

2022 Annual Report

Wentworthville Public School



3423

Introduction

The Annual Report for 2022 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 2022, and the project delivered new extended administration facilities, six new refurbished classrooms at Block A and our new refurbished Block F for the special needs area. Having our grassed area available again for the students to play has been wonderful and the new blue slide (colour voted on by the students) has been a hit and well used!

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.

2022 was another 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 continued to respond incredibly well and worked effectively as a team, as together we navigated COVID operations for another year!

Our students have been consistently engaged in relevant, challenging and motivating learning experiences in supportive classroom environments. All students within the school value their multicultural and harmonious learning environment and 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 prioritise learning 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 school community

In 2022 I had the great privilege of serving as the President of Wentworthville Public School's Parents and Citizens Association Committee. My fabulous team included:

Vice President and Uniform shop Coordinator - Laura Steel

Vice President - Diya K Chetri

Treasurer - Thushjanthy Ramsundar

Secretary - Jocelyn Shakya

We continued to meet once a month but changed the day to the first Tuesday of each month instead of the first Wednesday. In these meetings we discussed any matters that had come up at the last meeting and any relevant correspondence in and out. Then we heard from our wonderful principal about the happenings around our school. To finish up we were presented with all the financial reports from the previous month.

Uniform shop

2022 was a great year of change for the uniform shop! We started the year with only being able to take online orders (via our new Uniform shop email address!) and those dropped off at the office to being able to have parents back on site! We were so relieved when those Covid restrictions eased.

We also were able to start using our new uniform shop space in the newly built H block. We now sell from this space and have kept the old uniform shop in G block as our store room.

As a committee we noticed that our hats did not have the school's logo on it. We agreed that we would like the logo printed on it as it is on some of our other clothing items that we sell. The new logo looks fantastic!

In response to enquiries from parents and a need for parents to be able to get as many uniform items as possible from our shop to make their lives easier, we sourced some samples of boys grey shorts and pants. We showed the school's executive and P&C members and voted for the ones that we thought were the best quality and price. These have been popular and parents have appreciated not having to shop elsewhere for them.

The orders have increased greatly as the student numbers continue to grow at a rapid rate.

Canteen

We didn't open the Canteen for most of the year as Covid Restrictions were still in place and only easing slowly. However, in Term Four we had the great pleasure of opening again!! We started with just opening on Tuesdays at first break. We decided to start small and have just been selling ice blocks, frozen yoghurts, jellies and packets of savoury snacks/chips. The students have been so happy since we opened again! It's a really joy to see their smiley faces as they line up with their money each week.

Fundraising

We did not do any specific fundraising in 2022. There was some interest from one of our members in having a raffle to raise money. This is something we are hoping to look into further in 2023.

Merit Selection Panels

A few of our members had the opportunity to serve on several of the school's merit selection panels. We are grateful that we get to be involved in the process of employing new staff at WPS and that the school really values our input in this.

It was a busy year! However, it was also quite productive and rewarding too! I'm looking forward to seeing what the next year will bring! We are so grateful for the opportunity to partner with the school and the many ways that they support and care for us.

Catherine Grant - WPS P&C President 2022

Message from the students

YUKI

Good morning Mrs. Lockrey, teachers and fellow students, I hope you are all having a wonderful day. Today we will try not to take too much of your time and quickly tell you about our memorable experience of being the school captains of Wentworthville Public School. Although I may not have been the school captain for the whole year, I was still a school leader and have learnt many things throughout this journey. We have had loads of fun from the start of the year being a leader with the other amazing leaders. They are all so much fun to work with and have always helped us a lot. Levin has also been quite helpful in helping me as a school captain as well.

LEVIN

After seven years here we are. Time flies fast, which is why you need to make the most of it. As you know primary school sadly doesn't last forever and we have to move on. But don't think it as negative thing think of it as a positive thing. Transitioning from primary to high school may be hard but it teaches us how to adapt to new change which is essential for our future.

YUKI

I am very proud to be the captain of Wentworthville Public School. This school is amazing and from all my time of being a leader, I've realised that our school leaders' qualities are very similar to the qualities of our school. When I was at school leader camp during the start of the year, the eight of us were eating at our usual spot. After we had finished eating, a girl from Darcy Road Public School came up to me and said,

"You guys are so friendly with each other, both girls and boys, in our school, girls and boys tend to stay away from each other as much as possible. Wentworthville must be a very nice school." She said a few more amazing things about our school and that tells us how much of an amazing school we are. And any school leader or captain would be proud to be leading this school.

LEVIN

But enough talk about that lets talk about primary school. Primary school were the best education years of my life and will be forever. This is because of our welcoming and friendly community of students and spectacular teachers. Each year of primary school was legendary no matter what students, what teachers or what classroom. Seven years ago, I was in kindergarten and since then my generation and I embarked on a journey that we will treasure and never forget. I'm so grateful that I came to WPS because no other primary school can compare to ours.

YUKI

We would like to say thank you to all our teachers for helping us learn so much throughout our time here at WPS, our friends who have always supported us throughout any difficult times and the students of WPS as well for trusting the leaders and coming to us when you have a problem. I've had kids come to me for help in play time, three or four times this year. I feel very happy to be in this position today but all good things have to come to an end, right?

The leaders of 2022 will soon be off to high school, so I wish good luck to all the 2023 school leaders and captains, and this is Yukthasree Mavireddy signing off. Thank you everyone for your time today and have a good day.

LEVIN

It is truly an honour and a pleasure to serve as this year's school captain. When the year ends it is definitely going to be hard to say goodbye and leave this wonderful community but I'm excited to start a new a journey because primary school is only the beginning. Thank you.

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. In 2022, the entire project was completed.

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 -2025 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	2022 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

Socio-economic background: \$24,962.00

AP Curriculum & Instruction: \$301,142.00

Low level adjustment for disability: \$193,122.00

Integration funding support: \$164,579.00

Per capita: \$131,000.00

English language proficiency: \$49,578.00

Summary of progress

In 2022 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 to continue 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 2022 the PAT Testing resource was used across Years 2-6 in Reading and Numeracy and Early Reading skills for Year 1 to continue 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 Strategic School Support team initiative which focused on Reading and vocab acquisition with a comprehension lens was expanded across the school. Staff 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.

In 2022 executive staff led guided discussion in teams to support conversations about evidence -based practice in mathematics. The DoE Documents: Numeracy - K-2 and Numeracy 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 consolidated various resources and other administrative documents for staff access in the WPS OneDrive; kept updating a detailed HPGE database (K-6); maintained 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 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 2023 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 an uplift of 10% to meet the lower-bound system-negotiated target.	58.92% of students achieved in the top 2 bands of NAPLAN reading, an uplift of 12.12%. This result exceeded both our lower and upper-bound system-negotiated targets of 52% and 57% respectively.
NAPLAN- Top 2 Bands Numeracy Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to an uplift of 7.2% to meet the lower-bound system-negotiated.	45.95% of students achieved in the top 2 bands of NAPLAN numeracy, an uplift of 0.36%. This result did not meet the lower-bound system negotiated target of 53.50%.
NAPLAN - Growth Reading Increase the percentage of students achieving expected growth in NAPLAN reading to an uplift of 2.0% to meet the lower-bound system-negotiated target.	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured.
NAPLAN - Growth Numeracy Increase the percentage of students achieving expected growth in NAPLAN numeracy to an uplift of 1.5 % to meet the lower-bound system-negotiated target. SEF SAS -Value Added Due to the impact of COVID and Learning From Home the following is considered. 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'. Maintain 'Sustaining and growing' in the theme 'Data use in teaching' within the element 'Data skills and Use' and work towards 'Excelling'.	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured.
Attendance	After successfully meeting the lower-bound target in 2021, 2022 saw a drop

<p>Increase the percentage of students attending greater than 90% of the time to an uplift of 4.2% to meet the lower-bound system-negotiated target.</p>	<p>in our percentage of students attending school 90% of the time or more. The actual percentage of students who attended school 90% or more of the time was 56.78%. The impact of Covid illness, as well as country borders opening back up and a significant number of families travelling overseas has affected our attendance results.</p>
<p>Kindergarten</p> <p>At least 80% of students completing Kindergarten will have achieved Level 4 of the understanding texts sub-element of the Literacy Learning Progressions.</p> <p>At least 85% of Kindergarten students completing Level 8 PM Reading level by the end of the year.</p> <p>Year 1</p> <p>PAT Testing -Early Reading</p> <p>Using 2021 baseline 78%, an additional 1% of students in Year 1 will demonstrate a 0.4 growth when comparing start year to end year scale scores in the PAT in Early Reading.</p> <p>Year 1 - Phonics Screener</p> <p>In light of the 2021 extended window and the Year 1 2022 cohort's COVID - 19 learning from home experiences, caution should be taken when comparing the 2022 results with 2021 results.</p> <p>Year 2 -Phonological Awareness Diagnostic Assessment</p> <p>In 2022 the new Phonics Diagnostic Assessment was introduced onto the ALAN site and WPS Year 2 staff chose this new assessment as a better tool to assess student's phonic knowledge and skills. As such, we cannot compare two differing assessment tools.</p> <p>PAT TESTING (Years 2-6)</p> <p>Reading</p> <p>Uplift of 70% of students Years 2-6 demonstrate a 0.4 growth (calculated through effect size formula) when comparing start year to end year scale scores in the Progressive Achievement Test (PAT) in Reading.</p> <p>Numeracy</p> <p>Uplift of 70% of students Years 2-6 demonstrate a 0.4 growth (calculated through effect size formula) when comparing start year to end year scale scores in the Progressive Achievement Test (PAT) in numeracy.</p>	<p>Kindergarten</p> <p>Due to a lack of robust data, the Understanding Texts measure is unable to be assessed for 2022.</p> <p>In 2022, 67.4% of Kindergarten students achieved Level 8 PM Reading level by the end of the year.</p> <p>PAT Testing Year 1</p> <p>Using 2022 baseline (78%) an additional 1.2% (79.2%) of students in Year 1 demonstrated growth when comparing the start year to end year scale scores in the PAT Early Reading Year 1 assessment.</p> <p>PAT Testing Years 2-6</p> <p>In 2022 there was an uplift of 3.12% of Year 2 students achieving improved results in the PAT reading from the results in March to the results in the second testing period in December.</p> <p>In 2022 there was an uplift of 14% (84%) of Year 3 students achieving improved results in the PAT Reading from the results in March to the results in the second testing period in December.</p> <p>In 2022 there was an uplift of 15% (85%) of Year 4 students achieving improved results in the PAT Reading results from the results in March to the results in the second testing period in December.</p> <p>In 2022 there was an uplift of 24.7% (94.7%) of Year 5 students achieving improved results in PAT Reading results from the results in March to the results in the second testing period in December.</p> <p>In 2022 there was an uplift of 27% (97%) of Year 6 students achieving improved results in PAT Reading results from the results in March to the results in the second test period in December.</p> <p>In 2022 there was an uplift of 19% (89%) of students in Years 2-6 who achieved improved results in PAT Reading results from the results in March to the results in the second test period in December.</p> <p>In 2022 there was an uplift of 2% (72%) of Year 2 students achieving improved results in PAT Numeracy results from the results in March to the results in the second test period in December.</p> <p>In 2022 there was an uplift of 7% (77%) of Year 3 students achieving improved results in PAT Numeracy results from the results in March to the results in the second test period in December.</p> <p>In 2022 there was an uplift of 5% (75%) of Year 4 students achieving improved results in PAT Numeracy results from the results in March to the results in the second test period in December.</p> <p>In 2022 there was an uplift of 17% (97%) of Year 5 students achieving improved results in PAT Numeracy results from the results in March to the results in the second test period in December.</p> <p>In 2022 there was an uplift of 17% (97%) of Year 6 students achieving improved results in PAT Numeracy results from the results in March to the results in the second test period in December.</p> <p>In 2022 there was an uplift of 12% (82%) of Years 2-6 students achieving improved results in PAT Numeracy results from the results in March to the results in the second test period in December.</p>

<p>Kindergarten</p> <p>At least 80% of students completing Kindergarten will have achieved Level 4 of the understanding texts sub-element of the Literacy Learning Progressions.</p> <p>At least 85% of Kindergarten students completing Level 8 PM Reading level by the end of the year.</p> <p>Year 1</p> <p>PAT Testing -Early Reading</p> <p>Using 2021 baseline 78%, an additional 1% of students in Year 1 will demonstrate a 0.4 growth when comparing start year to end year scale scores in the PAT in Early Reading.</p> <p>Year 1 - Phonics Screener</p> <p>In light of the 2021 extended window and the Year 1 2022 cohort's COVID - 19 learning from home experiences, caution should be taken when comparing the 2022 results with 2021 results.</p> <p>Year 2 -Phonological Awareness Diagnostic Assessment</p> <p>In 2022 the new Phonics Diagnostic Assessment was introduced onto the ALAN site and WPS Year 2 staff chose this new assessment as a better tool to assess student's phonic knowledge and skills. As such, we cannot compare two differing assessment tools.</p> <p>PAT TESTING (Years 2-6)</p> <p>Reading</p> <p>Uplift of 70% of students Years 2-6 demonstrate a 0.4 growth (calculated through effect size formula) when comparing start year to end year scale scores in the Progressive Achievement Test (PAT) in Reading.</p> <p>Numeracy</p> <p>Uplift of 70% of students Years 2-6 demonstrate a 0.4 growth (calculated through effect size formula) when comparing start year to end year scale scores in the Progressive Achievement Test (PAT) in numeracy.</p>	<p>Year 1 - Phonics Screener</p> <p>In light of the 2021 extended window and the Year 1 2022 cohort's COVID - 19 learning from home experiences, caution should be taken when comparing the 2022 results with 2021 results. We will need to compare 2023 data with 2022 as baseline due to these impacts.</p> <p>Other factors impacting comparative data 2021 / 2022, is that the Alan site only provided individual student data, not whole cohort data to compare. A secondary factor is that PLAN 2 upgraded to PLAN 2 version 3 at the end of 2022.</p> <p>An opportunity in 2023 will be for the Year 2 teachers to review the individual assessment analysis data from the 2022 Year 1 Phonics Screener results.</p> <p>Year 2 -Phonological Awareness Diagnostic Assessment</p> <p>In 2022 the new Phonics Diagnostic Assessment was introduced onto the ALAN site and WPS Year 2 staff chose this new assessment as a better tool to assess student's phonic knowledge and skills. As such, we cannot compare two differing assessment tools. An opportunity in 2023 will be for the Year 2 teachers to complete the same assessment in 2023 as 2022 and compare data.</p>
<p>Attendance</p> <p>Increase the percentage of students attending greater than 90% of the time to an uplift of 4.2% to meet the lower-bound system-negotiated target.</p>	<p>After successfully meeting the lower-bound target in 2021, 2022 saw a drop in our percentage of students attending school 90% of the time or more. The actual percentage of students who attended school 90% or more of the time was 56.78%. The impact of Covid illness, as well as country boarders opening back up and a significant number of families travelling overseas has affected our attendance results.</p>

Tell Them From Me (TTFM)

TTFM Wellbeing data (Advocacy, Belonging, Expectations) increases to be above the system-negotiated lower bound level of 93.6%

In 2022 Wellbeing data indicates that our actual is 89.51%, an uplift of 1.31%. This did not achieve the lower-bound target of 93.6%.

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: \$120,000.00

Summary of progress

In 2022, Quality Teaching Rounds was not able to proceed due to unavailability of casual staff to release teachers to participate in the initiative. New executive in 2022 completed a two-day workshop in the pedagogy of Quality Teaching Rounds. In 2022, the APC&I built the capacity of students to use various strategies to provide feedback on their learning during Number Talks. The APC&I also conducted High Impact professional learning with staff during collaborative teacher sessions on how to use student feedback on their learning as formative assessment. The Tell Them from Me Surveys were once again implemented in 2022. The data revealed teachers set clear goals for learning, established expectations, checked for understanding and provided feedback. The survey also clearly identified that students felt they had someone at school who consistently provided encouragement and can be turned to for advice. Students felt teachers were responsive to their needs and encouraged independence with a democratic approach.

Staff Surveys clearly indicated that most staff felt confident in Innovative Learning Environment Spaces and felt confident to implement the Co-Teaching planning model. The POD leaders demonstrated their leadership skills to build the capacity of others in their team to work effectively in a Co-teaching and Innovative Learning Environment spaces using the required pedagogy and encouraging collective efficacy across the school. The induction process in 2022 ensured new staff were given the opportunity to build their capacity about the pedagogy of the new learning spaces as well as being mentored by Pod leaders. All new staff participated in an induction program to build their capacity about the "What Works Best" document.

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
All executive trained as facilitators of Quality Teaching Rounds. Staff in Years 1-6 and specialist staff participate in Quality Teaching Rounds. New staff to be trained in Quality Teaching rounds.	In 2022 two new executive were trained in Quality Teaching Rounds. By the end of 2022 all Assistant Principals and two Deputy Principals were trained in Quality Teaching Rounds. Quality Teaching Rounds did not occur in 2022 due to unavailability of casuals, therefore this data is not available.
85% of teachers who participated in the Quality Teaching Rounds have demonstrated improved pedagogical and instructional practices.	
60% of students use feedback strategies about their learning.	In 2022 the APC&I built the capacity of students during Number Talks to use various strategies to provide feedback on their learning. Due to 96% LBOTE students and over 90 NAP students 60% of students have developed the vocabulary and confidence to provide feedback on their learning.
70% of staff utilise student feedback as	

an integral part of formative assessment.	75% of Staff have built their capacity to utilise student feedback as an integral part of formative assessment
75% of staff feel confident and effectively implement the co teaching and planning model. 80% of teachers use the Quality Teaching dimensions and elements as part of the planning and assessment process..	From the 2022 Co -Teaching survey 80% of staff felt confident to effectively implement the Co teaching and planning model. In 2022 The Quality Teaching Rounds did not proceed due to inability to staff the initiative.
100% staff, including newly appointed staff utilise What Works Best document and reflect on research based best practice.	100% of staff utilised "The What Works Best Document" and reflected on research based best practice. This document is part of the induction process at Wentworthville Public School for newly appointed staff.
TTFM student survey reports an uplift of 2% from 2020 baseline school mean data in the explicit teaching practices and feedback domain driving student outcomes and school climate.	The 2022 TTFM student survey results did not indicate an increase in 2022 from the 2021 data. In 2022 80% of students indicated teachers set clear goals for learning, established expectations, checked for understanding and provided feedback. There was a decrease of 1% from 2021 data.
TTFM teacher survey reports an uplift of 2% from 2020 baseline school results used as data to inform practice domain driving student learning.	In 2022 85% of students indicated that Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. This decreased by 1% from 2021. 81% of students found classroom instruction relevant to their everyday lives. This decreased by 3 % from 2021 data. 27% of students indicated they were subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet. This increased by 3% in 2022. 81% Students felt they had someone at school who consistently provided encouragement and can be turned to for advice. This decreased by 3% in 2022 as compared to 2021 data.
Increase in teachers, including newly appointed staff who have completed Innovative Learning Environment (ILE) professional learning to build their capacity about pedagogy related to Innovative Learning Environments. This will be offered via Beginning Teacher program.	The School Learning Environments and Change (SLEC) professional Learning was decommissioned in 2022 therefore this critical learning was no longer available for new staff. Additional support was provided by the POD leaders at Wentworthville PS as well as during the induction program.
100% staff, including newly appointed staff utilise online platforms as a collaborative tool and reflect on best practice.	With the support of the ICT team 100% staff have felt confident to utilise online platforms as a collaborative tool and reflect on best practice.

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

AP Curriculum & Instruction: \$150,571.00

Professional learning: \$59,678.00

Per capita: \$193,568.00

Summary of progress

In 2022 our key areas for growth in Strategic Direction 3 -Authentic Partnerships, were in Instructional Leadership and Building Student Voice.

The ICT team continued to build the capacity within the school and expand teachers understanding and implementation within their teaching and learning programs with STEM activities. The team led teacher professional learning every week 7 to build high impact within the teaching staff. This PL opportunity was extended to other schools in our network of schools. Engaging in partnerships with outside agencies continued as a key focus in 2022, with the ICT leader championing these opportunities. Our external provider, Xenontech, who manages the fleet of technology in the school continued to provide outstanding service to the school.

Building leadership capacity was a key focus in 2022 and promoting the concept of leaders for the future was developed. The executive team read the professional text by Dan Haesler 'The Act of Leadership' to build understanding and skills in leadership roles. Each executive leader presented an overview of the chapter they were responsible for and had a short PowerPoint presentation (no more than 4 slides) and facilitated executive discussion.

We continued to engage the skills of EduInfluencers, Rochelle Borton and various coaches/ mentors from the organisation for the expanding executive team with whole group sessions, 1:1 mentoring and coaching sessions. Each term leadership workshops were conducted to build the leadership lens within the executive team and ensure ongoing improvement with high expectations occurred.

Funding the Community Liaison Officer (CLO) in 2022 continued for two days per week ensuring authentic parent partnerships were fostered. Planned multiple parent information sessions and numerous Triple P parenting programs were conducted throughout the year with various parents happily graduating at the end of the program.

Building student voice has been a key focus and in 2022, the SRC played a key role in ensuring classes were represented and had ideas brought to meetings via their class 'ideas board', which would have SRC class representatives take ideas to the meetings for discussion. During 2022, Wentworthville PS had the opportunity in the Adopt a Flood school initiative, and we were paired with Broadwater PS who was affected by flooding in the North Rivers Area. Our school supported them during the recovery process. Our SRC students facilitated letters from our students to their students, fund raised money and our school supported staffing costs to set up a new admin demountable on the grounds of their adoptive new school location, whilst their school awaits rebuilding.

The 3 Way goal setting in 2022 was both a hybrid option of online and face to face, due to COVID impacts. Our Support Unit team continued to utilise the parent meeting times to construct shared meaningful Individual Learning Plans (ILP) for their children. This opportunity to authentically connect students, parents and teachers is an increasingly positive experience in our school calendar each year.

In 2023 we will continue to strive to build authentic partnerships as we build the capacity of others through instructional leadership and enhancing opportunities through the building of student voice.

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 2021 baseline data in the leadership domain driving student learning.</p> <p>TTFM teacher survey reports a 5% uplift from 2021 state average data in the parent involvement domain driving student learning.</p>	<p>The TTFM survey saw a decrease in teacher responders and a decrease in 2021 data in both the leadership and parent involvement domains. An area for improvement is for leaders taking time to observe teaching practice. An opportunity for parent involvement exists, where parents are asked to review and comment on student's work.</p>
<p>Additional staff members building their leadership capacity via the data of 2021 aspirational leadership group.</p>	<p>The 2021 team who sought support from the Aspirational Leadership group, went on in 2022 to expand their skillset and leadership learning journey.</p> <p>Of the 12 participants in the 2021 aspiring leaders: x 7 gained relieving roles as Assistant Principal (AP) or APC&I roles at either Wentworthville Public School or another school.</p> <p>X 2 gained permanent AP roles by end of 2022</p> <p>X 1 retired from the Department</p> <p>X 4 sought mentoring and coaching in various leadership roles with other staff in 2022.</p>
<p>TTFM teacher survey reports a 2% uplift from 2020 baseline state average data in the parent involvement domain driving student learning.</p>	<p>Whilst the 2022 data reflects the same school mean score and same NSW government schools norm there has been positive uplift in response in items:</p> <p>I share student's learning goals with parents,</p> <p>I am in regular contact with the parents of students with special learning needs, parents are regularly informed about their child's progress.</p>
<p>Increase of 2021 technology resourcing and use so as to enhance the teaching and learning service delivery, particularly as we move in to new learning spaces.</p>	<p>Under the leadership of the ICT leaders and ICT team, there was an increase of purchasing of iPads and Laptops to support students learning. A trial in Kindergarten Keyboard attached to iPad occurred to support the transition of use to laptops for years 2 -6. ICT resources were allocated amongst teaching pod spaces and monitored by ICT representative and mentors for grades and stages.</p> <p>Laptops were prepared and made available for NAPLN online trial and completion of various online assessment tasks eg. Check in data and PAT testing.</p>
<p>TTFM teacher survey reports a 5% uplift from 2021 state average data to above state average data in the technology domain driving student learning.</p>	<p>The TTFM survey saw a decrease in school mean, however the school was still above the state norms in technology. Teachers had an increase in 2022 of:</p> <p>Using computers or other interactive technology to undertake research;</p> <p>Helping students overcome personal barriers in using interactive technology;</p> <p>Identifying challenging leaning goals in the use of interactive technology.</p>
<p>Uplift of students engaging in 3 Way Goal setting meetings with their families and teachers from 2021 data.</p>	<p>In 2022 there were 15 out of 31 classes that engaged win 3 Way interviews with a greater than 75% attendance from the class. This was a a reduction of 8.3% from the 2021 baseline data where 17 out of 30 classes attended 3 Way goal setting with 56.7% attending with over 75% of the class families. We are curious as to whether COVID has had an impact on this reduction and will observe closely in 2023.</p>

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 there was a decrease of 17.5% of parents responding in the TTFM survey compared to 2021. Whilst a decrease overall between 2022 /2021 data exists, the distribution of average scores was equally highest at 7.5 out of 10 for both years. Opportunities exist in informing parents more about their child's social /emotional development and progress in school subjects.
2.7% uplift of Wellbeing negotiated target from 2020 baseline measure to meet the lower-bound system-negotiated target.	In 2022 there was an uplift of 0.79% of students with positive wellbeing. At WPS our TTFM data shows above State and SSSG data for students with positive wellbeing.
Increase the percentage of students achieving the wellbeing system negotiated upper bound target of 94%.	In 2022 there was a clear uplift of percentage students with positive wellbeing in Years 4-6, however we are still working towards achieving the upper bound target of 94%.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$3,056.00</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 the following impact: 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"> • 2022 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 2022 goal plans and develop goals for 2023. <p>After evaluation, the next steps to support our students 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>Integration funding support</p> <p>\$329,158.00</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"> • Literacy (with a focus on Reading) and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: 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"> • 2022 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.

<p>Integration funding support</p> <p>\$329,158.00</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 2022 goal plans and develop goals for 2023. <p>After evaluation, the next steps to support our students 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>\$49,924.00</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"> • 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"> • supplementation of extra-curricular activities • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</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 Berry 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 will be: 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>\$6,734.00</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>Aboriginal background</p> <p>\$6,734.00</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 specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Personalised Learning Pathways (PLP) were created by classroom teachers for 6 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 PLP meetings with families. • The Stage 3 Assistant Principal leading the PLP process maintained positive connections established with families and also communicated with students and/or parents/carers to monitor student wellbeing and learning. • SLSO support was implemented in Terms 2- 4 to implement student Action Plans • A new initiative of developing a student voice leadership role for Stage 3 Indigenous students is the 'Cultural Leader' role. <p>After evaluation, the next steps to support our students 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>\$719,729.00</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"> • 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 support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact:</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 team members develop staff capacity in including EALD report comments reflecting stages of language acquisition. • EALD Learners being more confident and prepared to take risks with their language use of new vocabulary. <p>After evaluation, the next steps to support our students will be: to continue to build the capacity of staff and new staff to the school and to identify and embed in practice the phases of an EALD learners on the EALD learning progressions in the new reporting template 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>\$386,244.00</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"> • 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"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: 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"> • 2022 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 2022 goal plans and develop goals for 2023. <p>After evaluation, the next steps to support our students 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>Professional learning</p> <p>\$119,357.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • Instructional Leadership • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching • engage external provider services to build leadership capacity for existing and aspiring leaders • engage in Quality Teacher Rounds PL <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Targeted alignment with school strategic directions and individual 2022 PDP goals for teaching and non-teaching staff. • Increased capacity of all teachers to embed effective practices in the explicit teaching of literacy and numeracy, resulting in improved student

<p>Professional learning</p> <p>\$119,357.00</p>	<p>internal results as evident in PAT testing.</p> <ul style="list-style-type: none"> • HIPL to be promoted and engaged in a targeted process utilising lead learners within the school to deliver effective teacher PL. • Targeted Coaching and mentoring program via EduInfluencers /Rochelle Borton for building school leader capacity and aspiring leaders. <p>After evaluation, the next steps to support our students will be: continuing the engagement of EduInfluencers to build the capacity of the leadership team across the school and provide mentoring for new staff. Continue targeted alignment with school strategic directions and individual 2022 PDP goals for teaching and non-teaching staff utilising the online form application process.</p>
<p>QTSS release</p> <p>\$151,811.00</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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact:</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. • Executive staff actively communicating with families regarding student wellbeing matters. <p>After evaluation, the next steps to support our students 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 teams as per individual PDP goals and develop capacity in their teams.</p>
<p>COVID ILSP</p> <p>\$65,686.00</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 2022.</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 teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • development of resources and planning of small group tuition • releasing staff to participate in professional learning

<p>COVID ILSP</p> <p>\$65,686.00</p>	<p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Continuation of 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>After evaluation, the next steps to support our students 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 2023 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			
	2019	2020	2021	2022
Boys	348	352	374	401
Girls	343	360	374	388

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.0	90.2	94.9	87.2
1	92.6	88.4	94.2	87.9
2	92.6	90.3	93.9	89.1
3	94.5	92.2	93.6	86.4
4	93.8	92.4	93.5	88.4
5	93.7	90.5	94.7	88.9
6	92.5	91.8	93.0	88.4
All Years	93.2	90.6	94.1	88.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	6
Classroom Teacher(s)	31.26
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.4
Teacher ESL	5.4
School Counsellor	2.6
School Administration and Support Staff	7.67

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,278,119
Revenue	8,749,697
Appropriation	8,648,039
Sale of Goods and Services	1,500
Grants and contributions	85,705
Investment income	7,753
Other revenue	6,700
Expenses	-8,339,957
Employee related	-7,635,047
Operating expenses	-704,910
Surplus / deficit for the year	409,740
Closing Balance	1,687,858

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.

	2022 SBAR Adjustments (\$)
Targeted Total	129,157
Equity Total	899,900
Equity - Aboriginal	6,734
Equity - Socio-economic	24,962
Equity - Language	670,151
Equity - Disability	198,052
Base Total	6,025,944
Base - Per Capita	193,568
Base - Location	0
Base - Other	5,832,377
Other Total	917,523
Grand Total	7,972,524

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 2022 students, staff and parents participated in the Tell Them From Me Survey.

Students

Students from Year 4, 5 and 6 in 2022 completed the online 'Tell Them from Me' survey in Term 1 and again in Term 4. The key findings from the surveys include:

- 78% of students indicated they had a high sense of belonging. There was a 5% difference from 2021 which was 83%. The 2022 result was below the NSW government norm of 81%.
- 85% of students indicated they experienced positive relationships at school. There was a 1% difference and increase from 2021 which was 84%.
- 80% of students indicated they were engaged with their learning. This was above the NSW Government norm which was 78%. This result was also 4% down from 2021.
- 31% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. This had decreased by 7% since 2021. The NSW Government norm for this category is 53%.
- 82 % of students indicated they aspired to attending University in the future.
- 27 % of students indicated they experienced bullying. This had increased by 4% from 2021. This was also below the NSW Government norm of 36%.
- 38% of students indicated they felt challenged in their English and Maths classes and demonstrated reasonable skill in these areas. There was a 3% increase from 2021, although it was higher than the NSW Government norm at 26%
- 81% 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 82% of girls and 80% of boys experience positive advocacy at school.
- 80% 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 55% of staff had been teaching between 6-15 years or more and 13% were in the first 5 years of their teaching career.

Staff were surveyed about the four dimensions of classroom and school practices. 79% of staff indicated they see the importance of using data to inform practice. The establishment of the data team and staff feeling more confident to analyse and synthesise data has impacted this result. 69% of staff feel confident to embed technology as part of best practice in the classroom. This result has been directly impacted by the increased use of platforms such as Microsoft Teams and Google Classroom and mentoring from ICT leaders across the school. 80% of teachers use inclusive practices to support a range of abilities in the classroom. 71% of teachers value feedback as a tool to improve their pedagogical and classroom practice. This has been a focus area as part of our School Improvement Plan Strategic Direction 2 "Effective feedback and collaboration". 75% of teachers believe the school clearly communicates the strategic vision and values for Wentworthville Public School. 52% of teachers indicated they were confident in their capacity to meet the needs of Aboriginal and Torres Strait Islander students. 96% of teachers felt confident to teach in the new Innovative Learning Environment spaces. 90% of staff indicated they were satisfied with the outcome of the upgrade of facilities.

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. 77% of parents felt their child was safe at school and that the school promotes safety of students. 63% 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. 72% of parents believed the school was inclusive and catered for students from a range of abilities. 90% of parents were aspirational for their children and had high expectations for their future path. 92% of parents indicated they would recommend the school to other parents. 72% of parents believed the school supports positive behaviour.

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 planned and co-created by classroom teachers for six Aboriginal and Torres Strait Islander students with parent/carer and student consultation. All six student's families came to meet at school to discuss planned goals. These meetings provided the opportunity for families to share relevant information about their children. The meetings also enabled families to have conversations about future goals both academically and socially. Some of the families included a cultural identity goal in order for their children to learn more about their culture and their connection to Country.

Each student worked towards their goals with teacher support as well as allocated times twice per week in a one to one or paired setting with an SLSO in Semester 2. The AECG languages app was downloaded onto a set of school iPads to enable the students to explore their cultural language. This app was also available to other students throughout the school to increase cultural awareness and build knowledge. Some students used the app along with other resources to create texts in their cultural language and shared this with their teachers and peers.

New signage is displayed at the main entrance to the school and library showing 'Welcome' in the Dharug language. All students across the school participated in NAIDOC Week celebrations in Term 3. Activities included researching the lives of Aboriginal and Torres Strait Islander famous people as well as joining in a shared reading activity. The organising school team provided a range of lesson ideas for teachers and students to access. Some samples of student work were shared with our parent community via the school newsletter.

In Term 4 a Student Cultural Leader role was established to provide opportunities for student voice when our school is planning activities and events for Reconciliation Week, Sorry Day and NAIDOC Week. Through consultation with the Aboriginal Community Liaison Officer, Principal and parent, the role description was created and shared with the student. School Cultural Leader badges were designed and will be presented to Aboriginal and Torres Strait Islander students each year. The students can choose their level of involvement with staff during the planning of and participation in events.

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.

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

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. Due to staff changes, in 2023 two new staff members will be ARCO trained.

Other School Programs (optional)

Learning and Support

The Learning and Support team (LST) work with identified students who require additional support. The LST comprises of school executive, learning and support teachers and the school counsellor. The team meets each week, with a focus on K-2 and 3-6 on alternate weeks. Student needs are discussed, alongside attendance and PBL concerns and actions to take determined. The learning and support teachers provided small group in class and withdrawal support in the areas of literacy and numeracy to students across the school. Integration Funding and Disability Funding was used to employ SLSOs to support identified students in the classroom and playground.

Wellbeing Team

The Wentworthville PS Wellbeing Team included representative from each grade/stage, along with specialist and executive task. The main focus of the Wellbeing Team in 2022 was to familiarise and build the capacity of staff to implement the LifeSkills Go program. This is being used to provide wrap around support to wellbeing initiatives already happening in the school, including the dedicated Social and Emotional Learning time on a Monday afternoon across the whole school. This program will continue in 2023, with a target of all classes using the 'check in' aspect every day by the end of 2023. The team also identified the need for a lunchtime social skills program after analysing pink and white slip data. This program was developed and ready for implementation in 2023.

Positive Behaviour for Learning (PBL)

In 2022 the PBL Team developed an action plan, that sets out the goals for the year. Each member of the team had a role and the team met fortnightly to discuss progress. Due to the new build and the ever-growing cohort of students, initiatives were designed to spread the PBL message throughout the community, such as new signage for the buildings, the PBL message in the school newsletter, and colour coding duty areas around the school. The PBL Team also introduced a new rewards system and designed a new school hat that includes the school logo. The PBL Team has played an important role in ensuring that the students and community of Wentworthville Public School understand the role of PBL in developing safe, respectful learning environments.

Attendance

Attendance continued to be a focus at Wentworthville PS in 2022. Class teachers monitored student attendance, contacting parents and carers if a student was absent for two or more days. The DP distributed attendance data of students who's attendance was at 85% or less, and APs would monitor this on a weekly basis. An attendance tracking sheet was developed in order for APs to track actions taken to support students with significant attendance concerns. Regular meetings with the Home School Liaison Officer and contact with the Aboriginal School Liaison Officer occurred. Unfortunately, due to both the impact of Covid and families taking extended leave, our system negotiated attendance target was not met.

English as an Additional Language or Dialect (EAL/D)

This year the school included in the academic report, under the English Comments Section, an English Language Proficiency phases for all the EAL/D learners. To do this successfully, EAL/D Education Leader, Metropolitan South, Kerry Cheeseman (based at WPS) together with all the EAL/D teachers facilitated professional learning sessions to classroom teachers. This professional learning included defining and understanding of the phases (Beginning, Emerging, Developing or Consolidating) from the EAL/D Learning Progression, looking at students various writing samples and using the EAL/D Learning Progressions to phase every EAL/D student as Beginning, Emerging, Developing or Consolidating. Furthermore, the explanation of the EAL/D Phases were made available to the parents in different

languages.

Every term EAL/D teachers at WPS attended EAL/D Network Meetings that enabled them to engage in ongoing professional learning and provided opportunities for all EAL/D teachers to initiate and engage in collegial discussions to reflect on and improve their specialist knowledge. Through participation in this professional network, teachers formed productive links with the wider EAL/D learning community. As a result, it improved the educational outcomes for all EAL/D learners.

In preparation for the EAL/D Annual Survey, EAL/D Staff liaised with classroom teachers during meetings to look at the students' work samples and worked together to phase students using the EAL/D Progressions and EAL/D team updated the data in ERN for the EAL/D Annual Survey.

EAL/D staff was involved in facilitating the Numeracy Guide (K-2 and 3-6) and Effective Reading (K-2 and 3-6). They embedded the EAL/D strategies and other interactive ICT tools to engage with the EAL/D students. This PL allowed the EAL/D teachers to build capacity to collaborate and team teach with the classroom teachers to support EAL/D students to increase their literacy and numeracy outcomes.

New Arrivals Program (NAP)

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. To support the students with building English language, NAP teachers plan and prepare quality teaching programs, liaise with the Henry Parkes Equity Resource Centre for resources and work closely with the EAL/D Education Leader, Kerry Cheeseman to improve students English language proficiency.

At Wentworthville PS we have approximately 90 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.

Student Leadership Camp

Continuing the authentic partnerships established over the last 2 years, Wentworthville Public School student leaders and the Stage 3 Assistant Principal attended a 3 day, 2 night camp at Berry Sport and Recreation Centre. Staff and student leaders from Darcy Road Public School and Pendle Hill Public School also attended the camp in Term 1.

Activities organised by staff onsite provided opportunities for students to develop their skills in communication, problem solving, cooperation, teamwork, 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 school staff attendees and new partnerships were also established.

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 in mainstream and support classes at school in Term 4. Class teachers were present for each session with an experienced Interrelate facilitator presenting. The sessions occurred over three consecutive weeks 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. As part of the school package, students 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 over the last two years, Stage 3 students participated in a modified program using Rock and Water exercises. The sessions were presented by two Stage 3 teachers who are trained facilitators. The exercises worked towards developing student understanding of who they are and their personal direction. Opportunities were provided to practise developing confidence and self-reflection. Students were taught to stand strong and negotiate using verbal approaches. Visual resources were shared with students and will be displayed around the school to reinforce and support effective language choices and strategies.

Kindergarten orientation

The Kindergarten 2023 intake process began in early 2022 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 four days and sessions were held in Kindergarten classrooms. Students 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 PS we are strongly committed to supporting students, families and educators through the transition phase to school, as we know this sets up our students for long-term success.

Best Start Kindergarten Assessment

The Best Start Kindergarten Assessment identifies student's literacy and numeracy skills on entry to Kindergarten. In 2022, Kindergarten students were assessed over three days before starting school and were completed in the first five weeks of the term. The Kindergarten teachers then worked closely with the WPS Assistant Principal Curriculum and Instruction to analyse the Best Start data and map out future learning goals for students. With an understanding of literacy and numeracy skills of each student at the beginning of Kindergarten, teachers were able to plan lessons to best support the learning needs of every child.

Library 2022.

The students actively used the library throughout 2022. A total of 16 182 books were borrowed from the library. The most popular books borrowed included Dog Man by Dav Pilkey, Hot Dog by Ahn Do, Bad Guys by Aaron Blabey, Pig the Pug by Aaron Blabey, Billie B Brown by Sally Rippin and Exploding Endings by Tim Harris.

726 Students completed the Premier's Reading Challenge in 2022. This is an outstanding number of students completing the challenge and demonstrates the school culture of reading for pleasure and enjoyment.

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 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 2022 included non-fiction literature and graphic novels.

The school continued with a range of digital subscriptions during 2022 to support students reading and researching during home learning. 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. Scholastic Book Club continued during 2022 with many families purchasing books from the online catalogues.

Stage 3 students created digital book trailers during their weekly library lessons and we entered their book trailers into the Children's Book Council of Australia 'Collide' competition. Our book trailers were fantastic, and 3 student groups trailers were shortlisted. We are very proud to say that one group won the NSW competition, receiving a gold medal and \$250.00 worth of books. We are excited to create new book trailers in 2023 and enter the competition again.

Book Week 2022 was held during Term 3. We held a whole school Zoom meeting and students got to show off their Book Week costumes, the event was run by Ms Hall and the library monitors in the library, classes were given gift wrapped books to read and book characters to hid in their classroom so students could find them throughout the day. We had a whole school Kahoot game (an online quiz platform.) Prizes were given to the winners of the Kahoot game, the best student and best teacher borrowers in the school. It was a fun day!

We had an author visit from Cristy Burne and Dennis Knight, authors of the Wednesday Weeks series. The stage 3 students enjoyed this visit as they got to do some fabulous science experiments from the books. Stage 1 and 2 students

enjoyed an online author session with Matt Cosgrove, the author of Macca the Alpaca series and The Worst week Ever series. He did some guided drawing sessions with the students. The stage 3 students participated in an online writing program in their classrooms with Tristan Bancks one of our favourite authors. They wrote some fabulous stories; we have many budding authors attending Wentworthville Public School.

Data Team

The data team comprises of a representation of staff from all grades or stages including specialist staff. The purpose of the data team is 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 and 4 students in Years 1-6 participated in PAT testing (Progressive Achievement Tests). 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.

The Reading PAT test results in Term 4 2022 indicated:

In Year 1 there was a 9.1% increase of students achieving results in the top 20%. In Year 2 there was an increase of 21.8% of students achieving in the top 20%. In Year 3 there was an 8.2% increase of students achieving in the top 20%. In Year 4 there was a 10.7% increase of students scoring in the top 20%. In Year 5 there was an increase of 21.7% of students scoring in the top 20%. In Year 6 there was a 16.8% increase of students achieving in the top 20%.

The Numeracy Pat Test results in Term 4 2022 indicated:

In Year 2 there was a 16.7% increase of students achieving in the top 20%. In Year 3 there was a 13.4% increase of students in the top 20%. In Year 4 there was the greatest growth with 27.7% of students achieving in the top 20%. In Year 5 there was a 7.2% increase in students achieving in the top 20%. In Year 6 there wasn't growth between data from Term 1 to Term 4 and the results maintained the same number of students as Term 1 scoring in the top 20%.

In 2022 students in Year 2 trialled the spelling component of the PAT suite of assessments. Staff felt this was a useful resource which the Data Team will source for 2023. In addition to the PAT assessments the data team also analysed Check in assessments and NAPLAN data.

The Data Team in 2022 also collected important information about data confidence of staff across the school.

The results indicated:

91% of staff indicated they felt confident to collect data on students in their class.

63% of staff believed there was adequate support for building data skills and use.

54% believed there was adequate time provided in professional learning on using and analysing data.

55 % Felt confident in analysing, elaborating and future planning goals for their students based off data collections.

Support Unit New Build

At the end of Term 3, 2022 the WPS Multi Cat Support Unit of 22 children and their teachers moved from an over 100-year-old building to a new state of the art purpose-built Support Unit. The learning spaces include; three large classrooms that all include breakout rooms and toilets; a sensory room; a kitchen; and a seminar room. The playground includes a sand pit, grass and gardens. The appropriately sized toilets, that each include a shower, have proved very convenient for maintaining the learning momentum of the day. The new sensory room has given teachers the means to teach and promote self-regulation with the students and has allowed the students to develop the independence to choose to utilise the room as needed. Students have also benefitted from the kitchen by learning procedure writing and measuring skills through cooking. Parents were invited for a tour of the premises and feedback indicated that they were very happy with the improved facilities.

School Sporting Activities

PSSA and School Sport did not take place in Semester One, due to the lingering impacts of COVID restrictions. Regular winter and summer PSSA seasons resumed in Semester Two. In Term 3, WPS entered PSSA teams in netball, boys soccer, girls soccer and league tag. In Term 4, students enjoyed opportunities to trial for cricket, Newcombe ball and AFL teams, before playing fellow schools in the Wentworthville PSSA district. Matches were non-competitive, with emphasis

placed on fun and skill development.

Continuing the inauguration of including house vs house competitive matches during school sport in 2021, Year 3 to 6 students engaged in weekly dodgeball and volleyball knockout games. Students played for house championship points each week, adding to points earned during whole school sporting carnivals. Overall, Paterson took out the 2022 House Championship, thanks largely to their strong performances at the cross country and athletics carnivals.

A Stage Two and Three lunchtime soccer tournament was set up by staff and sports captains. It featured a twenty-eight match round-robin structure. The winning team 'T7' played a friendly match against the WPS staff team at the conclusion of the tournament. The match was witnessed by several hundred students who cheered for both sides. Similarly, earlier in the year, the sports captains organised and refereed a Stage 3 round-robin dodgeball competition, which took place at the undercroft during lunch breaks. The 'Golden Warriors' girls team finished in first place.

Over two hundred students registered in the Term 1 and Term 4 Swim Scheme programs at Wentworthville Swimming Centre. The program catered for swimmers of all abilities and skill levels, ranging from students who could confidently swim the length of an Olympic sized pool to those learning to float and feel comfortable in water. Students attended daily lessons over the course of two weeks. An emphasis was placed on learning about water safety, swimming for survival, as well as swimming technique.

WPS registered in the 2022 Jump Rope for Heart program. All students across K-6 participated in weekly skipping activities over the course of five weeks in Term 4. Equipment and resources were dispersed equitably by staff and the sports captains to maximise engagement. Many students, families and staff raised funds for the Heart Foundation. WPS exceeded their \$3500 goal, raising a total of \$4472.

Sporting Carnivals

Unfortunately, due to cancellation of the annual swimming carnival (wet weather), WPS were unable to enter a zone swimming team. This disappointment was rectified somewhat by some impressive performances by students at the zone cross country and athletics carnivals.

With Pendle Hill High School undergoing renovations in 2022, the WPS cross country carnival was organised on school grounds, featuring a track with many twists and turns. WPS fielded forty students at the 2022 zone cross country carnival at Alwyn Lindfield Reserve, Glenwood. Three students qualified for the Sydney West cross country carnival, having recorded top eight finishes in their respective races - a standout result in recent years. Overall, WPS finished in 12th place, an improvement on their 13th position in 2021.

The annual WPS athletics carnival took place at Barton Park, North Parramatta. Stemming from a day of many outstanding performances in track and field events, fifty-two WPS students qualified for the zone athletics carnival, held over two days at Cornucopia Reserve, Glenwood. Many students qualified in multiple events (one student qualified in 8 events; one student in 7 events; one student in 6 events; another in 5 events; and three students qualified in 4 events). Within a highly competitive environment, one WPS student qualified for the Sydney West athletics carnival. WPS finished in 14th position out of twenty competing schools.

Two students received invitations to trial for zone sporting teams in 2022. One student's outstanding skills were awarded with selection in the 2023 Sydney West Girls Cricket team.

Sport In Schools Australia (SiSA)

SISA is an initiative at Wentworthville Public School that is used as an opportunity for stage teams to work together with their Assistant Principal, AP C&I and specialist staff to participate in targeted professional learning, and collaborate with a focus on student centred planning and evaluation of programs and data. Students partook in specialised sports programs run by SISA. These programs are a part of the PDHPE syllabus. Students participated in activities such as Fundamental Movement programs, Athletics Skills and Dance. They focus on building teamwork, collaboration, communication and regulation skills.

Sporting Schools Grants

In 2022, students at Wentworthville Public School (WPS) successfully applied for Sporting Schools grants for each term in 2022. Funds were used to provide cricket training from Cricket Australia to 220 students and netball training from Netball NSW to 221 students.

Premier's Sporting Challenge

WPS students took part in the 2022 NSW Premier's Sporting Challenge in Term 3. Students had the opportunity to discuss fitness, healthy lifestyle choices and to monitor their physical activity throughout the term. Participation in the challenge came with a grant and supplementary grant totalling \$2671.02 used to purchase sporting equipment.

High Potential and Gifted Education (HPGE)

The HPGE program was further strengthened throughout 2022. Data continued to play a key role in identifying high performing students across K-6. The 'HPGE database' tracked students achieving above 'high performance thresholds' in external assessments: NAPLAN, Check In Assessment and PAT Testing. ALAN and Scout data platforms were used by members of the HPGE team to synthesise and analyse data sets. For the first time in 2022, the HPGE team included staff representatives from each grade and/or stage. This initiative enabled members of the team to communicate HPGE matters and data to classroom teachers during stage meetings and SISA collaboration time. Summative data was also collected to track whole school high performance trends. Analysis concentrated on the percentage of students from each grade achieving in the top 20th percentile; or in top performance bands. This data helped inform HPGE data-driven school goals for 2023.

Across K-6, classroom teachers upskilled their capacities to cater for the learning needs of HPG students. Reflecting differentiated programs and teaching strategies specific to each HPG student, classroom teachers uploaded personalised 'HPGE Differentiation Form Ps' into our school's OneDrive.

Two members of staff completed a two-day 'MINI-COGE' course, run by UNSW. Learnings were communicated to all staff through the delivery of a whole school professional learning session run by the HPGE team. Staff were informed about the evidence-based benefits of embedding Concept Based Learning and Project Based Learning as two effective teaching pedagogies. The HPGE team will be working alongside the technology team in 2023 to mentor staff in embedding these modes of teaching and learning, recognising their potential impact on catering for HPG populations.

Science Technology Engineering and Maths (STEM)

In 2022, all class teachers embedded ICT into their daily lessons. The key areas of ICT lessons were STEM focused, with robotics and film making taught to all students across K-6. In addition, VR and 3D printing was taught to students in Years 3-6. 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 staff to support other students in the classroom to learn through STEM in the classroom.

ICT Team

The Wentworthville PS ICT team worked in consultation with the external company Microsoft and Google. A key priority of the ICT team was 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 2022 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.

ICT Networks

Wentworthville P.S worked in collaboration with STEM NSW and T4L to embed STEM lessons that were effectively integrated into classroom lessons and programs. The support from external providers helped beginner and experienced teachers to better understand the most effective ways to use ICT and STEM effectively in classroom lesson.

ICT Resourcing

In 2022 Wentworthville P.S purchased an additional 3 3D printers, 4 Meta Quest VR sets, 10 Green screens, 60 Laptops and 30 Ipads with keyboards. The equipment purchased will further provide students in K-6 the opportunity to develop their skills and knowledge in ICT and STEM.

Professional Learning

At Wentworthville PS we strive to identify and provide High Impact Professional Learning. Staff, including teaching and non-teaching staff attend professional learning each Tuesday afternoon, with a focus on whole school initiatives and needs. Staff also individually attend identified professional learning in line with their PDP goals, the School Improvement Plan (SIP) and student needs. Staff have a wealth of knowledge in a wide range of areas and are given the opportunity to lead professional learning. The application process that staff undertake to attend professional learning was transferred to a digital platform and upon application staff need to identify how the professional learning aligns with their PDP goals and the SIP.

Beginning Teacher

At Wentworthville PS, all first year beginning teachers who are receiving funding have been allocated a mentor for 2022. 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 beginning

teachers and their mentors 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 the participants utilise a share drive to access a range of resources available from the school.

Aspiring Leaders

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. Aspiring leaders' continued to be mentored and were provided opportunities through EOI opportunities, feedback from senior executive on applications and a PL workshop provided by one of the Deputy Principals in writing a CV for classroom teachers.

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 continued to support the growing executive team at WPS to be mentored and coached in leadership capacities. Bespoke face to face sessions each term and on the Executive planning day in November continues to build the capacity of a high performing executive team.

The executive team read the professional text by Dan Haesler 'The Act of Leadership' to build insights, techniques and habits to thrive professionally and personally, so ongoing improvement is at the lens of the leadership team. Each executive member led part of the delivery of the text and facilitated discussions. This was a key driver to then support the effective team functioning where team norms were formulated.

Co-teaching team

In 2022 teachers and students continued to gain 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 2 the Wentworthville PS Co-teaching team (POD coordinators) participated in a planning day. During this planning day the POD coordinators drafted the WPS Co-teaching procedures document and created a purposeful use of learning spaces guide. In 2023, the WPS Co-teaching procedures will be finalised for all staff to use and implement.

The POD coordinators also provided professional learning to staff on the different learning modes and were provided with evidence-based research on co-teaching pedagogy. 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. In 2023 we will continue to use evidence based research to inform our school practices. We will continue to enhance collaborative practices across the school and aim to strengthen and elevate contemporary pedagogy in our school.

School Learning and Support Officers (SLSO) Network

The SLSO Network, run by the WPS SLSOs continued to grow in 2022 with regular attendances of 26 SLSOs. Unfortunately, due to Covid Restrictions meetings were held online, however this did allow for the Network to spread far and wide, with SLSOs joining from as far as Wollongong. The meetings, that are held once per term, provided a space for SLSOs to come together to learn from each other as well as having the opportunity to hear from guest speakers. Guest speakers in 2022 discussed; teacher expectations and how to effectively support the classroom; emotional disregulation and strategies to support students within the classroom; Number Talks and showcasing the SLSO resource kit; and mental health and wellbeing for SLSOs.

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 'Creating Book Trailers Using Digital Technologies'. Connecting with specialist teachers in the local area benefits the whole school community.

Vocabulary Initiative

In 2021, identified Wentworthville PS staff participated in the Schools Strategic Support program which focused on further building the capacity of staff to deliver high quality, research based vocabulary programs. This program was targeted at Year Four, Year Two and Support Unit staff and students, with the inclusion of two EAL/D staff and Senior Executive. After its' successful implementation, professional learning was delivered to the whole staff and the vocabulary

initiate was implemented across the whole school in 2022. Staff undertook professional learning and read the book Closing the Vocabulary Gap. Student assessment results demonstrated the success of the initiative, which will continue to be embedded in 2023.

Community Liaison Officer

We had the privilege of employing a Community Liaison Officer (CLO) for two day per week in 2022. The CLO provided valuable support to the community through facilitating the Triple P Parenting Workshop, running parent information sessions, welcoming new families to the school and contacting families in times of need. The CLO was able to transition back to face to face meetings after Covid restrictions eased and it was great to have groups of parents back on site. Due to the valuable nature of the role, the CLO will continue in a two day per week position in 2023.

Pre school links

There are 23 early learning or pre-school centres nearby to the school. This was the first year since 2020 that personal visits to each centre were possible as there were no COVID restrictions. 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 and face to face parent information session on school readiness and how to enroll for Kindergarten at Wentworthville PS, led by the Early Stage One Assistant Principal. Throughout the year the Early Stage One Assistant Principal presented to 6 preschools that accepted this invitation, the information session was well received by parents and preschool educators.

Preschool students from GoodStart Wentworthville also visited the Kindergarten classrooms for a lesson with our Kindergarten teachers. They participated on hands on learning and also enjoyed a picnic with our Kindergarten students for lunch time.

It is anticipated that in 2023, pre-school partnerships will continue to be maintained and strengthened allowing for further opportunities to collaborate and improve our Kindergarten Transition Program.

Building Upgrade

The Wentworthville Public School upgrade was completed at the end of 2022. The building upgrade has included 31 new permanent learning spaces, a new library, a new hall and new staff and administration facilities. The final stage of completion was the Support Unit in Block F. The school also had landscaping completed to include a large grass area for students to utilise as a playground space. The new facilities are now being utilised by students and staff. Tours were held in 2022 to enable parents and the community to view the completed upgrade of facilities with positive feedback from all stakeholders.



