

# Wentworthville Public School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 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.

### School contact details

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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 129 years and as a growing community we have been identified as one of the new school's upgrade of facilities as part of the Infrastructure NSW Planning initiative. The major capital works program has commenced and we are well underway for our multi staged program of works!

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.

2019 was another 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 students

First of all I want to thank Mrs Lockrey and all the teachers for supporting me on my journey to becoming school captain. This job has given me plenty of opportunities and experiences. I have gained confidence throughout these opportunities that were given to me like attending ceremonies and running assemblies.

When I stood up to do the first big speech in my life, the school leader speech I could feel nothing but fear. But ever since that speech, I have a lot more confidence.

I have participated in many school events such as running assemblies, handing out weekly notes, helping out with Kindy

orientation, running Gala Day activities, selling zooper doopers, working with pre-schoolers and representing my school at the Anzac Day Dawn Service and Remembrance Day Ceremony. So being a School Captain does require you to be super organised!

My favourite moment of being a school captain was when I was told on Presentation Day that I had achieved a big goal of becoming a school captain. Meeting the police and the Merrylands RSL president. Walking up to the local preschool to do a peer support lesson with them have been one of the many moments that have made my year as school captain.

#### *Nabil Saeed – 2019 School Captain*

As school Captain for 2019, I, Samya, would like to take this opportunity to thank Mrs Lockrey, Ms Di Chio, Mrs Eastwood and all the teachers and students for giving me this wonderful opportunity. And a special thank you to my classroom teacher Mr Wong See for his help and support. I have learnt so much and gained a lot more confidence throughout the year. It has been an exciting experience which I will cherish forever...

Being school captain for 2019 has given me so many opportunities. I attended the Anzac Day Dawn Service and the Remembrance Day ceremony. These occasions helped me to truly appreciate the sacrifices of the men and women who have fought so hard for the freedoms we enjoy today and which we take for granted.

As part of the school leadership team, I also had the opportunity to work with pre-schoolers from Garfield St preschool and Monash St preschool. Some of the leaders were even students of the Monash Street preschool themselves and we had a laugh looking at their toddler photos!. Going to these preschools, I got to see first hand the effort required to provide the care and nurture needed by these kids.

Another of the events I participated in was helping out with the sale of zooper doopers. This was a fantastic opportunity to experience what it was like to be a shopkeeper. The hardest part though was resisting having those zooper doopers myself instead of selling them.

As part of my other responsibilities as school leader I had to deliver school notes to the classes every Wednesday, introduce assemblies with the other school leaders and help out with kindy orientation. These were tasks that added variety to my role as school leader and helped me grow into the person I am today.

Being part of the SRC team, I participated in the SRC workshops and fundraisers these demonstrated to me the value of teamwork and what can be achieved when we work together.

As you can see, being a School Captain had certainly kept me very busy. There are a lot of expectations but at the same time the experiences I've gained have been invaluable!

Now I would like to share some of my favourite memories of being a School Captain. On the Anzac Day Dawn service Mrs Lockrey, the school leaders, parents and I took selfies while waiting for the dawn service to start. I will look back at these photos in the future and remember all the wonderful people I got to know through this wonderful school.

At the preschools playing duck, duck goose with the little pre-schoolers was so much fun and it brought back lots of memories of me when I was in preschool.

After selling zooper doopers in the canteen, I had to clean up the big mess the ice blocks had made. But the school leaders and I worked together to clean the mess and got the job done quickly.

For the 2020 leaders, many congratulations! Strap yourselves in for the roller coaster of responsibilities and fun. You are going to have a blast! I wish you all the very best and hope that you enjoy every minute of your leadership journey, just as I have!

#### *Samya Moukahal – Captain 2019*

## 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 700 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 95% 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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

### External Validation

In 2019 Wentworthville Public School undertook the process of External Validation (EV) against the School Excellence Framework (SEF). Seven areas of focus were determined, including; Effective Classroom Practice; Professional Learning; Community Engagement; Supporting EAL/D Learners; Wellbeing; Learning and Support; and Leadership. All school staff were strategically placed into one of three teams tasked with gathering and annotating evidence for two focus areas. All executive staff led teams, with Senior Executive forming a team to address the Leadership focus. Staff were provided with comprehensive professional learning, sample evidence with annotation and standard proformas to use. Each team effectively gathered and annotated a wide range of evidence from across the school and all staff were involved in this including teaching and non-teaching staff, ensuring collective ownership and responsibility for the process. Using the evidence gathered, teams assessed the school against the SEF, with executive staff overseeing the final results. A Senior Executive lens was provided over the evidence to ensure consistency within the seven focus areas. Key staff met with the EV Panel for an extensive review of the documentation produced. The schools self-assessment against the School Excellence Framework was validated in all aspects by the External Validation Panel.

## 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.

#### Improvement Measures

Growth for all students in all aspects of literacy and numeracy In NAPLAN.

100% of teachers using and embedding the new Literacy and Numeracy Progressions.

'What works best' document being central at team meetings twice a term. New staff provided with professional learning regarding document.

All reporting to parents twice per year via Sentral reports.

All students achieving a Guided Reading Level 30 upon completion of Year 2.

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.

#### Progress towards achieving improvement measures

**Process 1:** Build capacity in staff to understand and use LISC, Differentiation and assessment to drive their teaching and learning programs in all Key Learning Areas.

Evaluation	Funds Expended (Resources)
<p>Some activities achieved throughout the year and some delayed and will be carried into 2020. LISC used in English, Maths, Geography, History and Science in every lesson across the school in all stages. All staff have embedded LISC and Differentiation in all programs and KLAS.</p> <p>All teachers have been trained in LISC, Differentiation and Assessment and new teachers provided with PL in LISC and differentiation via the induction program. This will be formally expanded in the Beginning Teacher Program at WPS in 2020.</p> <p>All beginning teachers observed another teacher proficient at differentiation (as identified by exec staff) at least once a term during their RFF. This could be extended in 2020 with other staff, initially via the Quality Teacher Rounds initiative led by Tania and Gareth in Years 2 and 3 initially.</p> <p>Embedded professional learning in EAL/D and TELL strategies for all staff to aid in differentiation for EAL/D students. EAL/D staff all presented at Stage Planning Days throughout 2019 to build capacity in all staff in supporting EAL/D students.</p> <p>All teachers backward map their program based on assessment data in English, Maths and Science and planned collaboratively by Stage teams. It was noted that there is still variance across the school. Future goal is to build a consistency K–6.</p> <p>All staff were trained and engaged in the use of SMART data. This was achieved via induction program and whole school PL led by executive. Community information session on NAPLAN and its data was delivered by DP via P&amp;C forum.</p>	<p>\$500 for QTR casual day</p> <p>ELP funds used to support Stage Planning Days</p> <p>Subscription \$295 School Interviews</p>

## Progress towards achieving improvement measures

At the beginning of 2019, parent teacher interviews were replaced by 3 Way Goal Setting interviews K–6 after a successful trial in the previous year by Stages 2 and 3.

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

Evaluation	Funds Expended (Resources)
All classes received K–6 ICT Technology RFF for one hour weekly.	Typing Tournament subscription \$ 998
Technology student leaders were trained by Stage 3 AP to support implementation of BYOD into Year 2 and supporting other teachers and classes in ICT use.	iPads \$13,154
ICT Scope and Sequence reviewed and amended based on updating technology.	Laptops \$39,358
Typing Tournament implemented across K–6 to increase touch typing skills. This will continue in 2020.	Robotics \$20,504
Increased resource purchasing across the school in iPads, Laptops, Robotics, Film making and green screen kit. Stage 3 Wenty Fest used to promote and showcase student film making and use of ICT to parents.	Film Making Kit \$6,534
Ongoing repairs of old fleet of interactive screens and projectors as needed. ICT set up for Capital Works demountables in Monash Corner. Storage charge /sych carts purchased. Liaising with new build PRG to ensure clarity of use of new technology in new demountable for Stage 3 in 2019.	New Demountable set up \$18,414
WPS involvement in new 2019 SLEC Pilot, as part of new build involvement has enabled the WPS pilot team to develop a Transition Action Plan for part of 2019 and beyond for preparation prior and occupation of, new Innovative Learning Spaces.	Charge / Synch carts \$11,056

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

Evaluation	Funds Expended (Resources)
All teachers reporting using Sentral platform. QTSS time used to support new staff in orientation in Sentral reports and direct to Sentral module online learning. Senior executive delivered a quality reporting workshop after school –end Term 1 to support staff new to Sentral reporting platform.	EV Costs \$710
Year 1 parent information session on the A–E reporting scales for Semester 1 reports delivered. Positive interaction and questions to increase parent understanding of new format for their child.	
Schools Excellence Framework well known by staff in 2019 due to all staff involved in External Validation process.	

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

Evaluation	Funds Expended (Resources)
Throughout 2019 identified Literacy and Numeracy focus areas plotted in PLAN 2	
All stages are selecting students and adding PLAN 2 data and discussing student needing remediation and extension in Stage meetings and Stage	

## Progress towards achieving improvement measures

planning days. Some Learning Support Team referrals were then made as a result of this data analysis. Through these regular, ongoing professional discussions there was more focus on consistent teacher judgement across stages and broader school.

The digital data wall is no longer required due to changes to PLAN 2. Professional Learning provided to all staff via executive team. Teachers have focussed on Quantifying Numbers (numeracy) and Reading Texts (Literacy) in 2019.

All teachers used data to inform practice. This will continue to be a focus area in collaboration in teams in 2020.

What Works Well Document utilised often in Stage planning and / or other meetings to guide practice. This is led by Supervisors.

In 2020 Quality Teacher Rounds will be fully implemented in Years 2 and 3 and daily Literacy / Numeracy questions will be a part of practice.



## 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.

#### Improvement Measures

By end 2020 improved participation and sustainable inclusive partnerships have been established between the school, parents, carers and community.

Increased participation of male parents, carers and community members in school based activities.

Improved means of communication to parents and the community established via the Sentral parent portal.

Staff and students using efficient and equitable means of communication using various forms of technology.

Consultative decision making process embedded as part of authentic and clear communication with all stakeholders.

#### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Usage data indicates most families utilising parent portal (EV). Monitoring of Parent Portal weekly via Sentral reports saw an increase in registrations in Term 4, 2019 – 428 registrations. Encourage use of portal and using other communication with video links on how to register. Ensuring new enrolment parents are provided with log in process at interview.	NEC Phone Install \$4, 862
Parents/families feel more informed and have easier access to information from the school.	
New internal NEC phone system installed in to multiple demountable spaces to increase communication between Admin and classrooms.	
Staff use technology platforms to communicate with parents from their class eg. Class Dojo, See Saw, Google Classroom.	
Efficient system for visitors to sign in established. This is an efficient and secure sign on process that assists with emergency evacuation and lockdown procedures as well.	
Review of Sentral module features – timetabling / reporting –more areas include parent portal expansion.	
School website updated on a regular basis –school funds allocated to ensure both Newsletter and Website of High Quality.	
Student achievement showcased via front foyer area TV.	

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

Evaluation	Funds Expended (Resources)
New Community Liaison Officer (CLO) appointed and servicing all families at	Hospitality costs \$132

## Progress towards achieving improvement measures

WPS one day per week. Various parent workshops have been conducted and a variety of different topical workshops have catered for the needs of the community. Based on the positive impact of the role, the position will be funded for 2 days / week in 2020.

The CLO enabled: New arrival families supported via a settling in program, workshops to support families to understand curriculum and supporting students at home to strengthen partnerships between home and school.

Increased family participation in school events. Gala Day in Term 4 (even with reduced space due to build impact) was a successful program that brought many families into the school and positively engaged.

Increased participation of male members of WPS community in school activities. Gala Day in Term 4 (even with reduced space due to build impact) was a successful program that brought local preschools and community groups into the school and positively engaging with them school community. Kinder workshops observed more dads attending. Father's Day Breakfast well attended and an increase participation from previous year. It is evident this profile is building positively with many fathers adjusting work day commitments to attend Breakfast.

Filmpod Welcome to Wentworthville to promote WPS to community (EV)

WPS involvement in new 2019 SLEC Pilot, as part of new build involvement has enabled the WPS pilot team to develop a Transition Action Plan for part of 2019 and beyond for preparation prior and occupation of, new Innovative Learning Spaces. As a result the Community Liaison Officer program information to prospective / new parents around new learning spaces and new build communicated and they coordinate and support school tours in consultation with Deputy Principals on days they are employed.

Kinder Programs \$5,467

Father's Day Breakfast \$361

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

Evaluation	Funds Expended (Resources)
<p>All stakeholders involved in various school based decisions. Newsletter, parent portal, webpage and social media inserts around New Build, Innovative Learning environments (ILEs) conducted throughout 2019.</p> <p>A strategy to keep staff informed on a weekly basis of current and rapidly changing building matters via brief 10 minute update meeting Monday mornings in staffroom. Minutes are taken so all staff can access and keep informed.</p> <p>OSH Club relocation to existing school hall whilst demolition of existing facilities occur and prior to new facilities being a viable in 2020. This partnership is productive, responsive and positive. The development between both service provider and the school continues to develop as we support families who need before / after school care facility. Osh Club provider expansion of program to cater for increasing number of families requiring facility Before and After School use.</p> <p>Parent tours scheduled for observation of co-teaching spaces in double demountable spaces via Celebration of Learning Initiative. This assisted parents seeing first-hand the ideas around ILEs and have teachers an opportunity to dialogue with parents as we prepare for New Build.</p> <p>Representatives from staff and community on PRG to advocate for new building project</p> <p>Kiss and Drop increasing in numbers participating in the afternoons.</p>	<p>Communications to parents regarding New Build are sent home on orange paper. This operational procedure will assist parents in knowing that the communication is regarding the build.</p>

## Progress towards achieving improvement measures

Survey about engagement at WPS during Term 4 –Week 10, repeat in Term 1, 2020 to ascertain how the school engages with the community.

Google Suite and in particular Google Docs are used broadly amongst school staff to increase collaborative communication.

WPS involvement in new 2019 SLEC Pilot, as part of new build involvement has enabled the WPS pilot team to develop a Transition Action Plan for part of 2019 and beyond for preparation prior and occupation of, new Innovative Learning Spaces.

WPS was successful in 2019 to be selected as part of an EOI to be part of a 3 Rivers for Learning Initiative in 2020 which will assist the school in preparing for the new spaces of new build and prepare with an action team to support the process from learnings gained in the 2019 SLEC pilot. This will comprehensively enable a school action team to plan, implement and manage a number of cultural and operational matters that will need to be addressed as we embrace a new way of operating in pedagogy and curriculum delivery in the new ILEs.

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

Evaluation	Funds Expended (Resources)
<p>TTFM student survey results communicated to staff and P&amp;C.</p> <p>Students are involved in decision making and establish partnerships with other schools.</p> <p>3 Way Goal setting interviews K–6 survey results communicated to staff to establish direction for 2020</p> <p>New award system to reward recognition and achievement to be carried over into 2020. With new logo and branding planned, a new suite of award certificates to also be developed in 2020.</p> <p>WPS involvement in new 2019 SLEC Pilot, as part of new build involvement has enabled the WPS pilot team to develop a Transition Action Plan for part of 2019 and beyond for preparation prior and occupation of new Innovative Learning Spaces. Student voice and involvement has been critical and best done via SRC and focus groups.</p> <p>Ongoing Connection with Rural School – Ballimore PS continued in 2019. A three day visit from two Year 6 students and their principal had the students join and participate in the Semester 2 SRC leader training day at WPS. The students had the opportunity to connect with WPS students and the Principal was able to engage in some Professional Learning with staff. A community cultural meal was had in one of the community's home and a tour of the city at night conducted. Ongoing support of Ballimore PS saw the Wentworthville PS SRC raise funds from a school disco and purchase and process library books which were passed on via the two Principals networking.</p> <p>Student voice was also developed through the ICT resources purchased for the school. The film making kit was a medium that student leaders utilised under the guidance of the Stage 3 AP to develop 'The Wenty News' and announcement packages that had teachers display to their classes via video. This gave students a sense of connection within the school and student leaders promoted various school events.</p>	<p>Ballimore visit \$209</p>

### 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.

#### Improvement Measures

By the end of 2020 all teachers to be trained in the four components of KidsMatter.

Increase the percentage of students consistently demonstrating our Positive Behaviour for Learning expectations.

Opportunities are provided for all classes across the school to use flexible learning spaces including withdrawal rooms, technology rooms, library, outdoor learning spaces and garden areas through collaborative planning.

100% of classes actively participating in weekly Social and Emotional lessons so wellbeing practices are embedded across the school.

Increase and improve the physical spaces within and around the school so as to promote a positive physical learning environment.

#### Progress towards achieving improvement measures

**Process 1:** All staff trained in all four components of KidsMatter with new staff trained in all modules as required through considered planning and induction processes.

Evaluation	Funds Expended (Resources)
<p>Evidence programs – Social and Emotional Learning, wellbeing, smiling mind impact, consistent language used. As a result of SEL lessons a common language across the school has been evident. Students have been empowered to better regulate their emotions and staff reactions are mediated in conversations in most cases. The teacher librarians have sourced relevant and current resources that compliment and support the various wellbeing initiatives.</p> <p>Data collected from staff on teacher learning.</p> <p>Observation of student interactions/ behaviour in class and playground.</p> <p>Google form / feedback from staff – Questions: Do you feel empowered to support social and emotional wellbeing of all students? Do you consider every student is known, valued and cared for in your sphere of influence? Strategic Directions team conducted this during Term 3 Staff Development Day.</p> <p>Strategic Direction team liaised with Principal and Teacher Librarian to establish how many more Bounce Back teacher resources would be needed for purchase in 2020 based on student enrolment increases.</p>	<p>Purchase TR –Bounce Back manuals for growth classes.</p> <p>Michael Grose – Parenting Matters –Annual Subscription \$877</p> <p>Wellbeing resources (as part of library annual \$20,000 budget)</p>

**Process 2:** Conducting the *Tell Them From Me* surveys with staff, students and community. Data gathered used to analyse and inform future focussed school directions and wellbeing projects.

Evaluation	Funds Expended (Resources)
<p>2019 TTFM results shared with staff, community via P&amp;C meeting. Staff analysed data and looked for patterns and trends and used this to inform practice.</p>	

## Progress towards achieving improvement measures

WPS involvement in new 2019 SLEC Pilot, as part of new build involvement has enabled the WPS pilot team to develop a Transition Action Plan for part of 2019 and beyond for preparation prior and occupation of new Innovative Learning Spaces.

Leadership team revise school plan for 2020 to reflect learning from External Validation process, SLEC pilot and Building High Performance Teams pilot that WPS was involved in and formulate 2020 milestones.

**Process 3:** School wide leadership initiatives promoted to staff, students and wider community to ensure all have the opportunities to connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
<p>WPS involvement in new 2019 SLEC Pilot, as part of new build involvement has enabled the WPS pilot team to develop a Transition Action Plan for part of 2019 and beyond for preparation prior and occupation of new Innovative Learning Spaces.</p> <p>Leadership team revise school plan for 2020 to reflect learning from External Validation process, SLEC pilot and Building High Performance Teams pilot that WPS was involved in and formulate 2020 milestones.</p> <p>Restructure the ICT RFF role in 2020 K–6.</p> <p>In 2019 the PBL team established an action a plan that aligned with Strategic Direction 3 and its milestones. Throughout the year there was consistent data collection of behaviour and uniforms. In collaboration with the executive team the PBL team updated white slips and introduced and new 'pink slip' for major behaviours. In additions the matrix and flowchart were updated to accommodate and reflect the new building upgrade and changing play spaces.</p> <p>Data collection has enabled the PBL team to identify, provide additional support (via SLSO, executive) where needed in a timely manner, particularly for those students exhibiting challenging behaviours. Pink slips will be fully utilised in 2020.</p> <p>Data meetings bi weekly to collect, analyse student data – as a result student behaviour issues and problem spaces identified and decisions about additional resource allocation to support student (particularly flexible SLSO timetables) are now possible. This is an area to continue on 2020.</p> <p>Promote online professional learning for all staff (including casual staff linked to WPS). Introduction to Collaborative Teaching Practices and Innovative Learning Environments for all staff was part of the collaboration with Pendle Hill PS as part of the twilight SDD session in lieu the last two staff development days.</p> <p>The school's executive team were selected by the Director to be involved in a 6 month High Performance Team project pilot with three other schools to build our capacity as an already effective and High Performing leadership team. Through participating in this pilot the Principal was asked to present at the Term 1, 2020 Director's conference at Parramatta office with the other participating school Principals from the pilot. As part of future directions, part of the 2020 school budget will dedicate ongoing partnership with the Director of Edu influencers –Rochelle Borton and further develop a tailored leadership package for the executive team at WPS so as to increase their leadership capacity in a growing school and ensure positive impacts on student outcomes and build and enhance the positive school culture at Wentworthville PS.</p>	<p>Pilot Hospitality \$300</p>

**Process 4:** Increase and improve the physical spaces within and around the school to promote a positive physical

## Progress towards achieving improvement measures

### Process 4: environment.

Evaluation	Funds Expended (Resources)
<p>All staff have utilised at least one outdoor space throughout the year. With the building upgrade and reduction of play space for the students, staff participated in a think tank to establish and create innovative play spaces to combat limited availability and promote pro social skills being demonstrated in the playground. This process was consistently reflected upon and discusses in communication meetings throughout the year to ensure students and their safety was at the centre of decision making. An activities coordinator role had one teacher dedicated to ensuring a range of activities were developed and delivered for the students during play sessions. Creative play spaces have been developed both indoors and outdoors and are continually used and evaluated. We even have an offsite students walking group that put on High Visy vest and walk around the external path of the school conducting several circuits and getting fit!</p> <p>WPS involvement in new 2019 SLEC Pilot, as part of new build involvement has enabled the WPS pilot team to develop a Transition Action Plan for part of 2019 and beyond for preparation prior and occupation of, new Innovative Learning Spaces.</p> <p>Ongoing advocacy via New Build PRG Meetings to ensure future physical spaces enable positive access to grounds within WPS site.</p>	<p>Classroom activity kit set up \$5,000</p> <p>High Visy Vest walking group purchases \$ 500</p>



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Resources \$8,654</b>  <b>Term 1:</b> Equity Funds x 2 casual days. \$500. / Day for AP Stage 2 and casual to replace class teachers for meeting with parents.	<p>Ongoing feedback as required for SLSOs supporting PLP Action Plans</p> <p>Class Teachers overseeing Program and liaising with AP responsible for Initiative</p>
<b>English language proficiency</b>	<b>Resources \$43,919</b>  Staff planning days – Terms 1, 2 and 3 (32 staff x \$500 / casual = \$16,000 per term) – short fall to paid from PL funds.  TELL Course hospitality \$200 PA	<p>All staff involved in stage planning days to ensure NESB focus is supported across school and staff capacity building occurs via the expertise of EALD staff.</p> <p>All new staff completed TELL Course and embedding practice into Teaching and Learning Programs</p> <p>TELL Course –staff completing between module tasks and assessed by module leader. Sign off of course completion and hours accredited.</p>
<b>Low level adjustment for disability</b>	<b>Resources \$55,674</b>  Program monitored and timetables developed by DP and AP Support. Consistently paid via SAP Finance fortnightly payment. Consistently monitored via new SAP finance system and monthly Finance meetings  <i>NB Funding is combined with individual Funding Support to provide a comprehensive package of support to students (\$102,074)</i>  <i>NB Funding is combined with modest Refugee Student Support to provide a comprehensive package of support to students (\$1,011)</i>	<p>The Learning and Support team worked directly with 106 students, including 21 in the Multicategory Support Unit classes. Support was offered in a range of ways, including from the Learning and Support Teachers and School Learning and Support Officers. Learning and Support focused on behaviour, academics, social skills and student wellbeing. 85 students in the mainstream setting, and all students in the Support Unit, had individualised learning plans, with teachers providing significant differentiation to meet learning and wellbeing goals. The Learning and Support team reviewed and updated their policies and procedures to establish a more streamlined and focused process of referral and support of students with full implementation of policies and procedures in place for full implementation in 2020. Six students received Integration Funding support, which was used to employ regular SLSO support targeted to these students. Additional SLSO support was provided across the school using the schools Disability Support funds, with the Learning and Support team ensuring equitable and targeted support to students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Resources</b>  FTE 1.030	<p>The QTSS teacher allocation is utilised within the school to release teaching assistant principals one day per week to support the teachers in their teams to build teacher capacity, team teach, facilitate peer observation lesson viewing and generally improve student outcomes in their teams. At times this period is used to develop their own capacity as leaders and may be used for PL attendance. It can also be used to develop the leadership of the Strategic Directions that they lead in school plan.</p> <p>QTSS is also used to support staff who have been identified as Grade / Stage coordinators</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Resources</b>  FTE 1.030	<p>or specialist staff to support them in their roles.</p> <p>QTSS is also used to provide support to those staff who are conducting a particular program within the school eg. Implementing Sentral initiative.</p>
<b>Socio-economic background</b>	<b>Resources \$19,159</b> (funds used to support Life Education costs \$6,815 and SEAL Social Emotional Program K-2 \$21,081)	<p>Funds available to support students and families experience financial hardship to enable access to educational learning opportunities and build access to curriculum experience. Funds are also utilised to build future focused furniture purchases and build access to technologies in the learning environment. These are two areas the P&amp;C have expressed use of funds.</p> <p>Some examples include: bus costs for library monitors to represent school at CBA awards, bus costs for special needs Christmas party supplementation, Disability awareness programs, Purchase of STEM resources to build this profile within school, purchase of ICT to increase access to BYOD initiative within the school.</p> <p>A modest amount of funds are set aside to support families in financial difficulty with regard educational experiences and access to uniform assistance. This is at the Principal's discretion and consultation.</p> <p>Support Life Education Program K-6 and K-2 SEAL Social and Emotional Learning Program.</p>
<b>Support for beginning teachers</b>	<b>Resources</b>  <b>Beginning Teacher funds –for first and second year allocations</b>  <b>\$ 67,619</b>	<p>At Wentworthville PS, all first and second year beginning teachers who are receiving funding have been allocated a mentor for 2019. The key roles of the mentor is to support beginning teachers to improve their own teacher practice. Mentors are providing feedback on observed lessons, programming, behaviour management and classroom management strategies. Mentors also support beginning teachers in compiling evidence to complete accreditation at proficient level. The four first year beginning teachers and their mentors are enrolled in the pilot program called 'Evaluating Impact of Teaching Practice'. The course has three PL sessions spread over term 3 and 4, focusing on evaluative practice. The mentors are supporting the beginning teachers through their journey. Providing feedback and using release time to work on in-between tasks from the program. Both first and second years beginning teachers and mentors are required to complete a registration summarising how they have utilised their release time. The registration has three areas that are required to be filled 1) What NESA standards were focused on during the release time. 2) Written evidence of the activity. 3) Written evidence of impact. To support beginning teachers and mentors a google share drive has been created. It contains calendars for staff</p>



<b>Support for beginning teachers</b>	<b>Resources</b>  <b>Beginning Teacher funds –for first and second year allocations</b>  <b>\$ 67,619</b>	<p>release, key websites and key reading.</p> <p>Wentworthville Public School, in collaboration with Guildford and Darcy Road Public Schools led the Beginning Teachers Network across our school directorates, continuing the network established by Wentworthville Public School in 2017. As part of the network, 4 network meetings and 2 conferences were held. The network meetings were well attended by teachers across a wide range of schools in the directorate and each conference attended by over 80 early career teachers from across metropolitan schools. The network meetings and conferences focused on a range of professional learning including student and staff wellbeing, accreditation, cv writing, teacher voice care and assessment, culminating in a Teach Meet where early career teachers shared their successes of the year. Staff across the three schools built their capacity to manage and lead this network with strong plans for a sustainable network in 2020.</p> <p>The Higher Accreditation Levels (HAL) Network meetings continued in 2019, with six regular attendees. Members were supported to understand the requirements for applying for higher accreditation levels, given regular opportunities to share their evidence and annotations and receive feedback from the group. A representative from NESAs attended one of the network meetings to present information and answer questions from network participants on higher levels of accreditation. Two members are actively seeking accreditation at higher levels and other members are actively gathering evidence for annotation.</p>
<b>Targeted student support for refugees and new arrivals</b>	<b>Resources \$1,011</b> Due to modest funds allocated, funds are combined with Low level adjustment for disability funding to provide SLSO funds to support the identified students in class support.	<p>The EAL/D teachers develop relevant and appropriate learning programs and transition programs that were implemented on an individual or small group basis to support students with refugee background. There were 6 identified refugee students at WPS in 2019. EAL/D coordinator facilitated professional learning to the staff in the area of 'Promoting Positive Behaviour and Learning – Assisting refugee students at school' to develop an understanding of settlement needs of refugee students and their families to enable the staff to support refugee students in our school.</p>
<b>Principal School Support</b>	<b>Resources \$30,692 pa</b>	<p>Use funds to pay higher duties for an AP off class as a DP. EOI process put in place and successful candidate operational in 2019. This will address the increase of need as school grows and complexities of new build and planning required for Principal time. Approx \$23,430</p> <p>Term 1 –top up of SAO role (0.062) in Admin team to fund a full day of 0.2 in office on a Friday. Approx (\$2,000). Use additional hours to support SAO time to work on website and</p>

<b>Principal School Support</b>	<b>Resources \$30,692 pa</b>	<p>produce fortnightly newsletter for community engagement.</p> <p>Parramatta PPC and State Principal Conference (Terms 1 and 4).</p>
<b>Literacy and Numeracy Allocation</b>	<b>Resources \$24,616 pa</b>	<p>The new funding allocated to the school was used to build the Literacy and Numeracy resources within the school, particularly in the K–2 area of the school.</p> <p>Resources include: purchasing decodable texts and storage containers, targeting appropriate levels texts for Years 3–6. Building minilit resources to expand the successful initiative for addressing at risk Year 1 learners. Purchasing additional PM Bench mark kits as the school continues to grow and additional Literacy / Numeracy resources are required.</p>
<b>Community Engagement officer</b>	Targeted Wellbeing Funds utilised to fund one day a week program. Approx \$10,500.	<p>New Community Liaison Officer appointed and servicing all families at WPS one day per week. Activities monitored via Strategic Direction Two team.</p> <p>New arrival families supported via a settling in program</p> <p>Workshops provided to support families to understand curriculum and supporting students at home to strengthen partnerships between home and school. eg. Triple P Parenting Program.</p> <p>Increased family participation in school events</p> <p>Increased participation of male members of WPS community in school activities.</p> <p>As a result of successful community engagement the role is to be expanded to two days per week in 2020.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	267	274	301	348
Girls	231	249	297	343

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.1	95.8	95.2	93
1	95.1	92.4	94.9	92.6
2	93.7	93.9	95.3	92.6
3	94.8	93.6	94.7	94.5
4	93.2	95.1	96.7	93.8
5	95.4	92.5	96.1	93.7
6	94	94.2	96.2	92.5
All Years	94.3	94	95.4	93.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	29.78
Teacher of Reading Recovery	0.4
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
Teacher ESL	4.4
School Counsellor	1.6
School Administration and Support Staff	7.26

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,042,276
<b>Revenue</b>	7,208,471
Appropriation	7,000,204
Sale of Goods and Services	199
Grants and contributions	200,451
Investment income	4,593
Other revenue	3,025
<b>Expenses</b>	-6,861,833
Employee related	-6,234,492
Operating expenses	-627,341
<b>Surplus / deficit for the year</b>	346,638

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	668,537
<b>Equity Total</b>	725,749
Equity - Aboriginal	8,654
Equity - Socio-economic	19,159
Equity - Language	513,469
Equity - Disability	184,467
<b>Base Total</b>	4,668,519
Base - Per Capita	144,551
Base - Location	0
Base - Other	4,523,968
<b>Other Total</b>	587,643
<b>Grand Total</b>	6,650,448

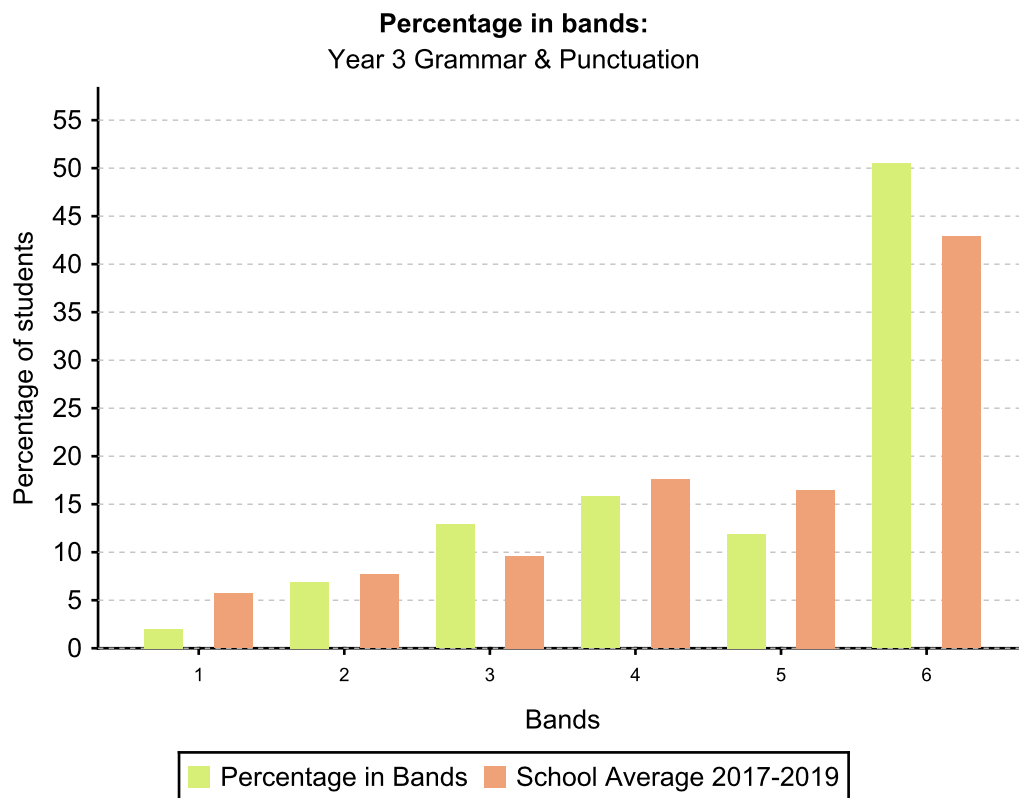
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

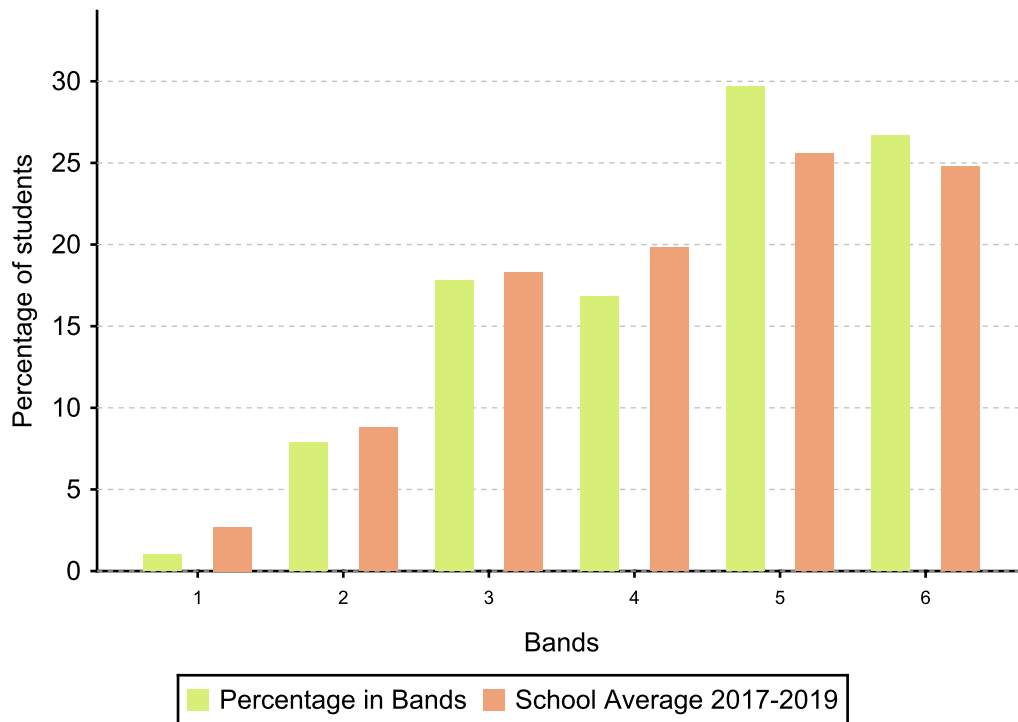
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



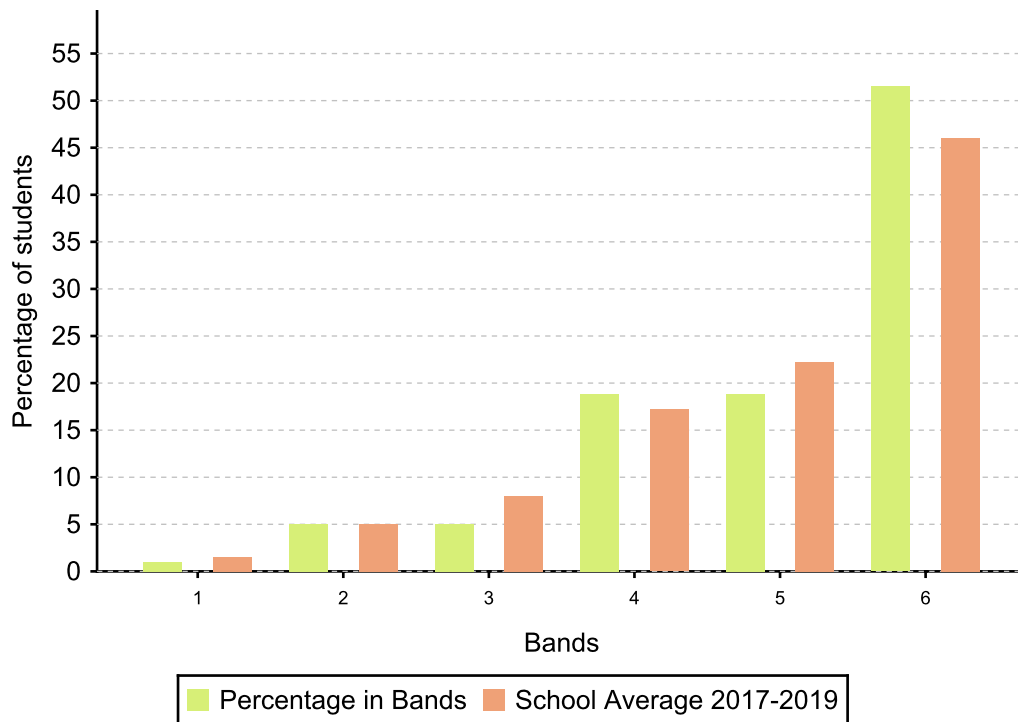
Band	1	2	3	4	5	6
Percentage of students	2.0	6.9	12.9	15.8	11.9	50.5
School avg 2017-2019	5.7	7.7	9.6	17.6	16.5	42.9

**Percentage in bands:**  
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	1.0	7.9	17.8	16.8	29.7	26.7
School avg 2017-2019	2.7	8.8	18.3	19.8	25.6	24.8

**Percentage in bands:**  
Year 3 Spelling

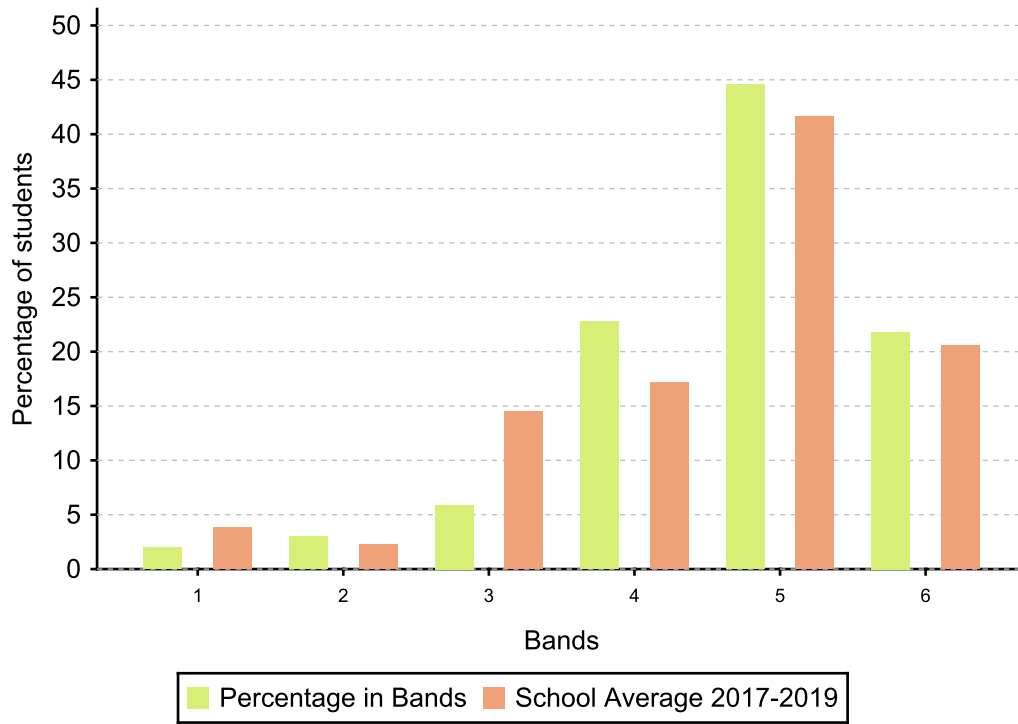


Band	1	2	3	4	5	6
Percentage of students	1.0	5.0	5.0	18.8	18.8	51.5
School avg 2017-2019	1.5	5	8	17.2	22.2	46



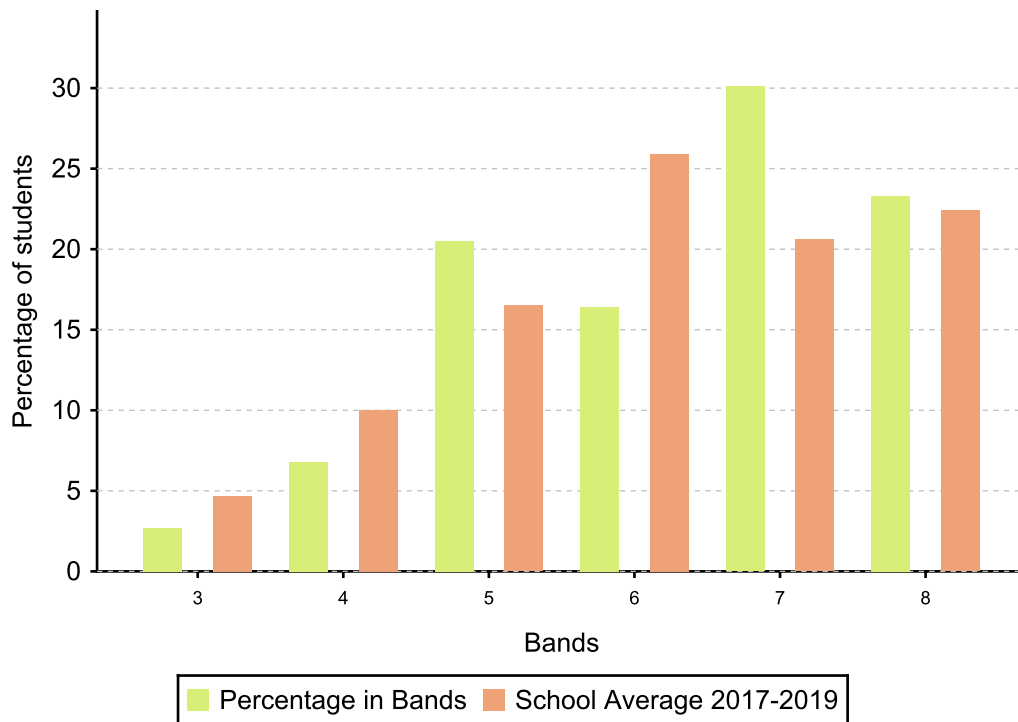
### Percentage in bands:

#### Year 3 Writing



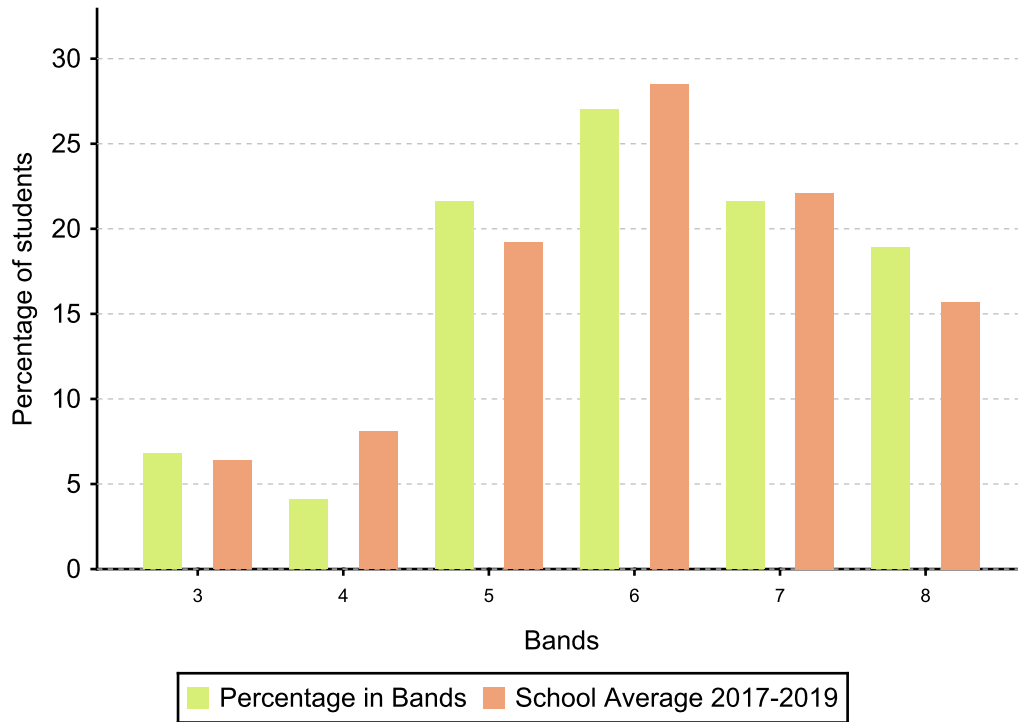
Band	1	2	3	4	5	6
Percentage of students	2.0	3.0	5.9	22.8	44.6	21.8
School avg 2017-2019	3.8	2.3	14.5	17.2	41.6	20.6

### Percentage in bands: Year 5 Grammar & Punctuation



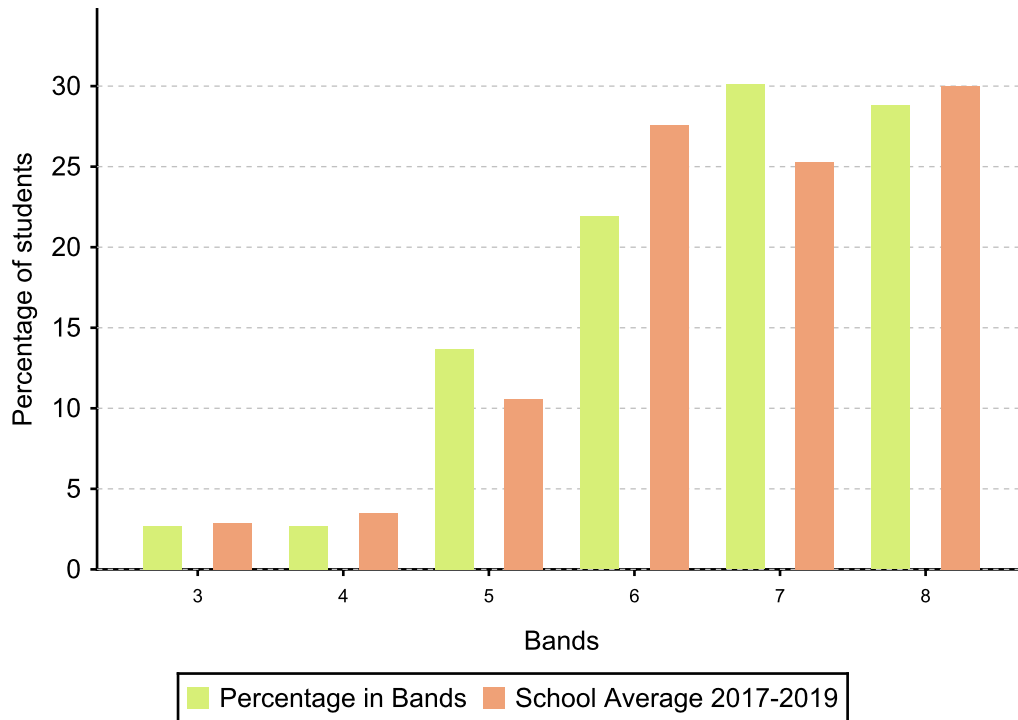
Band	3	4	5	6	7	8
Percentage of students	2.7	6.8	20.5	16.4	30.1	23.3
School avg 2017-2019	4.7	10	16.5	25.9	20.6	22.4

**Percentage in bands:**  
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	6.8	4.1	21.6	27.0	21.6	18.9
School avg 2017-2019	6.4	8.1	19.2	28.5	22.1	15.7

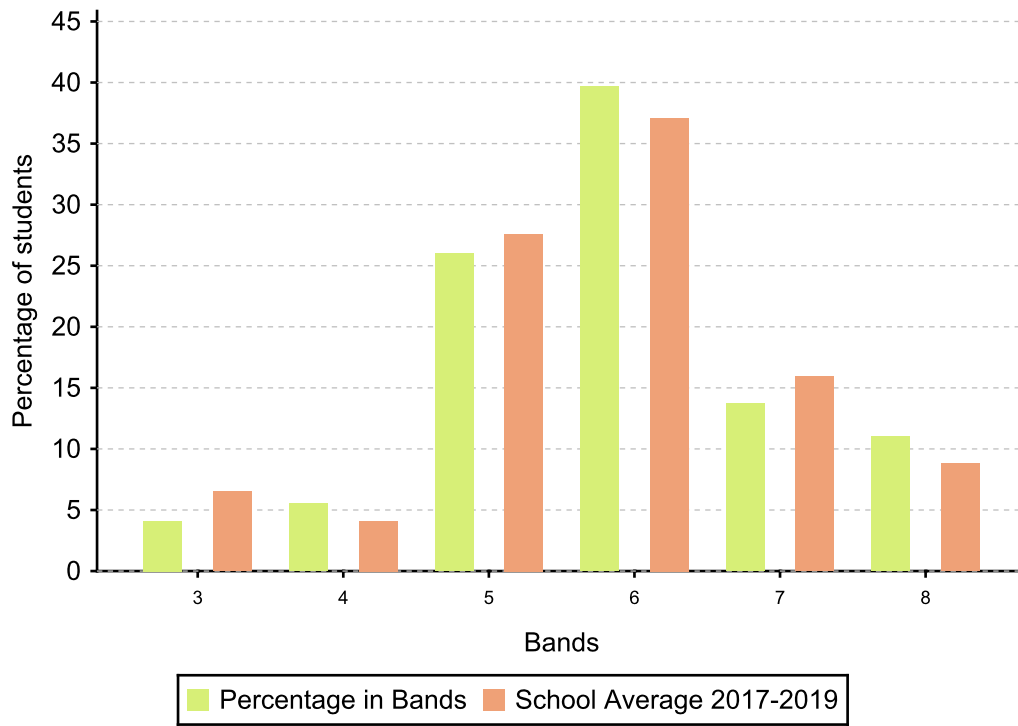
**Percentage in bands:**  
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	2.7	2.7	13.7	21.9	30.1	28.8
School avg 2017-2019	2.9	3.5	10.6	27.6	25.3	30

### Percentage in bands:

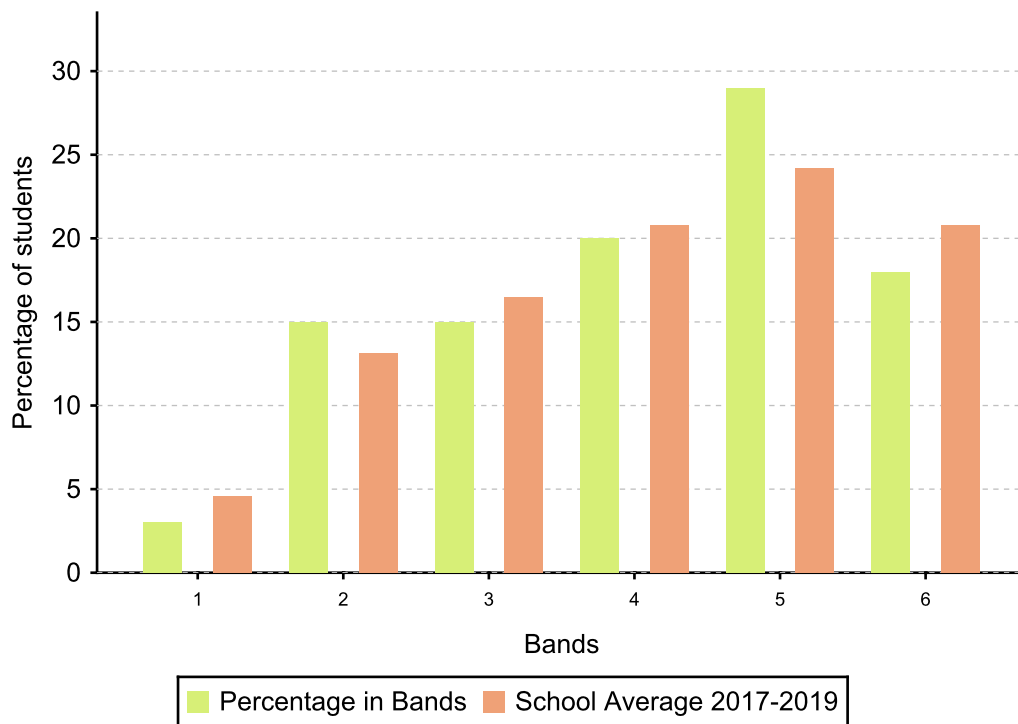
#### Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	4.1	5.5	26.0	39.7	13.7	11.0
School avg 2017-2019	6.5	4.1	27.6	37.1	15.9	8.8

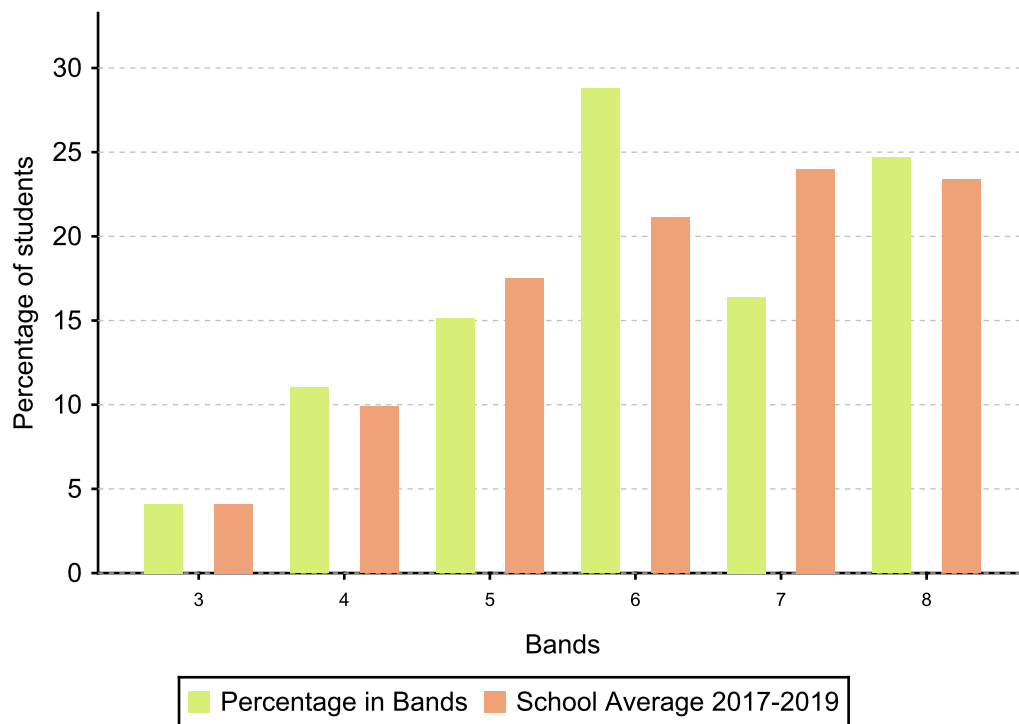
### Percentage in bands:

#### Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	3.0	15.0	15.0	20.0	29.0	18.0
School avg 2017-2019	4.6	13.1	16.5	20.8	24.2	20.8

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	4.1	11.0	15.1	28.8	16.4	24.7
School avg 2017-2019	4.1	9.9	17.5	21.1	24	23.4

# Parent/caregiver, student, teacher satisfaction

## Parent, Teacher, Student 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 2019 students, staff and parents participated in the Tell Them From Me Survey.

### Students

Students from Year 4, 5 and 6 in 2019 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.
- 88% of students indicated they experienced positive relationships at school. This has increased by 1% from 2017.
- 87% of students indicated they were engaged with their learning. This was above the NSW Government norm which was 78%
- 84 % of students indicated they aspired to attending University in the future.
- 30% of students indicated they experienced bullying. This was below the NSW Government norm of 36%.
- 45% of students indicated they felt challenged in their English and Maths classes and demonstrated reasonable skill in these areas.
- 82% of students felt they had someone at school who consistently encourages them and can turn to for advice. This is above the NSW Government norm of 77%

### Teachers

Our staff survey indicated teachers identified strong leadership, 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 16% of staff had been teaching for 16 years or more and 23% were in the first 5 years of their teaching career. Staff were surveyed about the four dimensions of classroom and school practices. 87% of staff believed school leaders are leading improvement and change. 72% of staff value quality feedback for students as a means of improving student outcomes. 81% valued collective responsibility and inclusiveness of all students with a particular focus on students with special learning needs and disability. 61% of staff value building the capacity of students and staff to effectively use technology. This identified an area of further development that is required in 2020.

### 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. In 2019 78% of parents indicated that they used the Sentral Parent Portal as the main method of receiving communication from the school. 97% of parents wanted to know more about Innovative Learning Environments and how they will be incorporated as part of the new building upgrade.

## Wellbeing Programs – KidsMatter and Smiling Mind

In 2019 Staff have reflected on training undertaken over the previous year and embedded this knowledge as part of the Social and Emotional Learning program which occurs for every class each Monday afternoon. All staff were also trained in the Smiling Mind program and implemented this program with students as part of a focus on improving and supporting students' mental health and wellbeing. Staff are also accessing the Smiling Mind app to support their own self care and wellbeing.

## Technology – Star time Film making survey

Staff were surveyed about their participation in the Star time film making session. Building the capacity of staff to utilise film making across various KLAS was a focus in 2019. Various classroom teachers and specialist staff associated with Stage 2 and 3 participated in the training session. 100% of staff indicated that they found the film making session engaging and relevant. 50% of staff indicated that they felt confident to transfer the skills learnt in the session to their own classroom.

## Robotics workshop survey – students

As part of the STEM program at Wentworthville Public School students in Stage 2 and 3 have been participating in Robotics Workshops. 98% of students indicated that they were engaged by the workshops and 46% found the Robotics workshops challenging. 96% of students articulated that they wanted more opportunities to participate in Robotics workshops in the future. The data helped to inform future directions in terms of incorporating Robotics as part of the STEM program.

### **Stage 3 Robotics Program Data**

In 2019 Stage 3 students participated in a robotics program and film making as part of STEM. Students were surveyed about their participation. For robotics 85% of students indicated that their participation in the robotics program improved their problem solving skills. 92% of students indicated that they developed their coding skills as a result of participating in the robotics program. 87% of students revealed that the robotics program inspired them to challenge themselves to try harder tasks. For film making 92% of students said it improved their public speaking, 88% of students said it helped them working in a team and 95% of students said it helped them with their confidence. As a result of these responses it was clear students were engaged and challenged and the robotics and film making program will continue in 2020.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

### PLP/Aboriginal students focus

An Aboriginal Education Committee was established in 2019 with five staff members across the school. The committee's aim was to raise the profile of Aboriginal Education at Wentworthville Public School. Committee members created a shared drive where staff could access classroom resources to develop school community understanding of National Sorry Day, Reconciliation Week and NAIDOC. We were invited to attend the Cumberland Council Commemoration for the first reconciliation at Pemulway. Four Aboriginal and Torres Strait Islander students, parents and our two school captains attended the event. In July, celebrations were held across the school for NAIDOC week. Chris Tobin, a local Darug man performed a Welcome to Country and spoke to students, staff and our parent community. To build our school community knowledge, signs were displayed showing common words written in English and Dharug. All students then attended cultural information sessions. Aboriginal themed artworks were created by students which were then displayed in Education Week for our parent community to view. Personalised Learning Pathways (PLP) were created for six Aboriginal and Torres Strait Islander students. Three way goal setting meetings were used to decide on common goals for the students. Meetings occurred with the Stage 2 AP, Aboriginal Community Liaison Officer and Aboriginal Education and Wellbeing Officer to discuss how best to support students and families. Students were supported in Terms 2–4 by an SLSO while working towards achieving their identified goals. Classroom teachers, Stage 2 AP and SLSO liaised to finalise the PLP before a review meeting with parents/carers in Term 4.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

### Anti– Racism Education

All teachers have the responsibility of adhering to the Department's Anti–Racism policy and supporting students to develop an understanding of racism and discrimination and the impact that these may have on individuals and the broader community.

The school has 4 trained Anti–Racism Contact Officers (ARCO). The role of the ARCO is to promote inclusiveness and investigate instances of racism. The school uses a range of opportunities to promote anti–racism and inclusion from whole school activities to class and individual learning.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

At Wentworthville Public School students come from a diverse range of cultural, linguistic and religious backgrounds. We are committed to building a diverse and inclusive learning environment that benefits all students including those from language backgrounds other than English. There are 95.70% of students coming from a LBOTE background with 40 different languages and 28 nationalities represented. Approximately 300 students received EAL/D support in 2019.

Total EAL/D allocation for 2019 is **4.4** (FTE)

EAL/D flexible funding allocation for 2019 is **\$43,919**

NAP allocation for 2019 is 2.5 (FTE)

### **2019 WPS New Arrivals Program**

The English as an additional language New Arrivals Program (NAP) provides initial, on-arrival intensive English support for newly arrived students at the beginning and emerging levels of English language proficiency. This support is in addition to the EAL/D support and is provided for up to four school terms.

The purpose of the program is to provide intensive English instruction to support newly arrived students' English language and literacy development and develop initial curriculum concepts and skills to support their participation in mainstream classes.

At Wentworthville PS we have approx. 50 newly arrived students. EAL/D NAP teacher will be supporting the identified students from week 1 Term 1 to week 10 Term 4. Mode of program delivery will be the combination of in class support and withdrawal.

### **Refugee Support**

The EAL/D teachers develop relevant and appropriate learning programs and transition programs that were implemented on an individual or small group basis to support students with refugee background. There were 6 identified refugee students at WPS in 2019. EAL/D coordinator facilitated professional learning to the staff in the area of 'Promoting Positive Behaviour and Learning – Assisting refugee students at school' to develop an understanding of settlement needs of refugee students and their families to enable the staff to support refugee students in our school.

### **EAL/D**

EAL/D specialist teachers engage in ongoing professional learning to develop leadership capabilities to support and lead colleagues to implement effective processes and practices across the school.

Beginning EAL/D / NAP Teachers undertook professional learning across a wide variety of educational programs and practices; most especially, TELL, Teaching Refugees in my classroom (TRIMC), ESL Scales, Using the EAL/D Learning Progression etc.

4 teachers were working towards achieving TESOL qualification (teaching English to speakers of other languages) and one of them completed at the end of 2019.

In addition to that, the EAL/D staff planned and facilitated a number professional learning sessions where Effective EAL/D pedagogies for EAL/D students are shared to promote differentiation in teaching and learning programs. LBOTE information is also shared across the staff to plan and implement programs that develop intercultural understanding.

Whole school EAL/D student support strategy was evaluated against the **EAL/D School Evaluation Framework** by a group of teachers to recognise school processes and practices that have been implemented to support EAL/D students at WPS. Levels of achievement were identified and strategies were planned to improve EAL/D practices. As a result, Quality Teaching Rounds were undertaken by the EAL/D team to become more aware of their strengths and what they can improve to help their students learn.

LBOTE Parents are updated on the progress of their child each semester through a written report. EAL/D teachers are also involved in the parent teacher interviews if required.

### **Harmony day**

Harmony Day at WPS recognises our cultural diversity and ensures a strong sense of belonging by promoting acceptance and intercultural understanding. All classes across the school contribute to the day by creating multicultural posters, wearing cultural costumes and participating in the Harmony Parade.

Families are welcome to attend the Harmony Day Assembly.

### **Other School Programs (optional)**

#### **The Multi-Categorical Support Unit**



The MC (Multi-Categorical) Support Unit at Wentworthville Public School is an integral part of the school. Our aim is to provide as normalised an educational experience, whilst meeting each student's individual needs within the classroom. The MC Support Unit is made up of three Multi-Categorical classes that cater for students with a moderate to severe intellectual disability and/or Autism. All students have Individual Learning Plans and Student Profiles. The MC Support Unit has a taxi bay (for students who utilise the Assisted Travel Program), 1 demountable and 2 x permanent classrooms with a gated Special Purpose Area (SPA) for play and fitness. Each room has 7 to 8 students with a teacher, a School Learning Support Officer (SLSO) and caters for Kindergarten to Year 6. Our classes are based around needs, stage and ability groupings and provide, where needed, inclusion plans, transition plans, behavioural plans and healthcare plans. All places in the MC Support Classes are reviewed annually to ensure that students are in the most appropriate program available.

### **MiniLit**

In 2019 two staff members were trained to deliver MiniLit to Year 1 students needing small group intervention to develop their early literacy skills. All Kindergarten students were assessed in December 2018. These results along with assessments completed on new enrolments were used to establish two groups of five students to access the MiniLit program. Each lesson comprised of the explicit teaching of reading skills in order to improve phonemic awareness, phonics knowledge, fluency, vocabulary and comprehension. Ten students began MiniLit lessons in Term 1, nine students were accessing the program in Term 4. There was movement throughout the year with some students moving to another school and new students coming on to the program. All students demonstrated growth in their early literacy skills when assessed in Term 4. Some students were not present for every lesson due to absences and other students will require further support in Year 2 to further develop their skills.

### **School leaders program**

The school leaders program is an opportunity for Year 6 students who have been chosen by their peers to be leaders in the school for 2019. The eight students who were chosen have participated in many school initiatives to support and help Wentworthville PS move forward. Key areas that the school leaders ran 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 2019**

120 students from Wentworthville Public school participated in the School Representative Council (SRC) during 2019. The students were voted for this role by members of their classes.

The SRC provides students with a variety of leadership opportunities throughout the year. At the beginning of their term they participated in a half day leadership workshop developing an understanding about their role as an SRC representative, developing communication skills and facilitating their understanding about being part of a committee. They learnt about the importance of their role which is to be a 'student voice' representing their peers and the wider school community. They attended weekly meetings and shared SRC information with their classes. The school captains met weekly with the Principal to share the minutes from the meetings.

In 2019 SRC reps from Ballimore Public School participated in one of our student leadership workshops. This was a successful partnership and students shared experiences about being an SRC representative in different school environments. They collaborated about how they could extend their skills and develop their 'student voice'.

The SRC raised \$2928.00 over the year with four fundraising events.

Term 1– The SRC organised and ran a cake stall raising \$798.90 which was donated to the Clean Up Australia Day Foundation. The students had a representative from the Foundation visit them during a weekly meeting to accept the donation.

Term 2– They hosted a 'Pyjama Day' raising \$570.50. These funds were used to purchase lego for a lunchtime lego club activity.

Term 3– The annual SRC disco raised \$1258.60. The money from this event was donated in two ways. \$1000.00 to Stewart House and \$258.60 worth of books was donated to our sister school Ballimore Public School.

Term 4– 'Crazy Hat and Hair Day' raised \$300.00. This money was used to purchase craft materials for a lunchtime craft club.

## **Positive Behaviour for Learning**

Positive Behaviour for Learning (PBL) in classrooms continued across the school in 2019. This year the PBL team and the Wentworthville PS staff cohesively developed the mission statement which resulted in The PBL Mission being – to promote a positive, supportive and 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.

PBL Data continued to be collected and analysed by the team. This data is then discussed with the LST team to support students with intensive and individualised behaviours.

Staff took part in professional learning sessions by the PBL team to update the schools Matrix and the newly developed playground behaviour pink and white slips. These were implemented into current school wide PBL practice.

To support the new and existing parent community, the PBL team put up new class and direction signs around the school so they could navigate their way around the school.

To support sun protection, the PBL team implemented a whole School Hat Blitz. PBL team members sold hats of a morning before school and teachers use 'Caught you being Good' awards to promote and encourage desired behaviour of wearing a school hat daily. Hats were also put on sale in the office. Data collected showed an increase of school hats worn across the school for sun protection.

## **Kindergarten Orientation**

The Kindergarten 2019 intake process began in early Term 2. Approximately 90 families attended a parent information session in early Term 4 which provided families with relevant information about the school and also the upcoming orientation program.

Incoming Kindergarten students were then formally welcomed to attend and experience three orientation sessions. These sessions provided opportunities for the child to engage in school experiences and play and for our teachers to make observations and learn more about the student's individual needs. The sessions were held in classrooms and were responsive to school readiness activities. Parents at this time attended further information sessions targeted at understanding school routines and procedures and preparing their child to transition to school. As a result of our Kindergarten Orientation program, the vast majority of students took part in a very successful transition to school program and therefore made a settled and smooth start to the beginning of their primary school education.

## **Pre–School Links**

There are 16 early learning or pre–school centres nearby to the school. Each centre was visited by the Assistant Principal of Early Stage One early in Term 3. The visits help to establish and enhance positive partnerships with a focus on improving transition from the early childhood setting to the school setting. Parent Information Nights were provided at 3 of the centres to give parents additional information about transitioning and an opportunity to ask questions.

Two of the local centres then also attended additional orientation sessions at the school. At these sessions, the pre–schoolers attended as a group and were supported by their Early Learning Educators. These sessions gave further opportunity for students to familiarise themselves with the school in context and again for our teachers to get to know the students. These students also participated in our whole school Book Parade which was an enjoyable experience.

Some of the Stage Three teachers and students were also involved in collaborating with one of our local pre–schools. This opportunity again enhanced the pre–school partnership as our students visited the preschool on a regular basis to assist the Early Learning Educators to deliver some of their programs to students. This initiative was effective in helping to build the leadership qualities and skills of our students and again to improve and build upon our community links and partnerships with our local pre–schools.

## **2019 Sporting Achievements**

Wentworthville Public School helps students develop their sporting skills in variety of ways. In 2019, WPS collaborated with professional AFL coaches and took part in Cricket Aus training programs to improve students' skills. Fundamental skills were developed through continued work with Sports in Schools Australia and teachers' school sport lessons. The continued commitment to skill development that starts in kindergarten and the teacher & student dedication to PSSA training led to wonderful achievements. In Summer PSSA, our Newcombe Ball Black Juniors came in 1st place and our Newcombe Ball Black Seniors achieved 2nd place. In Winter PSSA our Junior Netball team came in 1st place. Wentworthville Public School also has T–Ball, Soccer, Cricket, AFL and League Tag Teams. Particular student achievements include: Ali Elmasri making selection in Seven Hills/Wentworthville PSSA Zone Touch Football team and

Krish Mehta making selection in Sydney West Cricket team. Wentworthville took part in the Premiers Sporting Challenge and has continued to take part to help students monitor their fitness and understand its importance.

### **2019 PSSA achievements:**

SUMMER: Newcombe Ball Black Juniors: 1st place/premiers and Newcombe Ball Black Seniors – 2nd place

WINTER: Junior Netball – 1st place/premiers

ZONE PSSA: Krish Mehta: Selection in Sydney West Cricket team. and Ali Elmasri: Selection in Seven Hills/Wentworthville PSSA Zone Touch Football team.

### **School Activities**

Wentworthville Public School introduced the role of an Activities Coordinator in 2019 to manage and provide an eclectic range of opportunities to the whole school population during first and second play breaks, Monday to Friday. Each day, spaces on school grounds were transformed to cater to existing student interests as well as stimulating the uptake and growth of new interests and behaviours. Staff across the school worked with the Activities Coordinator and Executive Staff to provide a rich and engaging lunchtime timetable that expanded on the traditional approach to playtime.

One of the central aims of the program was to build on the depth of extracurricular experiences on offer at Wentworthville Public School. The program was founded on the belief that students can thrive and grow as learners and people if exposed to diverse and holistic educational experiences. The activities encapsulated social, physical and wellbeing domains, recognising that each is essential for student growth. Furthermore, it was hoped that the development of these domains would impact positively on in-class behaviour and build capacity to engage with academic studies. A clear link exists between physical activity and wellbeing. Having physically active students on school grounds not only benefits physiological health, but also maximises the likelihood that students are energised, happy and ready for learning.

A number of whole school measures were introduced throughout 2019 to promote the activities program and its ongoing success. An effort was made to develop consistent, whole school language in relation to play spaces, designating 'active' and 'passive' areas, both of which included structured lunchtime activities. For instance, a village green play space was set up which consisted of passive, non-physical activities such as chalk drawing, Lego building and over-sized board games. Alternatively, new basketball courts were constructed and the cricket nets were equipped at first and second breaks. An array of sporting and fitness equipment was alternated each day in designated active areas in the playground and a WPS Ninja Warrior course was set up by senior students.

A standout activity conducted throughout the year was the 'Wenty Walking Group'. Each week up to thirty students led by a staff member and student leader walked laps around the perimeter of the school grounds for the duration of first break. The walking group was popular amongst the student cohort, with a total of eighty students from K-6 registering to participate over the course of the year and wear the high visibility vests.

The Activities Coordinator ordered and outlaid physical activity sets for each WPS class at the beginning of 2019. Sets of equipment were modified based on grade, with an emphasis on larger, sporting equipment for older students and developmental play equipment for younger students. The initiative aimed to provide equitable access to play equipment and provide all students with the opportunity of being active while at school.

Other activities set up throughout 2019 included: a 'super over' cricket competition; stage based soccer competitions; class based dodge ball competitions; whole school handball knockout and round-robin competitions; stage based hockey matches; a touch football round-robin competition; and a K-2 games club.

The benefits of the lunchtime activities program were extensive. A number of staff reported improved behaviour and a stronger sense of belonging from students who participated in lunchtime sporting competitions. During play breaks on any given day, the play spaces were transformed. It was clearly evident that students had adopted a more active approach to play. Students could be seen connecting and engaging with their peers through the avenue of planned and non-planned games and play. In line with Wentworthville Public School's dedication to nurturing student wellbeing (Strategic Direction 3: Social and Emotional Wellbeing), the activities program produced a fun environment that was conducive to growing communication skills, collaborative play, teamwork, sharing and friendship, while keeping young bodies and minds fit and active.

### **Library 2019**

The school library is the hub of the school, every student has an opportunity to access this well-resourced learning environment. Our collection of quality literature and resources is continually growing providing students with a variety of reading material to further develop their reading skills, research skills and love of literature.

The library's teaching and learning program for 2019 focussed on 'Connecting students to authors, illustrators and quality literature'. This was achieved in numerous ways including several incursions with popular authors and illustrators. The

students had the opportunity to meet Oliver Phommavanh, Nat Amore, Liz Ledden, Yves Stenning, Martin Chatterton and Jules Faber. A team of Librarians from Cumberland Council Libraries visited our school to do a Book Week show for the kindergarten students. These incursions provided the students with opportunities to interact with the authors and illustrators, to listen and learn new strategies for their own story writing, to ask questions and overall promoted reading within our school community.

The Stage 3 students hosted a Book Festival for the whole school to celebrate 'Book Week'. They worked collaboratively to set up a series of stalls featuring their favourite authors and illustrators, they ran games, quizzes, drawing competitions, they did dramatisations of their favourite part of the book and created digital book trailers plus much more. All students in the school were invited to dress up as their favourite book characters on the day of the festival and were able to walk around the stalls interacting with the activities and displays available. Families were also invited to the event. Jules Faber a very popular illustrator / author attended the festival signing autographs and sharing his illustrative techniques with students. This was a very successful event and the 2020 Stage 3 students have already started planning their book festival event.

The library monitors engaged in numerous leadership opportunities within the library and within the wider community. They attended to Children's Book Council of Australia (CBCA) Book of the Year award event in the city with 300 other school students. One of our students presented a book review at the event and another student participated in a quiz on stage with author Sue Whiting. Our Library monitors came second in a Book Week quiz winning some books for our school library.

We had 24,507 books borrowed from the library during 2019. That is a lot of 'reading'!

575 students completed the Premier's Reading Challenge in 2019.

2020 Library theme is 'Connecting Students to Quality Literature'. We are exploring a variety of literature types both printed and digital to discover the key elements to quality literature. What makes a great book? How do we source accurate information? How can we develop our reading skills? We are continuing to connect with authors and illustrators.

### **Building updates and information booths**

In 2019 Grindley Constructions were contracted to our building site. A start up GC21 meeting involved senior school executive, the General Assistant, Mace project managers, Fulton Trotter, SINSW and the site manager from Grindley Construction.

Regular building update flyers are communicated to the school community to ensure clear and authentic communication. In addition to this information booths were also held to enable key stakeholders to receive up to date information regarding the building upgrade. Staff receive weekly building updates via a formal communication meeting at the beginning of each week. PRG meetings are held on a fortnightly basis which are represented by SINSW, school senior executive, the school General Assistant, MACE project managers and Fulton Trotter architects. Senior executive, the General Assistant and the site manager are also involved in weekly site meetings.

In 2019 Wentworthville Public School received five new demountables due to the scheduled demolition of five classrooms in A Block as part of the building upgrade. In addition to the five demountables we received another nine demountables due to the enrolment growth at our school. As an integral part of the scheduled scope of works and demolition, hoardings were erected for the new G Block building as well near the Yandina area for H Block, which will be the new school hall.

Staff have been building their capacity in readiness for the innovative learning environments as part of the new building upgrade of facilities. A team of nine staff are involved in the Schools Learning Environments and Change (SLEC) team which have worked together to prepare a transition strategy that will develop our teachers' confidence and capabilities to utilise innovative learning environments within our school when the building upgrade is complete.

In 2019 a time capsule dating back to 1988 was unearthed due to its location residing on the site where excavations and construction will occur. Past students and staff were invited to attend as well as school student leaders. The event was recorded by the Parramatta advertiser and the Daily Telegraph. It was an enriching experience to see the contents of the time capsule which portrayed life in 1988.

### **Parent Portal**

In 2019 the Sentral Parent Portal was established at Wentworthville Public School and is the main communication platform available to our school community. Currently over three-quarters of the school community have registered for the parent portal and have linked their child's account via the Parent portal app. This platform has enabled our school community to receive important updates and notifications, view their child's attendance and submit absence reasons. A future direction will be to use other parent portal features such as parents receiving academic reports via their parent portal.

## **Local Schools Community Fund**

In 2019 Wentworthville Public School was successful in a submission for the Local Schools Community Fund. The successful submission enabled us to receive a \$3000 grant to support and engage our school community in particular families with students with disabilities and our new arrival families. The funds will be used to purchase a coffee machine for our Wenty Community Hub to enable our families to participate in a coffee and a chat program as well it will be used during our parent workshops. This will assist in further engaging our school community and creating a positive inclusive culture.

## **Community Liaison Officer**

In 2019 our Community Liaison Officer Helen Huynh conducted various successful and informative Triple P Parenting sessions for our school community. The sessions were well attended and positive feedback from parents indicated a better understanding and confidence in transferring the skills they learnt from the program to their own family life. Parents involved in the program advocated for a continuation of the Triple P Parenting program in 2020. In addition to the Triple P Parent program other parent workshops for Kindergarten parents were conducted in Term One 2019 to develop an understanding for parents about how to support their child at home with their learning. This workshop had over 70 parents that attended and parent feedback demonstrated an improved knowledge of the requirements of the NSW curriculum and expectations. At the end of each term our Community Liaison Officer organised social outings for our school community who were involved in the parent programs throughout the term.

## **Road Safety**

The school liaises with the Holroyd Council concerning road safety matters. As the school is experiencing a significant increase in new enrolments and entering a re-build phase, there have been changes to pedestrian and vehicle access to the school.

The school has a supervised pedestrian crossing on Station Street which provides a safe journey for the majority of students who reside on the eastern boundary. There are 2 unsupervised pedestrian crossings on Fullagar Road and a bus stop outside the main gate, which provides a supervised entry onto the bus for students who use this service.

With the limited parking availability around the school for parents who drop off and pick up their children, a Kiss and Drop Zone in Monash Street was developed, authorised by the Holroyd Council. This has resulted in a safe facility for the parents of the school in dropping off and picking up their children by vehicle at the Gate 9 entrance in Monash Street.