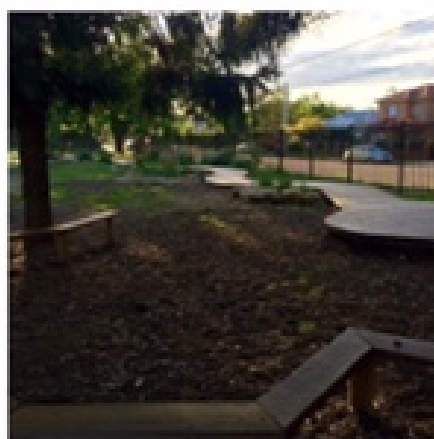


2020 Annual Report

Wentworthville Public School



3423

Introduction

The Annual Report for 2020 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

Wentworthville Public School
70-100 Fullagar Road
WENTWORTHVILLE, 2145
www.wentwthvil-p.schools.nsw.edu.au
wentwthvil-p.school@det.nsw.edu.au
9631 8529

Message from the principal

ASR 2020 - Principal Message

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 130 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. The new school hall was delivered as part of Stage One works for the commencement of the 2021 school year.

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.

2020 was a very unique year as we faced the challenges of a global pandemic with the impact of COVID 19. The students, staff and community at Wentworthville Public School responded incredibly well and worked as a team, as together we navigated uncharted territory.

Despite a period of online / at home learning, 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 despite our different way of operating as a school in 2020, we continued to be guided by the PBL core values of being safe, respectful learners.

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. This was absolutely evident last year when the staff virtually had to pivot overnight and support student learning at home and online. 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

What a roller coaster ride this year has been for all of us. It's hard to believe how quick our last year of primary has gone. COVID 19 definitely threw us for a loop! Restrictions, learning from home and the building construction currently going on in our school.

Although a positive learning from home experience was the in between snacks! Besides that I'm sad to say goodbye to Wenty although high school is just around the corner.

We are definitely looking forward to starting high school.

It wouldn't have been possible without our amazing Stage 3 teachers, Mr Wong See, Miss Ly, Mrs Rafidi, Mrs Boersma and Mr Gilson. Thank you for all the support you have given us.

We will definitely remember all the fun and crazy times we've had at Wenty and especially the experience of being school captains. On behalf of all the leaders, we would like to thank Mrs Lockrey for her support and guidance throughout this year.

For those of you who have started from Kindergarten all the way to Year 6 at Wenty, doesn't it feel like an accomplishment? Definitely does to us. Completing primary in just one school is a pretty good achievement. COVID for our LAST year of school is pretty rare.

As well as being school captains this year, COVID definitely restricted us from many things and learning from home was difficult at some points. We couldn't see our friends, we couldn't play freely not to mention NO HANDBALL, that was pretty tough. When we did return to school it felt amazing, almost back to normal. COVID did teach us a lot though.

Thank you Mrs lockrey and everyone here at Wenty. It's time to sign off as school captains for 2020. All the best for the incoming Stage 3 2021 and the 2021 leadership team.

Neeti and Neel Patel

Captains 2020

School vision

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. 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.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2020 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

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>Literacy problem of the day as a lesson break or lesson warm up. Designed and delivered by stage representatives from the Strategic Direction 1 team.</p> <p>Some staff provided with co-teaching opportunities when possible in trial spaces. Co teaching model introduced in professional learning in Term 4 and further expanded in 2021.</p> <p>During PDP Annual review discuss the need for considering a 2021 individual goal around use of new ILE spaces.</p> <p>Term by term audit of resources in various locations in preparation for move to new building space - Keep, throw, purchase so not all left to last minute before move to new spaces when occupation occurs</p> <p>Literacy Boost data demonstrates student growth for those participating in the program.</p> <p>Professional learning conducted for new staff on Literacy and Numeracy progressions and data from PLAN2 analysed during Stage meetings and SISA collaborative sessions</p> <p>QTR pilot conducted with Year 2 and 3 in Term 3 and 4 2020 and evaluation indicate success of initiative and future directions to expand beyond 2020.</p> <p>What works best update 2020 document Professional learning for all staff to model and implement best practice.</p> <p>High Potential and Gifted Education committee established and provide PL for staff. Form created by LaST for staff to fill in for identified HPGE students.</p>	<p>Opportunities for this have been impacted due to COVID, once guidelines are put in place. This can be achieved.</p> <p>Funding and time for each grade during SiSA has allowed for this to be achieved. \$112 086</p> <p>QTR \$18 000</p> <p>Literacy Boost budget \$1000</p> <p>HPGE casual relief for committee to complete professional learning \$1 100</p> <p>Training for new staff in Literacy and Numeracy Progressions. \$3 000</p> <p>Resource purchase for stocktake</p> <p>\$2 910</p>

Progress towards achieving improvement measures

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)
<p>New whole school JAMF system allows for easy access to download app.</p> <p>QTR to be expanded in 2021 following success of 2020 trial.</p> <p>Technology team linking with APPLE, Microsoft and Pendle Hill to develop 2021 plan for school and community.</p> <p>Grade time during SiSA allowing for all grades to meet on a regular basis.</p>	<p>The visit to BellaVista and Pendle Hill PS may be able to be achieved through zoom. This has the potential to reduce costs.</p> <p>Funds allocated for staff to attend the 3 rivers program.</p> <p>Additional \$10,00 in funds to be allocated in Term Four for QTR to expand in 2021</p> <p>\$4,000 allocated for technology team to attend Edutech</p>

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

Evaluation	Funds Expended (Resources)
<p>Semester One reports 2020 were modified in line with Department guidelines to reflect the Learning from Home period as a result of the impact of Covid.</p> <p>Template for EAL/D reports using EAL/D learning progressions for students K-6. LaST reports to include Literacy boost.</p> <p>Class builder was successfully used to formulate 2021 classes, with teacher provided with professional learning and support.</p> <p>Parent Portal to remain the key method of communication with parents.</p>	<p>Class builder feature in Sentral purchased. \$1 398</p> <p>School Interviews annual subscription \$200.</p>

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)
<p>Executive staff actively engaged with Rochelle Borton in order to develop as a team and as individual leaders with professional learning sessions as an executive team and opportunities for individual sessions. All teaching staff participated in a whole day professional learning session which focused on building and establishing high performance teams.</p> <p>The student, teachers and families have benefitted from the purchase of online subscriptions during the Learning from Home period. These subscriptions continue to be used in classrooms and students can access this through the library Oliver portal.</p> <p>A successful Literacy Boost program was implemented K-6 in response to the Learning from Home period. Students were identified through data analysis and teacher referral and provided with additional small group support. This initiative allowed for the transition to Covid ILS support offered by the Department in 2021.</p> <p>Staff needing professional learning in Literacy and Numeracy Progressions were identified and provided with a one day</p>	<p>Eduinfluencers coaching and mentoring program \$22 770</p> <p>Eduinfluencers Staff Development Day \$4 290</p> <p>Purchase of text for Executive Team (Professional Capital Transforming Teaching in Every School) \$249.63</p> <p>Purchase of literacy resources and subscriptions to World Book Online and Clickview.</p> <p>New staff training in PLAN 2</p> <p>Literacy Boost funded through QTSS x 15 days = \$7 500</p> <p>SiSA annual cost \$112 086</p>

Progress towards achieving improvement measures

professional learning opportunity. Teams continue to analyse data in targeted elements of the Progressions.

Next Steps

ILE pedagogy to be embedded as part of the teaching and learning cycle to inform differentiation and how Assessment takes place in the new spaces.

Covid ILS implementation as a follow up to Literacy boost to support students with literacy. Data collected to analyse growth and success of the initiative.

Build capacity of all staff about the co-teaching model and planning process to support student outcomes.

Literacy and Numeracy progressions to be a focus for planning and assessment. PLAN 2 data analysed regularly in stage meetings and SISA sessions.

HPGE team to continue to develop enrichment opportunities for identified students and support staff with students identified as High Potential and Gifted in their class.

What Works Best document will underpin best classroom practice and continued building of capacity of all staff.

Quality Teaching Rounds to be expanded beyond 2020 to include Years 1-6 to build and strengthen quality teaching principles. Professional learning in Term 1 2021 for all staff Years 1-6 and implementation in Term 2 2021.

Technology team to support whole school in embedding the use of technology into programs.

Working with external technology companies (Apple and Microsoft) to develop whole school transformation programs to benefit staff, students and community in the use of technology.

Deliver curriculum specific PLs for integrating technology.

Design learning experiences and programs that align with digital technology curriculum.

Develop classroom management strategies with technology using SLEC resources both in linear and ILE spaces.

Create a backup strategy for user content (Online platform for storing programs and files).

EAL/D reports will continue to reflect EAL/D learning progressions for students K-6. Latest EAL/D advice regarding reporting to parents will be followed in the 2021 reporting period.

Wellbeing platform on Sentral to be used by PBL committee to record behaviour and awards. Wellbeing section to be modified to suit school context.

Increase parent registration on parent portal and monitor data regarding families who utilise parent portal daily. Kindergarten families to sign up by end of Term 1. Use parent portal to send Semester 1 2021 reports in a digital format in addition to printed copy.

Build capacity of other staff such as ICT committee to be trained to set up reporting period in Sentral to ensure sustainability and shared knowledge.

Data team set up across the school to analyse data on a regular basis.

Executive team to be trained in data through the book 'Putting faces on the data'.

Staff to continue to be trained in literacy and numeracy progressions.

Staff to analyse work samples and plot PLAN 2 data together to best support students.

Continue the partnerships with Eduinfluencers and Rochelle Borton.

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)
<p>Communications with parents via online communication systems have increased and been successful. Face to face meetings have been more difficult this year due to Covid guidelines however communications have been successfully maintained using Zoom and phone calls. Workshops for parents have been delivered effectively via Zoom or phone conference calls.</p> <p>Enrolments are now more efficiently completed and data captured.</p> <p>Staff are now more effectively using Sentral for calendars, understanding the uses of the parent portal, daily communications and the weekly overview of the school bulletin. Staff continue to be supported with PL with regards to reports.</p>	<p>Sentral system. \$24 308.49 for 3 year subscription.</p>

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

Evaluation	Funds Expended (Resources)
<p>Many online resources have been provided to parents and carers. Surveys have sought feedback from parents. Increased online and phone communication with parents.</p> <p>Parent Mentors were conducted in Term 1 but were put on hold. Community Liaison Officer has established communications and supported families at the school by conducting regular Zoom sessions.</p>	<p>Community Liaison Officer 2 days per week. \$21 000.</p>

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>Effective ongoing communication and consultation regarding changes within the school and school build. Communication clear with parents on build.</p>	<p>Cheeky Monkey engagement \$316.25</p>

Progress towards achieving improvement measures

Education week was about doing things differently with no parents onsite.

Weekly site meetings were ongoing.

Survey Monkey annual subscription
\$300

3 Rivers Project \$11 000. Casual
release days additional.

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

Evaluation	Funds Expended (Resources)
<p>Awards System has been reviewed by PBL and executive at school and will be restructured to include new levels of achievement and recognition for outstanding behaviour. In 2021 the WOW system will be introduced and used by whole school on a term basis.</p> <p>New logo will continue to be investigated in 2021.</p> <p>Where appropriate with COVID guidelines, some groups (Cool Kids Music and Chess) have been included back on site.</p> <p>SRC has been reestablished with a new COVID friendly restructure.</p> <p>Music for the bells has been changed on a regular basis .</p>	<p>SRC training day \$250.</p> <p>Student Leaders Camp \$2 109.60</p>

Next Steps

WPS will ensure ongoing identification of new staff and provide professional learning in the use of Sentral as needed. WPS will increasingly use additional features of Sentral. The parent portal will continue to be promoted and used as the main form of communication with parents and carers.

Online enrolment processes will continue to be used and refined.

The video resources available on the WPS website will be referenced and added to as needed.

The Community Liaison Officer will continue to develop and deliver tailored programs to parents and carers with a move back to onsite face to face sessions as Covid guidelines allow. Opportunities will be sought to engage parents and the community and will be a focus in the 2021-2024 Strategic Improvement Plan.

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)
Due to COVID-19 restrictions, P/L was not delivered to staff as only online methods were available. Executive staff recommend face to face delivery of components to staff. A 2021 staff survey will be shared to determine the number of staff requiring particular P/L for each component and plan of delivery set up.	

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)
The Tell Them From Me Survey was completed by staff and students, providing a valuable opportunity to give feedback which will influence future directions at our school. Data collected will be shared and analysed with staff in 2021. During the learning from home period, staff ensured every student was known, valued and cared for by tracking parent and student communications. The connections established with families continued when students returned to face to face learning.	

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)
Wellbeing programs across the school delivered to ES1, S1 and S3. A S2 focus is required for 2021. Life Skills-Empowering Human Intelligence could be a possibility for Stage 2 as there resources online and are available for the parent community as well. SEAL Stage 2 ('Unplugged') could also be a possibility.	SEAL program K-2 \$21 575 Interrelate Year 5 \$4 521 Life Education Whole School

Progress towards achieving improvement measures

Staff and student feedback about the SEAL program was it was a very beneficial program. Due to COVID-19, delivery of the program was later in the year (Term 3-Stage 1 and Term 4-Early Stage 1)

As part of SiSA programs, students were able to develop their physical education skills especially during COVID-19 times and during building upgrades. A focus on team building through sports was highly beneficial for all students involved. During SiSA time, staff were able to engage with future focussed learning programs and develop activities and programs for stages that places student at the centre of decision making. A future goal is to implement Smiling Minds wellbeing programs across the school. Resources have been purchased and a whole school program has been developed in readiness.

\$6 858.50

Smiling Minds/Wellbeing resources as part of \$20 000 library budget.

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

Evaluation	Funds Expended (Resources)
New Hall to be used in 2021. ICT Hall and Library use at break times was well utilised by stage groups. Extra playground supervision was required due to increased monitoring of student arrival and dismissal during Covid 19 restrictions. A number of extra-curricular activities were unable to continue due to COVID-19 including choir, Bollywood Dance and recorder groups.	Increased playground duty supervision before learning time in the morning. Playground resources \$5 000. Purchase of flexible furniture \$23 318.90 Purchase of computers/iPads \$108 596.62

Next Steps

Communicate with new 2020 and 2021 staff members to establish who may require face to face P/L from Be You website and delivered by executive staff.

Continue to administer the Tell Them From Me survey to staff, students and the community in 2021. Data team to analyse 2020 data and share insights in stage teams strengths and where to next for further development.

Aspirational teachers invited to join discussion group led by principal to work through 'The Five Dysfunctions of a Team' book. Opportunities promoted and created for executive team and aspirational staff members to work with EduInfluencers throughout 2021 as part of school wide leadership initiative.

Interrelate program for Year 5 students delivered in Semester 2.

School House Captains to organise playground equipment to be used by students during break times (Connect Four, hoops, skipping ropes). Roster developed for ICT (Hall) and Library student use during break times. Cricket nets available for use during break times.

Support unit to conduct PL of Autism awareness across the school.

LST to implement support for HPGE policy.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$6 490.00) 	<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>
English language proficiency	<p>Stage Planning Days - Term 4 for teams to meet budgeted from ELP funds.</p> Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$65 630.00) 	<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 EAL/D 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>
Low level adjustment for disability	<p>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.</p> <p>NB Funding is combined with individual Funding Support to provide a comprehensive package of support to students.</p> <p>(\$98 996).</p> <p>NB Funding is combined with modest Refugee Student Support to provide a comprehensive package of support to students</p> <p>(\$2 831).</p> Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$66 709.00) 	<p>In 2020 the Learning and Support Team (LST) consisted of all executive staff, the Learning and Support Teacher (LaST), the school counsellor and EAL/D representatives. The LST met on a weekly basis, with fortnightly K-2 and 3-6 focus, inclusive of Support Unit. 71 students received direct support from the LaST or the School Learning and Support Officers. The LST process of referrals and procedures underwent a review and at the beginning of 2020, updated procedures were put in place. LST forms were reviewed and updated in June of 2020 to ensure accurate recording of data and consistency in referrals.</p> <p>In 2020 five students received Integration Funding Support which was used to employ School Learning and Support Officers (SLSO). SLSOs were deployed strategically to support these five students in class and on the playground in consultation with parents and students. Review meetings were held at the end of 2020 to develop goals for 2021. Disability Support Funds were used to employ a SLSO to support students across the mainstream who required additional assistance for behaviour and learning.</p>
Quality Teaching, Successful Students (QTSS)	FTE 1.231	<p>The QTSS teacher allocation is utilised within the school to release teaching assistant principals one day per week to support 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 the school plan.</p> <p>QTSS is also used to support staff who have been identified as Grade/Stage coordinators</p>

Quality Teaching, Successful Students (QTSS)	FTE 1.231	<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.</p>
Socio-economic background	<p>Funds used to support Life Education costs \$6 858 and SEAL Social and Emotional Program K-2 \$21 515.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$22 163.00) 	<p>Funds available support students and families experiencing financial hardship to enable access to educational learning opportunities and build access to curriculum experience.</p> <p>A modest amount of funds are set aside to support families in financial difficulty with regard to 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>
Support for beginning teachers	<p>Funding Sources:</p> <p>Support for beginning teachers (\$4 375) x 1 staff member (2nd year)</p>	<p>At Wentworthville P.S, all first- and second-year beginning teachers who are receiving funding have been allocated a mentor for 2020. The key roles of the mentor are to support beginning teachers to improve their own teacher practise. 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. 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 release, key websites and key reading.</p> <p>In 2020, the Beginning Teacher Network action plan scheduled four network meetings and two conferences to support teachers in their early years of teaching. However, due to Covid-19, these events did not take place. Organisers of the network have developed an action plan to host four network meetings in 2021, via virtual or face to face modes in line with Covid-19 guidelines.</p> <p>The HAL network was not held in 2020, however a staff member was actively supported to complete his application for accreditation at the highly accomplished level. The staff member plans to submit his application in Term One 2021.</p>
Principal School Support	<p>Resources</p> <p>\$37 428</p> <p>NB Some funds carried</p>	<p>Use funds to pay higher duties for an AP off class as DP. EOI process put in place and successful candidate operational in 2020. This will address the increase of need as school grows and complexities of new build</p>

Principal School Support	<p>over due to no face to face Parramatta PPC and State Principal Conferences due to Covid.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$37 428.00) 	<p>and planning required for Principal time.</p> <p>Top up of SAO role (0.062) in Admin team to fund a full day of 0.2 in office. Use additional hours to support SAO time to work on website and produce fortnightly newsletter for community engagement.</p>
Literacy and Numeracy Allocation	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Literacy and numeracy (\$24 616.00) 	<p>The funding allocation to the school was used to build the Literacy and Numeracy resources within the school.</p> <p>Funding was used to implement a Literacy Boost program to support students at risk of falling behind in their learning after the Covid Learning from Home period.</p>
Community Engagement officer	<p>Targeted Flexible Wellbeing Funds utilised to fund two day a week program. Approx \$21 000.</p>	<p>In 2020 the Community Liaison Officer planned multiple parent information sessions and the Triple P Parenting Program. Due to Covid these programs were delayed and implemented via Zoom in Term Three. The Triple P Parenting Program was successfully completed in Term Four 2020. Many online information sessions, such as student reports, curriculum and wellbeing sessions were held, with strong parent engagement over Zoom. During the Learning from Home period the Community Liaison officer was in regular contact with families to support students learning from home and their families. The Community Liaison Officer had a positive impact on the school community and will continue in 2021. As 2020 is the last year of access for the school the CLD program will be planned and budgeted from 6101 c/f funds for the 2021-2024 school plan.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	274	301	348	352
Girls	249	297	343	360

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.8	95.2	93	90.2
1	92.4	94.9	92.6	88.4
2	93.9	95.3	92.6	90.3
3	93.6	94.7	94.5	92.2
4	95.1	96.7	93.8	92.4
5	92.5	96.1	93.7	90.5
6	94.2	96.2	92.5	91.8
All Years	94	95.4	93.2	90.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	29.99
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
Teacher ESL	5.6
School Counsellor	1.6
School Administration and Support Staff	7.47

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,388,915
Revenue	7,416,809
Appropriation	7,324,987
Sale of Goods and Services	724
Grants and contributions	86,820
Investment income	1,579
Other revenue	2,700
Expenses	-7,433,844
Employee related	-6,718,890
Operating expenses	-714,954
Surplus / deficit for the year	-17,035
Closing Balance	1,371,880

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.

	2020 Approved SBA (\$)
Targeted Total	112,816
Equity Total	893,866
Equity - Aboriginal	6,490
Equity - Socio-economic	22,163
Equity - Language	678,181
Equity - Disability	187,032
Base Total	5,449,016
Base - Per Capita	170,532
Base - Location	0
Base - Other	5,278,484
Other Total	582,154
Grand Total	7,037,852

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers and about the school and in 2020 the COVID 19 guidelines and the Learning From Home Period. The opinions and ideas of parents, students and teachers are highly valued. Suggestions are incorporated into planning and ensure setting high expectations for students at Wentworthville Public School.

In 2020 students, staff and parents participated in the Tell Them From Me Survey.

Students

Students from Year 4, 5 and 6 in 2020 completed the online 'Tell Them from Me' survey in Term 1 and again in Term 4. COVID 19 and Learning from home occurred during the survey participation which may have impacted how students responded to the survey. The key findings from the surveys include:

- 84% of students indicated they had a high sense of belonging. This remained the same as 2019.
- 87% of students indicated they experienced positive relationships at school.
- 85% of students indicated they were engaged with their learning. This was above the NSW Government norm which was 78%. This result was also 2% down from 2019 and COVID 19 may have attributed to this decrease.
- 39% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Government norm for this category is 53%.
- 81 % of students indicated they aspired to attending University in the future.
- 25 % of students indicated they experienced bullying. This had improved by 5% from 2019. This was also below the NSW Government norm of 36%.
- 37% of students indicated they felt challenged in their English and Maths classes and demonstrated reasonable skill in these areas.
- 83% 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%. In comparison 85% of girls and 82% of boys experience positive advocacy at school.

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 29% of staff had been teaching for 16 years or more and 45% were in the first 5 years of their teaching career.

Staff were surveyed about the four dimensions of classroom and school practices. 78% of staff indicated they see the importance of using data to inform practice. This will become a school initiative in 2021 to ensure staff become data literate. 66% of staff feel confident to embed technology as part of best practice in the classroom. This will become an area for development for 2021. 80% of teachers use inclusive practices to support a range of abilities in the classroom. 73% of teachers value feedback as a tool to improve their pedagogical and classroom practice. 81% of teachers believe the school clearly communicates the strategic vision and values for Wentworthville Public School.

Parents

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

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

79% of parents felt their child was safe at school and that the school promotes safety of students. 73% of parents believed the school was inclusive and catered for students from a range of abilities. 79% of parents were aspirational for their children and had high expectations for their future path. 87% of parents indicated they would recommend the school to other parents.

Learning from home surveys

Stakeholders were surveyed post the learning from home period to ascertain information about their experiences whilst learning from home. Generally the feedback was positive and reflected how stakeholders felt informed and supported during this period.

Students

94% of students indicated the learning from home period was a positive experience. 62% indicated they were fully supported by teachers during the learning from home period. Students outlined they missed the social connection during the learning from home period and wanted more interactive sessions such as zoom to build the connection with their peers.

Teachers

86% of Teachers found the Wenty Online Work (WOW) that was created for students to be beneficial. During the learning from home period teachers used a new platform called Google Classroom to deliver work and give feedback on learning. 50% of teachers indicated they would continue to use this platform beyond the learning from home period.

Parents

99% of parents indicated that their child had access to a device and internet during the learning from home period. 76% indicated their child found the work engaging but needed help to complete the activities. 92% of parents felt they had adequate support and communication from the school with the learning from home WOW work.

Wellbeing Programs - Kids Matter

Our school wellbeing programs have included the Kidsmatter Framework in previous years. Kidsmatter is now Be You. Some elements of the Kidsmatter program were to be implemented with new staff, however, due to COVID-19 restrictions, the professional learning could not be delivered face-face which is our preferred method. Staff were able to access some professional learning online through the Be You website. This learning included topics about resilience and family partnerships.

Wellbeing Programs - Interrelate

The Moving Into the Teen Years Interrelate program was delivered to Year 5 students from mainstream and support classes. The sessions were held in Term 4 with students participating in three 90-minute sessions over three weeks. The focus of the program was to acknowledge personal differences and promote respect for, and acceptance of others, increase awareness of personal safety and protective behaviours, develop students' understanding of physical development at puberty, and provide strategies for managing these changes. Students were also given a handbook to take home and share with their parents/carers. Before the student sessions, a parent information session was presented via an online platform with over 19 parents participating in the live presentation and another 7 parents accessing the recorded presentation.

Wellbeing Programs - Rock and Water

Through our ongoing partnership with Cumberland Council, 40 Year 6 students had the opportunity to participate in the Rock and Water program in Term 4. The facilitators delivering the program worked alongside students and teachers in order to build self-confidence, self-respect and self-reflection skills with the students. The sessions ran for 8 consecutive weeks and each week, students worked to develop understandings about who they are, their intuitive feelings and their personal direction. Students also learnt to stand strong and negotiate using verbal approaches as well as learning to consider alternatives to aggression.

Wellbeing Programs - Got It!

Got It! is a school-based early intervention program for young children with emerging disruptive behaviour problems. The program consists of a universal component, to assist all parents and teachers at the school to enhance their management of children's behaviour problems, as well as a targeted component, for families with children who are experiencing difficulties with disruptive behaviour.

Five students from K-2 participated in activities such as recognising and expressing emotions; developing social skills; and using the "Stop Think Do" method to help manage strong emotions and problem-solve in difficult social situations. This was presented in a fun and interactive way through the use of stories, games, role play, puppets and craft.

The parent group focused on: emotion coaching skills; the importance of the parent-child relationship; enhancing parenting skills and strategies through education and the development of behaviour management plans; helping parents to understand their child's behaviour and needs better; emphasising the importance of support in parenting and working together with other carers to manage child behaviour; self-care for parents; increasing understanding of the influence of one's family of origin on parenting; and considering how to maintain the gains made during the group.

Partners and other support people were invited to attend a partner session over the phone on two occasions during the term to involve them in the behaviour change process. All couples from five families attended the first partner session, and one couple attended the second partner session over the phone.

Teachers of children in the targeted group attended three consultation sessions with Got It! staff during Terms 2 and 3. The purpose of these sessions was to assist teachers to reflect on and better understand the child's behaviour and their

responses to these behaviours; implement approaches to responding to the child's challenging behaviours; and support a consistent and collaborative approach to managing these children's behaviour both at home and at school.

Both written and verbal feedback from parents of the targeted group indicated many positive outcomes from the group.

Teachers reported that changes in children's behaviour have also been reflected in the classroom

The feedback from the universal program was positive, with teachers reporting that they felt emotion coaching allowed children opportunities to express their emotions in a safe environment. It was also reported that learning about different parenting styles was helpful and that the information sessions were informative.

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

To commemorate the first reconciliation at Pemulway, Cumberland Council invited students to attend a ceremony in May. Due to COVID-19 restrictions, we were unable to attend the event. Classroom teachers created Personalised Learning Pathways for 8 Aboriginal and Torres Strait Islander students in Term 2. Some goals were formed after consultation with families during the learning from home period during COVID-19. Support for the students working towards their identified goals began in Term 3. Students received in class SLSO support twice per week, with the Stage 3 Assistant Principal, SLSO and classroom teachers communicating regularly to ensure students were on track.

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.

Multicultural Education

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 over 96% of students coming from a LBOTE background with 40 different languages and 28 nationalities represented. Approximately 300 students received EAL/D support in 2020.

At WPS, teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and providing opportunities that enable all students to achieve equitable education and social outcomes.

- Total EAL/D allocation for 2020 is 5.6 (FTE)
- EAL/D flexible funding allocation for 2020 is \$65,630
- NAP allocation for 2020 is 2.0 (FTE)

EAL/D

The EAL/D team participated in as well as facilitated several professional development sessions focused on the EAL/D Learning Progression and ESL Scales. Classroom teachers were familiarised with the structure and content of the Progression and Scales. Staff experienced two sessions of Consistent Teacher Judgement (CTJ), using samples of work from the beginning of the year and comparing these samples with the levels of the Progressions as a stage during stage planning days.

In preparation for entering EAL/D data on ERN, staff participated in EAL/D meetings and stage meetings, looking at how to make a judgment of a student's achievement using the EAL/D Progressions and undertook online professional learning on how to enter data in ERN.

The EAL/D team was involved in CTJ by conducting Assessment for and of Learning of the EAL/D students across K-6 at the beginning and the end of every term - feedback from teachers indicated their improved ability to share EAL/D learning goals, engineer effective classroom discussions, provide meaningful feedback and quickly gather data on EAL/D student learning.

The EAL/D team analysed literacy and numeracy data of EAL/D students in NAPLAN and EAL/D phases in EAL/D Annual Survey. This involved analysing trend data to identify specific students for targeted interventions in literacy and numeracy according to their needs. EAL/D coordinator liaised with staff to plan and implement differentiated teaching practice that focuses on the needs of the individual student. As a result, student learning outcomes are improved as indicated by moving up phases on the EAL/D Learning Progressions and PLAN data.

The EAL/D coordinator facilitated professional learning sessions to the beginning EAL/D, NAP and classroom teachers 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.

Teaching English Language Learners (TELL)

Since 2017, to encourage Message Abundance and to embed high quality EAL/D teaching pedagogy in classrooms, every year newly appointed permanent and long-term temps. /casuals are provided the opportunity to complete TELL program. In Terms 3 and 4, EAL/D coordinator facilitated the TELL program where participants used Moodle and Zoom platforms in response to the change to whole school procedures as a response to Covid -19. 12 WPS teachers participated and successfully completed the Program in 2020.

2 teachers were working towards achieving TESOL qualification (teaching English to speakers of other languages) during 2020.

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.

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 teachers supported the identified students from week 1 Term 1 to week 10 Term 4. Mode of program delivery is the combination of in class support and small group withdrawals.

In 2020, WPS was selected and led the trial of NAP Automating Application Process being conducted by the Multicultural Education team in conjunction with CESE. As a result, a refined and improved new application process is rolled out to schools to support newly arrived students and WPS received NAP allocation of 2.0 EFT to support newly arrived EAL/D students.

The EAL/D teacher coordinator collaboratively worked as a part of the school leadership team to conduct a Situation Analysis. This involved collecting, collating and presenting current EAL/D data to the executive team and Director Educational Leader to inform the Strategic Improvement Plan (SIP) to determine future directions for the school.

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 9 identified refugee students at WPS in 2020. 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.

Other School Programs (optional)

3 Rivers for Learning

In 2020 3 Rivers for Learning was a research to practice professional learning opportunity, led by Ann McIntyre, for a group of 8 staff including 5 executive and 3 lead teachers. The program focused on implementing change in an educational context.

The program engaged the team in four seminars as well as inter-sessional activities such as academic readings and critical reflection as a team on what we had learnt and read. This provided us a platform to engage in how new teaching teams into the future are created for the use in the new innovative learning environments, a part of the new build. As a team we discussed and considered what was important when implementing change to ensure all staff members will be supported and engaged in the change of practice in the school.

The team found this professional learning to be highly engaging and relevant for the school's future directions. The research that was conducted through the academic reading and critical reflection of the material was highly rewarding and relevant to the end goal of implementing a change in school operation.

Inclusion

Wentworthville Public School is committed to Inclusive education which means all students can access and fully participate in learning, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Students in the MultiCategorical Support Unit access curriculum through a range of inclusion opportunities. This involves the development of Inclusion Plans to access ability groups across the school in Numeracy, Literacy, Creative Arts, HSIE, PDHPE, Science, Library, ICT and Religion classes. During 2020, 6 students on inclusion plans, attended mainstream classes of Maths groups, Handwriting, Creative Arts, Library and Geography lessons. All students attended varying religion classes. School Learning Support Officers supported students as needed and programs contained reasonable adjustments with differentiated, learning and assessment activities. Inclusion Plans ceased due to COVID -19 work from home in Term 1 and Term 2. In Term 3, school resumed, however, COVID -19 restrictions prevented Inclusion Plans from occurring. In Term 4, the Inclusion Plans resumed with 4 students on Inclusion Plans accessing mainstream classes and 4 students from mainstream accessing the Support Unit for differentiated learning in Maths groups. Transition to Mainstream Plans also occurred allowing 2 students to transition out of the Support Unit back into their local mainstream school in 2021.

Building Upgrade of Facilities

In 2020 the upgrade of facilities at Wentworthville Public School has continued.

The project includes:

- * 31 new permanent learning spaces
- * a new hall and library
- * a new special education area
- * new administration and staff facilities

In 2020 Block H construction commenced. Block H includes The hall, OOSH facilities, canteen and uniform shop. Handover of Block H occurred in January 2021 and signified the completion of Stage 1 Part A of the upgrade of facilities. As part of the completion of Block H a new entry gate to the hall area was constructed. This will be an additional entry point to the school. The Yandina area was also upgraded to include two new cricket nets. One located at the rear of Block H and one on the Yandina area. The upgraded Hall AV costs were \$65 537.25 and electrical upgrades (B and C Blocks) were \$12 420.

Construction of Part B which includes 30 permanent teaching spaces (G Block) has begun. Landscaping works will also occur in Stage 2. This is scheduled for completion in July 2021.

Stage 2 includes the refurbishment of A Block (6 learning spaces) and the new administration and staff facilities and is scheduled for completion in early 2022.

Stage 3 and 4 includes the new special program rooms (F Block) and COLA works and is scheduled for completion in mid 2022.

Sport in Schools Australia - Teacher Collaboration Time

Wentworthville Public School has been very dedicated to presenting a vast array of opportunities for both teachers and students even with the impact of COVID 19. The school implemented the whole school SISA program with COVID safe procedures and practices in place to provide valuable opportunities for staff to work, collaborate and learn together with their teams to enhance pedagogy, analyse data, engage in additional professional learning and ensure high quality teaching practices. Having the opportunity to meet outside of stage meetings during SISA collaboration time, enabled teams to form relationships, develop trust and build capacity. The implementation of the program also provided opportunities for students to participate and engage in high quality learning and educational experiences that align with the PDHPE component of the K-6 syllabus. Each term students participated in three SISA sessions where they engaged in a range of activities to help improve their fundamental movement skills, athletics and gymnastics skills, sports skills, social skills, and dance skills run by professional sports teachers. To ensure the safety of staff and students, SISA teachers were required to do a temperature check when they arrived onsite, delivered activities that required minimal sporting equipment and used hand sanitiser before changing rotations. The school also assigned an SLSO to hand sanitiser duty during SISA sessions to ensure that students sanitised their hands after using equipment.

Kindergarten Orientation

The Kindergarten 2021 intake process began in early Term 2 2020 with the advertisement of sessions and also by contacting the local pre-schools. In early Term 4, approximately 100 families attended a parent information session which was via Zoom due to COVID restrictions. These sessions were well received by our incoming families and provided them with relevant information about the school, school readiness and also the upcoming orientation program. Incoming Kindergarten students were then formally welcomed to attend and experience school via an orientation session. Each child attended at least one session which allowed each child an opportunity to engage in their first school experience of learning and play and for our teachers to make observations and learn more about the student's individual needs. The sessions were staggered over three days to reduce the amount of people coming on site due to COVID restrictions. Sessions were held in classrooms and were responsive to school readiness activities. Unfortunately, due to the COVID restrictions, parents at this time were unable to attend formal information sessions however they had opportunity to ask questions and clarify any concerns to assist with building their understanding of 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. This year due to COVID restrictions, personal visits to each centre were not possible. Instead, each centre was emailed and phoned to help establish and enhance a positive partnership with a focus on improving transition from the early childhood setting to the school setting. Information was provided via a PowerPoint presentation linked from our school website to give parents additional information about transitioning and an opportunity to ask questions. It is anticipated that in 2021, pre-school partnerships will be re-established allowing for further opportunities to collaborate and improve our Kindergarten Transition Program.

Literacy Boost

During the Learning from Home phase of COVID, it was identified that some students in K-2 may require additional support or assistance with regards to targeted early literacy skills. Students were targeted specifically from data collected, namely their reading levels, phonemic and phonological knowledge. Small groups were established and differentiated programs were delivered to students over a few sessions per week. This expanded into Years 3-6 continued until the end of 2020.

This initial support has greatly assisted with the successful implementation of the DoE funded 2021 COVID impact Literacy Support program. Identified students across Years 1-6 continue to receive explicit teaching for targeted key areas in Literacy and Numeracy. The program has been enhanced with the increase in teacher allocation and funding and is therefore impacting positively with more students and greater frequency of teaching.

Library

The library is the 'Hub of the school'. It is a community space for students to collaborate, create, communicate, connect and engage in critical thinking and innovative practise. The library is accessible to all students throughout the week both through weekly library lessons and during play times. The library has a well-developed and diverse collection of books and resources available to the whole school community.

The library's teaching and learning program for 2020 focused on 'Connecting students to quality literature and reading for pleasure'. 2020 was the year for reading for pleasure as many students spent periods of time in lockdown at home. Lockdown provided them with opportunities to read for enjoyment, to read with siblings, and to listen to stories being read to them by family members. During the time when students were completing the schooling from home the librarian created a series of videos of her reading stories from the library, these videos were posted in the online google classrooms for students to enjoy. Ms Hall invited other teachers, and executive staff including the Principal to read stories for the students. These videos were available on the library website for all students and families.

13,005 books were borrowed from the library during 2020! This is a remarkable number of books considering that we had implemented COVID 19 procedures in the library which consisted of a reduced number of loans per child and the quarantining of all books returned to the library.

Due to the COVID 19 pandemic the library accessed a variety of online and digital book platforms for students to use at school and at home. These platforms included, StoryBox library, World Book Online & World Book EBooks. Stories Online, ClickView and Epic Book Club. These platforms have been very popular with students and staff and they continue to be part of the library collection during 2021.

Some other library procedures that changed during the Covid pandemic included students accessing the library catalogue more readily from home. They were actively reserving books for borrowing, using the links to online platforms with authors and actors from around the world reading their books. All students at Wentworthville Public School use the self-borrowing terminals in the library to borrow regularly. Our school has a great reading culture which seems to improve each year.

Book Week was celebrated in Term 4 of 2020, which gave the stage 3 students plenty of time to create a virtual book festival. During their library lessons the students created digital presentations celebrating an author, illustrator or book series. They created innovative activities and interactive digital games, instructional videos and book readings to share with their peers and the whole school community. These presentations were added to a specially designed Book Week website and shared with the school community via a whole school Book Week Zoom meeting. The students came to school dressed as their favourite book character, classes' versed each other in a book week themed Kahoot game, class photographs of their costumes were displayed in the library for all to see. The 2020 Virtual book festival turned out to be a great Covid safe event that all students seemed to enjoy. Their feedback was very positive.

The library monitors missed out on attending their annual excursion in 2020, they participated in a virtual excursion instead. It just wasn't the same. The library monitors have again been dedicated, helpful leaders in our school community and have taken on roles to assist the operation of the library, to assist student peers enjoy and utilise the library space and assist classroom teachers find resources for their teaching and learning programs. Many read numerous books and provided the library with beautifully written book reviews. The Covid pandemic changed many aspects of their usual leadership program, however they all took it in their stride and continued to be strong leaders in our school community.

700 students completed the Premier's Reading Challenge in 2020! A remarkable achievement!

Top 6 books of 2020!

1. 'Whom the Ball Rolls.' #7 in the Dog Man series by Dav Pilkey
2. 'Secrets of a Schoolyard Millionaire.' by Nat Amooore. (A visiting author to our school in 2019.)
3. 'Movie Time.' #6 in the Hot Dog series by Ahn Do.
4. 'The Rainbow Fish and the Sea Monsters Cave.' by Marcus Pfister.
5. 'Weirdomania' #13 in the Weirdo Series by Anh Do and Jules Faber. (Jules Faber was a special guest illustrator at our 2019 Book festival.)
6. 'Pig the Winner' by Aaron Blabey.

SRC

A total of 55 students from all classes across the school participated in representing their classes.

The Student Representative Council gives students a place for student voice to be heard. Representatives were elected by each class at the start of the year for Semester 1, due to the impact of COVID-19 and the learning from home period the decision was made to retain the Semester 1 Representatives for Semester 2. These students were given the opportunity to bring ideas, concerns and feedback to their class. This promoted leadership skills, developed student confidence and gave students a sense of ownership of their school.

SRC Representatives developed their student voice by reporting back to their class and promoting school initiatives such as the School Sunnies program.

The students showed high levels of flexibility and adaptability during the year, as they had to contest with ever changing COVID-19 guidelines. This included having meetings split by stage and via Zoom to give students the ability to collaborate with other stages.

Activities Program

The 2020 activities program, organised by Mr Williams, took place despite some challenging circumstances relating to COVID-19 and the new build. The activities on offer were refined as their provision was limited to stage groups, rather than the broader student cohort. Given the limited playground space due to building constructions, activities were designed to offer structured, enjoyable opportunities for students to engage in physical activities without impinging on the safety and play space of the school population.

An emphasis was placed on catering for the acute needs of the Stage 3 student cohort. A Google Forms survey was distributed to Stage 3 students in order to obtain data about their ideas, suggestions and feedback in relation to current and future lunchtime activities. Acting on the data, a range of activities were created. A space was dedicated to boys, girls and mixed gender soccer games. The students also took advantage of the Stage 2 and Stage 3 cricket nets and basketball courts. Most notably, a weekly handball competition was created. A laminated knockout-style draw was placed beside the Stage 3 handball courts, detailing each individual match, played on a round-by-round basis. At first, competitions featured thirty two students, played across five rounds. The popularity of the activity grew each week, enabling the competition to expand to include sixty four students.

The activities, particularly those that targeted older students, played a critical role in addressing playground congestion. The designation of specialist activity spaces helped create safe, purposeful play environments across the school. Students also benefitted from learning a range of social skills, including those relating to sharing and teamwork, while engaging in team based sports and competitions. School leaders and sports captains received opportunities to build their leadership skills, as they played a key role in helping with the organisation and administration of activities. Furthermore, the sports captains enjoyed building prowess in designing and running fitness sessions for their peers, providing guidance and motivation for 'WPS Fitness Centre' members to complete challenging fitness regimes.

Walking Group

The 2020 Walking Group took place each Wednesday during first break throughout 2020. A significant amount of students, seventy two in total, registered to join the group. Each week, led by Ms Lisciotto, the walkers enjoyed the responsibility and freedom experienced in walking off school grounds, while also learning about road safety. The group enjoyed observing the local surrounds and making new friends while benefitting from the physical benefits of walking laps around the perimeter of school grounds.

Student Leadership Camp

As part of building positive partnerships with our local schools, WPS student leaders participated in a student leadership camp at Berry Sport and Recreation Centre in Term 1. Student leaders and staff from Pendle Hill PS and Darcy Road PS also attended the camp. The students had the opportunity to build their leadership skills while completing challenges along the way. The camp enabled students to develop ideas and work together to complete team-building activities. The partnerships established with students and staff across the three schools continued throughout 2020, however, COVID-19 restrictions limited opportunities to further develop ideas that were created at camp.

STEM activities

In 2020, all classes received K-6 ICT Technology RFF for one hour per week. The key areas of ICT lessons were STEM focused, with robotics, film making and virtual reality taught to all students across K-6. STEM technology was embedded into all K-6 programs allowing students to learn from using technology in their daily lives. Further supporting students in this area, technology student leaders were trained by the ICT RFF teachers to support other students in the classroom to learn through STEM in the classroom.

COVID 19 - use of technology to support students

During the COVID-19 learning from home period, Wentworthville PS class teachers received training from the school technology team to use Google Classroom. Through the training, online learning was provided to all students, creating a supported environment in a period of uncertainty for all. The success of the online learning has meant that this platform has been continued to be used as a form of communication for class teacher and students across K-6. Wentworthville PS also supported students during this period by providing the borrowing out of laptops for any family who required one. Over 40 Laptops were borrowed out, allowing for ongoing learning for all students at Wentworthville PS

Road Safety

The school liaises with the Cumberland Council concerning road safety matters, with Traffic Wardens and the NSW Police Highway Patrol randomly monitoring illegal parking near intersections, pedestrian crossings and bus zones located around 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.

The Kiss and Drop facility has been utilised by many families in 2020, resulting in the safe entry and departure of many students.

Sport

Wentworthville Public School had another great year of sport in 2020. Students engaged in fitness and sport activities guided by Sports in Schools Australia. We took part in the Premier's Sporting Challenge and discussed the importance of fitness. The government's Sporting Schools grant for 2020 was \$4 800 which was utilised to fund training sessions with Cricket NSW. Wentworthville Public School also collaborated with Cumberland Council to provide Goalball, a sport that was designed for vision impaired athletes, training sessions. Teachers also ran various sport and fitness activities with their classes throughout the year.