

Wentworthville Public School

Annual Report



2016



3423

Introduction

The Annual Report for 2016 is provided to the community of Wentworthville Public School as an account of the school's operations and achievements throughout the year.

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

Denise Lockrey

Principal

School contact details

Wentworthville Public School

70-100 Fullagar Road

Wentworthville, 2145

www.wentworthvil-p.schools.nsw.edu.au

wentworthvil-p.School@det.nsw.edu.au

9631 8529

Message from the Principal

Wentworthville Public School serves a diverse community with dedicated, committed staff and a dedicated parent group. The school has been delivering quality public education for some 125 years and we celebrated this significant birthday in 2016. Our school values the opportunities we can provide our students in a variety of endeavours, including: academic achievement, the performing arts, sporting opportunities, wellbeing programs and leadership.

2016 was a successful year for the students at Wentworthville Public School. As this report will demonstrate, our students have been consistently engaged in relevant, challenging and motivating learning experiences in a supportive environment. All students within the school are encouraged to be at school, to learn and try their best, and this is underpinned by the PBL core values of being a:

- safe,
- respectful
- learner.

I am very proud to be the Principal at Wentworthville Public School where we aim to have a growth mindset and put students at the centre of our decision making. I would like to acknowledge the dedicated work of the executive team who partner in leading this great school. It is a pleasure to work alongside committed, professional staff, courteous students and positive parents and to lead this wonderful school is an honour.

Thank you for all your efforts and support in partnering together to make Wentworthville Public School a great school.

Denise Lockrey – Principal

School background

School vision statement

Wentworthville Public School empowers every student to become confident, resilient, collaborative and creative citizens. We develop in every student a passion for life-long learning through a positive and inclusive environment where students are engaged and challenged to think critically and creatively about their learning and the world in which they live. Together with our learning community we are dedicated to the development of independent and responsible citizens with excellent skills in communication and a sense of pride in their personal and community achievements.

School context

Wentworthville Public School serves a diverse community with a dedicated parent group. There are approximately 494 students enrolled from Kindergarten to Year 6, including two enrichment classes and three multi-categorical classes for students with special learning needs and/or autism.

The school recognises the traditional custodians of the land and the diversity within our community. We value the collaboration between all members of our school community and always strive to provide a trusting and secure environment. We respect the rights and beliefs of others. 92% of our community comes from a language background other than English, with over 40 ethnic/cultural groups represented. The core values of our school are excellence, diversity, collaboration and caring.

Wentworthville has a highly dedicated staff, with diverse teaching experience. The school enjoys a good range of enthusiastic young teachers supported by highly skilled and experienced colleagues. A strength of the staff is their ongoing commitment to collaboration, teamwork and excellence. Teachers work across four Stage Teams, led by Assistant Principals to create teaching and learning programs that provide a range of learning opportunities carefully designed to meet the needs of each student across the curriculum.

Our school is committed to developing each student into a responsible, safe and respectful learner and Positive Behaviour for Learning remains a strong focus to ensure students are engaged and active citizens in the classroom and the community. The school values learning and achieving and is committed to demonstrating continuous improvement and growth across the three strategic areas that form the basis of the 2015–2017 plan.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In 2016 the staff at WPS spent time familiarising themselves with the SEF and getting a better insight of the implications of the domains of: Learning, Teaching and Leading. Time was spent during a school development day investigating the framework and brainstorming as a whole staff where we are currently when plotting our journey to excellence against the framework domains. Staff reflected on progress at our school within the framework and communicated what expectations can be considered as we move forward into the following year with our school plan.

Time in executive meetings was dedicated to consider the School Excellence Framework and plot the domains and elements and gather evidence to match our school achievements and initiatives against the framework. The collegial discussion for a group of early career executives was invaluable and supported their leadership journey and assisted in their understanding of the NSW educational reform agenda.

Time was spent at a School Development Day with the whole staff considering the importance of strengthening family and community engagement within our school and addressing the importance of consultative decision making within schools. The purpose was to engage the whole staff as we continue on the final stages of the 2015 –2017 school plan and embark on developing the new 2018–2020 school plan.

In all of the three domains the staff identified the majority of our school operation was at a delivering phase. The professional dialogue that was had during this reflection time mapping our practices against the School Excellence Framework was invaluable and will be a strong basis for the school as it grows to consider ways to maximise learning in

our school for the future.

In the domain of Learning our main focus has been to continue to embed strong curriculum knowledge to improve student learning outcomes. A focus on specific initiatives include: building capacity in Aboriginal education via the 8 Ways Pedagogies of Aboriginal Education; building capacity in the phase 1 and 2 elements of Focus On Reading initiative addressing comprehension and Vocabulary; strengthening understanding of Disability and the importance of differentiation and equipping staff in The Disability Standards. Developing knowledge and understandings of the new curriculum and the need to fine tune pedagogical practice has been an ongoing feature that Assistant Principals have been monitoring within their stages.

In the domain of Teaching our main focus has been to continue to build depth of knowledge across the school in the areas of using PLAN data and the Literacy and Numeracy continua to inform teaching practice. This continues to be particularly significant due to school growth in size and the large turnover of new staff in the previous three years. The collection of data eg. Best Start, TENS and PM Benchmark reading levels (K–2), MiniLit and SMART data has been led by executive leaders so as to support colleagues in the use of the data to inform how best to refine teaching and learning programs. Further progress has been made this year in mapping the need for consistent scope and sequences across the school and time has been dedicated during professional learning sessions and School Development Days to address this issue.

In the domain of Leading our main focus has been to continue fostering leadership opportunities for staff and students and building capacity. As one new substantive Assistant Principal was appointed via Merit Selection early in 2016 and two more Assistant Principal vacancies went to Merit Selection at the end of 2016 for commencement of the 2017 school year, it was a clear goal to build capacity and depth within the executive team moving forward. This was in part successfully addressed via executive planning days which facilitated deep and rich discussion regarding best practice for the school. Student leadership and induction was also an identified area of need and the Stage 3 Assistant Principal led this area within the school.

Future directions evident from the School Excellence Framework will be directly imbedded into the 2017 milestones as part of the 2015 –2017 Wentworthville Public School plan to develop further improvements in the delivery of education to our students. 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.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Embedding a challenging and engaging curriculum knowledge that enhances learning for every student

Purpose

At Wentworthville we believe in building on strong literacy and numeracy foundations to ensure every child achieves their full potential. Teachers at Wentworthville devise and implement creative, engaging learning programs, across all curriculum areas, which develop the 21st century learning skills of creativity, collaboration, critical thinking and communication. Using these skills students will be able to make connections between their learning in the classroom and the wider world.

Overall summary of progress

The Strategic Direction One team met each term to consider milestones, monitor progress and determine next steps forward to achieve goals. Our school-wide focus on building curriculum knowledge has enabled our school community to achieve progress in broadening people's understanding on new curriculum and in particular in expanding the whole staff in their skills in the framework of 8 Ways pedagogy for Aboriginal students. An action team presented sessions at a school development day and included Focus on Reading modules on Aboriginal English to build capacity within staff. The development of deeper understandings of Aboriginal culture and heritage and development of Personalised Learning Pathways (PLPs) for our Aboriginal students has had a positive impact. Increased connection with families and carers has been positively received.

PLAN data and various other data sources continue to provide staff with valuable resources to assess students and how they learn. Stage teams utilised data to inform the teaching and learning cycle and promoted collegial discussion around pedagogy. Time was dedicated within professional learning sessions to look at SMART data and school trends as a whole staff and then in stage teams staff investigated the associated teaching resources to support classroom teachers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Growth for students in all aspects of literacy and numeracy is above DEC average in NAPLAN assessments 100% of students achieving cluster level benchmarks in literacy and numeracy using PLAN 100% of Aboriginal Students achieving personalised learning goals that match or better the outcomes of all students. All students, including EAL/D students, identified as being at risk achieving their personalised learning goals, which are based on all syllabus documents, the literacy and numeracy continuums and general capabilities framework.	<ul style="list-style-type: none">• Staff trained in 8 ways pedagogies• Various staff trained in either Focus on Reading Phase 1 or Phase 2 and embedding comprehension and vocab strategies a feature• The new policy standards for curriculum planning, assessment and reporting to parents was addressed with staff at an end of year school development day	8 Ways Pedagogy Training \$1, 673.18 Semester One teachers \$ 9, 830.42 Focus on Reading Phase One Training \$ 2, 167.41

Next Steps

- formalise scope and sequences across Key Learning Areas

- embed 8 Ways Pedagogies across the school and broaden the PLP process to ensure more active involvement of partners and carers within the school
- continue to embed Focus on Reading strategies into teaching and learning programs and train new staff who are employed at the school so as to ensure positive strategies are embedded across the whole school.
- expand staff training in 8 Ways Pedagogies initiative and Focus on Reading – Phase 1 and 2 as the school continues to grow and new staff join the school.
- train a teacher in MiniLit to target at-risk readers in Year One and trial and review the program within the school.
- consider the new policy standards for curriculum planning, assessment and reporting to parents and determine the impact to our reporting cycle at Wentworthville Public School. Consideration will also need to be given to the impact on the EALD reporting to parents in due course.

Strategic Direction 2

An engaged learning community

Purpose

Wentworthville motivates and engages every learner and member of the school community to achieve success and become a life-long learner. Student engagement is achieved through personalised, interest-based, highly visible and scaffolded learning opportunities, which incorporate high challenge and problem-based tasks. Our teachers have the capacity to implement collaborative, creative, innovative and contemporary 21st century learning practices.

Overall summary of progress

The Strategic Direction Two team met each term to consider milestones, monitor progress and determine next steps forward to achieve goals. Our continued whole-school re launch focus on Positive Behaviour for Learning (PBL) and KidsMatter social and emotional learning initiative has enabled the school to successfully address wellbeing and promote an engaged community. A continued commitment to wellbeing initiatives has seen the staff trained in PBL and addressing weekly focus in class via specific class lessons that are developed for the PBL Action team. The KidsMatter Action team trained staff in component one regarding '*Positive School Community*' and built a platform for embedding a whole school approach for whole school change, facilitating an environment for staff, students and the community to develop a shared understanding and focus on the importance of healthy wellbeing and the need for positive action both within the classroom and beyond. The action team provided information session opportunities for parents / carers and increased communication within the school newsletter and website.

Development of deeper relationships with the community and additional initiatives that continued to enable parents to engage with the school and get involved included:

- parent cafes
- various surveys welcoming feedback e.g. tell Them From Me surveys, Enrichment Class Reviews,
- Ed Connect
- welcome BBQ and parent information session at the beginning of the year
- continuation of community engagement program
- increased P&C participation in school events e.g. Election BBQs, Mother's Day and Father's Day stalls, a four day a week P & C operated canteen
- links with local pre-schools and buddy schools to develop connection within the broader community
- the development in Year Three of a local walking excursion which assisted students having a greater insight of their local area.

Throughout 2016 students were provided with a range of opportunities to develop within the learning environment. Some of these opportunities include:

- Kindergarten students engaging in literacy activities at the local community centre developed from local council personnel
- engaging in the use of BYOD and innovative technology across the curriculum
- some Stage Three students linking with a school on the south coast to explore being learners in differing contexts
- a support unit class developed a link with Holroyd Special school and both schools visited each other's settings throughout the year
- Year 6 students visiting local High School as part of their transition to High School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
---	-----------------------------	-------------------------------

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Increased evidence of student voice and collaborative learning.</p> <p>100% of students participating in Bounce Back lessons each week.</p> <p>Increased positive student achievement data entries into RISC</p> <p>All students embrace the choices of technology offered to deliver 21st century learning work samples.</p> <p>All students achieving their negotiated learning goals, which are based on the syllabus documents and the literacy and numeracy continuums.</p>	<ul style="list-style-type: none"> • extensive commitment and resources committed to relaunching wellbeing initiatives within the school via PBL and KidsMatter • Enrichment class review conducted by an independent educator and findings presented to staff and the community • 125th anniversary celebrations conducted • Project Based Learning a key feature in stage three learning programs • whole school professional learning in SMART data analysis and related teaching strategies to support student learning 	<p>PBL \$ 2, 300.40</p> <p>KidsMatter Training \$ 3, 286.11</p> <p>125th Anniversary activities \$ 10,000</p> <p>Enrichment Class Review \$ 700</p> <p>I Pad Purchases (EALD, LAST, Support Unit) \$16, 019.85</p>

Next Steps

- increase the opportunities for the broader Wentworthville Community to positively engage with the school e.g. via the continued employment of our Community Engagement Officer, continued links with pre-schools, special schools, schools within the Toongabbie Learning Community and the local High Schools
- provide a whole school K–6 line up area under top area COLA to develop a sense of whole school versus two separated areas
- extend the Action team focus for PBL and KidsMatter by enhancing the frameworks and continuing to embed whole school change
- establish a specific whole school period within the week to address Social and Emotional learning
- continue to support the school community as new systems and practices of school procedures and financial operations are embedded part of the educational reform in NSW.

Strategic Direction 3

Developing leadership and building capacity.

Purpose

We believe in establishing positive and open relationships so that every student, staff member and the wider school community can contribute to the future of education, by providing opportunities to build and strengthen the leadership skills of all around us. Developing the leadership capacity of all members of our school community is an important step forward in developing confident, informed and active citizens.

Overall summary of progress

The Strategic Direction Three team met each term to consider milestones, monitor progress and determine next steps forward to achieve goals.

Student leadership was an area that the school continued to build and nourish and student leaders attended a leadership conference early in the year and consolidated their leadership learning via formal leadership sessions conducted by a stage three teacher and leadership opportunities increased throughout the year culminating in a student leadership framework being developed and students engaging in a Peer Support module delivered to the whole school in Term 3.

Induction was also an identified area of need within the school and the Stage 3 Assistant Principal led this area within the school after attending professional learning on whole school induction. An effective induction program was developed for new staff, new student enrolments and casual teachers attending Wentworthville Public School.

Staff continued to develop their Professional Development Plans and the executive team aligned professional learning to the school plan and strategic directions so as to support building staff capacity. Staff utilised a new process for considering professional learning opportunities and aligned them with their own PDP goals and Strategic Directions of the whole school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evidence from student and staff that indicates improved mentorship, by Year 5 and Year 6. Evidence of self and peer feedback in learning and social settings. All teachers developing Personal Development Plans that articulate ways in which they will build their capacity. An Increase in staff actively seeking accreditation and Highly Accomplished or Lead teacher. Growth in the number of staff taking on mentoring or coaching of university practicum students and/or, beginning teacher colleagues.	<ul style="list-style-type: none">Wellbeing programs promoting leadership were implemented throughout the year. E.g. Peer Support module delivered across K–6, Sports In Schools Australia (SiSA), social skills program delivered across K–6 and the Sports Pro program delivered K–6induction programs developed for staff and studentsthe SRC developed an increasing profile across the school	Michael Grose leadership resource package \$876 Whole school SISA Program / Sports Pro initiative \$17,490 Aspiring leaders conference \$127.50 Executive Planning Day \$2,026.69 Admin half Day conference \$500

Next Steps

- deliver, refine and develop the induction program for new staff that come to Wentworthville in future years

- introduce the new enrolment packages for new students and families who come to the school in a school folder
- Introduce the casual information packages for day to day and long term casuals who teach at the school
- introduce and develop the understanding of the non-teaching performance development framework and develop procedures and practices within our school.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Support of Aboriginal students and evaluation of action plans conducted by AP ES1 to inform 2017 plans.</p> <p>Implement PLP Action Plans via SLSO support. Ongoing feedback as required for SLSOs supporting PLP Action Plans</p> <p>Class Teachers overseeing program and liaising with AP responsible for Initiative.</p>	<p>RAM funds utilised to implement initiative</p> <p>Resources \$ 4,292</p>
English language proficiency	<p>Stage Planning Days. EALD staff led teams through how to support EALD student learning. Programming strategies enhanced for EALD learners.</p> <p>Increased opportunity for Stage teams to work alongside specialist ELAD teachers and develop knowledge and understandings in supporting the Literacy learning of EALD students within their classes and build positive learning experiences.</p>	<p>Ram funds utilised to implement initiative</p> <p>Resources \$ 26,798</p>
Low level adjustment for disability	<p>Students identified as needing additional support by the Learning Support Team supported.</p> <p>SLSOs were employed to support students identified via the Learning and Support Team and LAST teacher in the areas of:</p> <ul style="list-style-type: none"> –academic –social –behavioural –emotional needs. 	<p>RAM funding utilised to implement the initiatives.</p> <p>Resources \$ 30, 870</p> <p><i>Funding is combined with individual Funding Support to provide a comprehensive package of support to students.</i></p>
Quality Teaching, Successful Students (QTSS)	<p>Improved collegial support to support and mentor early career teachers and improve best practice. Review use of QTSS via executive discussion and plan for 2017.</p>	<p>0.397 as amended in July 2016 –OMSEE staffing entitlement</p> <p>Staffing utilised to release executive team to support and mentor staff in their professional learning and develop programs within stages to improve student learning.</p>
Socio-economic background	<p>Increased student access and engagement to programs that promote wellbeing and resilience.</p> <p>Increased access to technology</p> <p>Some of RAM funds utilised to combine with P&C and Wenty Leagues grant in developing the Yandina grounds improvement project. Provide additional functional play space and outdoor learning space for the students</p> <p>Life Education Program paid for K–6 to engage in Cyber Safety Initiative.</p>	<p>RAM funds utilised to implement initiatives</p> <p>Resources \$ 16,957</p> <p>(Yandina Project part funds \$8,000)</p> <p>(I Pad purchases \$4,000)</p> <p>(Life Education initiative \$5,000)</p>

Support for beginning teachers	Beginning teachers, supported, mentored and opportunities to improve their pedagogical practice provided. Improved student outcomes.	8 teachers funded in second year of Beginning Teacher funds. Total Funds allocated – \$32 645. 84 Total funds spent in 2016 – \$31 976 59
Targeted student support for refugees and new arrivals	EALD staff monitor and review programs developed and identify refugee students at Wentworthville Public School and ensure their learning is supported.	RAM funds utilised to implement initiative Resources \$2,052
Community Engagement Officer	The community engagement program has provided vital support for the school and is valued by staff and wider community. It is planned to utilise RAM funds into 2017 to fund this initiative beyond the initial funded program.	Funds from Community Engagement Funded program paid via fortnightly ECPC. Person employed as a TEMP.
Flexible Wellbeing Funds	Flexible Wellbeing funds were utilized to: –develop staff understanding of the Wellbeing Framework –re–launch the PBL initiative within the school –introduce KidsMatter framework and train staff via an established action team in the training of Component One –train key staff in supporting students with additional needs via NCI training –conduct a whole school social skills incursion for a term, via weekly Sport In Schools Australia delivered sessions.	Funds for 2016 \$37,200

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	210	232	226	267
Girls	180	209	219	231

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.2	95.7	92.6	94.1
1	93.5	94.6	91.9	95.1
2	94.8	94.5	92.2	93.7
3	95.6	95	93.6	94.8
4	93.8	95.4	93.8	93.2
5	95.5	95.5	94.9	95.4
6	93.4	94.6	93.6	94
All Years	94.6	95	93.1	94.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

The Principal and Learning Support Team monitor attendance and liaise with the Home School Liaison officer regarding students of concern. The school has established an initiative called 'In the line by 5 to 9' to address partial lateness identified as of concern and this positive reward system supports positive attendance patterns. Classroom teachers communicate directly with families when students are away two to three days and liaise with their supervisors regarding attendance concerns.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	5
Classroom Teacher(s)	18.89
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher of ESL	2.2
School Administration & Support Staff	6.48
Other Positions	0.17

*Full Time Equivalent

Two staff identified as having Aboriginal background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	46

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Wentworthville Public School in 2016. Professional learning programs and initiatives are primarily funded by RAM funding from the department and targeted Wellbeing funds to the school. At Wentworthville Public School professional learning is delivered through the following means:

- weekly school designed and delivered sessions which address mandatory obligations and school based professional learning focus areas

- via external provider supports

- via expert teacher leaders within the school and our involvement within the Toongabbie Learning Community (TLC).

The school programs are offered each Tuesday afternoon for one hour and five school development days throughout the year, in team meetings with Assistant Principals and via needs based developed sessions.

External programs are offered by the Department of Education and private providers. These sessions enable staff to build professional capacity in line with the own goals identified within their Professional Development Plans, address mandatory areas of training, improve pedagogical practice and enhance the implementation of the strategic directions within the school plan. The RAM allocation for professional Learning Funds in 2016 was \$23, 072 and was expended on identified professional learning within the school plan and teacher identified PDP goals and strategic directions.

Various staff at Wentworthville Public School are at differing levels of the accreditation process. Three staff received their accreditation at proficient levels; three staff are working towards submitting their accreditation of proficient level and one staff member is working towards Lead level of accreditation and was successful in and expression of interest at being a lead learner in the Highly Accomplished Levels training. They will be expanding their role into 2017 and establishing a network to support other colleagues at the school and within the TLC who express commitment to accreditation at the higher levels. As the school continues to grow and more staff are employed accreditation will be an ongoing area for support and mentoring.

Staff Development Days 2016

Day 1:

The Code of Conduct / Dignity and Respect in the Workplace and DoE Policy updates / focus areas

Mandatory Training: Emergency Care and Anaphylaxis and CPR training– Presented by Australian Lifesaving Academy NSW

Day 2:

Oliver – the new operating system in the library + World Book and Premier's Reading Challenge

Aboriginal Education (Part a)

Aboriginal Education (Part b) Focus on Reading module presented in small groups

Team meetings / forward planning

Day 3:

Combined Toongabbie Learning Community Keynote address and sessions throughout the day by Colin James

Day 4:

2017 Organisation / Roles and Responsibilities 2017

Strategic Direction groups for 2017

KidsMatter Component 1 – post teacher survey

MYPL –Basic Overview of new layout. BOSTES

requirements

Handover talks in various spaces –specialist staff to assign to various classes. 2017 Class Lists distributed

Day 5:

Strategic Directions 2017 /Consultative Decision Making

School Excellence Framework

'What works best–evidence based practices to help improve NSW student performances'

Scope and Sequence– PD/H/PE (Drug Ed/Child Protection)

2017 Stage Meeting / Classrooms

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	407 055.09
(2a) Appropriation	363 185.60
(2b) Sale of Goods and Services	2 196.20
(2c) Grants and Contributions	41 171.70
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	501.59
Expenses	-252 612.97
Recurrent Expenses	-252 612.97
(3a) Employee Related	-153 662.55
(3b) Operating Expenses	-98 950.42
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	154 442.12
Balance Carried Forward	154 442.12

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Wentworthville Public School transitioned to the new SAP finance system in September 2016. As such, both the Oasis and SAP finance systems were utilized during 2016. The school chose to delay the voluntary school contributions for parents until term 4 when fully operational within the new system and this provided parents the opportunity to utilize the online POP system. Over expenditure on staff short term relief occurred due to some significant staff health needs and supplementation will be applied for in 2017 to recoup these costs. Part of the carried forward moneys have been retained for the installation of air conditioning in the library, administration building and two support unit classrooms. The asset management unit will be involved in this asset project in 2017.

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	3 044 741.79
Base Per Capita	24 731.37
Base Location	0.00
Other Base	3 020 010.43
Equity Total	395 181.15
Equity Aboriginal	4 292.01
Equity Socio economic	16 956.66
Equity Language	251 243.69
Equity Disability	122 688.79
Targeted Total	609 324.93
Other Total	20 203.55
Grand Total	4 069 451.42

A full copy of the school's 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.

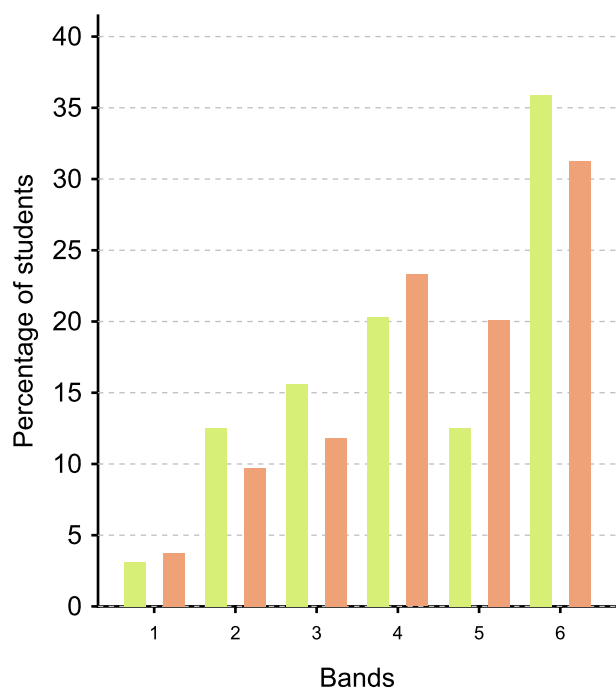
School performance

NAPLAN

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

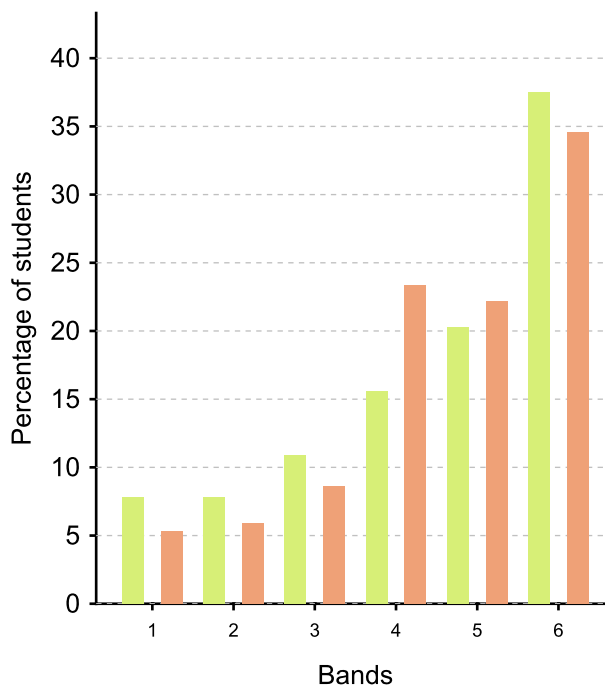
In Literacy, a percentage of students in Year 3 were above state levels at proficiency in writing (61%) and spelling (58%), and a percentage of students in Year 5 were above state levels at proficiency in spelling (44%) and grammar and punctuation (42%).

Percentage in bands:
Year 3 Grammar & Punctuation



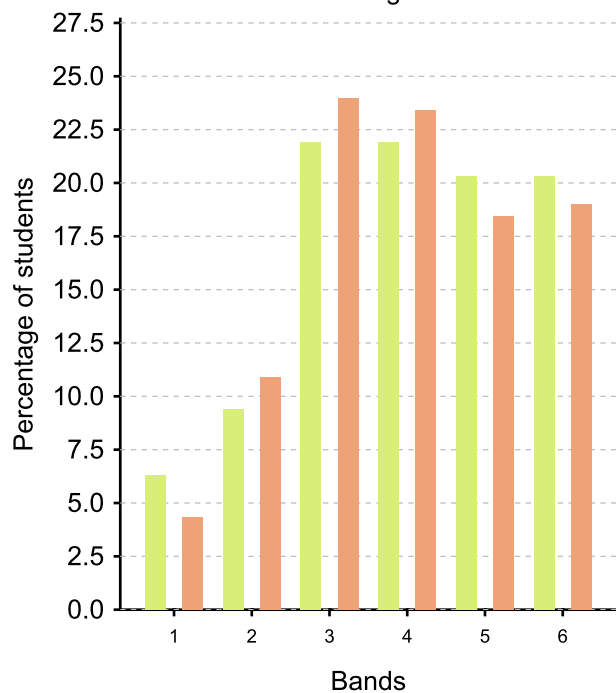
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



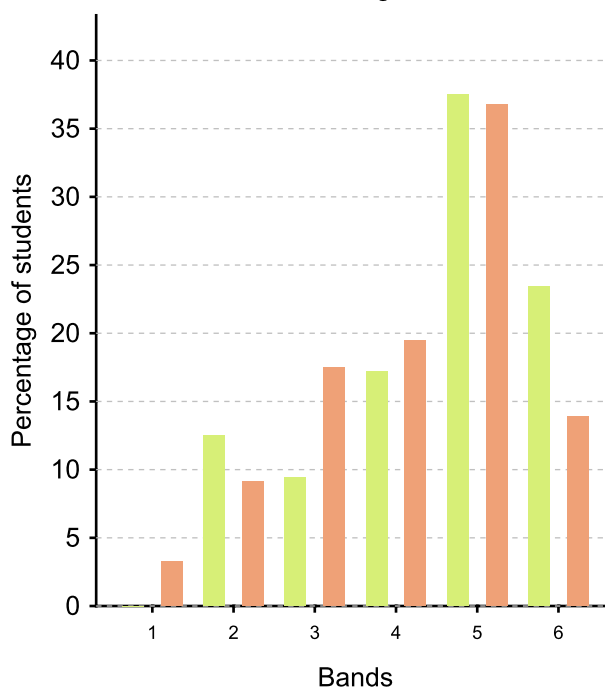
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Reading



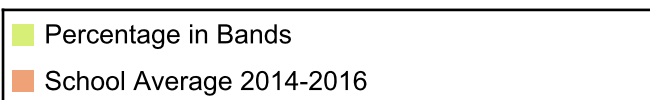
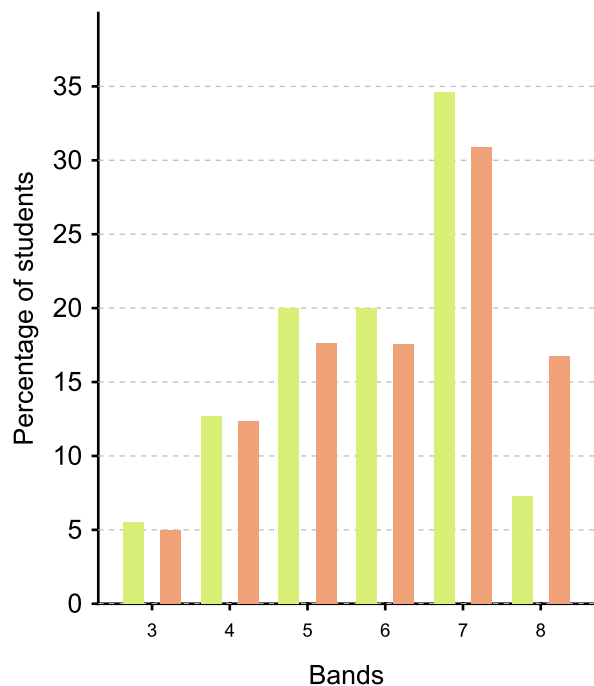
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing

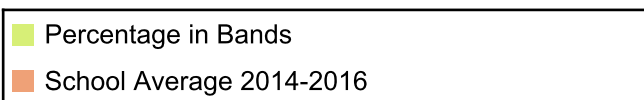
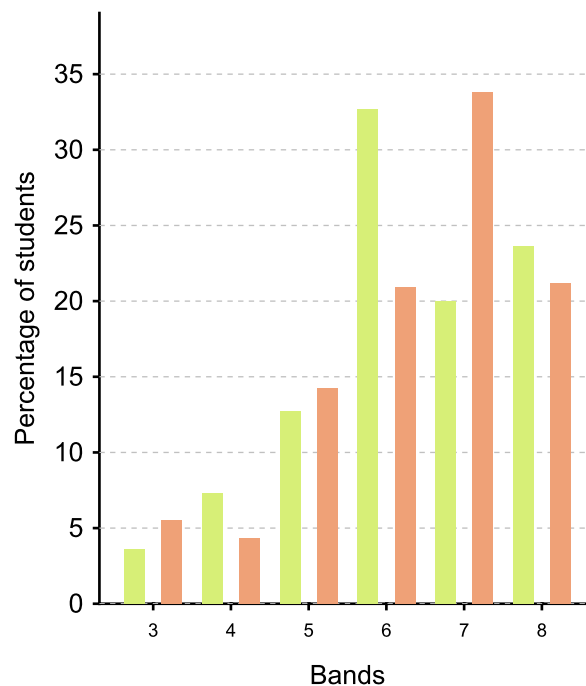


Percentage in Bands
School Average 2014-2016

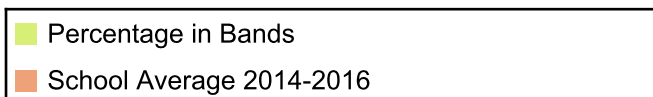
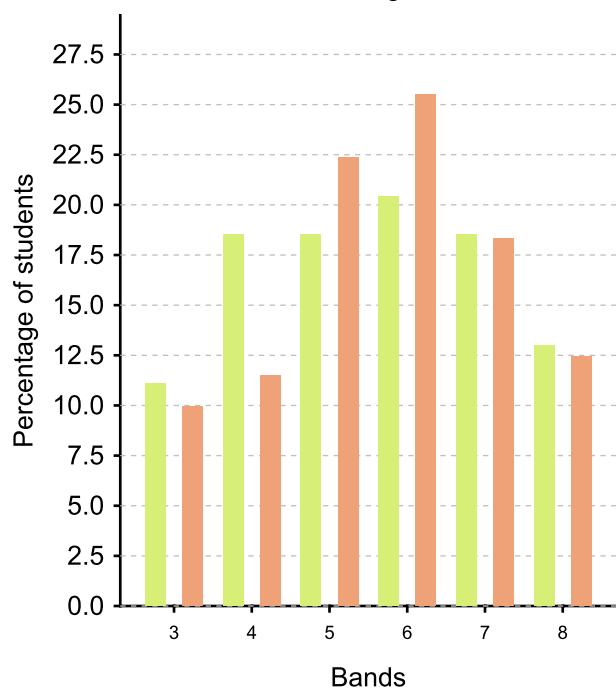
Percentage in bands:
Year 5 Grammar & Punctuation



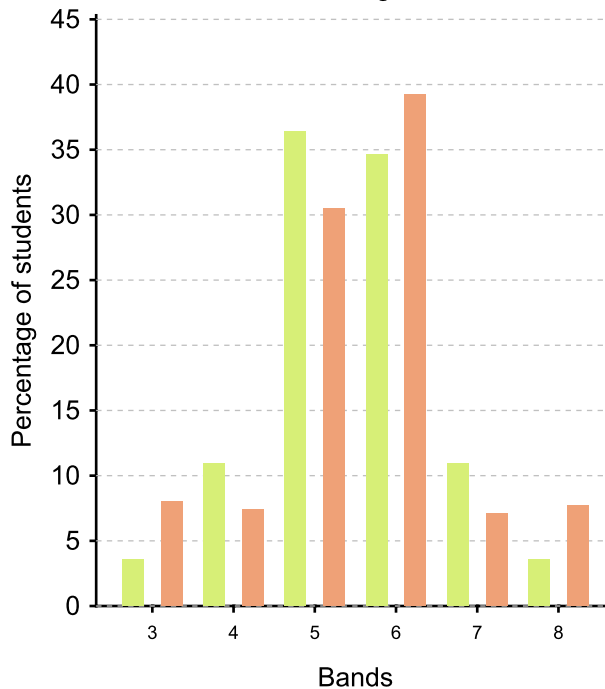
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

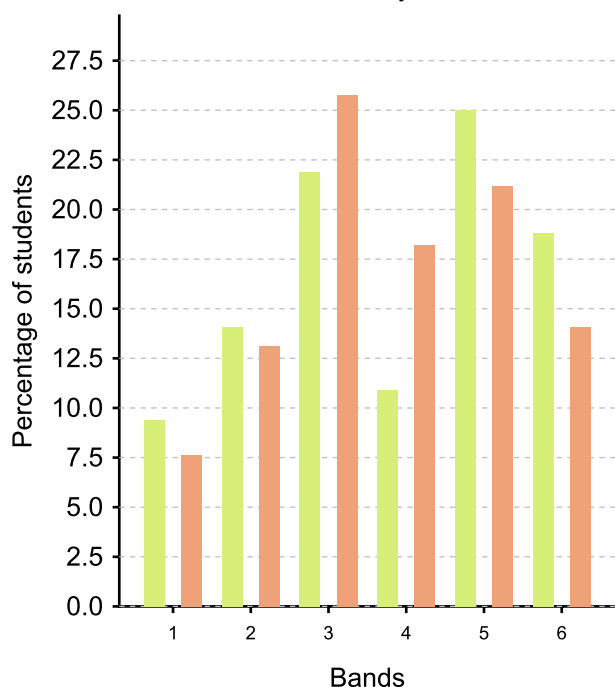


Percentage in bands:
Year 5 Writing



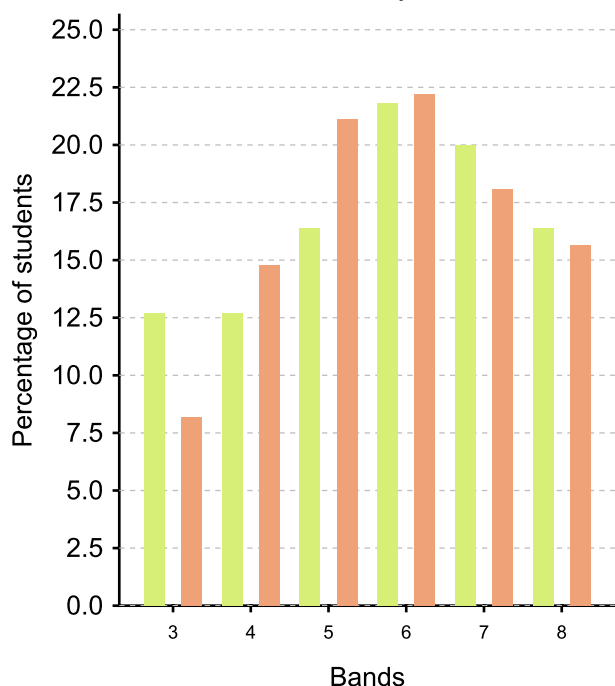
In Numeracy, a percentage of students in both Year 3 (44%) and Year 5 (36%) were above state levels at proficiency.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of

parents, students and teachers about the school. The opinions and ideas of parents, students and teachers are highly valued. Suggestions are incorporated into planning and setting high expectations for students at Wentworthville Public School.

In 2016 students, staff and parents participated in the Tell Them From Me Survey.

Students

Students from Year 4, 5 and 6 completed the online 'Tell Them From Me' survey in Term 1 and again in Term 4. The key findings from the survey include:

- 83% of students in this school had a high sense of belonging
- 94% of students had a high participation in sports
- 59% of students participated in extracurricular activities
- 90% of students have friends at school they can trust and who encourage them to make positive choice
- 94% of students tried hard to succeed in their learning

Teachers

Our teacher survey had 28 respondents with lots of positive feedback. In particular, teachers identified collaboration, learning culture, teaching strategies and having an inclusive school as their most important of the eight drivers of student learning.

A key finding from the survey revealed that 70.25% of staff agree with the statement that school leaders are leading improvement and change.

Parents

Parents were also surveyed and gave us insight into how parents feel about their engagement with the school and our school programs. Some particular highlights from the survey were in the following areas:

- I feel welcome when I visit the school,
- Reports on my child's progress are written in terms I understand,
- The school supports learning and expects my child to work hard,
- My child is clear about the rules for school behaviour.

KidsMatter Initiative

In 2016 KidsMatter was relaunched at Wentworthville Public School. Students, staff and parents were surveyed in Years K–6. Students indicated that they felt happy and safe at school and indicated that relationships and social and emotional skills were an area to develop. The highlights from the staff survey revealed that 85.7% of staff felt that supporting students' mental health and wellbeing is a central part of their role and plays a pivotal role in reducing

behavioural problems and improving their academic learning outcomes. The staff survey results indicated that a future direction would be to provide more opportunities for all members of the school community to share their views and contribute to school decisions. The parent survey results were very positive and indicated the school provides opportunities for parents to develop support networks and most believed the school assisted children and families to get help in relation to mental health difficulties. Parent survey findings also showed that 75% of parents wanted further information about child development and learning, 62% wanted information about bullying and 58% felt the need for more information about children's wellbeing and mental health. The findings from the staff, student and staff KidsMatter surveys assisted in planning formal and explicit teaching of social and emotional skills the following year.

Strategic Direction 1 and 2 surveys

As part of Strategic Direction 1 and 2 all staff were surveyed. The survey results indicated that 58% of staff wanted further professional learning about using the interactive numeracy and literacy continuum and interpreting PLAN data. 100% wanted further professional learning about future focussed learning, particularly Learning Intentions Success Criteria (LISC). 80% of staff felt they needed more professional learning about using formative assessment practices.

Enrichment class review surveys

A review was conducted to ascertain future directions for the enrichment classes at Wentworthville Public School. Students in Years Three to Six at WPS were surveyed, which included those in an enrichment class and those in non enrichment classes. Students were surveyed about their attitudes towards school, friendship relationships across classes and perceptions of their learning experiences. The key findings concluded that results for the grades were comparable between enrichment and non enrichment classes except for Year Three where there were much higher numbers of students who identified a lack of friends in their grade. This was more prevalent in the non-enrichment classes. The teacher survey indicated that 22.2% of staff believed that enrichment classes improved skills in the intellectual/cognitive domains more effectively than grade-based classes. The parent survey indicated that 90.7% of parents felt that placement in an enrichment class had a positive effect on students' academic outcomes. 36.36% of parents surveyed believed the existence of enrichment classes affected the social development of students in other classes from Years 3–6.

Parent workshops

In 2016 Wentworthville Public School ran a series of sessions for parents. A team of experienced teachers led workshops to connect deeply with parents and build a shared understanding of student wellbeing as well as literacy and numeracy strategies. Parents were surveyed throughout the year. Survey data from Parent café workshops found that 100% parents who attended

were engaged and informed. Parents stated that they had gained strategies and ideas to support their children with learning at home.

Student Leadership

In 2016 students in Stage 2 and 3 were surveyed about their opinions and aspirations of student leadership at Wentworthville Public School. In Stage 2, 92.3% of students indicated they wanted to nominate for a leadership role in Years 5 and 6. In Stage 3, 58% of students indicated they participated in an informal leadership role at school and 80% aspired to undertake a leadership role in High School.

Policy requirements

Aboriginal education

In 2016 Wentworthville Public School had nine students who identified as having Aboriginal or Torres Strait Islanders heritage.

Professional Learning opportunities were conducted for staff at School Development Days in 8 Ways pedagogy training and the Focus on Reading module on Aboriginal English delivered. Staff, where possible include Aboriginal perspectives in all key learning areas via class lessons and developing an awareness of how Aboriginal Australians live in modern times. Teaching and learning programs are designed to educate all students within our school about Aboriginal histories, cultures, perspectives and current Aboriginal Australia. Two staff made connection with a local AECG and developed connections in supporting our school.

Staff worked with students and their families to ensure a positive increase in building community and identity. One Assistant Principal continued to lead and refine the Personalised Learning Pathways process within the school supporting students and families alike and further connecting the learning at home and school.

Multicultural and anti-racism education

With a community of 91% LBOTE Wentworthville Public School acknowledges the vital importance of valuing the cultural heritage and diversity within the families attending the school.

The school has three trained anti-racism contact officers (ARCOs) who were trained in 2016 to deal with any incidents that may occur of a racist nature. Educational programs and the support of our EAL/D staff enable students on a daily basis to learn and develop cultural understanding. Interpreters are utilised and made available for parents / carers to discuss a range of issues, including student progress, welfare, general school matters and applications for individual support.

Harmony day is a key event within the school and provides a tangible opportunity for staff, students and the parent body to celebrate the rich cultural diversity of the school. Our multicultural public speaking

competition saw two students progress to the final rounds and represent our school and their families in a very positive light. Our EALD teachers effectively promote the continued understanding of multiculturalism within our school and presented an effective and profound session on supporting refugees during our Tuesday Professional Learning sessions.

Other school programs

Student Representative Council

The SRC was further developed in 2016 by providing a student leadership voice for students K–6. The SRC were active in their roles and engaged in a range of fundraising activities throughout the year. One highlight was the Schools Clean Up Australia Day event where the SRC raised money to support this worthy environmental cause. As a result of their leadership and raising awareness of our environmental impact within the school and wider environs the SRC at Wentworthville were awarded the Australian Green Kids Award from Clean Up Australia and had Chairman and Founder of Clean Up Australia, Mr Ian Kiernan AO attend the school for a moving presentation of funds raised.