

Wentworthville Public School

Annual Report



2018



3423

Introduction

The Annual Report for **2018** 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 a dedicated parent group. The school has been delivering quality public education for some 128 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.

2018 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 Wentworthville Public School a great school.

Denise Lockrey

Principal

Message from the school community

The 2018/2019 Parents and Citizens Association (P&C) of Wentworthville Public School has been hard at work creating opportunities for the Staff and Students as well as the wider community to be involved in a number of fundraising activities this year. Without the support of parents, grandparents and the school community many of the events would not be possible. Most notable was the Pizza Day which we held at the end of Term 2 and Colour-thon at the end of Term 3. Each year the P&C organise various events to raise funds for the school and contribute to programs which are being run by the school such things included Stage 3 Robotics and Wellbeing programs.

A special mention for the Uniform Review Committee – who have worked tirelessly to bring about the new boys uniform option for 2019 and also the introduction of the new Kindergarten Uniform Packages for incoming Kindergarten students which has been well received, having the option to pre order and pay for uniforms before starting school has made for

one less worry for parents especially given how emotional it can be sending your child to school for the very first time, whether it be your first time or perhaps it is the last time that a child is starting school, reducing the anxiety around it is all part of what we do here at Wentworthville Public School P&C.

As I leave this establishment to go on to the next phase of education – High School can I say what an amazing variety of opportunities I have had as part of the P&C over the past five years and thank you to everyone who has been a part of my time here.

Leanne Keighley, President 2018 / 2019

Wentworthville Public School P&C

Message from the students

Isaac Fonua Captain

I am one of the School Captains of Wentworthville Public School. I would like to say being a school captain was a wonderful time. It taught me a lot of aspects of life – caring, responsibility, cooperation, leadership and many more. I also had so much fun meeting new people, going to different places and turning a frown upside down.

We have also run a lot of assemblies including the usual school assembly, the ANZAC ceremony and the Presentation Day assembly. Of course we couldn't have done any of these without the help of our teachers who taught us these valuable skills, the Principal Mrs Lockrey, who guided us through everything and most importantly the other student leaders.

Zahra Sarwary Captain

Firstly I would like to say, 'A leader is one who knows the way, goes the way, and shows the way.' If there are two words that sum up my time as captain, they would definitely be 'feelings' and 'opportunities.'

As a captain, I've felt really proud of myself and hope I have represented Wentworthville Public School well. I am so grateful that I have had the opportunities that nobody else had. This role has made me a more confident and responsible person.

Isaac and I were lucky enough to meet Gladys Berejiklian who is the Premier of NSW. We also got to participate in the Remembrance Day ceremony and the memorial of Ian Kiernan.

Being school captain was a huge responsibility and I am so grateful for the opportunity I was given.

Wentworthville Public School is a great school with great teachers. I have learnt a lot in my last 7 years here and it has been heaps of fun at the same time. I have looked forward to coming to school every day and I'm really going to miss it!!

School background

School vision statement

Wentworthville Public School empowers every student to become confident, resilient, collaborative and creative lifelong learners. We develop in every student the capacity to be the best learner they can be through a positive, supportive and inclusive environment. Developing globally aware citizens who are engaged and challenged to think critically and creatively is paramount.

Together with the wider learning community we are dedicated in providing opportunities for the students to become independent, responsible and effective communicators who can proudly embrace personal and community achievements as we grow and develop as a school.

School context

Wentworthville Public School serves a diverse community with an active and dedicated parent body. The school caters for students from a diverse range of backgrounds and abilities, with over 590 students enrolled from Kindergarten to Year 6, including 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 with over 92% of our community coming from a Language Background Other Than English, with over 40 ethnic/cultural groups represented.

Wentworthville has a highly dedicated staff, with diverse teaching experience. The school benefits from a range of enthusiastic early career teachers supported by highly skilled and experienced colleagues. A strength of the staff is their ongoing commitment to collaboration, teamwork and excellence, underpinned by effective professional development opportunities. 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. These highly skilled and dedicated teachers and non-teaching staff provide extensive opportunities for students. Student Wellbeing is supported by Positive Behaviour for Learning, KidsMatter, Focus on Reading, Learning Intentions Success Criteria and 8 Ways Pedagogy. Wentworthville Public School is growing as a community and is identified as one of the new school's upgrade of facilities as part of the School Infrastructure NSW Planning initiative.

Our school is committed to developing each student into a safe and respectful learners. The school values learning and achieving and is committed to demonstrating continuous improvement with a growth mindset across the three strategic areas that form the basis of the 2018–2020 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 2018 the staff at Wentworthville public School continued developing an understanding of the School Excellence Framework and engaged with the three domains in the context of Wentworthville Public School. 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 2018–2020.

The staff identified areas to be included in our 2018 milestones to support moving from delivering to sustaining and growing and excelling in some themes. Wellbeing has been a key focus in the school throughout the previous school plan 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 authentic 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 and extensive

consultation with the project team occurred so as to establish a viable business case for submission. The purpose was to engage with the staff and community in building an understanding of a growing school community and implementing the 2018 –2020 school plan in consultation with staff, students and wider community so that a future focussed school catering for over 1000 students would be envisioned.

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 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 for 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

High Expectations Ongoing Success

Purpose

To create an engaging learning environment underpinned with high expectations and ongoing student success with teaching practices that embed assessment practices for, as and of learning which drive teaching and learning. To embed consistent programming practices that rely on assessment, Learning Intentions Success Criteria and differentiation to provide a curriculum that is dynamic, flexible and responsive to the diverse needs of our students, staff and community.

Overall summary of progress

Process 1: Build capacity in staff to understand LISC, Differentiation and assessment to drive their teaching and learning programs in all KLA's

Whole staff have been trained through PL on how to develop and implement LISC in Literacy and Numeracy and embed in programs and documents. Staff have continued with lesson observations through team teaching on LISC and Focus On Reading.

Process 2: Sustained teaching of the effective use of technology, including touch typing skills, through a focused and flexible RFF program

BYOD Trial for Yr. 2's didn't occur in 2018.

Process 3: Develop teacher knowledge of Sentral Reporting so as to effectively report to parents

Whole staff have been trained in reporting and attendance and have been using competently.

Process 4: Build capacity of staff to analyse and maintain PLAN data in literacy and numeracy through the use of a digital data wall.

No Gifted and Talented policy was created due to continued changes in LAST staffing.

Due to the introduction of PLAN 2, we need to re-evaluate Process 4 as it is not designed to use for a Digital Data Wall.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Growth for all students in all aspects of literacy and numeracy In NAPLAN.	0.4 staffing allocation from PPT to address LISC expansion and Minilit program	
100% of teachers using and embedding the new Literacy and Numeracy Progressions.	Professional learning funds used. QTSS FTE used to support capacity building.	PL sessions delivered for whole staff.
'What works best' document being central at team meetings twice a term. New staff provided with professional learning regarding document.	Printing costs \$100	Beginning Teacher funds 2018 used to support teachers.
All reporting to parents twice per year via Sentral reports.	3 year Sentral license purchased School Interview online annual subscription.	All parents delivered the new Sentral reporting format
All students achieving a Guided	Extensive resourcing of	Readers purchased, covered and utilised by K-2

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Reading Level 30 upon completion of Year 2.	guided readers purchased for K-2. \$ 20, 430	teachers. Community members assisted in the covering and preparation of resources for students.
Full implementation of the revised Learning Support Team policy by all teachers to ensure all students identified as being at risk achieve their full potential with personalised learning goals based on the syllabus, literacy and numeracy progressions and the general capability frameworks.	0.1 LAST FTE was used to support the newly appointed LAST teacher 1.0 and mentor them into WPS.	As a result of mentoring of LAST by Senior Assistant Principal, handover of leading Learning Support Meetings and the processing of Access / Request applications occurred smoothly.

Next Steps

Future Directions for 2019

Process 1: Build capacity in staff to understand LISC, Differentiation and assessment to drive their teaching and learning programs in all KLA's

Continuation of LISC and FOR strategies and PL for new staff and early career teachers in 2019.

To continue Quality Teaching Rounds from EAL/D team to the mainstream classroom teachers.

Process 2: Sustained teaching of the effective use of technology, including touch typing skills, through a focused and flexible RFF program

BYOD Trial to be put in place for Yr. 2 students in 2019 Term 2 with the aim for all students in Yr. 2 to be using technology as a learning tool across all KLA's.

ICT RFF to continue and develop touch typing skills. As students are more proficient in typing all teachers 2-6 providing opportunities for students to use devices in writing and everyday lessons. This will support Yr. 3 and Yr. 5 students in the online NAPLAN.

Process 3: Develop teacher knowledge of Sentral Reporting so as to effectively report to parents

To use Sentral as a platform to communicate with parents and staff to be trained in this area. Wellbeing to be a priority on Sentral in 2019 e.g. PBL White slips.

Process 4: Build capacity of staff to analyse and maintain PLAN data in literacy and numeracy through the use of a digital data wall.

Team to be formed for G&T. Priority for policy and criteria to be developed by the end of Term 2, 2019.

Have the whole staff trained in PLAN 2 so that they are able to enter the data correctly and effectively on ALAN. Working with LAST to monitor on IEP progress within the classroom and LAST. Provide PL sessions to all staff to continue to understand the use of PLAN 2 and effectively enter and analyse data.

Strategic Direction 2

Authentic Communication & Engagement

Purpose

To foster positive partnerships between the community and the school to ensure we have an inclusive, authentic and supportive school community. Through open and transparent, multimodal communication methods, all members of the school community will feel informed, valued and comfortable to provide feedback actively for the future growth of the school.

Overall summary of progress

Process 1: Build the capacity of staff to utilise Sentral as a means of communication with stakeholders

In 2018 the Strategic Direction 2 team have built the capacity of staff to utilise the Sentral Software program. Staff have been trained in the use of Sentral software to report to parents. Staff have been using the Sentral calendars as an efficient booking system. Staff now use Sentral profiles for generating student personal information and data. Staff use the Issue Tracking feature of Sentral to manage WHS and Technology issues around the school. Staff have been using issue tracking to log repairs for the GA to undertake. Office staff use Sentral to manage whole school data.

Process 2: Establish the Wenty Community Hub and parent mentors to engage parents, carers and the wider community.

The Wenty Community Hub was established this year. In conjunction with the Community Engagement Officer, various workshops were held for new families arriving at the school including connections made with NSW Health to deliver workshops relevant to the needs of new arrival families coming to Australia from overseas. In Term 2 and 3 the Settling In program was established to further support new families coming to our school. Feedback from parents that attended indicated positive connections were made between the families and the school and between the participants as well. Parents attending kept in touch outside of the workshops via the "Whats App" to further strengthen positive relationships and as a means of support. Parent mentors still played a vital role in connecting and engaging new families at our school. A Kindergarten parent workshop was held at the beginning of Term 1 to enable Kindergarten parents to understand the Australian school system and NSW curriculum. This was successful in connecting parents with their child's learning.

The uniform committee was established to oversee the change of new boys' shirt. Survey Monkey was used to gain input from students, staff and parents about the new boys shirt. As a result of this process, a new boys' uniform shirt was chosen and all stakeholders were consulted.

Process 3: Use the consultative decision making process to inform, consult and communicate with stakeholders regarding the new building upgrade.

MACE Project Managers conducted parent information booths twice a term in 2018 to inform community stakeholders about the building upgrade. PRG meetings were conducted fortnightly. Schematic Design workshops were conducted to involve all stakeholders in the design process of the building upgrade. Authentic feedback was received from all stakeholders which translated into the new building concept designs which reflected community input.

Process 4: Enable students to connect with their school through improved opportunities for student voice and advocacy.

Since Term 3, SRC members were able to improve student voice by giving message boards for all students K-6 to contribute their opinions for spending school funding. SRC members were able to communicate the ideas from their peers in weekly SRC meetings which enabled students feel connected in their school. Students in K-6 were involved in voting for the new boys shirt using Survey Monkey.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By end 2020 improved participation and sustainable inclusive partnerships have been established between the school,	Community Engagement office employed to support the school community. Payment from 2018 Flexible	Stage 3 leaders visited local pre schools and built links for incoming Kindergarten students. ES1 Assistant Principal built links with Pre School

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
parents, carers and community.	Wellbeing funds utilised.	Directors and conducted parent information sessions to support the transition process. Linkages between the Support unit and Holroyd School were very productive.
Increased participation of male parents, carers and community members in school based activities.	The Father's Day Breakfast \$300	The Father's Day Breakfast and 'Men of Wenty' activities were positive highlights in partnership with the P&C.
Improved means of communication to parents and the community established via the Sentral parent portal.	A 3 year Sentral license purchased in 2017 for 2018–2020.	The Sentral suite of communication options have given increased scope for the school when communicating with families. The Parent Portal launch will be a focus in 2019.
Staff and students using efficient and equitable means of communication using various forms of technology.	Typing skills program purchased for ICT RFF lessons. \$ 999 Student iPad purchases and charge /sych docks \$5,770 Staff iPad purchases. \$17,374. Student laptops /changes \$24,708	Increased touch typing skills across the school for ICT lessons. Staff iPad purchase to support monitoring student assessment and recording of work samples.
Consultative decision making process embedded as part of authentic and clear communication with all stakeholders.	nil	The consultative decision making process was presented with Beginning Teacher Program to provide all staff with a framework to use. The framework was also used when conducting the Boys' Uniform review for new shirts.

Next Steps

Future Directions for 2019

The Parent Portal within the Sentral software will be established by the end of Term 1 2019. Staff and parent workshops will be conducted by Strategic Direction 2 committee members.

Staff will increase their use of Sentral's staff broadcast feature as a more efficient means of communication. Positive The Principal's Afternoon Tea will commence in Term 1 2019 as an additional tier to the existing reward system and to enable students to feel a sense of connectedness and achievement with their school.

In Term 1 2019 a Parent Mentor expression of interest will occur to add to the existing parent mentors who work with parents across the school. The 'Settling In' group will be continued by the new Community Engagement Officer and possible support from Refugee Support Leader. Focus Groups will be established in Term 2 and Term 4 to establish parent feedback about future directions of the school. Parent workshops will be extended to include parents of students in K–6 to educate parents about the NSW Curriculum.

The uniform committee will begin to review the girls' summer uniform to include shorts. It is intended to engage more male members of the community to be involved in various school activities such as the Men of Wenty program. In 2019 the Consultative decision making process will be used to ensure further student voice is achieved which will extended

beyond the Student Representative Council. Various staff will be trained in the Consultative Decision Making process in early 2019 to ensure all stakeholders have an equal voice.

Strategic Direction 3

Social and Emotional Wellbeing

Purpose

To ensure that all students experience targeted whole school programs to develop positive social and emotional wellbeing through explicit teaching of the skills of social awareness, self-awareness, relationship skills, resilience and responsible decision making. In conjunction with considered development of school environments that meet the diverse needs of our students.

Overall summary of progress

The establishment of the laptop lab enabled all staff to provide opportunities for students to have additional technology based flexible learning. A timetable was developed for booking optional outdoor spaces including the amphitheatre, Yandina, boardwalk and chess board through Sentral. Staff are also able to book the Collaboration room to use during learning time. The establishment of timetables will cater for the growth of school enrolment and provide flexible learning spaces.

Kidsmatter training provided for staff needing catch up for Modules 1 and 2. 2018 Permanent and Temporary staff trained in Component 3, 2018. All staff to be trained in Component 4 in 2019.

Students in Yrs 4–6 completed the Tell Them From Me Survey and results were shared and discussed at an Executive meeting, staff professional learning meeting and at P&C.

As a result of regular timetabled SEL and PBL lessons, 100% of classes actively participate in lessons and there is consistent language used across the school with both staff and students. Weekly PBL messages are shared with the school community during morning announcements on Monday. Staff display and promote the message on lanyards.

Staff across the school accessing mindfulness program (Smiling Minds) at different times and report students responses are positive. Used to calm and settle students after movement between classes.

Bench seating purchased and assembled to be used throughout the school to address the decreasing play space and increase positive interaction opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By the end of 2020 all teachers to be trained in the four components of KidsMatter.	Professional learning funds and scheduled Tuesday PL session used. Kidsmatter Action Team trained another executive to train others. \$1000 (x 2 casual days)	All staff trained in Kidsmatter Component 3 and all new staff to the school trained in Components 1 and 2.
Increase the percentage of students consistently demonstrating our Positive Behaviour for Learning expectations.	Behaviour Rewards—funds used from Equity funds. Wenty Kanga suit purchased \$30 for promotion of PBL values. SEAL program Costs \$ 18,710	Social Emotional Program for all K–2 students to promote emotional wellbeing
Opportunities are provided for all classes across the school to use flexible learning spaces including withdrawal rooms, technology	Future Focussed Furniture purchased to promote a transition to new build for 2021.	Trial in Stage 3 of future focussed furniture. Increase purchase of iPads and Laptops to support flexible learning spaces for students and staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
rooms, library, outdoor learning spaces and garden areas through collaborative planning.	<p>New Demountable set up \$ 23, 322</p> <p>Stage 3 furniture \$ 15,802</p> <p>Lap top Lab set up \$ 21,532</p> <p>Stage iPads set up \$ 3,991</p>	<p>Trial in Stage 3 of future focussed furniture.</p> <p>Increase purchase of iPads and Laptops to support flexible learning spaces for students and staff.</p>
100% of classes actively participating in weekly Social and Emotional lessons so wellbeing practices are embeded across the school.	<p>Smiling Minds staff PL workshops \$3,000</p> <p>Smiling Minds P&C Parent supported workshop (\$ 750 P&C Funds)</p> <p>School expended \$750</p> <p>Smiling Minds Curriculum \$500</p>	Smiling Minds mindfulness program was resourced and supported with P&C encouragement. Staff introduced mindfulness activities via the Smiling Mind App and utilised resources during Monday SEL sessions.
Increase and improve the physical spaces within and around the school so as to promote a positive physical learning environment.	<p>Outdoor Seating purchase \$ 18, 908</p> <p>Work farm and composting program \$300</p>	Increasing the physical surroundings was critical as the school increases in students population and deceases in space as more demonuntables impact on school footprint. Extensive staff discussion considered various options for alternate learning spaces for students during play breaks.

Next Steps

Future Directions for 2019

Training all staff in Component 4 Kidsmatter and catch up training for new permanent and long term temporary staff.

Stocktake of existing games and equipment to be used in Student Support and Collaboration room. Purchase of games that encourage cooperative and collaborative play. Promotion of collaboration room through daily announcements and weekly staff bulletin. Promotion of PBL message through Wenty Kanga mascot.

Learn pathways as part of Oliver Library with teacher librarian and class teachers. Opportunity to develop collaboration and learning resources and websites to support wellbeing of students and staff. Health/Wellbeing guide offered to parent community.

Continue to embed Social and Emotional Learning lessons across the school at the same time and day.

Continue to promote weekly PBL message–look at using Wenty Kanga at Kindergarten Orientation Sessions.

Implementation of Kiss and Drop zone on Monash Street.

Promote Sentral calendar booking system for flexible learning spaces.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SBAR funds utilised to implement initiative Resources: \$5,506	Support of Aboriginal students and evaluation of action plans conducted by AP S2 to inform 2018 plans. Implement PLP Action Plans via SLSO support. Ongoing feedback as required for SLSOs supporting PLP Action Plans Establish a plan for training new staff in 8 ways pedagogy practice
English language proficiency	SBAR funds utilised to implement initiative Resources: \$38,048	Stage Planning Days. EALD staff led teams through how to support EALD student learning and how to enhance EALD student learning Whole staff engaged in the Teaching English Language Learners (TELL) program Increased opportunities for Stage teams to work alongside specialist staff and develop EALD knowledge and understandings, so as to support Literacy learning within classes.
Low level adjustment for disability	SBAR funds utilised to implement initiative Resources: \$55,674 Funding is combined with individual Funding Support (\$102,074) to provide a comprehensive package of support to students.	Employ SLSO time to support students identified via the Learning and Support Team and LAST teacher in the areas of: <ul style="list-style-type: none"> • academic • social • behavioural • emotional needs
Quality Teaching, Successful Students (QTSS)	SBAR funds utilised to implement initiative via 0.958 2018 OMSEE staffing entitlement	Improved collegial support to support and mentor early career teachers and improve best practice. Review use of QTSS via executive discussion and plan for 2019. 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.
Socio-economic background	SBAR funds utilised to implement initiative Resources: \$21,615	Funds available to support students and families who experience financial hardship to enable access to educational learning opportunities and access to uniform assistance. Purchase iPads and charging / synching docs to increase access and equitable use of technology in the classroom. Purchase iPads for teachers to collect data from introducing the Literacy and Numeracy Progressions and enter data in to PLAN 2 Life Education Program Paid for K-6 to engage in positive healthy lifestyle choices.
Support for beginning teachers		In 2018 Wentworthville Public School provided additional support to 10 beginning

Support for beginning teachers

teachers through the DET Beginning teacher support funding policy. The purpose of the policy is to support the beginning teacher's induction and professional development guided by the Australian Professional Standards for Teachers.

To best use the funding provided, a rational for all Wentworthville P.S staff who eligible for the funding was created. The rational stated that all beginning teachers provide regular mentoring from experienced teachers and colleagues aligned to the beginning teacher's professional learning plan.

At the start of the year each beginning teacher was provided with an experienced teacher as a mentor. Their role was to support to the beginning teacher in a variety of areas. These areas of support included working on programs, report writing, ATSL accreditation support and class teaching observation.

The funding policy allowed for professional development to be offered for each beginning teacher. All beginning teachers were trained in the DET program Focus on Reading. The program provides teachers with the latest trends in developing programming and teaching skills in reading and comprehension. All beginning teachers were able to complete the program and have passed on their knowledge to their students.

The funds were also used for beginning teachers to attend Professional Learning opportunities throughout the year. All beginning teachers attended a variety of external workshops throughout the years which further developed their teaching skills.

Through creating an effective system within the school to maximise the beginning teacher funding policy, these beginning teachers have received additional training and support throughout the year which has supported their development in a range of teaching areas. This has not only strengthened each beginning teacher but also strengthened the school as their depth of knowledge has been shared with all staff, students and parents in the Wentworthville community.

Induction Program 2018

The high quality induction program for new staff members, both experienced and early career continued in 2018. A staff orientation pack was provided for 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 enhanced in 2018. Early career new staff attended all sessions, with more experienced new staff attending relevant sessions as needed. Topics for the meeting included; an overview

<p>Support for beginning teachers</p>		<p>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 2018</p> <p>Wentworthville Public School continued providing leadership in the Beginning Teachers Network in the Girraween Principal's Network. 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. Wentworthville Public School, along with Guildford and Darcy Road Public Schools, delivered four network meetings and two conferences for Beginning Teachers in 2018.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>SBAR funds utilised to implement initiative</p> <p>Resources: \$3,653</p>	<p>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.</p>
<p>Community Engagement officer</p>	<p>SBAR Flexible Wellbeing funds were used to implement initiative in Semester 1 2018.</p> <p>Resources: \$38,130 funds for 2018</p>	<p>Community Engagement Officer employed one day per week in Semester 1 to support the wellbeing of students and their families and build positive community partnerships.</p> <p>SEL lessons timetabled Mondays last session –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) –Athletics program to develop physical skills</p> <p>Social Emotional Learning K–2 focus (SEAL 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

Students	Enrolments			
	2015	2016	2017	2018
Boys	226	267	274	301
Girls	219	231	249	297

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.6	94.1	95.8	95.2
1	91.9	95.1	92.4	94.9
2	92.2	93.7	93.9	95.3
3	93.6	94.8	93.6	94.7
4	93.8	93.2	95.1	96.7
5	94.9	95.4	92.5	96.1
6	93.6	94	94.2	96.2
All Years	93.1	94.3	94	95.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	24.3
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher ESL	3.8
School Administration and Support Staff	7.06

*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	55

Professional learning and teacher accreditation

Significant amounts of professional learning was undertaken by Wentworthville Public School in 2018. Professional learning programs and initiatives are primarily funded by tied funding from the Department of Education. Additional programs were provided in 2018 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.

Twilight sessions were undertaken in lieu of Staff Development Days at the end of the 2018 school year in the new Literacy and Numeracy Progressions for all staff and extensive orientation with PLAN 2 data capture occurred. All executive attended Literacy and Numeracy training throughout the year and as a team delivered professional training to the whole staff at twilight sessions. This was a positive opportunity in building capacity for the leadership team and promoted a consistent message across the whole school in the importance of interacting with a new departmental initiative.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	344,345
Revenue	6,263,871
Appropriation	5,985,749
Sale of Goods and Services	2
Grants and Contributions	272,633
Gain and Loss	0
Other Revenue	600
Investment Income	4,887
Expenses	-5,565,940
Recurrent Expenses	-5,565,940
Employee Related	-5,105,631
Operating Expenses	-460,308
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	697,932
Balance Carried Forward	1,042,276

Wentworthville Public School is a growing school and has been identified as being a school for major upgrade in the coming years by Infrastructure NSW to meet an expected growth of over 1000 students. Throughout 2018, increased income and operational expenses were received as a result of this growth. Significant upgrade to school facilities eg. All weather purpose court, extensive grounds upgrade, greening of the site and a variety of playground enhancements, school communication systems and air conditioning install, have needed to be placed on hold and funds saved in

expectation of the upgrade. As such significant underspending of funds has been the profile as the design and building process is carried out. The new build is anticipated to be completed in 2021 and subsequent spending of saved funds will occur for the students and families of the school.

The Principal plans, implements and reviews the funds received into the school regularly via the new budgeting eFPT tool. Consultation with the P&C and Strategic Directions teams ensures the School Plan and focus areas are appropriately funded and resourced for the year. Various leaders of areas manage budgets and provide feedback to the principal. The Principal and School Admin Manager meet monthly for a finance meeting to strategically monitor operational expenses and analyse the School Overview and Employee Level Salary Cost Reports. Action points are noted and further reviewing of funds occurs. The Deputy Principal is increasingly exposed to the monthly Finance meetings and associated Finance Professional learning provided by the Department, so as to build capacity in this aspect of their leadership.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,949,522
Base Per Capita	104,624
Base Location	0
Other Base	3,844,898
Equity Total	630,996
Equity Aboriginal	5,506
Equity Socio economic	21,615
Equity Language	433,677
Equity Disability	170,198
Targeted Total	659,493
Other Total	139,970
Grand Total	5,379,981

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.

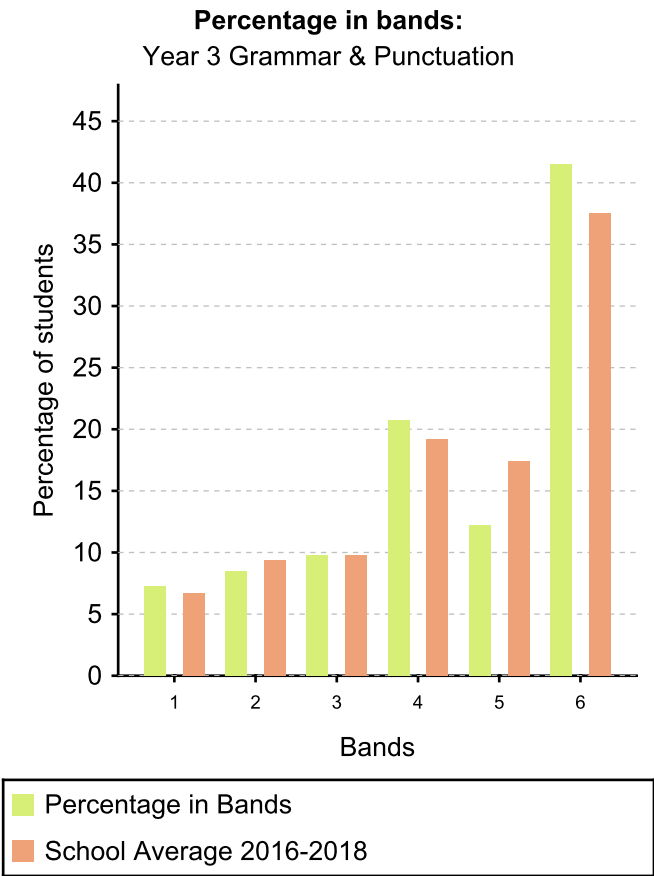
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Wentworthville Public School NAPLAN tests were conducted with Paper version tests for both Years 3 and 5 in 2018.

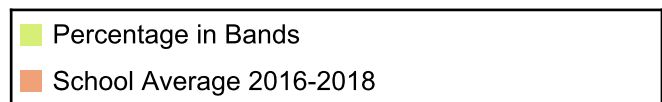
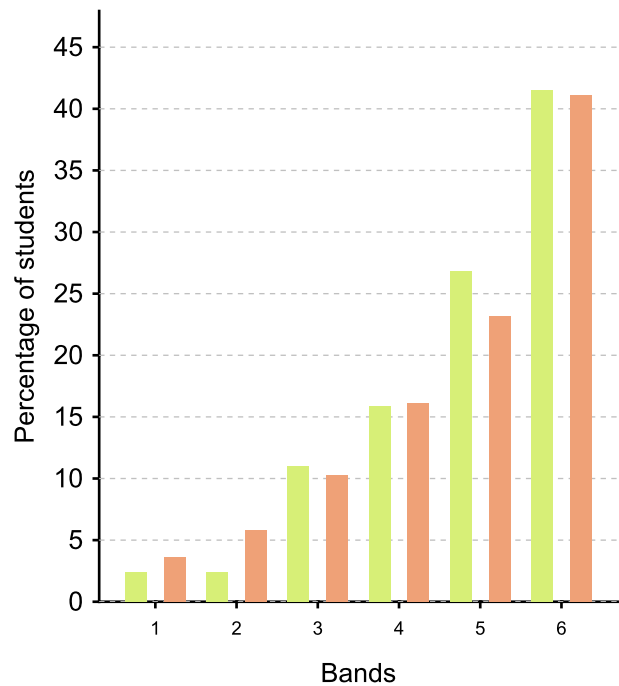
Literacy has been a focus across the school in 2018 and a comprehensive literacy focus in the last two years in the K–2 years has been a strategic focus in assessing student progress and achievement against syllabus outcomes. With a larger than 92% Non English Speaking Background (NESB) community, developing the foundational skills in literacy for newly arrived students is critical.

The school supports high expectations for all student learning with a particular lens in developing literacy skills. Extensive school resources have been dedicated to developing continuous literacy improvement. Staff have dedicated themselves through professional learning sessions to increase the knowledge of the new Departmental Literacy Progressions.



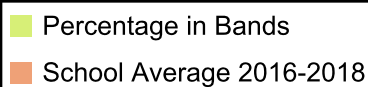
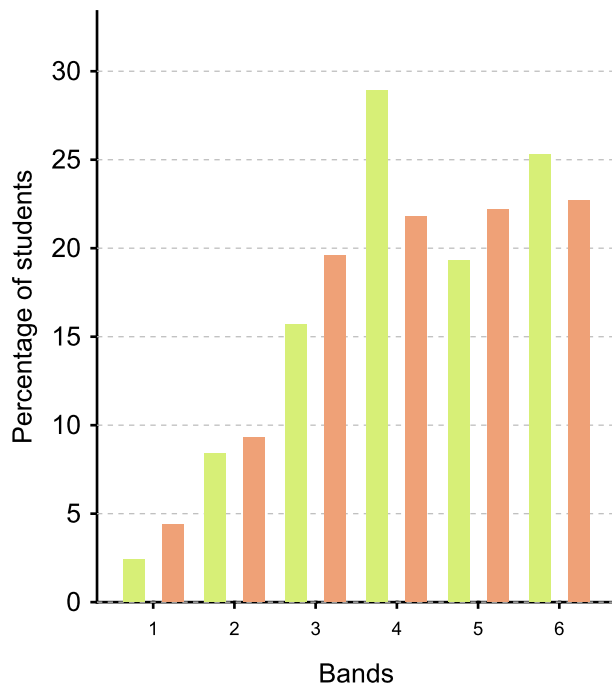
Band	1	2	3	4	5	6
Percentage of students	7.3	8.5	9.8	20.7	12.2	41.5
School avg 2016-2018	6.7	9.4	9.8	19.2	17.4	37.5

Percentage in bands:
Year 3 Spelling



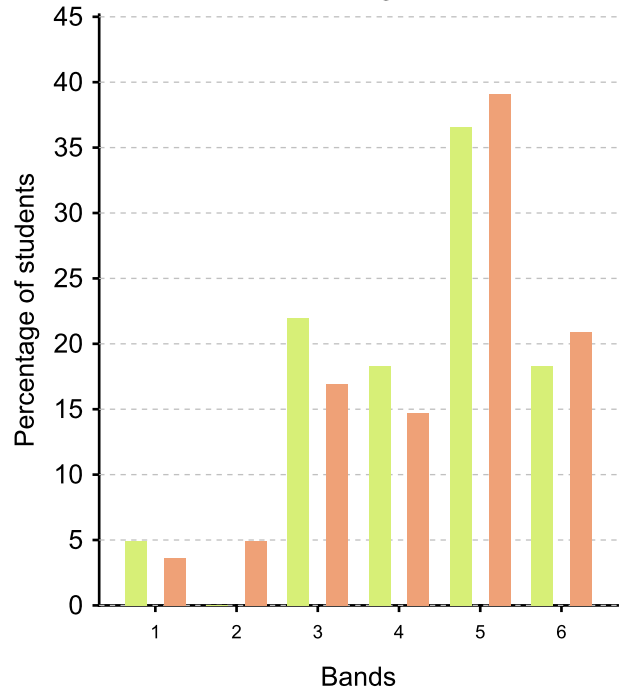
Band	1	2	3	4	5	6
Percentage of students	2.4	2.4	11.0	15.9	26.8	41.5
School avg 2016-2018	3.6	5.8	10.3	16.1	23.2	41.1

Percentage in bands:
Year 3 Reading



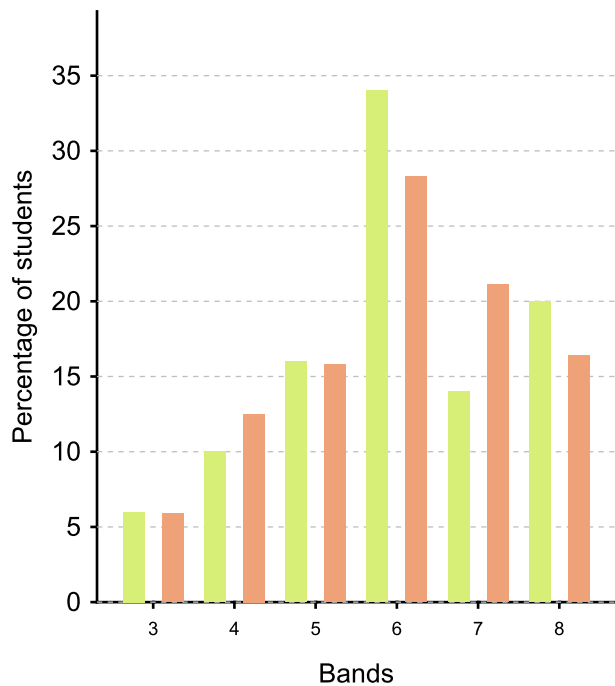
Band	1	2	3	4	5	6
Percentage of students	2.4	8.4	15.7	28.9	19.3	25.3
School avg 2016-2018	4.4	9.3	19.6	21.8	22.2	22.7

Percentage in bands:
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	4.9	0.0	22.0	18.3	36.6	18.3
School avg 2016-2018	3.6	4.9	16.9	14.7	39.1	20.9

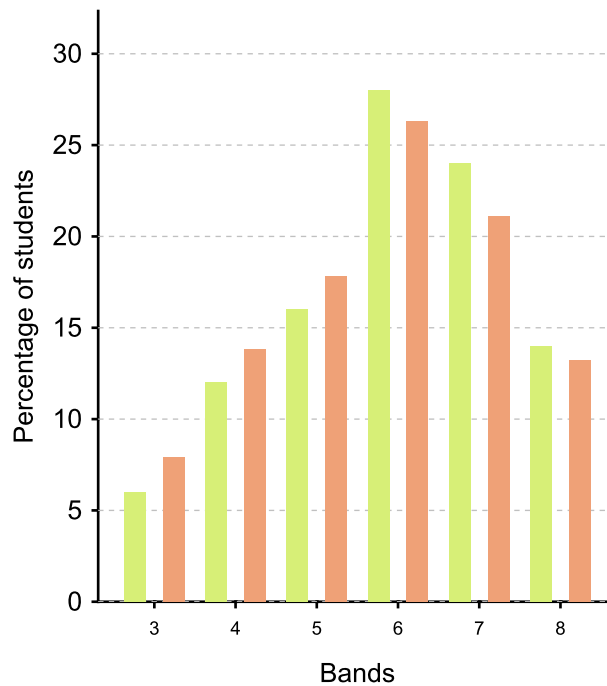
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	6.0	10.0	16.0	34.0	14.0	20.0
School avg 2016-2018	5.9	12.5	15.8	28.3	21.1	16.4

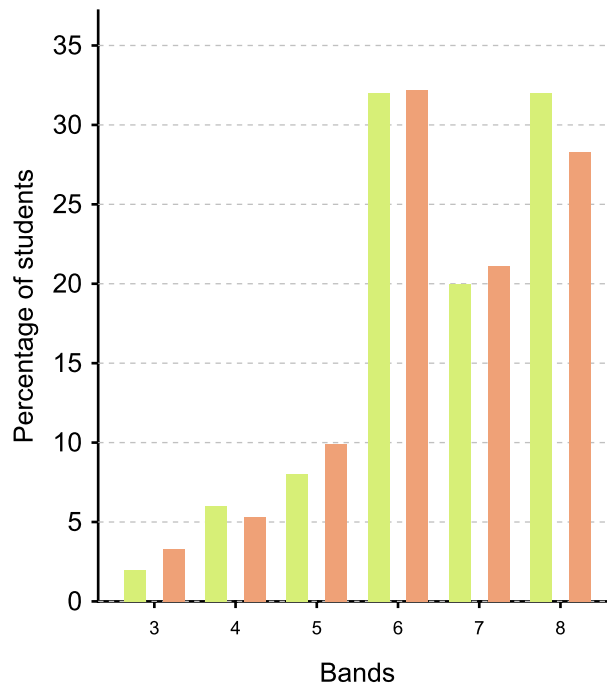
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	6.0	12.0	16.0	28.0	24.0	14.0
School avg 2016-2018	7.9	13.8	17.8	26.3	21.1	13.2

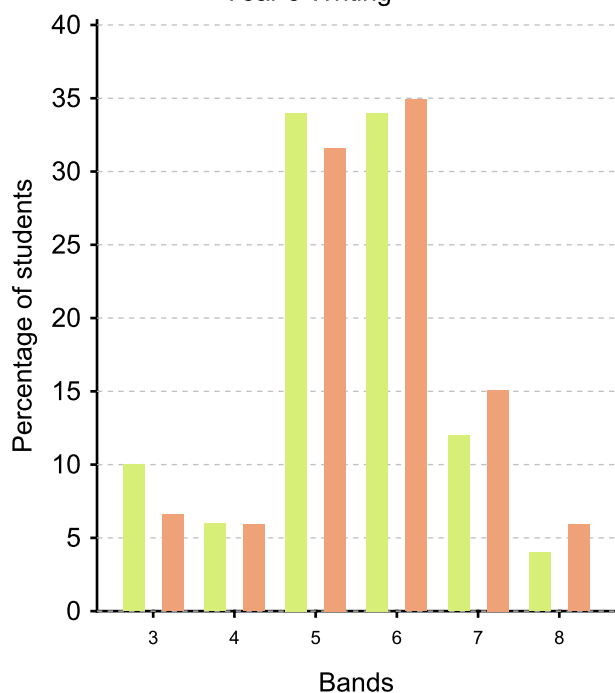
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	2.0	6.0	8.0	32.0	20.0	32.0
School avg 2016-2018	3.3	5.3	9.9	32.2	21.1	28.3

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

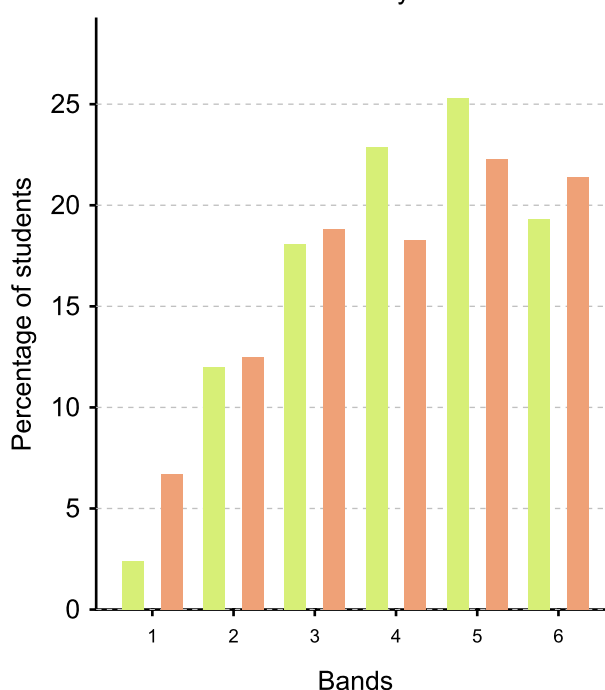
Band	3	4	5	6	7	8
Percentage of students	10.0	6.0	34.0	34.0	12.0	4.0
School avg 2016-2018	6.6	5.9	31.6	34.9	15.1	5.9

Wentworthville Public School NAPLAN tests were conducted with Paper version tests for both Years 3 and 5 in 2018.

Numeracy has been a focus across the school in 2018. Particular dedication to numeracy groups in Stages 2 and 3 has enabled teachers to differentiate curriculum delivery to meet the needs of students at different levels of achievement.

Staff have dedicated themselves through professional learning sessions to increase the knowledge of the new Departmental Numeracy Progressions.

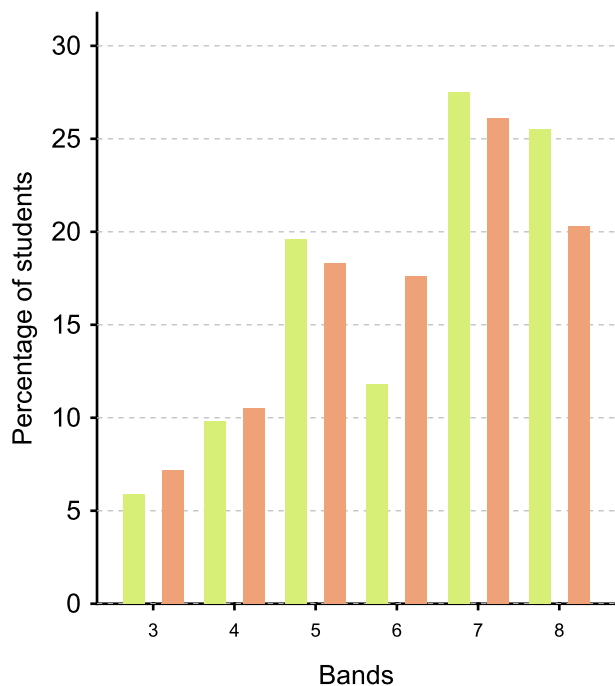
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	2.4	12.0	18.1	22.9	25.3	19.3
School avg 2016-2018	6.7	12.5	18.8	18.3	22.3	21.4

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	5.9	9.8	19.6	11.8	27.5	25.5
School avg 2016-2018	7.2	10.5	18.3	17.6	26.1	20.3

Students at Wentworthville Public School consistently score highly in the area of Spelling and Grammar and Punctuation in the top two bands of NAPALN testing. In 2018, Year 3 students scored 68.3% in Spelling and 53.7% in Grammar and Punctuation for the top two bands. In 2018, Year 5 students scored 52% in Spelling in the top two bands.

In Numeracy, over half of the cohort in Year 5 score in the top two bands and 44.6% in Year 3 scored in the top two bands. As such we consider our school against the School Excellence Framework to be Sustaining and Growing in Numeracy

An area for development will be in the domain of Writing for the Year 6 cohort in 2019.



Parent/caregiver, student, teacher satisfaction

Stage 3 High expectations high outcomes survey

A recent survey conducted by 'Tell Them From Me' (TTFM) showed that over the past two years, Stage 3 students at Wentworthville Public School found lessons to not be challenging when compared to the state average. To find out why students felt this way, a survey was conducted by all four Stage 3 teachers to find out further information as to why this was the case. The focus of the survey was to find out what areas of learning students found challenging and what areas they did not.

Results from survey

In all four classes there was a consistent pattern for students showing what areas of learning they found challenging and what areas they found not challenging.

Areas of learning those students found challenging:

The two key areas that students in Stage 3 found challenging were debating and STEM. Debating was the highest with an overall average of 86% of students finding it challenging. STEM was the next most challenging subject for students with an overall average of 76% of students finding it challenging across Stage 3.

Why they found it challenging:

When asked why they found debating challenging, consistent answers across the Stage were as following:

Debating

- I feel nervous when I am doing debating
- You need to think on your feet
- You don't know what the other students will say.
- It is stressful

STEM

- You need to work together in a team which is hard
- It's fun and exciting
- You get to make things and be active

Areas of learning those students did not find challenging:

The two area that students did not find challenging in Stage 3 were maths groups and literacy circles. Literacy circles have the lowest average across the board for challenging students with 15% of students saying it was challenging. Maths groups were second with 27% of students saying it was challenging.

Reasons for not finding these areas challenging

When analysing responses from students there were common themes across all classes.

Literacy circles

- We do literacy circles every day
- When we are not with the teacher it is easy
- Literacy circles are similar every week
- I know what we will do in literacy circles before the lesson starts

Maths groups

- I learn this at tutoring
- I already know maths, so it's easy
- The teacher explains what to do before it is given, to us so it's easy
- The teachers explain it so we know what to do

Moving forward

The clear message that I see from analysing the data is that students want activities that are changing in repetition, making students active, making students confront challenges in group situations and put into positions where they feel uncomfortable.

Debating and STEM puts students in these situations, where maths groups and literacy circles follow a clear repetition and require students to sit for long periods of time in a quiet setting throughout the year.

A suggestion for teachers is to consider changes that will allow for students to confront challenges, allow students to be physically active during the lessons, provide more group discussion and offer students activities where they are out of their 'comfort zone' during literacy circles and maths groups lessons. Mr Gareth Warren – Stage 3 Assistant Principal

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 2018 students, staff and parents participated in the Tell Them From Me Survey.

Students

Students from Years 4, 5 and 6 in 2018 completed the online 'Tell Them from Me' survey in Term 1 and again in Term 4. The key findings from the surveys include:

- 84% of students indicated they had a high sense of belonging. This has increased by 3% from 2017.
- 87% of students indicated they experienced positive relationships at school. This has increased by 4% from 2017.
- 90% of students indicated they were engaged with their learning. This has increased by 2% from 2017.
- 76% of students indicated they aspired to attending University in the future. This has increased by 9% from 2017.
- 28% of students indicated they experienced bullying. This has decreased by 12% from 2017.
- 46% of students indicated they felt challenged in their English and Maths classes and demonstrated reasonable skill in these areas.

This has increased by 3% from 2017.

Teachers

Our staff 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 28% of staff had been teaching for 16 years or more and 33% were in the first 5 years of their teaching career. Staff were surveyed about the four dimensions of classroom and school practices. 78% indicated they set challenging and visible goals and 75% indicated they value quality feedback. 86% of staff believe there is a clear communication of 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. Parents had the opportunity to comment on effective ways the school communicates with families and as a result parents indicated that newsletters, the school website and emails were the most effective and efficient means of communicating with parents.

Kidsmatter

In 2018 Kidsmatter continued at Wentworthville PS. All staff were trained in Component 3, Working with Parents and Carers. Surveys from Component 3 revealed the importance of strong respectful and collaborative relationships as well as improved student outcomes are achieved when home and school work together. Staff commented on the increased parent engagement in school events. 32% of staff see the benefits of regular communication with parents beyond the usual reporting period.

Boy's Uniform Review

In 2018 a uniform review was conducted for the new boy's shirt. Parents, staff and students were surveyed about a preferred boy's shirt for summer and winter. This process enabled all stakeholders to participate in the consultative decision making process. There were 123 responses from parents, 40 responses from staff and 487 responses from students. 63.57% of parents, 40.50% of staff, 50.31% of students voted for the black and grey polo top which was the highest ranked choice of boy's summer and winter shirt. As a result the same process of surveying all stakeholders will be repeated for review of the girl's summer uniform.

Stakeholder consultation workshops

In 2018 staff and parents played an integral part in the

schematic design workshops and internal and furniture layout workshops for the new building upgrade. This enabled stakeholders to give feedback and input about the layout of the buildings and internal spaces as part of the building upgrade. Parents were involved in providing input about the new Osh Club facilities, canteen and uniform shop which enabled the upgrade of facilities to cater for the needs of the whole school community. The indigenous community of Wentworthville were also invited to participate in the Aboriginal Heritage site inspection and consultation workshop to give a perspective of how the new building upgrade may impact sacred Aboriginal sites or land at Wentworthville Public School.

Leading EAL/D project survey

In 2018 Staff were surveyed pre and post the project to determine their understanding of EAL/D pedagogy and whether it was embedded as part of daily classroom practice. In the pre survey 22% of staff demonstrated an understanding of message abundance where as in the post survey following professional learning and mentoring 77.7% of staff articulated that they embedded message abundance as part of their daily classroom practice. This demonstrated the impact of the Leading EAL/D project on building the capacity of staff about EAL/D pedagogy.

The Impact of Action Inquiry Projects on Teaching Practices

In 2018, Wentworthville Public School implemented an action inquiry project – 'How to embed message abundance in the classroom.' The school has an enrolment of 605 students of which 92% have a language background other than English (LBOTE). The school has a growing refugee population. In 2017 all staff completed TELL.

In 2018, the results from a survey indicated that teachers felt they needed further support to utilise the EAL/D strategies within their classroom and a new cohort of early career teachers also needed exposure to the strategies learnt in TELL.

The focus of the project was Message Abundance. This includes

- recasting,
- displaying information visually,
- identifying technical/academic language knowledge required prior to a lesson/unit,
- referring to word walls and
- using appropriate multi modal resources.

The Leading EAL/D Education team implemented Quality Teaching Rounds. In this process, a lesson was observed and discussed using a checklist, a future lesson was created with two members of the team and then that lesson was observed. The process also involved a demonstration lesson. Four early career teachers from each stage were part of this project.

In between the Quality Teaching Rounds, the team facilitated a Professional Learning session on message abundance to the whole staff. The Refugee Support

Leader, defined message abundance and reviewed Controlled, Guided and Independent support in class. She also provided a message abundance checklist that teachers could utilise when planning to ensure that EAL/D Pedagogy is included in their teaching and learning programs.

Teachers are now clearly planning to include Message Abundance within their teaching. The data from the pre-survey show that approximately 20% of teachers were aware of the term Message Abundance as compared to 80% of staff in the post survey. Therefore, the Leading EAL/D Education Project has had an impact on the growth mindset of the staff, the language of EAL/D pedagogy is being used more regularly and teachers now understand that EAL/D pedagogy needs to be utilised across KLA's.

As a result of the Leading EAL/D Education Project, staff are recognising the value of the Quality Teaching Rounds for improving teaching practice and student outcomes. EAL/D specialist staff are now undertaking quality teaching rounds with plans to include other staff. EAL/D specialist staff are providing PL sessions regularly, including in stage planning days, for the continuous improvement of staff teaching practice to support EAL/D students. EAL/D pedagogy is being used across the KLAs and has become a focus of the Teaching and Learning Cycle.

Sentral reports

In 2018 staff utilised the Sentral reporting feature and were asked for feedback about using this reporting platform to communicate student progress to parents. 96.3% of staff indicated that they found Sentral reports easy to use and were eager to use this feature for the next reporting period. 100% of staff indicated they were satisfied with the level of support provided to ensure they had the capacity to use all the features of Sentral reports adequately. Staff were also given the opportunity to provide feedback on features they would like to see added to Sentral reports in future reporting periods.

STEM – Robotics

In 2018 Stage 3 students participated in a robotics program as part of STEM. Students were surveyed about their participation. 80% of students indicated that their participation in the robotics program improved their problem solving skills. 88% of students indicated that they developed their coding skills as a result of participating in the robotics program. 90% of students revealed that the robotics program inspired them to challenge themselves to try harder tasks. As a result of these responses it was clear students were engaged and challenged and the robotics program will continue in 2019.

Ms Tania Di Chio – Deputy Principal

Policy requirements

Aboriginal education

Personalised Learning Plans (PLP) developed for 12 students by staff and parents/carers. Plans were implemented in Term 3 and 4. SLSO supported PLP implementation and liaised with class teachers and AP Stage 2 to evaluate student achievement against identified goals. Review meetings with classroom teachers and parents/carers held in Term 4.

Staff membership with local AECG (Burrumbidgee). Wentworthville Public School hosted an AECG meeting in September 2018.

8 Ways Pedagogy professional learning provided for 10 staff to build capacity. Sharing of resources and techniques to implement 8 Ways in teaching and learning programs across the school for classroom and specialist teachers.

Aboriginal and Torres Strait Islander cultural groups established and conducted weekly. Activities included: bush tucker BBQ with parent involvement, all ATSI students participated and were encouraged to bring a buddy along for the experience.

Information sheet created to identify family background and tribes November 2018. Staff collaborated with students and family to create data base.

NAIDOC week celebrations held in Term 3. Parent and whole school activities included a smoking ceremony and Welcome to Country from Darug man Chris Tobin. Students across the school also participated in cultural awareness and class activities. 100% of ATSI students were involved in the presentation.

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 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 who is trained as a facilitator of the course, continues to build the capacity in the school by training new staff who come to Wentworthville.

In 2018 a team of staff submitted an expression of interest to be considered for a Leading EAL/D project for which they were successful. This leadership opportunity and delivery of professional learning to Wentworthville staff ensured the aspect of message abundance was embedded as part of their daily classroom practice. This focus on building the capacity of staff about EAL/D pedagogy has had positive impact as the EAL/D team profile grows within the school and as the NESB percentage within the school also increases.

Other school programs

School leaders program

The school leaders program is an opportunity for Yr 6 students who have been chosen by their peers to be leaders in the school for 2018. The eight students who were chosen have participated in many school initiatives to support and help Wentworthville P.S move forward. Key areas that the school leaders run included collecting and analysing data from students across the school to make decisions on purchasing play equipment. This helped staff better understand what the needs and wants of the students were in purchasing equipment for the playground.

The school leaders also were a part of a friendship program with the local preschool Monash Preschool. During a six week program, the school leaders would visit Monash Preschool and run weekly lessons on developing friendships with other children. This program also helped in developing a strong connection with the local community.

The school leaders have also attended community events throughout the year. They respectfully attended the ANZAC ceremony in Parramatta as well as running and leading the school ANZAC day assembly. The leaders also attended a Remembrance Day ceremony at Auburn.

As well as attending community events, the school leaders were also a leading force in running the school event 'Gala Day'. The school leaders organised and ran a fund raising event that the Wentworthville community attended to raise funds for Wentworthville P.S. This event was a great success raising over \$4,000.

SRC

The Student Representative Council (SRC) are continuing to expand their capacity to provide real leadership opportunities to all students at Wentworthville Public School (WPS). The SRC's central function is to represent the student body at WPS to develop 'the student voice'. We recognise that collaboration and communication are key skills that promote engagement and support within the school

community.

To maximise exposure to the SRC program, two representatives are democratically elected by each class, each semester. The SRC representatives participate in a leadership training workshop at the beginning of their term. They learn specific leadership skills in effective and efficient communication, they collaborate and create a vision for their role as school leaders and learn about the functions of active committees, including minute taking, creating action plans and evaluating planned events.

The SRC are planning on continuing their dedication to fundraising initiatives and community events from within and also outside the Wentworthville school community. They have raised money for Stewart House, The Clean-up Australia Day Foundation and have raised money to purchase games and resources for classrooms. Some of the events they have successfully organised include a school disco, a cake stall, a games day, crazy hair and hat day. They will continue to work with the P & C in the future to develop school initiatives that benefit our whole community, for example an 'Earn and Learn Recycling Bin initiative'.

The SRC reps represent the school community at various whole school events including laying wreaths at Anzac service and at school assemblies. The SRC reps report SRC information to their classes weekly after our meetings and have effectively developed the use a message board to expand 'the student voice' allowing all students ideas to be considered in our meetings and discussions. The SRC reps serve their school community proudly.

Positive Behaviour for Learning

At Wentworthville Public School, our mission is to promote a positive, supportive and an inclusive environment through the promotion of our school values; be Safe, be Respectful and be a Learner. Together we aim to empower students to become confident, resilient, lifelong learners through consistent teaching and recognition of positive behaviour.

In 2018, due to the scope of works at Wentworthville PS, the PBL team focused on the decreasing environment, the wellbeing of the community for signage and safe play for students. Extra signage was erected to help new parents and community members with locating places and spaces. The introduction safe playing spaces of a collaboration room for indoor play, increased opening times for the library during breaks for students to relax, read and research and a student support room for students who need extra support with social skills.

For staff, the PBL team conducted professional learning to ensure effective school wide systems and expectation were in place. Implemented an updated scope and sequence of weekly PBL lessons that resulted in consistent expectations taught across the school. Lanyards were purchased for staff to wear to visually reflect the PBL focus of the week. To build capacity of the PBL team, PBL team members were

upskilled through attending Positive Behaviour for Learning (PBL) training.

Flexible Wellbeing Initiatives

In 2018 staff participated in training in Kidsmatter Component 3 "Working with Parents and Carers". This training enabled staff to recognise the importance of working with parents and carers in supporting the mental health and wellbeing of their students and establishing collaborative home-school relationships. Staff were surveyed prior to the training and results indicated that staff believed children's mental health and wellbeing is better supported when home and school work together. The senior executive team also conducted training in Component 4 "Helping Children with Mental Health Difficulties". This will be introduced to staff in 2019.

Social and Emotional Learning continued across all classes in K-6 each Monday afternoon in 2018 to support the 5 key social and emotional competencies of self awareness, self management, social awareness, relationship skills and responsible decision making.

Mindfulness was also introduced in 2018 as part of the Smiling Minds program. Research indicates that 1 in 7 children in Australia experience mental health problems. Smiling Mind was introduced to enable students to become more focussed and engaged learners as well as contributing to positive wellbeing. Staff were initially trained in the Smiling Mind program and trialled many of strategies. This was then implemented in classrooms with great success and positivity.

Social Emotional Active Learning (SEAL) Program

Students across K-2 participated in the Social Emotional Active Learning program. The SEAL program helps to consolidate and supplement the School Bounce Back and Kids Matter Programs. The sessions were conducted in Term 3 over a 5 week period, students attended with their class for 50 minute lessons. The lessons were an opportunity for students to interact with their puppet friends whilst learning about emotions, dealing with anxiety, difference, inclusion, belonging, conflict resolution, building resilience, developing a growth mindset, mindfulness, self-awareness, leadership skills and how to effectively make decisions and work as a team.

Students engaged in lessons using dramatic skills including using costumes, puppets, props music, movement and dance. The puppets helped students to understand their behaviour and feelings. The delivery of the lessons suits a range of learning styles including visual, auditory and kinaesthetic learners.

Creative and Performing Arts

Wentworthville Public School (WPS) supports the development of all students' creative and performing arts skills. WPS recognises that individual students have talents and interests in these areas and provide opportunities for growth and development in this area of

students' self– development.

WPS has many talented groups that work together to develop skills through weekly practises and provides these groups with a variety of performance opportunities within the school community and within the broader community.

Wentworthville Public School Creative and Performing Arts Groups include:.

- Senior recorder group
- Junior Recorder group
- Senior choir
- Junior Choir
- Kindy Dance Group
- Stage 1 Dance Group
- Stage 3 Dance Group
- Bollywood Dance Group
- Art Group

It is important that our talented students have a variety of opportunities to showcase their talents. Our school is working towards the goal of participating in a wider range of external performances and are actively auditioning for positions in these events.

External Performance Opportunities currently involved in during 2018 include;

- '*Celebrating the Arts*' held at Riverside theatre– our senior choir participates in the whole school choir ensemble annually, and 'The Bollywood Stars' group performed in 2018.
- 'Festival of Instrumental Music' held at the Opera House. WPS has performed at this festival for many years. 20 talented musicians performed at the event in 2018.
- '*Pop up Music and Dance Festival*' held at Centenary Square Parramatta. The 'Bollywood Stars' performed at this festival for Education week 2018.
- '*Operation Art*' has seen some of our talented artists exhibit their masterpieces.
- Our choir visited local Church and Community groups singing their favourite songs for them.

A School showcase held at the end of each year for families and local community members. Whole school assemblies and events such as Harmony day, Anzac Day, Presentation day, Education Week and special assemblies.

Premier's Sporting Challenge

Wentworthville Public School registers in the **NSW Premier's Sporting Challenge** to encourage students to participate in sport and to lead a healthy lifestyle. We value physical activity for its physical, social and emotional benefits. During the 10 week challenge, students log the amount of time they exercise each week. They receive a certificate to celebrate their achievement. A particularly outstanding participant is picked each year to receive the Premier's Sporting Challenge medallion. Our 2018 recipient was our then School Captain, Isaac Fonua, who consistently showed good sportsmanship and qualified for zone entry in many different fields of sport.

By participating in the Premier's Sporting Challenge in 2018, Wentworthville Public School received a grant, \$1 745.15, to assist in implementing physical activity. We purchased class sets of bouncing balls, soccer balls, stopwatches, foam frisbees, target stands, durable equipment bags and an electronic pump to keep all the balls inflated. The equipment has been used well and enjoyed by students.

Sporting Schools Australia

In 2018 Wentworthville Public School secured grants, a combined total of \$5000, through the Sporting Schools program. Sporting Schools is a \$200 million Australian Government initiative designed to help schools to increase children's participation in sport, and to connect them with community sporting opportunities. We used our funds to secure training sessions from Cricket Australia, Softball NSW and the NRL. We continue to participate in the program which has enabled so many wonderful learning experiences for many students.