloquo2go through a Speech Pathologist. |                    |
**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**

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

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>34</td>
<td>31</td>
<td>38</td>
<td>38</td>
<td>37</td>
</tr>
<tr>
<td>Female</td>
<td>19</td>
<td>25</td>
<td>23</td>
<td>26</td>
<td>25</td>
</tr>
</tbody>
</table>

**Workforce information**

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

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>7.84</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.04</td>
</tr>
<tr>
<td>Student and Learning Support Officer</td>
<td>10</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1,422</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.2</td>
</tr>
<tr>
<td>Grounds man</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23,862</strong></td>
</tr>
</tbody>
</table>

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

There is currently one full-time Indigenous staff member working at the school.

**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>Undergraduate degree or diploma</td>
<td>30%</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>70%</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>599,042.99</td>
</tr>
<tr>
<td>Global funds</td>
<td>226,226.01</td>
</tr>
<tr>
<td>Tied funds</td>
<td>187,036.52</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>77,928.39</td>
</tr>
<tr>
<td>Interest</td>
<td>10,659.97</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>94,095.87</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1194989.75</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

**School performance**

**Parent/caregiver, student, teacher satisfaction**

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

**Parent Satisfaction Survey**

1. Our school is an attractive and well-resourced school e.g. classrooms, library and grounds
2. The school has a strong commitment to the environment
3. The school is connected to its community and welcomes parental involvement
4. Parents find it easy to contact the school to discuss concerns relating to their child
5. The school is a friendly school that is tolerant and accepting of all students
6. The students are the school’s main concern
7. The school has effective welfare programs
8. The school teaches and promotes positive core values
9. Fair discipline exists within the school
10. Students of our school are well behaved and respectful
11. The school offers challenging programs for its students
12. The school maintains a focus on literacy and numeracy
13. Teachers provide effective extra support to students who need it
14. A wide range of programs are offered
15. There is good student access to computers and strong technology programs and resources
16. The school promotes a healthy lifestyle
17. I support the school’s uniform policy
18. Our school has competent teachers who teach their students well
19. Our school is a good school

**Student Satisfaction Survey**
1. We have good buildings and grounds at our school
2. The environment is very important at our school
3. I like how the school and the parents work together
4. The school is friendly and all students are welcome
5. Students of our school are well behaved and respectful
6. The teachers care for the students
7. If I have a problem I know I can get help
8. The school rules are fair
9. Teachers help us to do our best
10. Students who need extra help get it
11. I have learnt a lot this year
12. There are a lot of different things you can do at our school
13. You can get to use a computer for your work when you need to
14. I like it at our school
15. Our school is a good school

**Staff Satisfaction Survey**
1. Our school is an attractive and well-resourced school e.g. classrooms, library and grounds
2. The school has a strong commitment to the environment
3. The school is connected to its community and parental involvement is positive and helpful
4. Parents find it easy to contact the school to discuss concerns relating to their child
5. The school is a friendly school that is tolerant and accepting of all students
6. The students are the school’s main concern
7. The school has effective welfare programs
8. The school teaches and promotes positive core values
9. Fair discipline exists within the school
10. Students of our school are well behaved and respectful
11. The school offers challenging programs for its students
12. The school maintains a focus on literacy and numeracy
13. The school provides effective extra support to students who need it
14. A wide range of programs are offered
15. There is good student access to computers and strong technology programs and resources
16. I feel part of a professional team at our school
17. I am supported and able to do my job well
18. I enjoy teaching at our school
19. Our school is a good school

Aboriginal education

Our Aboriginal students were engaged in literacy, communication and numeracy activities to increase their learning in these areas. They used appropriate resources from the school, town libraries and “Museum in a Box”. Throughout the year the teachers included an Aboriginal perspective across the curriculum which is a requirement in the new Australian Curriculum. We recognised achievements in the arts, sport as well as contributions of Aboriginal people in the World Wars. All students participated in NAIDOC celebrations by listening to and reading Aboriginal stories. They viewed images of Aboriginal paintings and created artworks.

Dillon Watson, Jordin Free, Patricia Fox, Donovan French and Kira-Lee Bissett and Baden Bennett were presented with awards at the Riverina Region Aboriginal Student “Proud and Deadly” Awards ceremony at Hume Public School.

Multicultural Education

This year the students learnt about the culture, history and people of many countries. Harmony Day was celebrated on March 21st and the students presented information, dances and costumes about France, Scotland, South Africa, Indonesia, Ireland, Vietnam, China and England. The presentations were very informative and enjoyed by students, staff and parents. It was pleasing to have all students involved in learning about people from around the world as Australia is home to many people who have migrated here.

Other school programs

Student Representative Council

Elected by their peers to be the 2015 Student Representative Council for 2015 were Natalie Wood-Bradley, Hannah Clarke, Dirk Post, Cody Stevens, Will Clarkson, Cody Segelow, Reilly Grant, Lauchlan Burder, Wilbur Murray, and Ashlee Mather. These students gave up part of their lunch break to meet during each term. They discussed their school and ways in which they could build an awareness of others in need amongst their peers and the school community by organising special fundraising days. As SRC members these students were given the privilege to model school leadership qualities and demonstrate our school values of ‘Ready, Respect and Responsibility’ each week as they sat on the stage at our school assemblies. They were also given the opportunity to assist teachers in conducting the weekly school assemblies.

The SRC would like to thank the students and school community for their generous support. This year they raised over $450.00 supporting Autism Awareness, Jeans for Genes Day, Give Me 5 for Kids, UNICEF Day for Children, Nepal Earthquake Appeal and ‘Day for Daniel - Keeping Kids Safe’.

Students from Class Gormly learning about Japan

Patricia Fox receiving her Proud and Deadly Award
Once again we had a visit from the SRC Representatives from Glenroy Public School who came and spent time in our classes during our literacy session and with our students at recess.

Our elected SRC students have represented their classes with enthusiasm and assisted their peers in understanding our school values and the importance of helping others in need. Thank you to our 2015 Student Representative Council for their eagerness and participation.

Elected by their peers to be the 2015 Student Representative Council for 2015 were Natalie Wood-Bradley, Hannah Clarke, Dirk Post, Cody Stevens, Will Clarkson, Cody Segelow, Reilly Grant, Lauchlan Burder, Wilbur Murray, and Ashlee Mather. These students gave up part of their lunch break to meet during each term. They discussed their school and ways in which they could build an awareness of others in need amongst their peers and the school community by organising special fundraising days. As SRC members these students were given the privilege to model school leadership qualities and demonstrate our school values of ‘Ready, Respect and Responsibility’ each week as they sat on the stage at our school assemblies. They were also given the opportunity to assist teachers in conducting the weekly school assemblies.

The SRC would like to thank the students and school community for their generous support. This year they raised over $450.00 supporting Autism Awareness, Jeans for Genes Day, Give Me 5 for Kids, UNICEF Day for Children, Nepal Earthquake Appeal and ‘Day for Daniel - Keeping Kids Safe’.

Once again we had a visit from the SRC Representatives from Glenroy Public School who came and spent time in our classes during our literacy session and with our students at recess.

Our elected SRC students have represented their classes with enthusiasm and assisted their peers in understanding our school values and the importance of helping others in need. Thank you to our 2015 Student Representative Council for their eagerness and participation.

**Vocational education program**

Senior students have been involved in learning about workplace practices. Students have investigated the types and variety of workplaces and the importance of good communication skills. Students have visited the Job Centre, Albury City Council, the Botanic Gardens and Wonga Wetlands to investigate the nature of work and Post School Options. Students were also given a tour of Wodonga TAFE and Albury TAFE Colleges.

Students have participated in work experience across a variety of school and community contexts. They have worked at the Albury TAFE Café in the area of hospitality. Students have also worked at the Twin Cities Laundry, Aspire Opportunity Shop and the Koori Kindermann Preschool accompanied by a job coach. Students have worked in the school setting; fixing bikes, shredding, collecting and delivering rolls, delivering newspapers, gardening, collecting recycling and compost.

**Environmental education and sustainability**

Two new garden beds have been established to provide more students with the opportunity to grow food at school. A scarecrow was made for the garden.

Students regularly use produce from the garden in cooking lessons.

Students have been involved in many environmental activities this year. These activities include Clean-Up Australia Day, Earth Hour, World Environment Day, Planet Ark Tree Planting, Threatened Species Day and Recycling Week. Students travelled out to...
Wonga Wetlands and Wirraminna Environmental Education Centre to participate in activities.

A guest speaker from Halve Waste visited the school to speak to the students about the new green waste bins. Students and staff also participated in a Nude Food Day where packaging was kept to a minimum in lunch boxes.

Students have visited the Albury Waste Management Centre to gain an insight into the problem of excess waste from residents of the Albury area. Each classroom has a recycling bin and a compost bin to help reduce our waste at school.

Each week a student is recognised at the school assembly for their efforts to care for the environment.

**Creative Arts Report**

The students at Wewak Street School have engaged in a range of creative arts programs this year. Students in the junior years formed the Wewak Junior choir and rehearsed weekly to learn ‘I just can’t wait to be king’ and ‘I still call Australia home’. The students performed at the Albury Eisteddfod in July. Students in the senior years formed the Wewak Senior choir and rehearsed weekly to learn ‘Count on Me’ and ‘Hey Soul Sister. The senior choir performed for the Albury Eisteddfod and was awarded a highly commended.

A group of 33 students from kinder to year 12 engaged in the Wewak Dance Group program where they learnt a dance performance piece to ‘Uptown Funk’. The students auditioned to participate in the Riverina Dance Festival however they were unsuccessful in being selected.

Students from Wewak Street School travelled to various locations around Albury to view a range of performances including the Sydney Symphony Orchestra, Murray Conservatorium performance, Circus Quirkus, Scots Schools performance of Shrek and the Fruit Fly Circus end of year concert.

A group of students from kinder to year 12 participated in the music program with tutor Stephen Neville where they wrote poetry and performed spoken verse at the official opening of the Murray Art Museum Albury (MAMA) in October.