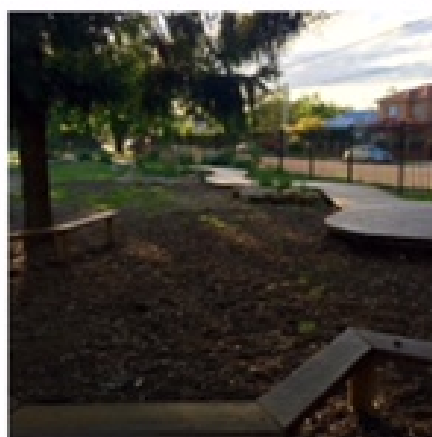


2021 Annual Report

Wentworthville Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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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 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 multi-staged program of works continued in 2021, despite COVID 19 interruptions to project deadlines and delivered our new school hall and Before and After School Care facility (Osh Club) as well as the major new G Block, consisting of 30 new Innovative Learning Environments, a new library and special programs space.

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.

2021 was a very challenging year as we continued to face 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 for a second year!

Despite a period of online / at home learning, our students have been consistently engaged in relevant, challenging and motivating learning experiences in a supportive online environment. All students within the school value their multicultural and harmonious learning environment and despite our different way of operating as a school in 2021, 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 continued to pivot to learning from home modes and support student learning at home and online and support the wellbeing of their students. I would like to acknowledge the dedicated work of the executive team who partner with me, 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. Can you believe how quickly our last year of primary has gone? Restrictions, learning from home, our new building and constant construction happening.

Although learning from home was a great time, it is good that we were able to come back and enjoy our last moments together as Stage 3. I especially loved our new flexible learning space, playing handball in the amphitheater and playing sports in the undercroft. I'm sad to say goodbye to Wenty however, high school is just around the corner.

I will remember all the great and fun memories we have had at Wenty and especially the experience of being school captain. As school captain this year, Covid restricted us from many things throughout the year, but I am glad we were able to accomplish some things this year with the leaders. We were able to go to leadership camp and make new friends along the way, we did notes for the school and we were able to go meet the Cumberland council mayor.

It wouldn't have been a great last year without our amazing stage 3 teachers, Mrs Rafidi, Mr Gilson, Mrs Boersma, Mr Williams, Miss Drewery, Miss Martelli, Miss Ly, Mrs Camilleri and Ms Moorhouse. Thank you for all your support during this year.

I would like to thank Mrs Lockrey and everyone who is here today. It's now time to sign off as school captain, but before I do, I would like to wish the incoming leadership crew of 2022 all the best. To all my fellow Year 6's, good luck for high school. Captain Jessica signing off. Thank you

Jessica Shakya

School Captain

Incoming Captains speeches

Levin: Good morning, Mrs. Lockery, teachers, parents, and fellow students. Firstly, we would like to thank Mrs. Lockery for providing this amazing opportunity to be school captain, as well as our parents for supporting us all the way through this journey.

Levin: Hello everyone, my name is Levin Bhattachan and I have been SRC in Year 1 and I have participated in all cross countries and participated in all swimming carnivals too. I am into music and movies. Aarushi: Hi, I am Aarushi Shah, and I have been in various positions and activities such as SRC, PSSA, Swimming carnival and etc. I am also a kind, caring and supportive person which always likes to help others out. I will also be the best school captain there has ever been.

Aarushi: We are honored to be captains of our school. We would also like to acknowledge those students and teachers who voted for us to be a school leader and for those students who did not vote for us we will still be your leader and will always be there for you.

Levin: We are very proud to be school captains and we will always be there to help you through any type of situation. We would also like to introduce the other members of our leadership team for 2022.

Aarushi: For the girls we have Aarushi, Hasini, Sania and Yuki

Levin: And for the boys, we have Aarush, Ashwin, Levin, and Vivaan.

Aarushi: We both are looking forward to working together with our team representing our school. Thank you all once again for supporting us throughout this intense month and we are all looking forward to 2022.

School vision

At Wentworthville Public School we are committed to educating and supporting all students and their families from a range of diverse, multicultural backgrounds in an inclusive manner so that they can achieve learning growth each year and be prepared for being confident, resilient, global citizens.

We encourage lifelong learning for students, staff and the community and have the lens of students at the centre of our decision making. Explicit teaching strategies within innovative learning environments are at the core of teaching so as to build strong foundations in literacy and numeracy to ensure students are engaged and challenged.

Together with the wider community we support each other and are dedicated to partnering with families to provide the best opportunities for the students to learn and grow. We are committed to positive wellbeing practices and encourage students to connect, succeed and thrive so they can be the best versions of themselves.

School context

Wentworthville Public School is a large growing primary school in Western Sydney that is undergoing a major Schools Infrastructure NSW (SINSW) 3 staged building upgrade to cater for 1000 students.

The school recognises the traditional custodians of the land and the diversity within our community. The school community is linguistically diverse, with over 40 different languages spoken at the school. Over 96% of our students are from a Non English Speaking Background and diversity at our school is a strength and celebrated. Disability awareness and inclusion is also a key feature of our school as we have 3 Multi Categorical support classes catering for students with disability and we also support many students with additional needs in mainstream classes. Information Communication Technology underpins the teaching and learning that occurs in the classroom and a range of STEM strategies are embedded within programs.

Wentworthville Public School has a highly dedicated staff, with diverse teaching experience, ranging from enthusiastic early career teachers supported and mentored by highly skilled and experienced colleagues. Teachers work across four stage teams, led by five Assistant Principals to create teaching and learning programs that provide a range of learning opportunities designed to meet the needs of the students. The school senior executive team consists of two Deputy Principals and a Principal. A large number of specialist staff, including teacher librarians, EAL/D staff, learning support teachers, school counsellors / psychologists, Community Liaison Officer (2 days / week) and non-teaching administrative and general assistant staff are all highly skilled personnel who provide extensive opportunities for students and add value to the service provided at Wentworthville Public School. The school also offers a range of diverse extracurricular activities including sport, technology and the creative arts as we support students in becoming Safe, Respectful Learners and encourage them to have a growth mindset in an ever changing educational landscape.

The school has completed a comprehensive and consultative Situational Analysis, incorporating the voice of students, staff and the wider community prior to the writing of the Strategic Improvement Plan. The three areas identified for Strategic Directions in the 2021 -2024 plan build on the previous school planning cycle's focus areas.

Student Growth and Attainment - Wentworthville Public School is committed to improving students' strong foundation and growth in Literacy and Numeracy. Evidence-based data will inform best practice in teaching Literacy and Numeracy across the school. Through High Impact Professional Learning (HIPL) teachers will adapt their practice and instruction so as to build deep content knowledge and confidence in students' ability to learn and be responsible citizens.

Effective Collaboration and Feedback - Wentworthville Public School is committed to developing quality teachers who collaborate and provide rich and purposeful feedback to colleagues and students. Effective collaboration is an integral part of the new upgrade of facilities at the school and expertise in Innovative Learning Environments ensures staff evaluate, refine and scale success.

Authentic Partnerships - Wentworthville Public School is committed to building authentic partnerships with all stakeholders. Through distributed, instructional leadership and building student voice, high expectations ensure that as a school we seek to continually improve.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
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	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure our students at Wentworthville Public School grow each year in their learning through consistent and explicit research based teaching practices.

Our staff will collaborate together and evaluate their effectiveness through student assessment data to enable teachers to adapt their instruction and build strong literacy and numeracy foundations for academic success.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy (with a focus on Reading) and Numeracy
- Data Informed Practices

Resources allocated to this strategic direction

Aboriginal background: \$6,589.00

Literacy and numeracy: \$44,847.00

New Arrivals Program: \$89,305.00

Summary of progress

In 2021 our key areas for growth in Strategic Direction 1 Student Growth and Attainment were Literacy (with a focus on Reading) and Numeracy, incorporating Data Informed practices.

Funding was allocated to facilitate the Data team working together to analyse individual student data and develop individual student goals with LAST and COVID ILS staff member input to support the improved learning of identified students. Building collective capacity of the staff and school community to use data was a key focus.

In 2021 the school introduced a 4-year trial of using the PAT Testing resource across Years 2-6 in Reading and Numeracy and Early Reading skills for Year 1 to establish a consistent assessment approach and would be managed by the Data team to inform teachers regarding student results and progress and areas for development.

The Year 2 and Year 4 teams engaged in an initiative with the Strategic School Support team and focused on Reading and vocab acquisition with a comprehension lens. This working party engaged in evidence based professional learning, implemented classroom practices and recorded student achievement (from both pre and post survey results) and evidence of improvement was shown through analysis of data. The working party then delivered PL to the whole staff to showcase teaching strategies and the importance of explicit teaching.

In 2021 executive staff led guided discussion in teams to support conversations about evidence -based practice in reading. The DoE Documents: Effective Reading - K-2 and Improving Reading Comprehension 3-8 were utilised and thoroughly engaged with, so as to enhance their understanding of best practices in reading. All teachers participate in professional learning sessions.

Attendance monitoring was a deliberate and distributed process where every student was known. The data team monitored attendance data and discussed this during collaboration time. The LST team has attendance on the agenda for all meetings which has led to increased awareness of individuals and their attendance data.

The High Potential Gifted Education (HPGE) team designed/set up various resources and other administrative documents for staff access in the WPS OneDrive; created a detailed HPGE database (K-6); established a HPGE research library; included a comprehensive set of resources on the WPS OneDrive; communicated key HPGE resources via staff meetings and emails. A number of HPGE students were identified at the end of 2021 and some students were identified in PAT testing with some off level testing in Term 4. The HPGE team engaged in PL sessions to build the team's capacity to support staff.

The PBL team updated the duty bags, pink and white slips, PBL matrix, PBL timeline of teaching points and their mission statement. They also conducted a hat blitz.

The EALD Leadership Initiative enabled the EALD Educational Leader based at WPS to provide professional development on using the EALD Learning Progressions to the EALD teaching team who will then provide PL to the whole staff. The EALD Educational Leader supported EAL/D staff in completing online NAP applications as new students

enrolled, so that up to date data could be reflected and NAP funding applied for as needed.

In 2022 we will continue to strive to improve the growth and attainment of all students by engaging in data informed process that effectively impact the teaching and learning cycle.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
NAPLAN-Top 2 Bands Reading Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system-negotiated target baseline of 42.0%.	Reading - In 2021 Year 3 students achieved 53.15% in the top 2 bands of Reading in NAPLAN. This was 11.15% above system negotiated target baseline. This data compared to 2019 results where Year 3 students achieved 56.44%. This was a decrease of 3.29% between 2019 and 2021. It is important to note that 2021 data is compared to 2019 data as NAPLAN did not occur in 2020 due to the impact of COVID 19. In 2021 Year 5 students achieved 40.45% in the top 2 bands of Reading. This was 1.46% below the system negotiated target. In 2019 Year 5 students achieved 40.54% in the top 2 bands of Reading. There was a decrease of 0.09%.
NAPLAN-Top 2 Bands Numeracy Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system-negotiated target baseline of 46.3%.	Numeracy - In 2021 Year 3 students achieved 46.85% in the top 2 bands of Numeracy. This was 0.55% above the system negotiated target. In 2019 Year 3 students achieved 47% There was a decrease of 0.15% between 2021 and 2019. In 2021 Year 5 students achieved 44.94% in the top 2 bands of Numeracy. This was 1.36% below the system negotiated target. In 2019 Year 5 students achieved 41.10% in the top 2 bands of Numeracy. There was an uplift of 3.84% between 2019 and 2021. It is important to note that 2021 data is compared to 2019 data as NAPLAN did not occur in 2020 due to the impact of COVID 19. In 2021 the Data Team was established (9 staff members across grade/stages and specialist staff) and held 6 data team meetings. The Data team pivoted during lock down to allow continuity, analysed PAT data, NAPLAN and Check In Assessments to look for patterns and trends. Stage representatives conducted data talks at team meetings and gave feedback from the PL Book readings: Putting FACES on the Data by Michael Fullan and Lyn Sharratt. As a result: <ul style="list-style-type: none">• Data informs intervention - top tier and intervention• Staff engaged in conversations about data. More open conversations about data across teams and stages were evident.• Supported co-teaching - shared collective responsibility.• Gather data from various stakeholders. There is now more awareness and open conversation about data. Staff have more confidence to analyse data due to building capacity during stage /grade reps during meetings. Next year, in the Data team initiative, we will make data more accessible for staff and ensure to build the capacity of staff to develop more confidence in analysing data which will inform the teaching and learning cycle. In addition, the Data team will also focus on collection of data to ensure best practice but also to enable to Data team to be a more functional group that works with feedback to initiate improvement. The vast majority of the HPGE team aims were achieved in 2021, despite some COVID related setbacks. Next year the HPGE team, will set up structures to inspire teachers to take on greater responsibility within the HPGE nomination/selection process because we believe this will be reflected by more focused support for HPG students within programming.

<p>NAPLAN - Growth</p> <p>Reading</p> <p>Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system-negotiated target baseline of 70.9%.</p>	<p>Reading Growth- In 2021 Year 5 students achieved 65% at or expected growth. This was 5.9% below the system negotiated target. In 2019 Year 5 students achieved 63% at or expected growth, There was an uplift of 2%. It is important to note that 2021 data is compared to 2019 data as NAPLAN did not occur in 2020 due to the impact of COVID 19.</p> <p>EALD Educational Leader From the training in Term 1 of looking at writing samples, in Term 2, EAL/D teachers presented at stage meetings regarding the EAL/D Learning progressions looking at writing samples in preparation of the EAL/D Annual survey. Deep knowledge and confidence of members of the EAL/D team was evident in identifying the level of language proficiency - writing using the EAL/D Learning Progressions.</p> <p>Confidence in identifying the level of language proficiency and writing using the EAL/D Learning Progressions was evident:</p> <ul style="list-style-type: none"> • 4 people indicated they improved by 2 levels • 2 people indicated they improved by 3 levels <p>Two EAL/D teachers completed the EAL/D Survey with support from the EAL/D Education Leader. Confidence data pre and post intervention showed:</p> <ul style="list-style-type: none"> • Teacher 1 - increased From Level 1 to 9 • Teacher 2 - increased From Level 6 to 10 <p>Next year, in this EALD initiative, these two EAL/D teachers will have more input in completing the EAL/D Annual survey in 2022, with support from the EAL/D Education Leader. We will also:</p> <ul style="list-style-type: none"> • continue to build the capability of staff to identify the phase of an EAL/D Learner on the EAL/D Learning progression so they can report this to parents. • Further build the capability of teachers to build the vocabulary of EAL/D learners to assist with addressing word problems in Numeracy and develop the English language and literacy skills. • Further build the capability of the EAL/D team to further assist classroom teachers with strategies to support EAL/D learners and lead Professional learning across the school • Further build the capability of the EAL/D team to complete the EAL/D Annual Survey, NAP funding.
<p>NAPLAN - Growth</p> <p>Numeracy</p> <p>Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system-negotiated target baseline of 77.9%.</p> <p>SEF SAS -Value Added</p> <p>Value added data in Scout for K-3 and Y3-5 continues to show Excelling; Value added data in Scout for Y5-7 increases from 'Delivering' to 'Sustaining and growing'</p> <p>Sustaining and growing' in the theme 'Data use in teaching' within the element 'Data skills and Use'.</p>	<p>Numeracy Growth- In 2021 Year 5 students achieved 78% at or expected growth. This is 0.1% above the system negotiated target. In 2019 Year 5 students achieved 70% at or expected growth. There was an uplift of 8% of students achieving at or expected growth.</p> <p>SEF SAS -Value Added -Our value-added data in Scout for K-3 and Y3-5 continues to show Excelling.</p> <p>In the area of Data skills and use, the school's on-balance judgement for this element is 'Excelling'.</p>
<p>Kindergarten</p> <p>Match 2020 baseline of 76% of students completing Kindergarten will have achieved Level 4 of the understanding texts sub-element of the Literacy Learning Progressions.</p> <p>Uplift from 2020 baseline of 72.38% of students completing Level 8 PM</p>	<p>Kindergarten</p> <p>102 students 73% of Kindergarten students in 2021 achieved Level 8 or above PM reading by the end of the year.</p> <p>71% of students completing Kindergarten in 2021 achieved Level 3 of the understanding texts sub-element of the Literacy learning progressions and were working towards achieving Level 4. This is a decrease from 2020 baseline data. It is important to note that Kindergarten students in 2021 experienced a significant time learning from home in Term 3 and part of</p>

<p>Reading level by the end of the year.</p> <p>Year 1</p> <p>Uplift from 2020 baseline data on Level 5 of Phonic Knowledge and Word Recognition element of the Literacy Progressions.</p> <p>Year 1</p> <p>PAT Testing -Early Reading</p> <p>Baseline assessment introduced in March. Improved results in second data capture in November for 70%.</p> <p>Year 1 - Phonics Screener</p> <p>Look at 2020 data as baseline</p> <p>2020 baseline for PKW 5 from phonics screener indicators only (averaged):</p> <p>No of always = 6.25%</p> <p>No of sometimes = 80%</p> <p>Year 2 -Phonological Awareness Diagnostic Assessment</p> <p>Baseline assessment introduced in March. Improved results in second data capture in October for 65 % of students in Year 2.</p>	<p>Term 4.</p> <p>Year 1</p> <p>Phonics knowledge and screener - In 2021 there was an uplift of 11% from 2020 baseline data of Year 1 students who completed the phonics screener and were able to read single-syllable words with taught consonant digraphs. There was an uplift of 3% of Year 1 students from 2020 baseline data demonstrating they can read single-syllable words with common long vowels and apply this when reading decodable texts. There was also an 11% uplift of Year 1 students from 2020 baseline data who were able to segment and represent CCVC and CVCC words containing consonant digraphs and consonant blends.</p> <p>Year 1 PAT Testing - In 2021 78% of students demonstrated improved results in the second data capture in November 2021.</p> <p>Year 2</p> <p>Phonological Awareness Diagnostic Assessment data was partially completed in 2021, however, due to the whole of year not completing the assessment, due in part to extended learning from home periods, the data is not valid for a whole of grade data capture analysis. Assessment not fully completed in 2021 only 12 students had data entered.</p> <p>The Strategic School Support initiative increased teacher knowledge and confidence in explicit teaching skills in vocab and comprehension (Years 2 and 4). There was evidence of teacher capability growth and identification of areas of need and positive changes to teaching and learning programming occurred.</p> <p>Next year, in this SSS initiative, we will focus on upskilling new staff and implementing consistent vocab lessons across the whole school whilst aligning programs with SSS goals and practices. We will also utilise High Impact Professional learning opportunities via the Universal Resources Hub.</p> <p>The DoE Documents: Effective Reading - K-2 and Improving Reading Comprehension 3-8 were introduced and executive lead discussions with teams to enhance their understanding of the evidence-based practice in reading and comprehension.</p> <p>Next year, in this initiative we will build capacity across the whole school by utilising the same model of implementation with the DoE Numeracy guides.</p>
<p>PAT TESTING (Years 2-6)</p> <p>Reading</p> <p>Baseline assessment introduced in February. Improved results in second data capture in October for 60% of students Years 2-6.</p> <p>Numeracy</p> <p>Baseline assessment introduced in February. Improved results in second data capture in October for 65% of students Years 2-6.</p>	<p>Reading</p> <p>Year 2-6 PAT Baseline assessment was introduced in February. Improved results in second data capture in October for 60% of students Years 2-6. 64% of students achieved improved results from the results in March to the results in the second testing period in November after Learning from Home period.</p> <p>Numeracy</p> <p>Year 2-6 PAT Baseline assessment introduced in February. Improved results in second data capture in October for 65% of students Years 2-6.</p> <p>87% of students demonstrated improved results in numeracy from February to the second testing period.</p>
<p>Attendance</p> <p>Increase the percent of students attending greater than 85% of the time to be above the system-negotiated target baseline of 86.9%</p>	<p>Attendance - Increase the percent of students attending greater than 85% of the time to be above the system-negotiated target baseline of 86.9%. The school has 91.3% of student attending greater than 85% of the time, far exceeding our target of 86.9%. Attendance data shows:</p> <ul style="list-style-type: none"> • 82.3% of students attending greater than 95% of the time. • 9% of students attending between 85% - 90% of the time. • 8.7% of students are attending below 85% of the time.

<p>Attendance</p> <p>Increase the percent of students attending greater than 85% of the time to be above the system-negotiated target baseline of 86.9%</p>	<p>Next year, in this attendance initiative, we will focus on reducing the number of late arrivals in the mornings.</p>
<p>Tell Them From Me (TTFM)</p> <p>TTFM Wellbeing data (Advocacy, Belonging, Expectations) increases to be above the system-negotiated baseline of 90.9%.</p>	<p>Tell Them From Me (TTFM) - TTFM Wellbeing data (Advocacy, Belonging, Expectations) increases to be above the system-negotiated baseline of 90.9%. In 2021, despite the impacts of COVID and dislocation of working from home, our school was able to achieve across all three wellbeing domains (Expectations for Success, Advocacy and Sense of Belonging at School) above both State and SSSG results with a pleasing increase from 2020 in Expectations for Success at 98%.</p> <p>PBL Team The upgrade of duty bags was done well - they are consistent and more easily used by teachers. For example, they are backpack style, big enough to fit everything and contains a clipboard for writing pink and white slips. The update of the pink and white slips made them more streamlined and easier to use. The hard work and commitment of the PBL team, as well as funding made these achievements possible.</p> <p>Next year, in this initiative/strategic direction, we will focus on playground rules due to the new build. Also, purchase more PBL signs for the expanded space, finalise the new award system suite of awards, establish the wow award and commence a uniform blitz, now that the new facility of uniform shop is in place.</p>

Strategic Direction 2: Effective collaboration and feedback

Purpose

Our purpose is to improve collective efficacy and teacher quality through participation in Quality Teaching Rounds. Quality Teaching Rounds will build teacher capacity to analyse and refine classroom practice using the Quality Teaching Framework. To develop effective collaboration strategies as an integral part of Innovative Learning Environments in the new upgrade of facilities at Wentworthville Public School.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Teaching and Feedback
- Expertise and Innovation

Resources allocated to this strategic direction

Per capita: \$240,000.00

QTSS release: \$142,502.00

Summary of progress

In 2021 our key areas for growth in Strategic Direction 2 Effective Collaboration and Feedback were Quality Teaching and Feedback and Expertise and Innovation.

Funding was allocated to facilitate effective teacher collaboration time to build capacity in teams and improve students' outcomes through corporate planning and programming, developing teacher skills and knowledge, analysing student data and engaging in High Impact Professional Learning to improve practice. The commitment of funds for the SiSA program each Wednesday facilitated this process and saw teams meet together once in a three-week rotation up to 2 hours at a time, ensuring three valuable sessions per term.

Quality Teacher Rounds (QTR) were funded for Term 2 across Years 1-6. The program was suspended for Term 3 due to COVID impact and learning from home. Executive Staff were trained as facilitators and QTR facilitated improved collaboration and Quality Feedback provided to teachers following lessons using the classroom Practice Guide coding system. Consistent QTR language used for feedback as strengthened and staff developed confidence implementing lessons in small teams.

WPS were able to pivot when COVID impacted and learning from home occurred and ensured our focus of effective collaboration and feedback could continue via establishing Wentworthville's digital Wentworthville Online Work (WOW). All teachers have expert contemporary content knowledge and deployed effective teaching strategies to improve student outcomes during online learning.

During 2021 Stage 2 of the building upgrade occurred and we gained occupancy of 30 new Innovative Learning Environment (ILE) Spaces, a new library and special programs space in July. Moving into ILEs required significant leadership and management as we transitioned into new spaces and developed new pedagogical practices whilst operating in teams. A common language of ILE used by stakeholders was needed to ensure opportunities were planned for to build capacity and co-teaching modes were established. A POD coordinator team was established as a mechanism, to build capacity across the teams.

In 2022 we will continue to build Effective Collaboration and Feedback through Quality Teaching and Feedback and Expertise and Innovation via extending the QTR initiative in Semester 2, continuing the SiSA program to facilitate staff collaboration and engagement in HIPL. The new APC&I role will play a pivotal role in building effective collaboration and promoting quality explicit teaching in classrooms and engagement with the Universal Resource Hub and new Curriculum. As the final stages of the new build and upgrade occur ensuring all staff across the school are cognisant of operating effectively in ILE spaces and delivering quality teaching and learning programs that engage students and promote positive leaning outcomes.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>All executive trained as facilitators of Quality Teaching Rounds. Staff in Years 1-6 participate in Quality Teaching Rounds. Staff in pilot program in 2020 to mentor staff participating in 2021 Quality Teaching Rounds.</p> <p>Increase in teachers at WPS participating in the Quality Teaching Rounds project from 2020 pilot program baseline data.</p> <p>80% of teachers who participated in the Quality Teaching Rounds have demonstrated improved pedagogical and instructional practices</p> <p>Students build their capacity to use feedback strategies about their learning.</p> <p>60% of staff utilise student feedback as an integral part of formative assessment.</p>	<p>Quality Teaching Rounds (QTR) enabled the training of staff about QTR and facilitators leading to the effective use of the classroom practice guide which enabled a smooth transition to the implementation of QTR across Years 1-6. Small teams (PLCs) built collective efficacy and enhanced honesty in feedback.</p> <p>Teachers who participated in the Quality Teaching Rounds: have demonstrated improved pedagogical and instructional practices and improved ability amongst staff to use feedback to drive improvement.</p> <p>We were expecting to see improved pedagogical practice by staff and also the enhancement of collaborative practices for collegial feedback. Staff developed a deeper knowledge of the curriculum and staff acknowledging what quality teaching looks like. The TTFM data indicates improved pedagogical practice.</p> <p>In 2021 40 teaching staff from Years 1-6 and specialist staff participated in the Quality Teaching Rounds. In 2020 only 12 teaching staff participated in Quality Teaching Rounds. An uplift of 56% of teaching staff participating in QTR</p> <p>80% of teachers who participated in the Quality Teaching Rounds have demonstrated improved pedagogical and instructional practices</p> <p>60% of staff utilise student feedback as an integral part of formative assessment.</p> <p>No measurable data is available due to impact of COVID and the Learning from Home period therefore baseline data of 60% is the quantitative data available.</p> <p>Next year, in this QTR collaborative engagement initiative we will reintroduce QTR in Semester 2 due to ongoing COVID impacts and staffing shortages. New staff to WPS will need to be trained prior to implementation. The data team will also work to collate data about the implementation of QTR to enable a clear understanding of impact. In addition, a parent workshop will be held either face to face or via zoom to inform parents and community about this initiative. We will still implement QTR across Years 1-6 and monitor and review potential future Kindergarten involvement.</p> <p>The SiSA program conducted each Wednesday has effectively enabled staff to dedicate collaborative time in teams regularly to build knowledge of student learning and areas for remediation and extension, engage in HIPL and build an in-depth knowledge of students in their teams.</p> <p>Next year, in this collaborative engagement initiative we will continue to engage the SiSA program to facilitate collaboration in teams and utilise the time to effectively build knowledge of student learning and engaging in HIPL opportunities in the bK-2 and 3-8 Numeracy guides and Universal Learning Hub and utilising the expertise of the new Assistant Principal Curriculum & Instruction role.</p> <p>The Senior executive selected aspiring leaders and established WOW co-ordinators led by a Deputy Principal within grades/stages and specialist staff from outset of online learning. The DoE created online learning hub resources were utilised by WOW coordinators to standardised template and platforms used at WPS (Google Classroom, Teams). Programs and lessons were stored on One Drive in a systematic and consistent procedure for uploading of work.</p> <p>The WOW work engaged and supported the students in their learning, facilitated a high participation rate from students K-6 in online learning and zooms. Clarity of expectations of WOW coordinators was evident, as well as clarity of expectations for students. Equity was evident as students were supported in accessing the technology through hardware loan distribution or when connectivity was evident, hard copies of work process was</p>

<p>All executive trained as facilitators of Quality Teaching Rounds. Staff in Years 1-6 participate in Quality Teaching Rounds. Staff in pilot program in 2020 to mentor staff participating in 2021 Quality Teaching Rounds.</p> <p>Increase in teachers at WPS participating in the Quality Teaching Rounds project from 2020 pilot program baseline data.</p> <p>80% of teachers who participated in the Quality Teaching Rounds have demonstrated improved pedagogical and instructional practices</p> <p>Students build their capacity to use feedback strategies about their learning.</p> <p>60% of staff utilise student feedback as an integral part of formative assessment.</p>	<p>established and a mechanism for returning completed work facilitated through return postage paid envelopes.</p> <p>The online platform also enabled ongoing enrolments of new students to occur, even amidst the at home learning space. Next year, if online learning is required due to COVID we have a mechanism that can be easily deployed. Also, in this initiative/strategic direction, we will continue to build the leadership capacity of the WOW coordinators through various leadership opportunities such as mentoring and coaching opportunities or supporting colleagues who may aspire to apply for relieving AP positions.</p>
<p>Staff introduced to the Co teaching model and trial in news spaces.</p> <p>70% of teachers use the Quality Teaching dimensions and elements as part of the planning and assessment process.</p> <p>Increase of students demonstrating improved feedback strategies about their learning each year via student surveys.</p> <p>Increase in teachers' implementation of the co teaching and planning cycle measured against the 2021 baseline data.</p> <p>Improved use of consistent language related to the ILE learning modes via staff surveys with an uplift from the 2021 baseline.</p> <p>Increase in teachers utilising the collaborative practice of Teacher Talk Time measured against the 2021 baseline data.</p>	<p>Moving into Innovative Learning Environment (ILE) Spaces has promoted co-teaching and learning modes being developed effectively across teaching teams in Years 1-6 in the new spaces and Kindergarten and Support Unit using the learning to facilitate these methods in traditional learning spaces. POD Coordinators were selected to facilitate the sharing of ideas and knowledge across the school and staff were provided the opportunity to voice concerns and share success stories. 100% of classroom teachers are co-teaching in various forms and there is evidence of shared programming on a shared online platform amongst teams. RFF timetabling has been developed to enable co teachers to have matched times to collaborate together.</p> <p>Next year, in this co-teaching initiative we will continue to engage collaboratively in the use of POD Coordinators and ILE team and develop team agreements whilst focussing and refining effective timetabling and ensuring Today /Tomorrow Talk time (T3) is broadly utilised as a communication tool amongst co-teaching teams. ILEs will continue to be a focus as Stage 3 of building project for Block A and F occupancy will expand the operations of ILEs across the school, including the Support Unit.</p> <p>Regarding consistent language related to ILE learning modes and teacher talk time, the impact of the delayed build handover and extended learning from home / offsite period in 2021, impacted valid baseline data collection. This will be collected in 2022 as a baseline for school plan.</p>
<p>100% staff utilise What Works Best document and reflect on research based best practice.</p>	<p>100% of staff used the What Works Best document to reflect on research based best practice, with executive staff leading an element of the document across the school. SIP activities were linked to elements of the What Works Best document.</p>
<p>TTFM student survey reports 2020 used as baseline for school data in the explicit teaching practices and feedback domain driving student outcomes and school climate.</p>	<p>2020 TTFM student surveys established the baseline data of 79% in the explicit teaching practices and feedback domain driving student outcomes and school climate. In 2021, this data was at 81%.</p>
<p>TTFM teacher survey reports 2020 school results used as baseline data to inform practice domain driving student learning.</p>	<p>2020 TTFM teacher surveys established the baseline data of 78% for data to inform practice domain driving student learning. In 2021 this data was at 80%.</p>

<p>Increase in teachers who have completed Innovative Learning Environment (ILE) professional learning to build their capacity about pedagogy related to Innovative Learning Environments.</p>	<p>All teachers were involved in professional learning within their teams from pod coordinators on ILEs and related pedagogy. ILE PL to be embedded in the beginning teacher program in 2022 and in both the beginning teacher program and Induction program in 2023.</p>
<p>Uplift of 2020 online platform use by teachers as a collaborative tool - Microsoft.</p>	<p>In 2020 30% of staff used Microsoft Teams platform as a collaborative tool and 70% used Google classroom.</p> <p>In 2021 49% of staff used Microsoft TEAMS platform as a collaborative tool an uplift of 19% and 51% used Google Classroom.</p>

Strategic Direction 3: Authentic partnerships

Purpose

Our purpose is to build authentic partnerships with students, staff and wider community so together we learn and share with other information sources beyond the school gate. Build the capacity of staff to ensure Wentworthville is a school that embraces a culture of ongoing improvement and builds a pipeline of future leaders in NSW Public Schools.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Instructional Leadership
- Building student voice

Resources allocated to this strategic direction

Beginning teacher support: \$14,845.00

Professional learning: \$55,110.00

Per capita: \$50,000.00

Summary of progress

In 2021 our key areas for growth in Strategic Direction 3 Authentic Partnerships was Instructional Leadership and Building student voice.

Funding was allocated to facilitate ongoing building of capacity in the leadership team via targeted mentoring and coaching session with Rochelle Borton and the EduInfluencers team. An aspiring leaders' group was established led by the principal and a professional reading text by Patrick Lencioni - 5 Dysfunctions of a Team was read as part of building voice within the team. Rochelle conducted four bespoke targeted workshops for the aspiring leaders' group to complement the initiatives and support the varied members of the group.

The executive team read the professional Text by Fullan and Sharrett 'Putting the Faces on the Data' to build voice in ensuring all students are known and teachers can identify student learning needs and achievement so ongoing improvement is at the lens of the leadership team. This was a key driver to then support the effective Data Team functioning.

Teams were developed across the school, led by executive staff and aspiring leaders, in a variety of targeted areas to build the capacity across a growing school. The ICT team representative of all stages and specialist staff actively embed technology across the school successfully with the goal of improving student outcomes. Students were trained up as Tech Reps to support class operations. Engaging in partnerships with outside agencies was also a key focus in 2021. Funding was allocated to engage external ICT support via Xenontech and a weekly session is provided in managing ICT issues and needs in the school. The company was also engaged during occupancy of new build, stages to support the set up of ICT in the new spaces.

Positive Partnerships was a professional learning opportunity two staff in the Support Unit engaged with and this was a starting point to improve the parental experience when enrolling a child with additional learning needs or disabilities.

Funding the Community Liaison Officer (CLO) in 2021 for two days per week ensured authentic parent partnerships were fostered. Planned multiple parent information sessions and the Triple P Parenting Program were conducted despite the impact of Covid. The CLO was able to pivot online, and these programs were implemented via Zoom.

Building student voice has been a key focus of activity in 2021 and despite challenges with COVID and learning from home, the TTFM parent survey reports a 5% uplift from 2020 baseline data in the parents are informed domain of the partners in learning survey.

In 2022 we will continue to strive to build authentic partnerships within our leadership team and aspiring leaders with Rochelle Borton and EduInfluencers support. We will continue to build the capacity of the ICT team and ensure they are actively working on embedding effective technology practice and STEM activities into teaching and learning programs across the school. Links and partnerships with outside agencies to build authentic relationships in various operations with our school community will continue. The Student, Staff and parent Tell Them From Me Survey will continue to be delivered and encouraged as a means for school to measure impact.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>TTFM teacher survey reports a 10% uplift from 2020 baseline data in the leadership domain driving student learning.</p> <p>TTFM teacher survey reports a 5% uplift from 2020 baseline state average data in the parent involvement domain driving student learning.</p>	<p>TTFM data demonstrates a 7% uplift in the teacher survey in the leadership domain driving student learning indicating progress toward the annual progress measure of 10%.</p> <p>Leadership is in area that the school has an on-balance judgment as part of the Schools Excellence Framework as excelling. Engaging EduInfluencers and the work of Rochelle Borton has supported the executive team at WPS and principal at Toongabbie East Public School (TEPS) to be mentored and coached in leadership capacities. A bespoke Staff Development Day addressing change and how we manage this efficiently was presented with the inclusion of TEPS at Term 2 SDD.</p> <p>As part of building the capacity in leadership across the school the aspiring leaders group consisted of 12 participants, who were able to identify what they wanted to gain from the sessions and identify why they joined the group. At the end of the year the same 12 staff were able to positively reflect on their leadership, demonstrate individual progress and identify a key aspect they wanted to further improve.</p> <p>The Positive Partnerships initiative that two staff engaged with enabled valuable discussion to occur when considering how we can better improve the enrolment implementation across the school for students with additional learning needs and disabilities.</p>
<p>Uplift of number of staff building their leadership capacity via the baseline data of 2021 aspirational leadership group.</p>	<p>Funding the Community Liaison Officer in 2021 for two days per week ensured planned multiple parent information sessions and the Triple P Parenting Program were delivered, even online via zoom amidst COVID. 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 CLO built capacity of families through Triple P workshops and there was a demand for participation in sessions. They had a positive impact on the school community and building authentic partnerships.</p> <p>Leading conversations with families for improvement occurred across a range of modes with onsite and at home learning. COVID and Learning from Home wellbeing phone calls meant we built stronger partnerships with families and this increased engagement of families. More parents registered with the parent portal and communication platforms such as Class DOJO enabling working parents' access to communicate with class teachers, particularly in K-2 and Support settings. The school's P&C were able to pivot to online due to COVID and this enabled the P&C body to operate and engage with the school more broadly and yet, still authentically.</p> <p>Next year, in this authentic partnership initiative leadership goals can be nurtured from the aspiring leaders' group and a possible aspiring leaders' network could be established by the relieving APC&I staff member in consultation with the Director. The engagement of EduInfluencers and Rochelle Borton will continue into 2022 with coaching and mentoring and leadership focussed sessions. Continuing to embed effective technology practices will be a key direction for the ICT team and supporting teachers. Ongoing engagement of Xenontech to provide ICT support within the school. Building the Positive Partnerships initiative with the new DoE Inclusive Engaging and Respectful Schools framework and package will be of benefit as we build authentic partnerships with families upon enrolment across the school. The Community Liaison Officer had a positive impact on the school community and will continue in 2022.</p>
<p>TTFM teacher survey reports an uplift</p>	<p>TTFM data demonstrates a 6% uplift in the teacher survey in the parent</p>

from 2020 baseline state average data in the parent involvement domain driving student learning.	involvement domain driving student learning indicating achievement of the annual progress measure of 5%.
Increase of technology resourcing and use so as to enhance the teaching and learning service delivery, particularly as we move in to new learning spaces.	The ICT Team ensured students were using a range of technologies and were exposed to a range of options, including STEM activities, robotics and film making. Staff were using a range of Microsoft apps and with Learning From Home continuing all staff were either utilising Google Classroom or Microsoft Teams as a mode of learning delivery and were successful in transitioning swiftly and effectively to the online environment again due to COVID impacts. Engaging external ICT support via Xenontech on a weekly basis to managing ICT issues and needs in the school has been an excellent resource for a growing school and building partnership has developed the capacity of the ICT leader and team.
TTFM teacher survey reports a 5% uplift from 2020 state average data to above state average data in the technology domain driving student learning.	TTFM data demonstrates a 7% uplift in the teacher survey in the technology domain driving student learning indicating achievement of the annual progress measure of 5%.
Uplift of students engaging in 3 Way Goal setting meetings with their families and teachers over the four years from 2020 baseline data collection.	Building student voice was a key focus and was possible in 2021 via: Parents K-6 registering for the parent portal, the school's essential means of communication to families especially during the Learning from Home period; surveying families to gather feedback regarding Online Learning period; Wednesday Parent zooms with senior executive to build capacity of school community and maintain open communication; 3 Way interviews via zoom and face to face supporting student goal setting; Tell Them from Me student, teacher and parent surveys.
TTFM parent survey reports a 5% uplift from 2020 baseline data in the parents are informed domain of the partners in learning survey.	TTFM data demonstrates a 2% uplift in the parent survey in the parents are informed domain of the partners in learning survey indicating progress toward the annual progress measure of 5%.
2% uplift of Wellbeing negotiated target from 2021 baseline measure 90.9%.	2021 saw a decrease in the wellbeing baseline measure of 2.2%. The Learning from Home period may have had an impact on this data.
2% uplift of Wellbeing negotiated target from 2021 baseline measure 90.9%.	2021 saw a decrease in the wellbeing baseline measure of 2.2%. The Learning from Home period may have had an impact on this data.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,203.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in:</p> <p>The combined allocation of Integration Funding Support / Low Level Adjustment for Disability Funds and Refugee Support funding at WPS has resulted in:</p> <ul style="list-style-type: none"> • 2021 students receiving Integration Funding Support (IFS) which was used to employ School Learning and Support Officers (SLSO) to target support for students progressing in their personalised academic, behavioural, and social learning goals. • SLSOs being deployed strategically to support both IFS and Low-Level Disability and Refugee Support funds students in class and on the playground in consultation with parents and students. The support funds were used to employ a SLSO to support students across the mainstream who required additional assistance for behaviour and learning. • Review meetings being held to review 2021 goal plans and develop goals for 2022. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to incorporate IFS and Low Level Disability and Refugee Support funds in collaboration with LST leaders (DP and AP Support) in formulating SLSO timetables across the school in support of students in classroom and playground spaces. Adjustments will be made in timetables and support in consultation to ensure needs of students are met in an agile manner and communicated to LST meetings and all staff via weekly constructed SLSO timetables.</p>
<p>New Arrivals Program</p> <p>\$178,610.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Wentworthville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practices • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • providing 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. • providing 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.

<p>New Arrivals Program</p> <p>\$178,610.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: to secure trained TESOL staff to deliver the extensive NAP program at the school and develop building the capacity of staff through HIPL and scaffolding of language acquisition and developing resources at point of entry for new students enrolling at the school and ensuring support is in place for classroom teachers.</p>
<p>Integration funding support</p> <p>\$114,890.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wentworthville Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: The combined allocation of Integration Funding Support / Low Level Adjustment for Disability Funds and Refugee Support funding at WPS has resulted in:</p> <ul style="list-style-type: none"> • 2021 students receiving Integration Funding Support (IFS) which was used to employ School Learning and Support Officers (SLSO) to target support for students progressing in their personalised academic, behavioural, and social learning goals. • SLSOs being deployed strategically to support both IFS and Low-Level Disability and Refugee Support funds students in class and on the playground in consultation with parents and students. The support funds were used to employ SLSOs to support students across the mainstream who required additional assistance for behaviour and learning. • Review meetings being held to review 2021 goal plans and develop goals for 2022. <p>After evaluation, the next steps to support our students with this funding will be: to continue to incorporate IFS and Low Level Disability and Refugee Support funds in collaboration with LST leaders (DP and AP Support) in formulating SLSO timetables across the school in support of students in classroom and playground spaces. Adjustments will be made in timetables and support in consultation to ensure needs of students are met in an agile manner and communicated to LST meetings and all staff via weekly constructed SLSO timetables.</p>
<p>Socio-economic background</p> <p>\$22,510.70</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wentworthville Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • equitable access to specialist resources • providing students without economic support for educational materials,

<p>Socio-economic background</p> <p>\$22,510.70</p>	<p>uniform, equipment and other items</p> <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • building positive partnerships with our local schools for our 8 elected student leaders. The WPS student leaders participated in a student leadership camp at Broken Bay Sport and Recreation Centre in Term 1. Student leaders and staff from Pendle Hill PS and Darcy Road PS also attended the camp. • two Stage 3 staff having the opportunity to participate in the Rock and Water program training. The facilitators delivering the program worked alongside teachers 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. • The K-2 Wellbeing program - SEAL was funded and developed the social and emotional wellbeing skills across their grades. • Year 5 participation in the Premium package of Interrelate delivery in Term 4. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continuing to financially support the leadership camp with neighbouring schools and ensure the Rock and Water Wellbeing sessions are delivered, ensuring understandings about who they are, their intuitive feelings and their personal direction are available for Stage 3 students. The Peer Support program will continue again, and new staff will participate in the training and the Stage 3 students will be supported in their Peer Support Training. Interrelate will again be funded for the Premium package and the online parent information session will be delivered.</p>
<p>Aboriginal background</p> <p>\$13,177.69</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wentworthville Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy (with a focus on Reading) and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • Personalised Learning Pathways were created by classroom teachers for 7 Aboriginal and Torres Strait Islander students with parent/carer consultation. • Some goals were agreed upon during 3-way goal setting meetings, others were created during the Learning from Home period. Support was scheduled for Term 3 but was moved to Term 4 due to public health orders. During the Learning from Home period, class teachers used dedicated touch base days to communicate with families. • The Stage 3 Assistant Principal also communicated with students and/or parents/carers to monitor student wellbeing and access to the learning from home resources. These phone calls maintained positive connections already established with families. • SLSO support was implemented in Term 4 when students returned to face-to-face learning. <p>After evaluation, the next steps to support our students with this</p>

<p>Aboriginal background</p> <p>\$13,177.69</p>	<p>funding will be: continuing to employ an SLSO to implement the action plans from the negotiated PLPs formulated with families so as to deliver differentiated personalised support to Aboriginal students. As there will be some Aboriginal students commencing High School in 2023, transition support to identified High Schools will be a key feature.</p>
<p>English language proficiency</p> <p>\$650,541.12</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wentworthville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provide EAL/D Progression levelling PL to staff • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • Employment of 5.4 FTE staffing to support EALD students across the school • EALD team members attending collaborative SiSA times and providing HIPL at team planning days and stage meetings throughout the year to build capacity across the school • EALD team members supported staff in building capacity in developing strategies to support EALD learners in classrooms • EALD Learners being more confident and prepared to take risks with their language use and this was evident in Years 2 and 4 in combination with the SSS Initiative. <p>After evaluation, the next steps to support our students with this funding will be: to continue to build the capacity of staff and new staff to the school and to identify the phase of an EALD learners on the EALD learning progressions so they can be reported to parents. Continue to further assist classroom teachers in implementing strategies to support EALD learners will be an ongoing feature in team planning days.</p>
<p>Low level adjustment for disability</p> <p>\$190,039.11</p>	<p>Low level adjustment for disability equity loading provides support for students at Wentworthville Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: The combined allocation of Integration Funding Support / Low Level Adjustment for Disability Funds and Refugee Support funding at WPS has resulted in:</p> <ul style="list-style-type: none"> • 2021 students receiving Integration Funding Support (IFS) which

<p>Low level adjustment for disability</p> <p>\$190,039.11</p>	<p>was used to employ School Learning and Support Officers (SLSO) to target support for students progressing in their personalised academic, behavioural, and social learning goals.</p> <ul style="list-style-type: none"> • SLSOs being deployed strategically to support both IFS and Low-Level Disability and Refugee Support funds students in class and on the playground in consultation with parents and students. The support funds were used to employ a SLSO to support students across the mainstream who required additional assistance for behaviour and learning. • Review meetings being held to review 2021 goal plans and develop goals for 2022. <p>After evaluation, the next steps to support our students with this funding will be: to continue to incorporate IFS and Low Level Disability and Refugee Support funds in collaboration with LST leaders (DP and AP Support) in formulating SLSO timetables across the school in support of students in classroom and playground spaces. Adjustments will be made in timetables and support in consultation to ensure needs of students are met in an agile manner and communicated to LST meetings and all staff via weekly constructed SLSO timetables.</p>
<p>Literacy and numeracy</p> <p>\$89,694.20</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wentworthville Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy (with a focus on Reading) and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • purchasing the PAT testing platform for Years 2-6 in Reading and Numeracy and for Year 1 -Early Reading, • purchasing subscriptions of the online PM Readers to support students who are learning to read • purchasing physical reading books targeting the acquisition of reading skills in K-2 and high interest/ level reads for those in Years 3-6. <p>After evaluation, the next steps to support our students with this funding will be: to continue to use the funding flexibly to extend the resourcing of literacy and numeracy in the school and streamline the subscription of PM Readers across the school. Utilising the APC&I role to guide resourcing for literacy and numeracy into 2022 and ensuring assistant principals managing budgets to build literacy and numeracy resources for their teams.</p>
<p>QTSS release</p> <p>\$285,003.98</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wentworthville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Expertise and Innovation • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support

<p>QTSS release</p> <p>\$285,003.98</p>	<p>classroom programs</p> <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • An allocation of 1.271 FTE which has enabled school leaders to be released for 0.2 per week, to support their teams and build the literacy and numeracy capacity of consistent teacher practice and delivery of the curriculum. • Executive staff monitoring attendance in their teams and following up with parents regarding student absences and wellbeing matters. • Executive staff directly supporting the behavioural needs of students with individual behaviour support plans <p>After evaluation, the next steps to support our students with this funding will be: to continue the use of QTSS supporting executive staff to support their teams and build the literacy and numeracy capacity of consistent teacher practice and delivery of the curriculum for 0.2 per week. Attendance will continue to be a key focus of support for executive focussing on students who are at risk in their attendance and liaising with families to improve attendance patterns. It will also provide opportunity for executive leaders to coach and mentor their team as per individual PDP goals and develop capacity in their teams.</p>
<p>Literacy and numeracy intervention</p> <p>\$44,847.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Wentworthville Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: Additional 0.4 staffing added to COVID ILS delivery to compliment the delivery of intense support in small groups focussed on K-2 students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of strategic support of students identified by the Data Team in consultation with the LST needing additional literacy and numeracy support to achieve positive learning outcomes.</p>
<p>COVID ILSP</p> <p>\$82,108.17</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • COVID ILS for WPS is an excellent extension of the work established on 2020 post at home learning where we developed a project initially with K-2 called Literacy Boost. We then expanded this initiative to include Stage 2 and Stage 3 learners who demonstrated to class teachers and from data collected, they were behind / had gaps in their learning once returning to at school learning in 2020. <p>The data from 2020 Literacy Boost and 2021 data collected by the LAST</p>

<p>COVID ILSP</p> <p>\$82,108.17</p>	<p>and Lit /Num teacher have provided the essential direction for COVID ILS project.</p> <p>Both the LAST teacher and Lit/ Num teacher (who are highly skilled) have been released from their duties for 0.6 each and are delivering the COVID ILS project. We are employing casuals to 'back fill' the LAST and Lit/ Num roles for 0.8 each week and have utilised 0.2 of LAST allocation and 0.2 of Lit /Num allocation to ensure both staff have three days to implement effective small group practices and support student learning in COVID ILS. Student data will be tracked every 5 weeks and reported to Data Team and parents are informed of their child's participation and reported on post intervention.</p> <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • changed assessment to 5 weekly session and cohorting of students to meet the COVID requirements, • the majority of students in the program achieving significant progress towards their personal goals. • Parents being informed of their child's engagement in the COVID ILS program and achievement and progress towards learning goals <p>Lit /Num teacher is a member of Data Team and reports back results and presents future directions.</p> <p>Term 1 - 76 students supported (via 6 days teaching time (4 days COVID ILS and 2 days Lit /Num funds)</p> <p>Term 2 - 120 student's supported (via 7 days teaching time (5 days COVID ILS and 2 days Lit /Num funds) and x 1 day SLSO support for Minilit program introduced Term 2)</p> <p>Term 3 - 118 students supported (via 7 days teaching time and 1 day SLSO support) during learning from home. Uptake of work was on a case by case basis. Teachers contacted families regularly and provided support for Covid ILS work and/or WOW work online.</p> <p>Term 4 - 118 students supported (via 7 days teaching time and 1 day SLSO support) during learning from home. Uptake of work was on a case by case basis. Teachers contacted families regularly and provided support for Covid ILS work and/or WOW work online and also returned to face to face learning.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue the implementation of literacy and numeracy small group tuition using data sources. The COVID ILS teacher will be a member of the data team and update LST on student progress towards learning goals. The 2022 COVID ILS teacher will liaise closely with the new APC&I role and monitor student progress to ensure the correct students are being targeted with a limited resource.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	301	348	352	374
Girls	297	343	360	374

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.2	93	90.2	94.9
1	94.9	92.6	88.4	94.2
2	95.3	92.6	90.3	93.9
3	94.7	94.5	92.2	93.6
4	96.7	93.8	92.4	93.5
5	96.1	93.7	90.5	94.7
6	96.2	92.5	91.8	93
All Years	95.4	93.2	90.6	94.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	2
Assistant Principal(s)	5
Classroom Teacher(s)	30.17
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
Teacher ESL	5.4
School Counsellor	1.6
School Administration and Support Staff	7.67

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,371,880
Revenue	8,045,615
Appropriation	7,886,563
Sale of Goods and Services	1,347
Grants and contributions	152,769
Investment income	768
Other revenue	4,168
Expenses	-8,139,376
Employee related	-7,224,437
Operating expenses	-914,939
Surplus / deficit for the year	-93,761
Closing Balance	1,278,119

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.

	2021 SBAR Adjustments (\$)
Targeted Total	126,560
Equity Total	869,680
Equity - Aboriginal	6,589
Equity - Socio-economic	22,511
Equity - Language	650,541
Equity - Disability	190,039
Base Total	5,749,957
Base - Per Capita	179,972
Base - Location	0
Base - Other	5,569,985
Other Total	602,121
Grand Total	7,348,317

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.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers. 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 2021 students, staff and parents participated in the Tell Them From Me Survey.

Students

Students from Year 4, 5 and 6 in 2021 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:

- 83% of students indicated they had a high sense of belonging. There was a 1% difference from 2020 which was 84% but was above the NSW government norm at 81%
- 84% of students indicated they experienced positive relationships at school. There was a 3% difference from 2020 which was 87%
- 84% of students indicated they were engaged with their learning. This was above the NSW Government norm which was 78%. This result was also 1% down from 2020 and COVID 19 may have attributed to this decrease.
- 38% 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%.
- 82 % of students indicated they aspired to attending University in the future. There was a 1% increase from 2020
- 24 % of students indicated they experienced bullying. This had improved by 1% from 2020. This was also below the NSW Government norm of 36%.
- 35% of students indicated they felt challenged in their English and Maths classes and demonstrated reasonable skill in these areas. There was a 2% decrease from 2020, although it was higher than the NSW Government norm at 26%
- 84% 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 84% of boys experience positive advocacy at school.
- 81% of students indicated they were satisfied with teacher feedback on their learning to enable improvement. This was above the NSW Government norm of 75%.

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 38% of staff had been teaching between 6-16 years or more and 62% were in the first 5 years of their teaching career.

Staff were surveyed about the four dimensions of classroom and school practices. 80% of staff indicated they see the importance of using data to inform practice. The introduction of the data team and staff feeling more confident to analyse and synthesise data has impacted this result. 73% of staff feel confident to embed technology as part of best practice in the classroom. This result has been directly impacted by the use of technology during the Learning from Home period and the establishment of ICT leaders across the school. 83% of teachers use inclusive practices to support a range of abilities in the classroom. 78% of teachers value feedback as a tool to improve their pedagogical and classroom practice. There is a 5% increase from 2020 and has been directly impacted by the Quality Teaching Rounds program in Term 2 2021. 97% of teachers believe the school clearly communicates the strategic vision and values for Wentworthville Public School. This is a 16% increase from 2020 and reflects changes in the way the school communicates to stakeholders in 2021. 82% of teachers surveyed indicated they were confident to implement the Innovative Learning Environment pedagogy as they transition to the new learning spaces in G Block.

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. 78% of parents felt their child was safe at school and that the school promotes safety of students. 71% of parents felt informed. This reflects the school initiative of using the Sentral Parent Portal in addition to other class communication platforms and Wednesday notes to inform parents. and 73% of parents believed the school was inclusive and catered for students from a range of abilities. 92% of parents were aspirational for their children and had high expectations for their future path. 88% of parents indicated they would recommend the school to other parents.

2021 surveys

Term 3 Staff Online learning Survey

In 2021 staff were surveyed during the Learning from Home period. Staff demonstrated their satisfaction with the quality of the WOW (Wentworthville Online Work) provided to students. The overall rating by staff was 4.6 out of 5. 48.4% of staff used Microsoft Teams and 51.6 % of staff used Google Classroom to communicate online work with students. Staff indicated the positive wellbeing impact for students and families with weekly phone calls to check in on families and noticed a higher engagement rate by students. It was also indicated that by utilising specialist staff such as EAL/D staff, COVID ILS staff and the Community Liaison Officer that this had a positive impact on engaging our more vulnerable students. 84.78% of staff indicated the benefits of using zoom on a daily basis to support students with their online learning. The survey was completed mid-way through the Learning from Home period and assisted the leadership team to make any essential changes or variations.

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.

Aboriginal Education - School statement

Personalised Learning Pathways were created by classroom teachers for 7 Aboriginal and Torres Strait Islander students with parent/carer consultation. Some goals were agreed upon during 3 way goal setting meetings, others were created during the Learning from Home period. Support was scheduled for Term 3 but was moved to Term 4 due to public health orders. During the Learning from Home period, class teachers used dedicated touch base days to communicate with families. The Stage 3 Assistant Principal also communicated with students and/or parents/carers to monitor student wellbeing and access to the learning from home resources. These phone calls maintained positive connections already established with families. SLSO support was implemented in Term 4 when students returned to face to face learning.

Anti-Racism Policy

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

Anti-Racism - School statement

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-Racist Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing 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 provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural and anti-racism education - School Statement

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 500 students received EAL/D support in 2021.

Multicultural Education Policy

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 provide opportunities that enable all students to achieve equitable education and social outcomes.

- Total EAL/D allocation for 2021 is 5.4 (FTE)
- EAL/D flexible funding allocation for 2021 is \$45,104
- NAP allocation for 2021 is 2.0 (FTE)

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 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.

Other School Programs (optional)

Beginning Teacher

At Wentworthville PS, all first and second year beginning teachers who are receiving funding have been allocated a mentor for 2021. The key role 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 one first year beginning teacher and their mentor are provided time via the budget to meet, mentor, provide feedback and use release time to work on in-between tasks from the beginning teacher program. To support beginning teachers and mentors utilise a share drive to access a range of resources.

Aspiring Leaders

Funding was allocated to facilitate ongoing building of capacity in the leadership team via targeted mentoring and coaching sessions with Rochelle Borton and the EduInfluencers team. An aspiring leaders group was established led by the principal and a professional reading text by Patrick Lencioni - 5 Dysfunctions of a team was read as part of building voice within the team. Rochelle conducted four bespoke targeted workshops for the aspiring leaders' group to complement the initiatives and support the varied members of the group.

Executive Team / Rochelle Sessions

Leadership is an area that the school has an on-balance judgment as part of the Schools Excellence Framework as excelling. Engaging EduInfluencers and the work of Rochelle Borton has supported the executive team at WPS and principal at Toongabbie East Public School (TEPS) to be mentored and coached in leadership capacities. A bespoke Staff Development Day addressing change and how we manage this efficiently was presented with the inclusion of TEPS at Term 2 SDD.

The executive team read the professional Text by Fullan and Sharrett 'Putting the Faces on the Data' to build voice in ensuring all students are known and teachers can identify student learning needs and achievement so ongoing improvement is at the lens of the leadership team. This was a key driver to then support the effective Data Team functioning.

Community Liaison Officer

Wentworthville Public School employed a Community Liaison Officer (CLO) 2 days per week in 2021. The CLO made connections with families and carers, and personally welcomed new families to the school via phone calls home. A range of parent information sessions were delivered, mainly online via zoom due to covid restrictions and the Learning from Home period. The CLO also delivered the Triple P Parenting program successfully to parents and carers. This has had a positive impact on school and community relationships and will continue in 2022.

Data Team

The data team was formed in 2021 with representation of staff from all grades or stages including specialist staff. The purpose of the data team was to analyse, triangulate and use data collaboratively to improve educational practice and enhance the effectiveness of data-based decision making at Wentworthville Public School. Another purpose of the data team was to personalise data or put a face on it so that they could recommend and implement specific actions for specific students. The data team reflected on the book 'Putting Faces on The Data' by Lynn Sharratt and Michael Fullan which made data collected and analysed more powerful and strategic for real use by keeping it personal. In Term 1 students in Years 1-6 participated in PAT testing (Progressive Achievement Tests). The assessments were administered in Term 1 and then due to the Learning from Home period, again in Term 4. Year 1 completed the Early Years Reading test and Yrs 2-6 completed both the reading and Mathematics assessment. The PAT assessment data was used by the data team to identify starting points for learning, target teaching and learning and monitor growth. Students who achieved a perfect score in the Term 1 assessments were given the opportunity to complete the assessment for the next grade level in Term 4. In addition to the PAT assessments the data team also analysed Check In assessments. In 2021 the Check In assessments were completed by Year 4 and 6 in Term 1 and Years 3-6 in Term 4. The data from these assessments enabled the data team to compare both results from the PAT assessments and Check In assessments. The data from the Check In assessments also formed a crucial focus for the Strategic School focus on Vocabulary as an area of development. In Term 4 the Data Team also analysed the 2021 NAPLAN data and used comparative data to form a focus for future teaching and learning areas and analyse strengths and weaknesses. The data team presented their findings to the whole staff at the Staff Development Day at the end of the year.

ICT Team

The Wentworthville Public School ICT team works in consultation with the external companies Apple and Microsoft and the school executive team. A key priority of the ICT team is to create a clear timeline to work shoulder to shoulder with all staff and the executive team, embedding technology and STEM into all programs across the school. There were four key areas of focus A) Vision and strategy, B) Learning, C) Teaching, D) Environment. The two key goals at the end of 2021 that were achieved included 1) All students and teachers using technology in the classroom daily and 2) students learning from technology, not learning how to use technology.

Co-teaching team

In Semester Two, 2021 the new build upgrade was completed at Wentworthville Public School and this resulted in teachers and students gaining a deeper understanding and practical application of the learning modes on contemporary learning and teaching.

Capacity building of all students and staff to develop collaborative practices occurred throughout the year. In Term 3 the executive provided professional learning to staff on the different learning modes and were provided with evidence-based research on co-teaching pedagogy.

The Wentworthville Public School co-teaching team (POD coordinators) was established in Semester Two. The co-teaching team assisted teachers across the school to embed the use of the co-teaching cycle and mentored teachers to develop a deep knowledge of how to effectively apply approaches in the co-teaching model. Through enhanced collaboration, teachers have reported feeling supported and are able to navigate co-teaching agreements, structure co-planning activities and develop strategies for co-teachers to have an empathic, strong understanding of one another's strengths, weaknesses, values, and goals.

Wellbeing team

A wellbeing team was developed and met regularly to discuss wellbeing needs across the school. The PBL team initiated PBL focus each week and playground data was collected through pink and white slips. These slips were discussed at Learning Support Team meetings to develop strategies to support student behaviour in the playground. A whole school wellbeing program called Life -Skills Go was taken onboard, however initial training and implementation was impacted in 2021 due to COVID -19 Learning from Home in Term 3 and part of Term 4.

High Potential & Gifted Education (HPGE) Team

The HPGE team were responsible for guiding the implementation of the DoE's new HPGE policy, which became a mandatory requirement for all NSW public schools in 2021. The HPGE team were well prepared to initiate implementation of the new policy as a result of professional learning and development in 2020, in combination with ongoing HPGE team meetings and communications. A number of whole school HPGE plans were drafted and communicated with senior executive staff in 2020, which helped in finetuning an approach which would honour the requirements outlined in the new policy. Furthermore, staff at WPS were also made aware of the imminent changes in what had previously been referred to as the 'Gifted and Talented' domain. A whole school professional learning session at the end of 2020 informed staff about key tenets outlined in the policy, with a focus on developing practical knowledge and skills about how to best cater for HPG students.

In Term 1 2021 the HPGE team formalised key forms and documents that would form a foundation to build an effective HPGE program at WPS. Central to this process, was the HPGE team's focus on linking evidenced based teaching

strategies with modern, interactive resources. The creation of a 'Form P - HPGE Learning Adjustments' document was approved by senior executive staff to be used by classroom teachers to record differentiation strategies used to support the specific needs of HPG students. Form P also included a reflective component, asking teachers not only to record strategies that had been used directly, but also to highlight strategies that could potentially be implemented. The whole process was designed to promote a growth mindset in relation to HPGE, aiming to harness work done across the school in relation to the power of possessing such as mindset as educators.

There was broad consensus within the HPGE team and executive staff that the identification of HPG students would play an integral role in the success of a whole school HPGE program. The creation of a 'HPGE Database' served as a data-based, objective system from which to flag prospective HPG students, monitor their progress, and ultimately, undertake formal identification. External sets of testing data (PAT tests, Check-In Assessments & NAPLAN) were analysed for evidence of high performance. Over the course of the year, any student who performed highly, above set thresholds, had their name and data points added to the database. As well as helping to identify high performing students, the HPGE database showcases students who can potentially achieve formal identification, with ongoing classroom intervention.

The HPGE team provided WPS staff with ongoing professional development in 2021. Communication meetings were used as an avenue to promote resources from the DoE's Digital Learning Selector (DLS) tool. The DLS assists teachers to explicitly links various interactive, technological driven resources with differentiation strategies outlined within the 'Form P - HPGE Learning Adjustments' document. All DLS resources were downloaded and made accessible for staff. In addition to this initiative, a HPGE research library was created and made available to all staff, showcasing an extensive collection of contemporary, highly regarded HPGE research journal articles. At the end of the year the HPGE team planned and delivered a whole school professional development session with a focus on reinforcing familiarity with the school's HPGE systems, linking with a practical approach founded on evidenced based differentiation strategies. At the end of the year over seventy students across the school were formally recognised as performing at a high level and therefore requiring a Differentiation Form P in 2022.

SLSO Network

SLSOs at Wentworthville Public School established and run an extensive SLSO network. In 2021, due to Covid restrictions, this network met online via Zoom. Four network sessions were held, with session topics including: oral language skills; technology hands on learning; oral, reading and writing strategies and applying for a SASS role. Up to 75 SLSOs attended the meetings. The network will continue in 2022..

Teacher Librarian Network

Ms Hall is the chairperson for the Parramatta Teacher Librarian Network and is a member of the NSW Teacher Librarian Network, these networking opportunities provide our students and staff with great opportunities to develop new teaching and learning resources, programs and current information and research. The Network groups provide excellent professional learning opportunities and connections to authors and illustrators. Ms Hall presented at the NSW teacher librarians network sharing her teaching and learning program, specifically the 'Book Festival' created by Stage 3 students. Connecting with specialist teachers in the local area benefits the whole school community.

Attendance

Improving attendance at school was a strong focus for Wentworthville Public School. The school achieved 91.3% of students attending greater than 85% of the time, exceeding our target of 86.9%. Attendance is monitored on a weekly basis by the Assistant Principals, in consultations with teachers and senior executive. A Deputy Principal regularly monitored attendance data and met with the Home School Liaison Officer twice a term to analyse attendance data. The DP also worked with the Aboriginal School Liaison Officer to monitor and facilitate attendance at school. The Learning from Home period impacted attendance, with minimum standards set for students to be marked as flexible by teachers. In 2022, there will be a focus on reducing the number of late arrivals.

Quality Teaching Rounds

In Term 2 2021 staff in Years 1-6, support unit staff and specialist staff participated in Quality Teaching Rounds. Research has shown that Quality Teaching Rounds has an impact on student achievement as well as a demonstrated impact on quality of teaching, teacher morale and school culture. Staff involved participated in peer lesson observations and coding using the Quality Teaching Model to guide the observation, feedback and discussion. Robust discussions with colleagues occurred using feedback and analysis. Quality Teaching rounds empowered teachers to make changes to their practice, collaborate with their colleagues about what Quality Teaching looks like in practice and develop collective efficacy. A further two executive staff were trained in 2021 as Quality Teaching Facilitators. Unfortunately, Quality Teaching Rounds could not proceed in Term 3 2021 due to the impact of COVID and the Learning from Home period. It is anticipated that Quality Teaching Rounds will recommence later in 2022.

Integration Funding/Disability Support/LST

The Learning and Support Team meet on a weekly basis, with a K-2 or 3-6 focus each fortnight. During 2021, the

majority of these meetings were online via Zoom. Meetings were attended by the Learning and Support teacher (LaST), the school counsellor, the DP and APs for each grade/stage, a PBL representative and class teachers upon invitation. Students were referred and discussed at team meetings and next steps determined. Integration funding for identified students and Disability Support funds were utilised to employ SLSOs to support student's academic learning and behaviour both in the classroom and on the playground. The LaST and Covid ILS teachers supported over 100 students through classroom and small group withdrawal support.

Strategic School Support

Wentworthville Public School benefited from participation in the Strategic School Support program with a focus on vocabulary and reading comprehension. Year Four, Year Two, senior executive, 2 EALD and the AP support unit attended training sessions online provided by external specialists. Staff programmed, implemented and reflected on vocabulary and reading comprehension strategies firstly during Learning from Home, then face to face upon return to onsite learning. As a result, 100% of staff involved have a deep understanding of evidence based teaching strategies in vocabulary and comprehension and 70% were confident to support others. 100% of teachers involved felt that this program has had a positive impact on their teaching pedagogy. Target groups of students demonstrated progress in their learning as evidenced in data collected. Further, the staff involved in this program ran truncated professional learning for all staff, in teams as well as delivered a summary of the text 'Closing the Vocabulary Gap'. This is now embedded in the induction program for 2022, with one sessions per term dedicated to literacy and numeracy and all new permanent teaching staff receiving the 'Closing the Vocabulary Gap' text.

STEM activities

In 2021, 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.

Support Unit

The students in the MultiCategorical Support Unit access curriculum through a range of inclusion opportunities. The development of Inclusion Plans to access curriculum areas and SRE classes. During 2021, six students on inclusion plans attended mainstream classes for maths groups, handwriting, creative arts, Library and geography lessons during Terms 1 and 2. One student attended reverse inclusion into the Support Unit for maths groups. One student transitioned out of the Support Unit back into mainstream. 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 Learning from Home in Term 3 and part of Term 4.

EAL/D

EAL/D Education Leader, Metropolitan South, Kerry Cheeseman (based at WPS), and 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, Teaching Refugees in my classroom (TRIMC), ESL Scales, Using the EAL/D Learning Progression etc.

The EAL/D team collaborated with the classroom teachers while students were Learning from Home to ensure continuity of the EAL/D support at home and at school by coordinating online work, providing guidance, ongoing communication and online PLs, to ensure they were prepared to assist class teachers, communicate with families and facilitate student engagement in online activities.

The team developed 90 literacy and numeracy resource packs to maximise student learning at home. EAL/D teachers utilised MS Teams, Zoom, Jamboard, Microsoft Forms, Microsoft PowerPoint and Microsoft Whiteboard as teaching and communication tools, to regularly collaborate with K-6 teams and the EAL/D team, discuss student wellbeing, communicate new information and continue to plan, implement and deliver new learning to students. EAL/D coordinator organised Telephone Interpreter Services to reach out parents with limited English proficiency.

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.

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 LP and PLAN data.

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 approximately 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 in 2021.

Library

11910 books were borrowed from the library during 2021. Borrowing was impacted significantly during 2021 as the students learned from home for substantial periods of time during the year due to the COVID pandemic, it was also impacted as the library was packed and moved into our beautiful new library space.

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 practice. The library is accessible to all students throughout the week through weekly library lessons. The new library has been designed to cater to the growing number of students in our local community. There are two teaching and learning spaces known to students as Library A and Library B these spaces are connected with a hallway and a seminar space.

The library has a well-developed and diverse collection of books and resources available to the whole school community. The collection has been divided between the two library spaces with the non-fiction collection and teacher resources located in Library B and the fiction collection located in Library A. The students have access to the entire collection when reading and borrowing.

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 quality literature. A significant focus on collection development during 2021 included Aboriginal and Torres Strait Islander literature, books with a focus on well-being and building our non-fiction collection with current literature.

The school continued with a range of digital subscriptions during 2021 to support students reading and researching during Learning from Home. These resources have been invaluable and will continue to be part of our library collection. These online resources include Storybox Library, Epic Book Club, World Book Online- eBooks, ClickView and links to our local library's eBook collection. These digital multimodal resources are accessed by students and their teachers and have been used for teaching and learning programs and students' enjoyment.

During the Learning from Home period students were provided with weekly online library lessons. The teacher librarian Ms Hall joined classes' daily zoom meetings sharing resources and reading stories to classes. Ms Hall also ran a weekly KLA zoom that any student could join. Sometimes 130 students joined at once. During these zooms students engaged in an illustrator workshop learning to draw popular characters from favourite story books.

The library's teaching and learning program for 2021 focused on 'Connecting students to quality digital literature and reading for pleasure'.

We had 622 students complete the Premier's Reading Challenge in 2021, a remarkable effort from our students considering they were Learning from Home during this period. It demonstrates their high interest in reading for pleasure.

Book Week 2021 was to be held during Term 3 lockdown and Stage 3 students had developed some great resources for an at school Book Festival. Unfortunately, this was not able to go ahead so instead we celebrated Book Week with an online performance from a company called Perform Education. This performance highlighted Children's Book Council shortlisted books and provided students with a dramatic show, music and activities to do whilst at home. Student feedback about this performance was very positive. Our school was provided with a recording of the event which has been provided to students that were unable to access the online event.

Scholastic Book Club continued during 2021 with many families purchasing books from the online catalogues. Books were delivered directly to student's homes during the lockdown period and this adjustment demonstrates the adaptation

to familiar procedures from the wider community.

We look forward to enjoying our wonderful new library environment in 2022.

WOW Work

At Wentworthville Public School in 2021 during the Learning from Home period in Term 3 and part of Term 4, WOW work (Wentworthville Online Work) was prepared on a weekly basis for students. WOW coordinators were selected from each grade/stage to prepare the WOW work each week and upload it onto a One Drive in Microsoft 365 where all the work is stored. The WOW coordinators are teachers who are aspirational leaders and have done a tremendous job in liaising with their teams when putting the work together. The preparation of the WOW work was a collaborative process. The WOW work also included work by our EAL/D teachers and NAP teachers who target the students they usually support. The EAL/D WOW coordinators presented their WOW work to the Auburn/Merrylands EAL/D Connect network meeting which was well received and the EAL/D team at Wentworthville supported other local schools to create online work for EAL/D students. Our COVID ILS and LaST team have also prepared WOW work for students they support so that the program can still successfully continue. To ensure consistency the school created a standard template for the WOW Work so that each grade presented the work in a consistent format. Students who were at school during this period received the same work as students learning from home. The administration team were a great support in ensuring copies of the WOW work were available for onsite students and copied, packed and mailed work for families from the support unit and families who did not have access to a device. Student engagement in the WOW work was high and the parents have provided very positive feedback about the support the school has provided via a weekly parent zoom meeting with the senior executive. During the Learning from Home period specialist staff were able to assess students using zoom and enrolment of students moved to online. This was so successful that online enrolments have continued beyond 2021.

COVID 19 - use of technology to support students

During the COVID-19 Learning from Home period, Wentworthville Public School class teachers received training from the school technology team to use Google Classroom and Microsoft Teams. 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 Public School also supported students during this period by providing the borrowing out of laptops for any family who required one. Over 50 Laptops were borrowed out, allowing for ongoing learning for all students.

Positive Partnerships initiative

To develop positive partnerships across the school, selected team members from the Support Unit attended Positive Partnerships training to enable them to be facilitators to become the leaders of a Positive Partnership initiative for the school community. Surveys were conducted to develop an action plan for the initiative. The plan included the implementation of an Enrolment Matrix to support student and parents and a Behaviour strategy Matrix to support staff and the Learning Support Team. The leaders conducted staff development in the use of the matrix and both matrix were implemented. The leaders also conducted workshops in Autism Awareness for staff. This initiative was impacted in 2021 due to COVID -19 work from home in Term 3 and part of Term 4.

Kindergarten orientation

The Kindergarten 2022 intake process began in early Term 3 2021 with the advertisement of sessions and also by contacting the local pre-schools. In early Term 4, families attended a parent information session which was via Zoom due to COVID restrictions. Parents had the 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. The parent information session was an important opportunity for our school to establish strong connections with 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 students an opportunity to engage in a positive 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.

As a result of our Kindergarten Orientation program, children and families were able to familiarise themselves with their new school and staff and this helped to form first connections with our school community prior to starting school. At Wentworthville Public School we are strongly commitment to supporting students, families and educators through the transition phase to school, as we know this sets up our students for long-term success.

Pre school links

There are 17 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 to help establish and enhance a positive partnership with a focus on improving transition from the early childhood setting to the school setting. Local early learning and pre-school centers were also given the opportunity to attend a Zoom parent information session on school readiness and how to enroll for Kindergarten at Wentworthville Public School, led by the Early Stage One Assistant Principal. There were two preschools that accepted this invitation, the information session was well received by parents and preschool educators. It is anticipated that in 2022, pre-school partnerships will be re-established allowing for further opportunities to collaborate and improve our Kindergarten Transition Program.

Student Leadership Camp

Building on the partnerships established in previous years, Wentworthville Public School student leaders and the Stage 3 Assistant Principal attended a 3 day, 2 night camp at Broken Bay Sport and Recreation Centre. The camp was held in Term 2, staff and student leaders from Darcy Road Public School and Pendle Hill Public School also attended. Activities organised by staff onsite provided opportunities for students to develop their skills in communication, problem solving, cooperation, negotiation, respect and care. Leadership skills including collaborating, negotiating and reflecting on difficult challenges to build courage and strength were also incorporated into the program. Positive partnerships were strengthened with previous staff and partnerships were established with new staff. A shared online communication platform was established between the schools. Due to COVID-19 restrictions, opportunities to further develop partnerships across the schools were limited.

Stage 3 Interrelate

The Moving Into the Teen Years Interrelate program focuses on acknowledging personal differences and promotes respect for, and acceptance of, others. The program was delivered to Year 5 students online in 2021 due to public health orders. Students joined the sessions from home or at school if they were onsite with Stage 3 teachers present and an Interrelate facilitator presenting. The sessions ran for 3 consecutive weeks in Term 4, for 90 minutes. Through their participation in the program, Year 5 students developed their understanding of physical development at puberty and explored strategies for managing these changes. A parent information session was delivered via an online platform with parents/carers able to participate from their own device and ask questions if needed before the student sessions. Post survey feedback collected from 67 students and 8 parents/carers indicated informative learning sessions were experienced. When students returned to school, they received a handbook with 101 questions and answers about puberty to take home and share with their parents/carers.

Stage 3 Rock and Water

Following the success of the Rock and Water program in 2020, two Stage 3 teachers attended a 3 day workshop to become Rock and Water facilitators at Wentworthville Public School in 2021. By participating in targeted professional learning, staff were able to develop self-confidence, the ability for self-reflection and respect for oneself and others. These skills were then shared with students during the learning sessions. Stage 3 students participated in a 3 week lesson program in Term 4 in order to develop their understanding of who they are and their personal direction. Students were taught to stand strong and negotiate using verbal approaches.

School Sport, Activities and Equipment

The COVID-19 pandemic impacted on sport and physical activity at Wentworthville Public School in 2021. Although many of the impacts were disruptive and restrictive in nature, there were bright lights, which long term, will likely have a positive impact on the way sport and physical activity are delivered within the primary school setting. The value of these experiences and learnings will only be magnified when considering the ongoing challenge that many schools experience with growing student populations and reduced play spaces. Wentworthville Public School staff developed skills and confidence in integrating physical fitness within the classroom and innovatively linking core academic skills, such as literacy and numeracy, with fun and engaging physical activities (referred to as 'thinking while moving').

Staff embraced innovative and flexible mindsets to program physical activity into daily Learning from Home routines. Ongoing support and guidance were provided by the Physical Activities WOW Coordinator, as weekly sets of resources were shared and communicated with all staff. These resources included an extensive range of updated sporting and fitness resources created by the NSW DoE during the Term 3 lockdown, as well as highly visual, guided fitness routines, appropriate for primary aged students.

The regular summer and winter PSSA seasons were limited to matches being played in Semester One. The senior netball team impressively retained an undefeated record before the lockdown took effect. Fortunately, all major school carnivals (swimming, cross country and athletics) proceeded. Many Wentworthville Public School students received opportunities to represent their school at the Wentworthville-Seven Hills Zone swimming and cross country carnivals and two students were invited to trial for zone sporting teams. The House Championship and point scoring system was formalised in 2021, as house points were displayed prominently and updated after the completion of school competitions and carnivals. Additionally, a house vs house competition was established during school sport sessions each Friday, for non-participating PSSA students. It involved a round robin style competition, consisting of popular school games,

dodgeball and Newcombe ball. The Lawson house was awarded the 2021 House Championship with a total of 504 points.

The sports captains and vice captains played a pivotal role throughout 2021 in setting up competitions, activities and equipment across the school during break times. The handball and basketball competitions drew wide support, as evidenced by the vast number of registered students and teams. The sports captains created a PowerPoint presentation, which was communicated across all K-6 classrooms. The presentation served to build awareness about all the areas and activities set up by the sports captains each day, as well as emphasising the expectation for equipment to be used safely and respectfully.

The new school hall brought with it a new sports storeroom. A stocktake of the old storeroom was conducted in Term 4 to guide the purchasing of a large equipment order. With help from the sports captains, new and existing equipment was sorted and organised into the new storeroom for use in 2022 and beyond.

Sporting Achievements

In 2021 Wentworthville Public School has continued to help students develop their fitness and skills in sport. The year's unique challenges to running sports were met by teachers with enthusiasm. The COLA provided a great shaded outdoor space to run activities while being sun safe. Government programs were utilised to enhance the learning experience of students.

Sporting Schools Grants

Sporting Schools is an Australian Government initiative to foster and increase students' interest in sport. Wentworthville Public School utilised grant money from the program to provide Stage 1 students with training sessions from Cricket Australia. Premier's Sporting Challenge discussions about healthy lifestyles and fitness are promoted through this school wide program. Over a ten-week period, students record and discuss their participation in fitness activities. Each year, a student who has shown a remarkable commitment to making healthy fitness choices is chosen to receive the Premier's Sporting Challenge medal.

SiSA

SiSA Programs ran throughout 2021 in different capacities due to COVID 19. On site, SiSA provided opportunities for students to develop and enhance their skills, particularly in the areas of dance, fundamental movement skills and gymnastics. The specialised equipment provided by SiSA ensured students were able to explore these skills and develop them in a correct and well supported way. Through these varied activities, students built positive relationships with their peers, and further developed their communication and collaboration skills. Online, students were given practical activities to support the continuation of healthy physical activity at home.

During on site SiSA sessions, staff utilised the time to collaborate and establish student centred learning programs to support students across all Key Learning Areas. Staff engaged in professional learning, worked effectively to track student progress through consistent data analysis and identified focus areas for improvement within their teaching practice.

Building Upgrade

Stage 3 works for Wentworthville Public School have now been completed. This includes the new administration building and staff facilities (E Block) as well as refurbished teaching spaces in A Block and increased play space. G Block, which includes 30 learning spaces, a new library and a new hall were completed in 2021 and are already in operation. Staff and students moved into G Block in Term 3 2021 following the extended Learning from Home period.

From March 2022, staff and students will make use of the new administration and staff facilities and refurbished classrooms. Also, as part of Stage 3, the project will be providing increased play space and the newly landscaped Village Green. The contractor, Grindley, has started work on the former Block F site for the final stage of the project, which includes the new special program rooms, the construction of a new special transport drop off zone for the students on assisted travel in the support unit and a dedicated play space area for the support unit. Stage 4, the final stage of the upgrade, is scheduled for completion in mid-2022.

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 2021, resulting in the safe entry and departure of many students.

Chess Competition

The school participated in the Metropolitan West Region: Parramatta Zone, NSW Junior Chess League, Primary Schools Competition. The school had 4 teams participating in this Term 2, home and away competition, each Friday afternoon, between 3.30 and 4.30pm. Students were also able to practise in the Chess Club which operates during break times.