

Wentworthville Public School

Annual Report



2017



3423

Introduction

The Annual Report for 2017 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

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Message from the Principal

Wentworthville Public School serves a diverse community with dedicated, committed staff and an active parent group. The school has been delivering quality public education for some 127 years and as a growing community we have been identified as one of the new school's upgrade of facilities as part of the School Infrastructure NSW Planning initiative. 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.

2017 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 value their multicultural and harmonious learning environment and are encouraged to be at school, to positively engage with learning experiences and to challenge their thinking. 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 and lead the school alongside committed, professional staff, courteous students and positive parents. We continue to 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.

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

Denise Lockrey

Principal

Message from the school community

As P&C President for 2017, I commend the Executive Team for 2017. In 2017 we achieved many things with fundraising for the children and for Wentworthville Public School.

There were many events held during the course of the year that P&C supported and actively participated in. Harmony Day, Anzac Day, Athletics Carnival, Mother's Day, Father's Day, Education Week, Year 6 Gala Day and Christmas stall to name a few.

With the active support from our Volunteers we were able to achieve the goal that we set for ourselves at the beginning of 2017. The support of all of the students and their parents are what made our goal a reality. I am proud to have been the President and have the ability to have P&C make a donation of \$20,000.00 to Wentworthville Public School at the

end of the 2017 P&C Year.

Without the volunteers and all their time donated, this donation would not have been able to go ahead.

Felicity Callow (2017 P&C President)

Message from the students

Reflections by the two school captains, at the 2017 Presentation Day.

Chloe's reflections: 'Last year we were awarded with our Captains badges. That was an exciting day. I was very thrilled to have the opportunity to represent our school in excursions, the Remembrance Day ceremony and very many more exciting events at school. Our school is a one of a kind school. At this school, we live by truth and honour, we are all safe, respectful learners. I hope you all get the chance to leave an impact on our school, whether it is in sports, academics or just helping people in the playground. We all contribute to society and the world. I wish all the new and old leaders and captains goodluck wherever their lives take them on the road of life. I wish all the Year sixes good luck in High School. This is a quote said by Martin Luther King Junior " If you can't fly then run, if you can't run then walk, if you can't walk then crawl, but whatever you do, you have to keep moving forward."

Ali Kashif's reflections: 'This year was an exhilarating year. Some of the highlights of being school captain were helping students, having a positive attitude as well as fundraising for the school like selling zooper dooper iceblocks. We did stimulating events such as gala day and our Remembrance Day ceremony. I wish the school captains and leaders of 2018 the very best of luck from all leaders and captains of 2017. "If your actions inspire others to dream more, learn more, do more and become more, you are a leader." Said by a very wise man. Thank you Wentworthville Public School, I really enjoyed representing our school.'

Chloe and Ali Kashif

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 2017 the staff at Wentworthville Public School continued developing an understanding of the School Excellence Framework and engaged with the new version 2 framework. The staff reflected on the progress being made across the school based on identified expectations and how it can be aligned to the Strategic Plan 2015–2017.

The staff identified areas to be included in our 2017 milestones to support moving from delivering to sustaining and growing and excelling in some themes. Wellbeing has been a key focus in the school over the last three years and the allocation of Departmental Flexible Wellbeing funds has supported opportunities for the school as we have strengthened wellbeing programs. This funding has been significant in providing students with opportunities to connect, succeed and thrive in domains relevant to their learning and development.

Commitment and time spent during executive and team meetings throughout the year considering the importance of strengthening collaboration and engagement with stakeholders as we continue to grow as a school was a key focus. The school has been identified as a school for significant facility upgrade over the next few years. The purpose was to engage with the staff in building an understanding of a growing school community and embark on developing the 2018–2020 school plan in consultation with staff, students and wider community.

The school ensures professional learning is aligned with the school plan, evident in Professional Development Plans and

its impact on the quality of teaching and student learning outcomes are monitored and evaluated by the Assistant Principals. The Quality Teacher Successful Student initiative has allowed leaders to: mentor, support and build capacity within the teaching staff. As a result the Learning, Teaching and Leading domains of the School Excellence Framework are a lens that the leaders utilise in their interactions with colleagues.

There is commitment from the school leadership team to support a culture of inclusion for our school community. The community mentors initiative, led by an Assistant Principal in collaboration with the Community Engagement Officer and EAL/D team has built a strong network with key families as they support new families enrolling in the school and general operations within the school.

Future directions evident from the School Excellence Framework version 2 will directly inform the 2018 –2020 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.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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. The team worked closely with all teachers across the school to embed LISC, 8 Ways Pedagogies and introduce the digital data wall, a change from a physical data wall in previous years.

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 Learning Intentions Success Criteria (LISC). A lead learner in the school presented sessions at a school development day and subsequent Professional Learning sessions to support staff in embedding LISC within programs and learning.

The staff have participated in class modeling to develop their skills in writing and utilising LISCs to develop their skills in writing and utilising LISCs for students. As a result of the implementation of LISC, consistent practice is used between K–6 to ensure positive outcomes for all students. LISC has ensured that students have a clear understanding of what they are learning, why they are learning the skill, and what they need to do to succeed. This has resulted in increased student engagement and high level learning outcomes.

Staff were trained in 8 Ways Pedagogies and staff already trained have liaised with staff requiring support for implementation. 10 Aboriginal / Torres Strait Islander students have been supported with PLPs and SLSO support in Terms 3 and 4.

The digital data wall has been implemented through the use of PLAN Data to plot students K–6 on the Literacy / Numeracy Continua. The use of this will allow teachers to clearly identify students level of achievement and what they are working towards to attain the next level of achievement. It visually helps teachers to identify students requiring increased support in and out of the classroom.

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. A digital data wall was determined as a more appropriate recording of student placement and a staff member dedicated time to ensure all students were plotted. This will be a future focus moving forward into 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Growth for students in all aspects of literacy and numeracy is above DEC average in NAPLAN assessments	0.4 staffing allocated from PPT to address whole school LISC expansion and Minilit programs.	Staff engaged in progress to develop pedagogy and best practice in implementing the teaching and learning cycle
100% of students achieving cluster level benchmarks in literacy and numeracy using PLAN	0.958 staffing allocation Quality Teacher Successful Students (QTSS)	PL moneys used to catch up new staff in 8 Ways Pedagogies and FoR training. Class teachers in consultation with parents developed PLPs for Aboriginal students. An Assistant Principal led this initiative within the school.
100% of Aboriginal Students achieving personalised learning	LAST 0.9 staffing allocation utilised to support students	Staffing allocated to facilitate an Assistant Principal facilitating the Minilit program for at risk readers in

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>goals that match or better the outcomes of all students.</p> <p>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.</p>	<p>EAL/D staffing allocation 1.8 (topped up by 0.2 PPT) to support EAL/D students and classroom teachers in developing effective strategies in Teaching English Language Learners (TELL)</p> <p>Beginning Teacher 2017 funds utilised</p> <p>Professional Learning funds utilised</p>	<p>Year One. Student data is assessed, revised regularly and reported to the Learning and Support Team.</p> <p>Targeted lead learner mentoring staff in LISC strategies and implementation.</p> <p>School based mentoring of Early Career teachers via formal mentoring programs to build best practice and build a support network to improve classroom effectiveness and build capacity. Continuation and expansion of the Beginning Teacher Network meetings once per term has been positive. Additional networking with others leaders in the schools represented to bring about a broader base for this initiative has been enhanced.</p> <p>Teachers have been supported by the LAST to develop ILPs for students who have additional support needs. All students in Support Unit have ILPS developed and reviewed in consultation with parents.</p>

Next Steps

- continue to embed 8 Ways Pedagogies across the school and broaden the PLP process to ensure more active involvement of parents and carers within the school
- continue to embed Focus on Reading and Teaching English Language Learners (TELL) 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
- train another teacher in MiniLit to target at-risk readers in Year One and trial and review the program within the school in light of CESE's Departmental review when released
- 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. Purchasing of the Sentral suite and introduce Sentral Reports in 2018
- engage in the new Literacy and Numeracy progressions and develop professional learning to build staff capacity.

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 two regarding 'Social and Emotional Learning' 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.

The Stage 3 Interrelate 'Moving into the Teens Years' program was introduced for the first time at Wentworthville Public School and a positive parent information session was delivered as this new program was being introduced. This is a program that will continue in 2018 with a focus on just Year 5 in the later part of the year. A parent information session will again be offered, this time for just the Year 5 families prior to the delivery of the program to students.

The community engagement officer delivered 'Triple P Parenting' program sessions and many parents commented how valuable the sessions were for them.

The technology committee managed the introduction of the Xenontech outsourcing of technology support for the school. This service was well received by staff and enabled a trained technician to support the technology fleet within the school and ensure the smooth running and maintenance of the various technologies within the school. Wi Fi was expanded in to rooms that had poor access.

The significant technology investment of a 3 year license purchase of the Sentral platform will assist the school in a range of operational and communication areas.

Regular tech sessions were delivered to staff during Professional Learning time to build technology use, capacity and introduce new ideas for teachers in their teaching day. Whole staff, small group and stage teams were used as a means of information delivery.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased evidence of student voice and collaborative learning. 100% of students participating in Bounce Back lessons each week. Increased positive student achievement data entries into RISC All students embrace the choices of technology offered to deliver 21st century learning work	Resources purchased \$3,000 for Social and Emotional learning and Peer Support Resources KidsMatter Action Team training \$2,000 Flexible Wellbeing Funds (\$37,200) utilised to support wellbeing programs and initiatives	Peer Support programs implemented K-6 with leadership from Stage 3 students. Whole school Monday afternoon session dedicated in weekly timetable for Social and Emotional lessons and content delivery. KidsMatter parent information session conducted and Action Team trained staff in Component 2 module. Interrelate Program was introduced and paid from Wellbeing Funds for Stage 3 students. This critical area of the PD/H/PE curriculum was also

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>samples.</p> <p>All students achieving their negotiated learning goals, which are based on the syllabus documents and the literacy and numeracy continuums.</p>	<p>PBL Funds utilised for signage approx. \$14,000 and PL \$5,000</p> <p>Ipad purchase bank x 20 units for Kindergarten tablet use</p> <p>3 Year license to Sentral platform purchased \$18,000</p>	<p>addressed by providing a parent information session on the 'Moving into The Teen Years' module by an Interrelate trainer.</p> <p>Life Education program K–6 was made available from utilisng Wellbeing Funds.</p> <p>Sport In Schools Australia (SiSA) program implemented for both Fundamental movement (K–6) and Social Skills program (K–6). This year we made a copayment alongside parents as this was our second year of running this vital wellbeing program initiatives.</p> <p>Consistent PBL approach expanded throughout the school to manage student behaviour and expectations in a positive manner. A PBL mascot competition was conducted amongst the students and the winning mascot (Wenty Kanga) has been the prototype for the PBL signage in the school.</p> <p>Differentiation of learning and expanding LISC into programming was a key focus in 2017.</p> <p>Stage 3 trialed a 3 way goal setting initiative with parents and their child, and child's teacher in Term 1. This was such a positive initiative that it will be expanded into Stage 2 in 2018.</p>

Next Steps

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
- Community Mentors program expanded under the umbrella of 'Community Hub'
- welcome BBQ and parent information session at the beginning of the year
- continuation of community engagement program with the introduction of a Community Mentors program and 'Men of Wenty' focus around Father's Day
- increased P&C participation in school events e.g. Election BBQs, Mother's Day and Father's Day stalls, Gala Day, a four day a week P & C operated canteen
- increasing the opportunities and links of 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, Cumberland Council and local High Schools
- develop a Kiss and Drop zone for parent drop off /pickup around the school as the school continues to grow
- extend the Action Team focus for PBL and KidsMatter by enhancing the frameworks and continuing to embed whole school change
- expand the goal setting, 3 way interviews into Stage 2
- continue the whole school period within the week to address Social and Emotional learning and introduce a wellbeing week in week 5 each term for staff whereby no formalised meetings before / after school are scheduled
- 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
- increased use of the Sentral platform and introduction of various modules. Continued use of the Xenontech services to support and maintain the technology needs within the school.

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 an 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)	Funds Expended (Resources)	Progress achieved this year
<p>Evidence from student and staff that indicates improved mentorship, by Year 5 and Year 6.</p> <p>Evidence of self and peer feedback in learning and social settings.</p> <p>All teachers developing Personal Development Plans that articulate ways in which they will build their capacity.</p> <p>An Increase in staff actively seeking accreditation and Highly Accomplished or Lead teacher.</p> <p>Growth in the number of staff taking on mentoring or coaching of university practicum students and/or, beginning teacher colleagues.</p>	<p>Professional Learning Funds utilised (as reported in Strategic Direction 1)</p> <p>LDI Funds(second Year of \$5,000 grant) used by lead Assistant Principal who was successful in securing grant.</p> <p>Beginning Teacher Funds utilised (as reported in Strategic Direction 1)</p>	<p>Stage 3 students engaged in Peer Support leading. Improved student leadership program and expanded opportunities to demonstrate leadership via Celebration Day and Gala Day.</p> <p>Students developed a democratic voice via expanding SRC membership K–6. The SRC met weekly and developed an increased profile within the school via the leadership and direction of two staff members.</p> <p>All teaching and non-teaching staff have developed a PDP. All non-teaching staff had professional learning delivered to build their own capacity in constructing their first PDP in 2017 and increased awareness of the process and benefit of having a PDP.</p> <p>A lead AP engaged in their second year of the Leadership Development Initiative (LDI) program. A Higher Accomplished Lead (HAL) network was developed by the AP for teachers aspiring to be accredited at the higher levels.</p> <p>A high priority within the school has been to support and build capacity with Early Career teachers. Significant Beginning Teacher funding has been utilised to tailor funds to staff needs. The school regularly supports university practicum students</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Evidence from student and staff that indicates improved mentorship, by Year 5 and Year 6.</p> <p>Evidence of self and peer feedback in learning and social settings.</p> <p>All teachers developing Personal Development Plans that articulate ways in which they will build their capacity.</p> <p>An Increase in staff actively seeking accreditation and Highly Accomplished or Lead teacher.</p> <p>Growth in the number of staff taking on mentoring or coaching of university practicum students and/or, beginning teacher colleagues.</p>		<p>from two key universities and positive partnerships with the university coordinators have been established. Increased mentoring of SLSO volunteers to develop skills has also occurred in 2017. One experienced SLSO had a PDP goal of developing a network for SLSOs in the area. They commenced this initiative in 2017 which was positively received and as such, it will be expanded to other schools, which has demonstrated the need for his level of collegial and professional support for SLSOs.</p>

Next Steps

- deliver, refine and develop the induction program for new staff that come to Wentworthville in future years
- refine the new enrolment packages for new students and families who come to the school in a school logo folder and link them with a community mentor
- develop the understanding of the non-teaching Performance Development framework and develop procedures and practices within our school
- continue the grade co-ordinator opportunity to build capacity for staff
- conduct Expression of Interest (EOI) processes for temporary engagements and any relieving leadership roles within the school
- increase network support for Beginning Teachers and Support Unit SLSOs from lead learners within the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>SBAR funds utilised to implement initiative</p> <p>Resources: \$6, 121</p>	<p>Support of Aboriginal student and evaluation of action plans conducted by AP ES1 to inform 2018 plans</p> <p>Implement PLP Action Plans via SLSO support. Ongoing feedback as required for SLSOs supporting PLP Action Plans</p> <p>Promote NSW Koori Knockout football competition at Lalor Park</p> <p>Establish a plan for training new staff in 8 ways pedagogy practice.</p>
English language proficiency	<p>SBAR funds utilised to implement initiative</p> <p>Resources: \$14, 535</p>	<p>Stage Planning Days. EAL/D staff led teams through how to support EAL/D student learning and how to enhance EAL/D student learning</p> <p>Whole staff engaged in the Teaching English Language Learners (TELL) program</p> <p>Increased opportunities for Stage teams to work alongside specialist staff and develop EAL/D knowledge and understandings, so as to support Literacy learning within classes.</p>
Low level adjustment for disability	<p>SBAR funds utilised to implement initiative</p> <p>Resources: \$50, 264</p> <p>Funding is combined with individual Funding Support to provide a comprehensive package of support to students.</p>	<p>Employ SLSO time 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.
Quality Teaching, Successful Students (QTSS)	<p>0.958 from 2017 OMSEE staffing entitlement</p>	<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 2018</p> <p>QTSS Staffing utilised to release executive team and grade coordinators to support and mentor colleagues and develop teaching and learning programs and observe teaching practice and provide feedback, so as to improve student outcomes.</p>
Socio-economic background	<p>SBAR funds utilised to implement initiative</p> <p>Resources: \$23, 041</p>	<p>Funds available to support students and families who experience financial hardship to enable access to educational learning opportunities and access to uniform assistance</p> <p>Purchase iPads to increase access and equitable use of technology in the classroom. Kindergarten –20 iPad Air and charging / synching doc purchased</p> <p>Life Education Program Paid for K–6 to engage in positive and healthy lifestyle choices.</p>
Support for beginning teachers	<p>SBAR funds utilised to</p>	<p>Beginning Teachers supported, mentored and</p>

<p>Support for beginning teachers</p>	<p>implement initiative</p> <p>Resources: \$ 20,404</p>	<p>opportunities provided to improve their pedagogical practice provided. Improved student outcomes.</p> <p>Beginner Teacher Support 2017</p> <p>Beginning Teacher Support was provided to four early career teachers in 2017. These teachers benefited from additional release from face to face time, half of this time spent with an identified mentor. The early career teachers used this additional time and support to explore and understand policies and procedures, understand and use the Quality Teacher Framework, plan for accreditation, collaborate to develop differentiated teaching and learning programs, discuss current research, receive and discuss feedback on observed lessons, share valuable resources, evaluate data and develop report and CV writing skills. One teacher has submitted their application for accreditation at proficient. Both beginning teachers and their mentors grew and developed as a result of this additional support.</p> <p>Induction Program 2017</p> <p>An identified need at Wentworthville Public School was the development of a high-quality induction program for new staff members, both experienced and early career. A staff orientation pack was developed to provide immediate important information about the school and was distributed to each new staff member as they started. An induction program, with regular scheduled meetings was also developed. Early career new staff attended all sessions, with more experienced new staff attending relevant sessions as needed. Topics for the meeting included; an overview of the 'What Works Best' document and its relevance to Wentworthville, Teaching Refugee Students, KidsMatter, Reporting, Q & A panel, Behaviour Management and resource sharing. This program ensured support was provided in a relevant and responsive manner to new staff members.</p> <p>Holroyd Beginning Teachers Network 2017</p> <p>Wentworthville Public School identified the need for a Beginning Teachers Network in the Holroyd Principal's Directorate. This network was initiated, developed and led by Wentworthville Public School and attracted teachers from seven schools in the network. Two meetings were held in Semester Two, with the topics including; Effective Behaviour Management, Helpful Tips, Teacher Welfare and Networking. As a result of initiating this network Wentworthville Public School, along with Guildford and Darcy Road Public Schools, developed an action plan for 2018, with four network meetings and two conferences for Beginning Teachers being held.</p>
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Targeted student support for refugees and new arrivals	SBAR funds utilised to implement initiative Resources: \$1,288	Due to modest allocation, funds were combined with Low level adjustment for disability funding to provide SLISO funds to support the identified students in class support.
Community Engagement Officer	SBAR Flexible Wellbeing funds utilised to implement initiative in 2017.	Community Engagement Officer Employed one day per week to support the wellbeing of students and the community and build positive partnerships.
Flexible Wellbeing Funds	SBAR funds utilised to implement initiative Resources: \$37, 200 funds for 2017	<p>SEL lessons timetabled last session Monday for whole school</p> <p>Continue In the line by 5 to 9 initiative throughout the year to reduce partial absences and lateness to school</p> <p>KidsMatter–Action Team monitor Bounce Back lesson implementation during SEL time</p> <p>Sport In Schools Australia (SiSA) –Fundamental Movement program to develop physical skills and Sport In Schools Australia (SiSA)–Social Behaviour Program –co–operative learning & social skills initiative. All students K–6</p> <p>MAPA Training of staff and SLISO as identified by senior executive team</p> <p>Interrelate Initiative –Parent Information Session</p> <p>Interrelate –Stage 3 students program, including support unit students.</p>



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	232	226	267	274
Girls	209	219	231	249

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.7	92.6	94.1	95.8
1	94.6	91.9	95.1	92.4
2	94.5	92.2	93.7	93.9
3	95	93.6	94.8	93.6
4	95.4	93.8	93.2	95.1
5	95.5	94.9	95.4	92.5
6	94.6	93.6	94	94.2
All Years	95	93.1	94.3	94
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The Principal, Deputy Principal and Learning Support Team monitor attendance and liaise with the Home School Liaison Officer regarding students of concern. The school continues a positive initiative 'In the line by 5 to 9' to address partial lateness identified as of concern. This positive reward system supports positive attendance patterns and is an example to the wider parent body attending morning assemblies that punctual attendance is important and linked to positive learning outcomes. Classroom teachers communicate directly with families when students are absent two to three days and liaise with their supervisors regarding any attendance concerns.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	22.47
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.9
Teacher Librarian	1
Teacher of ESL	1.8
School Counsellor	0
School Administration & Support Staff	6.96
Other Positions	0

*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 was undertaken by Wentworthville Public School in 2017. Professional learning programs and initiatives are primarily funded by tied funding from the Department of Education. Additional programs were provided in 2017 for beginning teachers (both permanent and long term temporary) using additional beginning teacher funds.

At Wentworthville Public School professional learning is primarily linked to the strategic directions of the School Plan and teacher / non teacher identified goals in their PDPs. The learning was delivered through the following means:

- weekly school designed and delivered sessions which addresses mandatory obligations and school based professional learning focus areas
- via external provided supports

- via expert teacher leaders within the school

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

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	154,442
Revenue	4,963,744
Appropriation	4,679,907
Sale of Goods and Services	51,324
Grants and Contributions	229,587
Gain and Loss	0
Other Revenue	0
Investment Income	2,926
Expenses	-4,773,842
Recurrent Expenses	-4,773,842
Employee Related	-4,392,567
Operating Expenses	-381,274
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	189,902
Balance Carried Forward	344,345

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,492,068
Base Per Capita	78,736
Base Location	0
Other Base	3,413,332
Equity Total	368,211
Equity Aboriginal	6,121
Equity Socio economic	23,041
Equity Language	197,368
Equity Disability	141,680
Targeted Total	647,231
Other Total	79,865
Grand Total	4,587,375

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

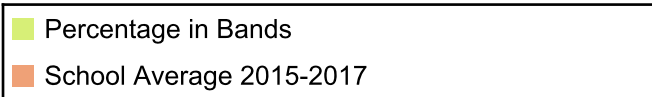
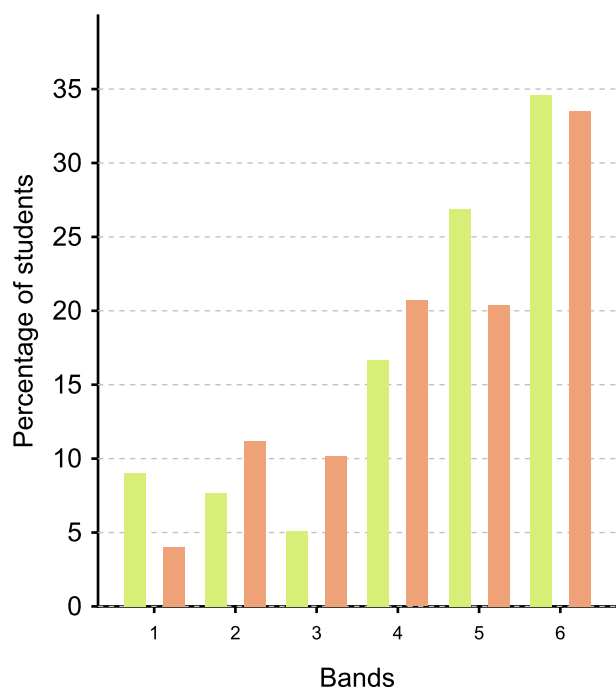
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

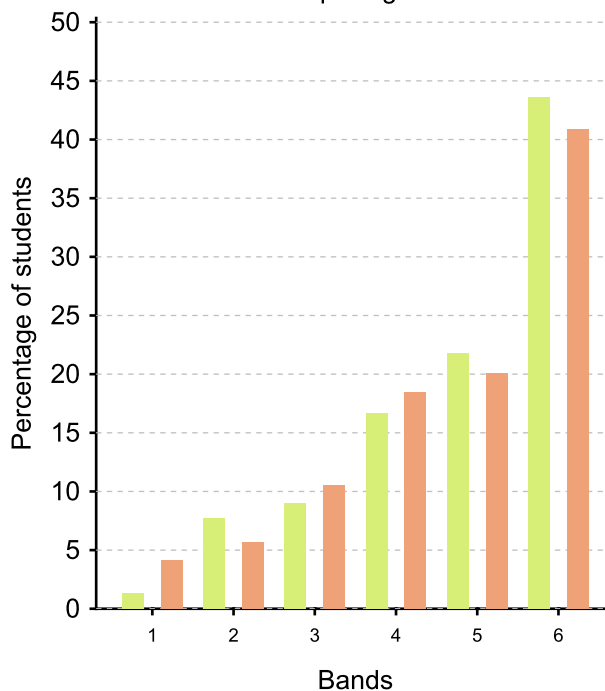
NAPLAN

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.

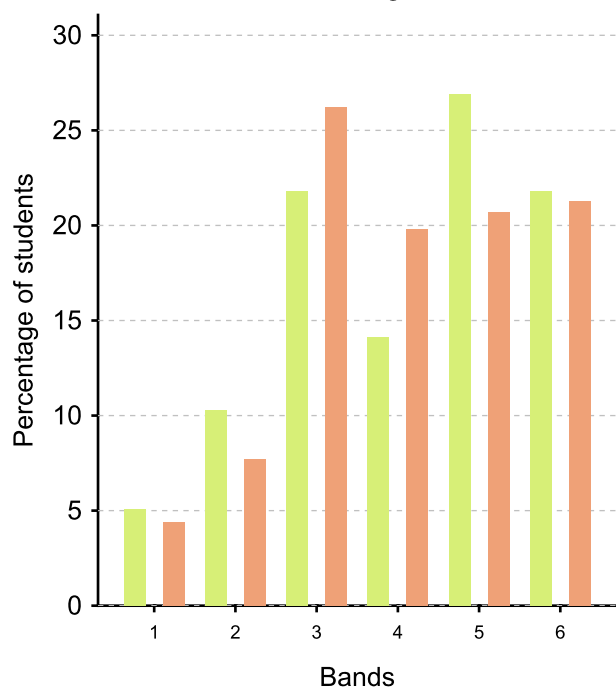
Percentage in bands:
Year 3 Grammar & Punctuation



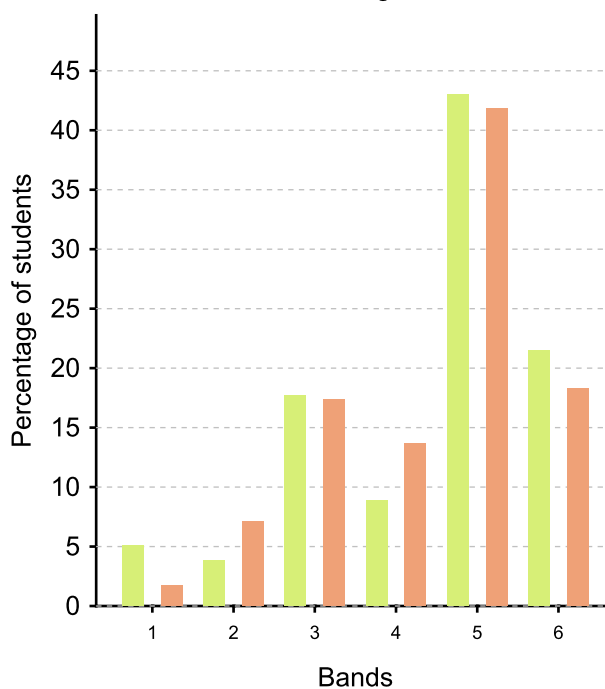
Percentage in bands:
Year 3 Spelling



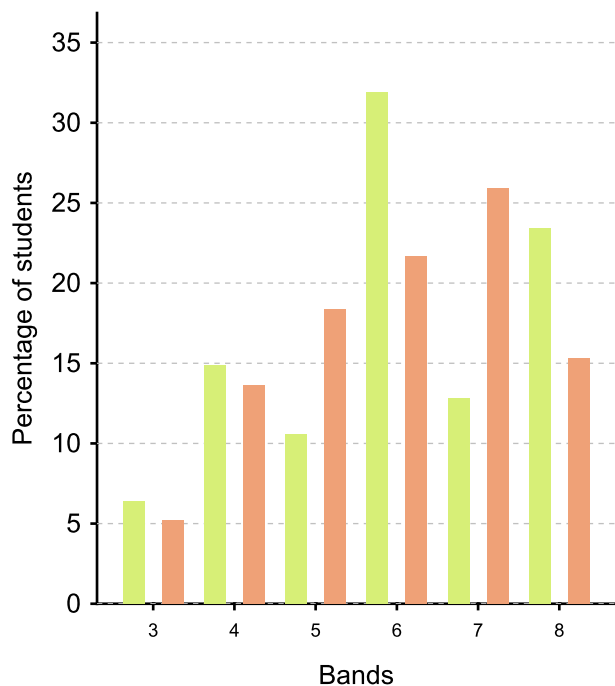
Percentage in bands:
Year 3 Reading



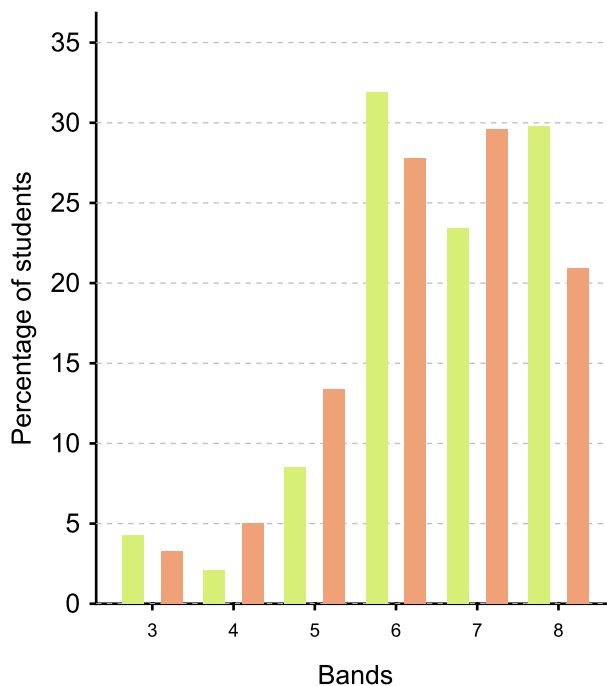
Percentage in bands:
Year 3 Writing



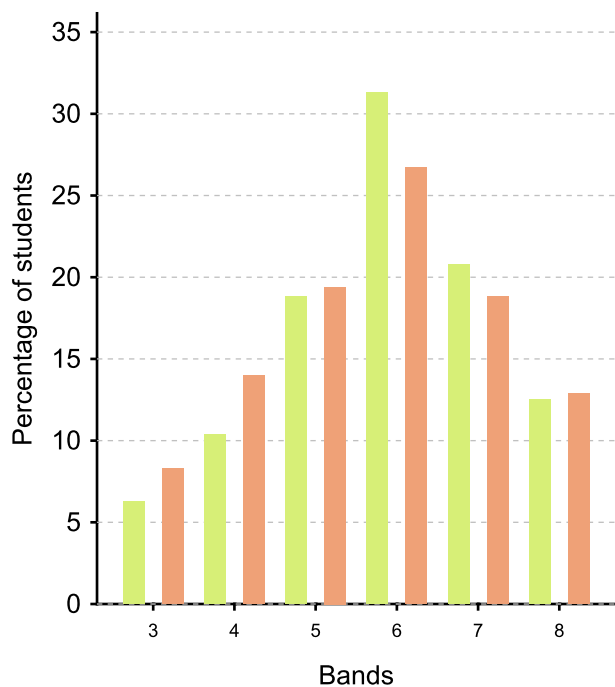
Percentage in bands:
Year 5 Grammar & Punctuation



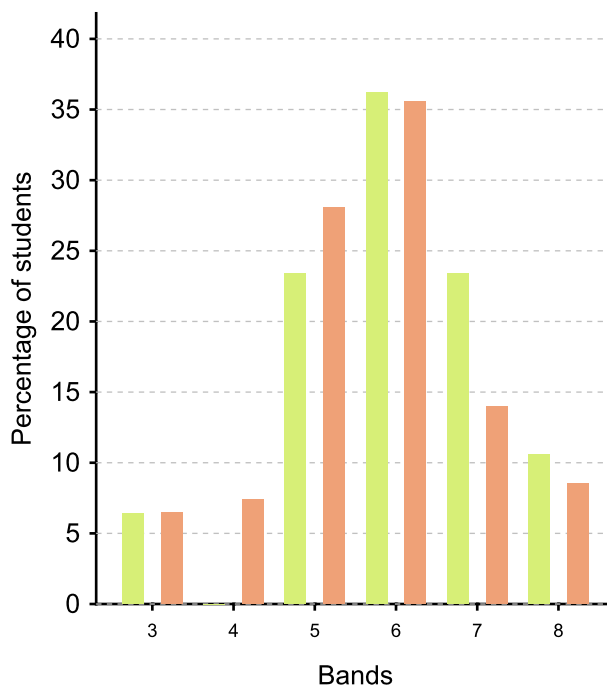
Percentage in bands:
Year 5 Spelling



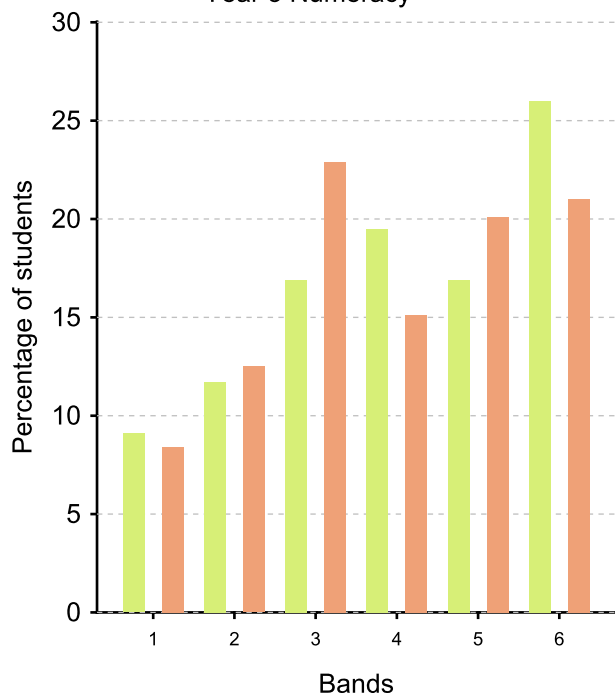
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

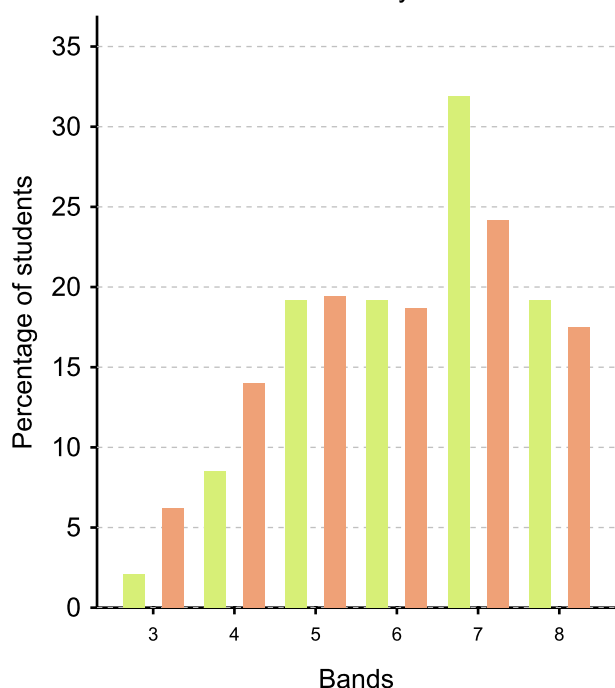


Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

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 2017 students, staff and parents participated in the Tell Them From Me Survey.

Students

Students from Years 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 surveys include:

- 81% of students indicated they had a high sense of belonging
- 83% of students indicated they experienced positive relationships at school
- 88% of students indicated they were engaged with their learning
- 67% of students indicated they aspired to attending University in the future
- 42% of students were born overseas
- 43% of students indicated they felt challenged in their English and Maths classes and demonstrated reasonable skill in these areas.

Teachers

Our survey indicated teachers identified collaboration, learning culture, teaching strategies and having an inclusive school as the most important of the eight drivers of student learning. At the time of the survey 31% of staff had been teaching for 16 years or more. Staff were surveyed about the four dimensions of classroom and school practices. 83% indicated they set challenging and visible goals and 81% indicated they value quality feedback. 52% of staff believe there is a clear strategic vision and values at school.

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
- 63% of parents felt they were adequately informed about their child's progress at school and were happy about the two way communication offered at school.

Kidsmatter

In 2017 Kidsmatter continued at Wentworthville Public

School. All staff were trained in Component 1 Positive School Community and Component 2 Social and Emotional learning. Surveys from Component 2 revealed that staff strongly agree that Improving students' social and emotional skills supports their academic learning and that the five Social and Emotional competencies contributed to student social and emotional wellbeing. This was reinforced during Social and Emotional time each Monday afternoon. Staff revealed in the Component 2 survey that building the capacity of parents about Social and Emotional skills was imperative in supporting students in attaining good social and emotional wellbeing.

Three way conferences

In 2017 Stage 3 conducted three way goal setting interviews to enable students to articulate their learning goals with parents and staff. Following the three way interviews parents were surveyed to ascertain the benefits of three way interviews to determine future directions for the three way parent teacher interviews. The findings revealed 89% of parents indicated they were satisfied with the way the three way interviews were conducted and wanted it to continue the following year.

Focus Groups

In 2017 Focus group sessions were conducted with parents to gather valuable feedback for the 2018–2020 school plan. The findings revealed parents valued the wellbeing programs conducted at school and aspired for their children to develop resilience, confidence and self discipline. They wanted the school to prepare their child to be active, skilled and articulate citizens to enable them to be adequately prepared for the future. Parents believed their child was safe at school and that the school valued this of prime importance. The Focus Group sessions highlighted how parents valued how the parents were welcomed at the school and felt a review of the uniform for boys and girls was needed.

Learning Intentions Success Criteria (LISC)

In 2017 all staff were surveyed about their current knowledge of Learning Intentions Success Criteria. The majority of staff surveyed indicated they used LISC in various KLAS. 73% felt confident to embed LISC as part of regular classroom practice and to drive their programming.

Parent workshops

In 2017 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 Kindergarten Parent 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

Stage 2 and 3 Maths Groups – Student surveys

Students in Stages 2 and 3 were surveyed about Maths Groups sessions.

- 70% of students indicated they were engaged and challenged during Maths Groups sessions
- 81% of students in Stages 2 and 3 indicated that they felt they have improved their mathematical skills during Maths Groups
- 80% of students indicated that they were able to transfer their problem solving strategies beyond the Maths Groups sessions.

Stakeholder consultation workshops

In 2017 Parents, students and staff were involved in consultation workshops about the new building project which was led by The Brown Collective. Students from the SRC in K–6 were invited to attend the workshops.

Parents indicated they valued safe and secure play areas with an emphasis on maintaining and extending environmental features in these spaces. They emphasised they valued the historical presence of the school and desired for these features to be incorporated into the new building project particularly the indigenous areas of the school such as the Yandina play and outdoor learning area. The parents indicated that they want accessibility and inclusiveness for all students to be a key consideration for the new building project.

Staff indicated during the workshops and survey that collaboration was a key focus for future focussed learners and that should be a key consideration in the teaching spaces for the new building upgrade. Flexible learning spaces and furniture was an important component of the discussion during the workshops. Staff also valued environmental and indigenous features and expressed a desire for these to be extended and maintained. Staff articulated the need for the new building upgrade to take into account the varying needs of students within the school, particularly the Support Unit. Staff, students and parents were in agreement that the hall facility needs to be upgraded to cater for the whole school to come together.

Students indicated they worked best in collaborative settings within the classroom and expressed a desire to have flexible spaces within the classroom to work in these groups. During the workshop students also indicated they valued the Yandina area and wanted this maintained as part of the new building project. They also articulated that technology was a key aspect for future focussed learners and that this needs to be a key consideration in the new building project.

Policy requirements

Aboriginal education

In 2017 Wentworthville Public School had ten students who identified as having Aboriginal or Torres Strait Islanders heritage.

Professional Learning opportunities were provided for staff 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 AEG and developed connections in supporting our school and had representation for Welcome to Country for an official opening of the Yandina garden area.

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. Our Community Engagement Officer provided one particular family with additional support to ensure engaging with the school proved to be a positive partnership.

Multicultural and anti-racism education

With a community of 92% 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 (ARCO) 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. Many students dress in national costume, share information with their peers and our Harmony Day parade is always well attended by the community.

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 EAL/D teachers effectively promote the continued understanding of multiculturalism within our school and the entire staff engaged in professional learning in Teaching English Language Learners (TELL) throughout the year. One EAL/D staff member was trained as a facilitator of the course, which will benefit building the capacity in the school by training new staff who come to Wentworthville.

Other school programs

Student Representative Council

The SRC was further developed in 2017 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. A few highlights include the Schools Clean Up Australia Day, School Disco and the Blue Day event where the SRC raised money to support this worthy cause which promotes increased awareness about Autism.

As the school has been identified as having a future facility upgrade, the SRC team provided vital student feedback to the Project Managers via student workshops about what was important and valuable for them at the school and as learners. This vital information enabled the educational concepts to be presented in a report for the build, with clear student voice.

Sporting Schools Program

Sporting Schools is an Australian government initiative that has been designed to increase student participation in sport. In 2017 at Wentworthville Public School, we received grants (totalling \$9,500) to deliver professional sport programs for our PSSA teams. We had programs run by NRL Australia, Netball Australia, AFL, Softball NSW and Cricket Australia. In 2018, we look towards expanding our involvement in the program by delivering programs for year groups.

The professional sport programs are a great way for students to have fun, develop resilience, sporting skill and stay fit. Teachers in NSW Public Schools must provide at least 150 minutes of planned moderate with some vigorous physical activity across the school week. This mandate reflects the importance of keeping active and to keep on learning.

Mark Hobor – Sporting School Program coordinator