2010 Annual School Report
WENTWORTHVILLE PUBLIC SCHOOL

NSW Public Schools – Leading the way
Principal’s message

A school is made up of many things – the most critical elements are the students, the teachers and the parents. At Wentworthville Public School we have the best of all those things. I feel privileged to be a part of such a vibrant school community, dedicated to students and their learning. It is great to have the support of our parents, who also celebrate the students’ and school’s achievements.

A summary of some of our achievements as a school in 2010:

- Learning programs in our school have been enhanced greatly with a total of eight classrooms now capable of highly interactive learning situations for students and teachers using Interactive Whiteboards. The installation of our connected classroom in July allows our students and teachers to connect directly with other students, teachers and venues across Australia and the World.
- The ‘Building the Education Revolution’ program has provided our school community with a spacious new administration block and facilities such as storage and toilets in the hall. These are greatly appreciated by all.
- We congratulate three students – Harsson, Naomi and Audrika, who received places in selective high schools for 2011. We also congratulate five Year 4 students, who received placements in OC classes – Daphne, Fereshtah, Kirthihaa, Mohan and Saanya.
- NAPLAN results demonstrated the strength of our learning programs in the areas of Reading, Spelling, Writing, Grammar and Punctuation and all the areas of Mathematics with good results in Year 3, and particularly impressive results in Year 5. Our student growth from Year 3 to Year 5 was terrific, with our school being 1st in the Hills SEG (21 primary schools) in the areas of – Grammar & Punctuation; Numeracy; Data, Measurement, Space & Geometry; and Number, Patterns & Algebra. We were 2nd in Reading and 4th in Spelling. We are very proud of our students’ achievements!
- Our students have competed in school, district and some, like Ishmeen, regional carnivals in various sporting areas for swimming, cross country and athletics.
- Many students have participated in PSSA competitions with determination and great sportsmanship. They have demonstrated their love of physical activity in sports such as netball, newcombe ball, AFL, t-ball and soccer.
- Senior students applied themselves to peer mentoring in the playground during lunchtimes. They capably demonstrated their skills in dealing with low level relationship and play issues to support students from Kindergarten to Year 4.
- Enrichment activities were offered to all students across a range of interests including media and art, gardening and cooking, geography, dance, scrapbooking and Reader’s Theatre. They were very popular with students.

Students enthusiastically joined our choir and recorder groups. Our choir and percussion groups have performed for various school functions as well as at Riverside Theatre. Sincere thanks to Mrs Lawrence for her expertise and commitment.

Ms Chamoun organised and trained students for our exceptionally popular ‘Wenty’s got Talent’ – and this year the students’ performances outdid even last year’s acts.

We are looking forward, as a school community, to some exciting opportunities in 2011 with the formation of two Gifted and Talented classes and the establishment of two multi-categorical classes.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Deb Henderson
P&C
This year we have had a very small but very active P&C Committee and membership. Over the year we have achieved many things that have benefited the school and more importantly our students. Earlier in the year we gave a $10,000 donation to the school, which bought 2 Flat screen LCD TV’s, 2 DVDs with hard drives and installation, house and school banners, and 3 reading comprehension kits, plus activities and games for each stage.

We held many fundraising activities including a Chocolate drive, Athletics Carnival canteen, uniform shop and a Christmas Raffle. We donated chocolates to Stage 3 camp, some prizes for Year 6 Fun day and a donation to the school for $10,000 for Technology in 2011. Parents donated their time and energy to help with Year 6 Fun day, cooking food, selling drinks and assisting with activities. We would love to see more parents at P&C meetings next year so that we can do even more for the school.

Catherine Denmeade (President)

School Council
On behalf of myself and all members of the School Council may I extend to our wonderful teaching and administrative staff, our sincere thanks for your help and dedication to our school during 2010. A school is only as good as the staff it has, and we have the overall results to prove just that!

The School Council members were involved in discussions about school plans, student achievement data, teaching and learning programs, finances and properties issues throughout the year. We invited Tanya Gadiel (our state member for Parramatta) to a meeting to discuss items of concern in our community. This was a very worthwhile meeting, with a number of School Council members able to attend.

2011 brings with it more challenges, and I would certainly welcome more parent involvement and participation in our School Council, to assist in meeting these challenges! A School Council can only fully achieve its school role with the full support of the school parents, so get involved if you can. There will be opportunities for parents to become members of School Council in 2011, please consider nominating.

If you would like more information, or have any questions, please contact the school. We welcome your input.

Bob Downing (President)

Student Representative Council
The Student Representative Council is made up of two students from each class from Years Two to Six. The School Leaders also send two representatives to meetings. Meetings are held every fortnight during lunch time on a Thursday. Mrs Tricia Brown supervises the meetings and students take turns in chairing them.

Students are very generous in their decisions to organise fundraising activities for worthwhile charities both in Australia and overseas. This year we held mufti and colour days to raise money for charities such as The Pakistan floods ($354), The Deafness Foundation ($202) and Jeans for Genes Day ($237). We collected reading books for the book drive to Papua New Guinea and adopted a ‘Bandaged Bear’, which is on display in the school’s foyer area.

We discussed school issues relating to student welfare such as the playground and interest activities.

Danusha Seneviratne (Student Leader)
Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

### Student attendance profile

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
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<td>K</td>
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</tr>
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<td></td>
<td>94.0</td>
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<table>
<thead>
<tr>
<th>Region</th>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
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<tbody>
<tr>
<td>K</td>
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<td>Total</td>
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<td>93.9</td>
<td>94.1</td>
<td>92.1</td>
<td>94.3</td>
</tr>
</tbody>
</table>

### Management of non-attendance

Parents are very supportive of student attendance at school every day. Student attendance is monitored carefully by staff. Parents are contacted by phone after two or more days of a student’s absence without any notification about the reason for the absence. Reminder notes are sent home when reasons for absence have not been received. Rarely do we have to organise meetings with parents about poor attendance.

### Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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</thead>
<tbody>
<tr>
<td>5/6J</td>
<td>5</td>
<td>12</td>
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<tr>
<td>5/6J</td>
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<tr>
<td>1/2F</td>
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<td>23</td>
</tr>
<tr>
<td>1/2F</td>
<td>2</td>
<td>10</td>
<td>23</td>
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<tr>
<td>3/4M</td>
<td>3</td>
<td>16</td>
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<tr>
<td>3/4M</td>
<td>4</td>
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<td>27</td>
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<tr>
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<tr>
<td>3P</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5/6S</td>
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<td>25</td>
</tr>
<tr>
<td>5/6S</td>
<td>6</td>
<td>14</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
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<tr>
<td>5/6C</td>
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<td>13</td>
<td>27</td>
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<td>4/5R</td>
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<tr>
<td>K/1P</td>
<td>K</td>
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<td>22</td>
</tr>
<tr>
<td>K/1P</td>
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<tr>
<td>KS</td>
<td>K</td>
<td>22</td>
<td>22</td>
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</table>
School context

Structure of classes
The school formed fourteen classes, which provided quality teaching and learning programs in all areas. Half of these were composite classes based on student numbers K-6. Teachers considered the mix of boys and girls as well as social groupings and academic ability. Composite classes are common within our school organisation and teachers use a combination of individual, small group and whole-class teaching strategies to cater for student needs. Collaborative planning occurs in all learning stages.

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
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</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Part Time Teacher</td>
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<tr>
<td>Release from Face to Face</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Teacher of ESL</td>
<td>2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.822</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23.610</strong></td>
</tr>
</tbody>
</table>

There was one Indigenous staff member on our workforce in 2010 for terms one and two. Current school staff offer a range of talents and expertise, complemented by diverse experience and a range of years of service in the education sector.

Staff retention
All permanent staff were retained in 2010. There were no transfers or promotions.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90</td>
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<tr>
<td>Postgraduate</td>
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</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>74232.92</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>70663.32</td>
</tr>
<tr>
<td>Interest</td>
<td>7079.17</td>
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<tr>
<td>Trust receipts</td>
<td>3299.60</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>491269.54</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and the P&C.

Further details concerning the statement can be obtained by contacting the school.

The school community requested a voluntary school contribution of $30 for each child as a general school contribution, $15 photocopying and paper levy and $15 P&C levy. These contributions support key learning programs and resources within the school. The canteen is P&C operated, but did not operate in 2010.

The Gardening Club were thrilled to be able to plant grasses and shrubs outside the new administration block with Ms Tanya Gadiel in November.
Achievements

Arts

A large group of enthusiastic and committed students from Years 3 to 6 joined the choir and were involved in a number of performances at a variety of venues throughout the year. They performed in the ‘Celebrating the Arts’ festival at Riverside Theatre as part of the combined schools’ choir in September, sang for parents and guests during Education week and at the annual presentation assembly in December. They were invited to sing at the meeting of the local community senior citizens’ group (the Happy Club) in December to celebrate Christmas. A recorder group, senior students’ guitar group and various percussion instruments played by students, accompanied the choir in many of these performances. One of the highlights this year has been the formation of a group of students willing to play bells. This group adds another dimension to the dynamic learning in the music area.

The 2010 ‘Wenty’s Got Talent’ was one of the most successful and highly acclaimed activities of the year. Our student exhibit a wealth of talent across a variety of areas and this show certainly allows their talents to shine. Mobark created a sensation as he performed a Michael Jackson hit ‘Thriller’. Thanks to Marie Chamoun who gives many, many hours of her time to ensure the success of this tradition in our school. The dancers, who opened and closed the extravaganza again succeeded in entertaining the audience.

Students in Stages Two and Three entered local inter-school competitions in debating and public speaking and made us all proud of their achievements. Community and local council art and colouring competitions provided stimulus for the students’ creative talents with students receiving awards and prizes for their contributions. Two students’ artwork was displayed at Riverside Theatre during the Celebrating the Arts festival. Some students attended ‘Operation Art’ workshops at Penrith to improve and extend their talents and interests in visual arts.

Sport

As a school community we realise the importance of physical activity for a balanced life. Many of our students are involved in sporting activities in and out of school hours. Our tradition of providing balanced sports and fitness programs with an emphasis on participation, skills and good sportsmanship continued in 2010. 115 students from Years 2 to 6 participated in the school’s annual Swimming Scheme program in Term 4. Assessments of their progress over a ten day period indicated that all students made significant progress.

School-based sports programs offered students the opportunity to gain skills in all the fundamental movement skills – jumping, running, galloping, hopping, leaping, side-sliding, catching, under-arm rolling, dribbling, kicking, striking a ball and over arm throwing. Students were also involved in team sports with the Primary Schools Sports Association (PSSA). We entered teams in a range of of winter and summer sports - newcombe ball, T-ball, AFL, netball, soccer and touch football. We held carnivals in athletics and cross-country during the year.

It’s Academic

A group of senior students represented our school in ‘It’s Academic’. As a first time experience for us, they achieved great results and benefited from the experience. Although the students’ general knowledge was good, we definitely need to perfect a faster response time for answers. I am sure it will not be the school’s last attempt on this show.
School performance

Academic
In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

NAPLAN graphs, indicating student performance in a visual form have not been included in this report, but are available for perusal at the office.

Literacy – NAPLAN Year 3
In Year 3, 43 students sat NAPLAN compared with 50 in 2009. Boys and girls performed above state and our Western Sydney region in all areas. Results show a greater percentage of our students performed in the higher bands.

2010 results indicate:
- in reading, 45% students achieved in Bands 5 or 6 compared to 52% state and 41% region.
- in spelling, 58% students achieved Bands 5 or 6 compared to 46% state and 43% region.
- in writing, 70% students achieved Bands 5 or 6 compared to 56% state and 51% region.
- in grammar and punctuation, 58% students achieved Bands 5 or 6 compared to 54% state and 48% region.

Numeracy – NAPLAN Year 3
In Year 3, 43 students sat NAPLAN compared with 50 in 2009. On average, girls performed significantly above state and region. Boys performed below state and region. There was an increase in students achieving Band 6.

2010 results indicate:
- in number, patterns and algebra, 47% students performed in Bands 5 or 6 compared to 40% state and 35% region.
- in measurement, data, space and geometry, 29% students performed in Bands 5 or 6, compared to 32% in state and 27% region.

Literacy – NAPLAN Year 5
In Year 5, 49 students sat NAPLAN, as compared to 47 students in 2009. Boys performed below state and at region in reading and writing. Girls performed lower than boys in reading, but higher in writing. Results were pleasing with some students achieving Band 8.

2010 results indicate:
- boys made some significant gains in literacy compared to 2009 results.
- on average, girls performed significantly better than 2009 results.

Numeracy – NAPLAN Year 5
In Year 5, 45 students sat NAPLAN, compared with 47 in 2009. Overall, boys’ performance was better than 2009.

2010 results indicate:
- in number, patterns and algebra, 51% students performed in Bands 7 or 8 compared to 34% state and 30% region.
- in measurement, data, space and geometry, 37% students performed in Bands 7 or 8, compared to 27% state and 23% region.

Progress in literacy
Growth from Year 3 (2008-NAPLAN) to Year 5 (2010) shows:
- 60% of students achieved bands 7 or 8 in grammar
- 72.5% students achieved growth of 1 band or higher in reading. The average growth of students was 117.5 points.
- 55% students achieved growth of 1 band or higher in writing. The average growth was 69 points.
Progress in numeracy
Growth from Year 3 (2008-NAPLAN) to Year 5 (2010) shows:
- 81.6% students achieved growth of 1 band or higher in overall numeracy. The average growth of students was 132.9 points or higher compared with 89.11 for state and 90.7 for region.
- Both girls and boys made significant progress
- evidence of significant value added by the school in students’ learning.

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.
The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

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<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90</td>
</tr>
<tr>
<td>Writing</td>
<td>90</td>
</tr>
<tr>
<td>Spelling</td>
<td>92</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>82</td>
</tr>
<tr>
<td>Numeracy</td>
<td>88</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96</td>
</tr>
<tr>
<td>Writing</td>
<td>94</td>
</tr>
<tr>
<td>Spelling</td>
<td>96</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>96</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
</tr>
</tbody>
</table>

Other

**International Competitions and Assessments for Schools**
These challenging assessments provide stimulating extra-curricular options for students in their areas of interest. They are an added cost to parents and do not necessarily reflect the NSW curriculum. Overall results were very pleasing with students achieving:

- English (57 participants) – one high distinction, five distinctions, 20 credits and 31 participation certificates.
- Mathematics (74 participants) –15 distinctions, 23 credits and 36 participation certificates.
- Computer Skills (55 participants) - five distinctions, 10 credits and 40 participation certificates.
- Spelling (66 participants) – three high distinctions, 16 distinctions, 17 credits and 30 participation certificates.
- Writing – (47 participants) – one high distinction, six distinctions, 16 credits and 24 participation certificates.
- Science – (53 participants) - two distinctions, 16 credits and 35 participation certificates.
**Significant programs and initiatives**

**TEN**

In semester two, the Targeted Early Numeracy (TEN) intervention program was implemented at our school. With support from regional personnel, students from Early Stage One and Stage One participated in a range of activities to target the development of Early Arithmetical strategies. Teachers used their professional judgement and information gained from class assessments to identify students who needed additional support and enrichment. Teachers used short, focused and frequent numeracy sessions to develop skills in addition and subtraction. Students were then placed on the number continuum and their progress monitored. The connected classroom was used to effectively engage with students in learning and provide ongoing professional learning for staff. Wentworthville connected with students from Kingswood South PS. At the start of the program, 44% students had not achieved the broad numeracy targets for their grade. At the end of the program, 93% of students had achieved their target level.

**BEST START**

Students in Kindergarten completed the Best Start assessment prior to their commencement at school. Over a three day period, each student completed a number of tasks to assess their skills in numeracy and literacy. Results of the assessments were sent to parents and data provided staff with invaluable information to develop teaching and learning programs that supported students in their first year at school. Teachers plotted students along the literacy continuum and monitored their progress. Prior to this process, teachers engaged in professional learning in the administration of the assessment tasks.

**Leadership**

In 2010, teachers K-6 have accepted leadership roles as coordinators of Key Learning Areas and major initiatives across the school. They include: Mathematics and the TEN program; Learning Support Team; Technology; Sport; Creative Arts; Fundraising; Presentation Day; School Swimming Scheme; and Transition programs for Kindergarten and High School in 2011.

As leaders, teachers have maintained open and ongoing communication channels with stakeholders including staff, parents and students to ensure procedures, practices and progress on targets are monitored and maintained. They have provided professional learning opportunities and purchased resources to support initiatives and programs operating within the school.

**Multicultural education**

Multicultural education is reflected positively in our school. 84% of students come from a language background other than English (LBOTE) with over 42 groups represented. Our community values and benefits from its cultural and linguistic diversity to fully realise its social, cultural and economic potential.

We ensure inclusive teaching practices are utilised at our school, which recognise and value the backgrounds and cultures of all students and promote an open and tolerant attitude towards different cultures, religions and world views.

In 2010 the school community participated in Harmony Day on 21 March and many parents gave some time to help us celebrate. Our teaching programs promote cross-cultural understandings and celebrate our similarities and differences. We have three anti-racism contact officers (ARCO), who monitor student, parent and staff interactions and occasionally deal with issues relating to racism.

Three ESL teachers regularly attended professional learning opportunities and network meetings to increase their skills and knowledge in teaching English as a second language. Professional learning sessions were also provided for mainstream teachers to assist their understanding of the needs of LBOTE students.
Respect and responsibility

Each year our school is evaluated, by an external educator, on its progress using the program, Positive Behaviour for Learning (PBL). Our results were very pleasing and reflect our strong commitment to the program. We are very proud of our achievements as a school community.

The final comment on this report was:

‘Your school has achieved an outstanding result! Well done.’

Parent and community program

Every year we hold information and workshop sessions for parents and community. This year was no different with sessions being offered on Literacy, Numeracy, Interactive classrooms and cultural identity. However, we rarely get more than ten to twelve parents at any one event, which is disappointing. We had very positive comments from parents who attended the sessions on cultural identity.

Progress on 2010 targets

Target 1  Student engagement and retention

75% students are achieving at 75% success rate or above and 100% students who are identified by LST and require PLP have them in place.

Our achievements include:

• students achieving stage outcomes or above in English and Mathematics (respectively) Year One – 73% & 78%; Year Two -90% & 94%; Year Three – 92% & 86%; Year Four – 98% & 94%; Year 5 - 95% & 89%; and Year 6 – 88% & 81%.
• Personalised Learning Plans (PLP) were in place for any identified students from Kindergarten to Year Six.
• school data shows we are maintaining student numbers. The increase of student numbers is considered a long term target.

Target 2  Numeracy

Top 40% students in each class show 30% growth using school-based data (Feb/Nov) and NAPLAN results Yrs 3 & 5.

Our achievements include:

• 85% students from Kindergarten to Year-4 showed 50% growth in results in number from March to November.
• high achieving students made significant progress from Year 3 to Year 5 in NAPLAN in the areas of Reading – 72%; Writing – 79%; and Numeracy – 79%.
School performance

Target 3  Literacy

No students in Bands 1&2 in Year 3 and Bands 3&4 in Year 5 (NAPLAN) /70% students in each year achieve benchmarks in ESWR in all areas.

Our achievements include:

- increasing by 26%, students who are at benchmark in the areas of Phonemic awareness, Alphabetic Principle and Fluency (ORF) from Feb to June and June to November testing times.
- decreasing by 20%, students in the ‘at risk’ range using ESWR DIBELS measure from Feb to June and June to November.

Target 4  Teacher Quality

40% of teachers assume some type of leadership roles within the school

Our achievements include:

- all T/L programs incorporate Aboriginal cultural education into relevant KLAs and four sessions of professional learning for teachers including a Toongabbie Learning Community initiative.
- 60% of teachers have taken on leadership roles such as coordinating of major initiatives, mentoring new staff and sharing expertise across a range of areas.

Target 5  Connected Learning

All students K-6 use ICT in their learning across Key Learning Areas.

Our achievements include:

- ICT is being used in classrooms across all Key Learning Areas, including eight interactive classrooms, one of which provides connected learning.
- students and teachers from Kindergarten to Year Two have been involved in learning across schools in the area of number.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of

Educational and management practice

Leadership

Involving students in leadership activities is one of the most practical and helpful strategies for gaining the cooperation of students and increasing the value that they and their families place on schooling. The student leaders support school programs and younger students in their school life on a daily basis. Our school has been perfecting its Leadership procedures for students in Years 5 and 6.

Background

Leadership qualities need to be nurtured and often explicitly taught and mentored in primary school. There is an understanding by many students that popular students or ‘sporty’ students will make good leaders, which is often not the case. The school has been developing a student leadership package, which defines student leadership and the qualities to look for in a leader. Senior students have participated in sessions about leadership, including discussions and scenarios. Teachers have had discussions on the qualities of leaders and how we can promote these within the school. Parents have been informed of the process.

Findings and conclusions

All stakeholders agreed that we needed a standard set of criteria to which our student leaders could aspire. A list of leadership qualities was developed and applied to students in Year 5. Future leaders were judged against a set of standards and were invited to apply for a leadership position the following year. Students were monitored for safe, respectful, learning behaviour as well as citizenship qualities.

Future directions

The school will finalise its student leadership preparation program with some explicit instruction and discussions with potential Year 5 student leaders in 2011 for 2012. We will approach the Toongabbie Learning Community of schools for support and further training using a broader framework.
Curriculum

Music

Background
Our school music program has been growing and developing over a number of years, capably led by Mrs Lucy Lawrence. Most classes have at least one hour of music each week and teachers are supportive of the extracurricular program established for choir, recorder and guitar groups. As a school, we needed to discover its impact within the school community and plan for future growth and opportunities. A selection of parents and students were surveyed to gather their views.

Findings and conclusions
Most students stated that they were highly engaged in music activities, particularly the senior students. The purchasing of a range of percussion instruments for students to interact with in musical performances were greatly enjoyed. A group of senior students were trained in the use of bells, which enhanced many of our school performances. The organisation of and acceptance to functions, both in and out of school, was a tangible stimulus for improvement across all extracurricular music groups. It was felt that it would enhance the music program further if more outside performances were offered to the music groups.

Future directions
To widen opportunities for students to participate and perform in musical activities, the school will apply to participate in a variety of musical opportunities in the wider community. We will approach local malls, retirement villages and nursing homes to offer to perform. We will also apply for inclusion in the ‘recorder ensemble’ with the Festival of Instrumental Music in 2011.

Other evaluations

Aboriginal education

Background
Staff were introduced to the revised NSW DET Aboriginal Education and Training Policy during a number of professional learning sessions. In particular, training was focused on the new directions in the revised policy and the associated implications for classroom programs.

Findings and conclusions
A major focus for 2010 lay in training and development for staff on aspects of Aboriginal Australia as well as the targeting of relevant resources that would assist in the effective teaching of Aboriginal Studies across all stages of the school.
Benchmarking established that most staff (90%) are seeking relevant information for their classroom programs but that whole school programs and practices need to be further enhanced and articulated to support this development.

Future directions
A strongly identified need from teacher surveys indicates that the school should establish links with the local Aboriginal community as a priority for 2011.
Parent, student and teacher satisfaction

In 2010 the school council sought the opinions of parents and Stage 3 teachers sought senior students opinions about the school.

1. learning programs for students from K-6 that cater for student needs.
2. strong organisation and management of learning programs.
3. a selection of extracurricular activities for students.
4. a selection of resources in classrooms and the library for students.
5. a learning environment that encourages students to do their best.
6. a welcoming and friendly atmosphere for students and parents.
7. events for parents to attend throughout the year
8. workshops and learning experiences for parents.
9. strong student welfare programs such as child protection, peer support

Professional learning

Our school’s major priorities and strategies for teacher professional learning related to the school plan. We held professional learning sessions 8 weeks of every term after school on Tuesdays. Professional learning targeted teachers’ needs in the areas of Literacy, numeracy, student engagement, connected learning and Aboriginal Education. Teachers were also provided with time and opportunities to plan, program and assess learning in stage groups.

School Development Days were spent training teachers in the mandatory policies of DET, which included the Code of Conduct, OH&S, Child protection and Keep Them Safe, Anaphylaxis guidelines and the development of skills, knowledge and understandings in our target areas. On School Development Day, Term 2, the Toongabbie Learning Community of schools were involved in a joint venture to better understand Aboriginal Education and further develop our skills in teaching this area of the curriculum held at Pendle Hill HS.

Building leadership capacity was a focus and many of the professional learning sessions were coordinated and lead by teachers within the school using their expertise and interests to extend staff knowledge.

The school spent an average of $1000 per teacher on professional learning, with a total expenditure of $22,000 for the year. The school had no new scheme teachers working towards accreditation and three new scheme teachers maintaining accreditation at Professional Competence.

Engrossed in a professional learning session for interactive classroom software (IWB) in June.
Targets for 2011
More detail can be found in our School Plan for 2011.

Target 1  Student engagement and retention

To establish Gifted and talented classes in Stage 2 and Stage 3 to cater for higher achieving students’ needs.

Strategies to achieve this target include:
- teachers screening students for ability using various methods (2010) and parents accept placement of child into GAT (2010) class.
- establishing Gifted and Talented (GAT) classes in Stage 2 and Stage 3.
- monitoring T/L programs and progress of students and network with WSR GAT and support class forums.

Our success will be measured by:
- less students accepting OC placements and students, identified as high achievers, have an appropriate learning environment and programs to cater for their needs and interests.
- increased enrolments from in-area families.

Target 2  Numeracy

Reduce students in Bands 1&2 in Year 3 from 16% to 10% and Bands 3&4 in Year 5 from 11% to 5% in NAPLAN in number, patterns and algebra.

Strategies to achieve this target include:
- Professional Learning for teachers in Stage 2 with TEN and the TEN program established in Stage 2.
- T/L programs driven by data from assessments and evaluations of students and learning programs.

Our success will be measured by:
- lower-achieving students in Stage 2 benefiting from the use of the TEN program in class T/L programs.

Target 3  Literacy

Reduce students in Bands 1&2 in Year 3 from 14% to 10% and Bands 3&4 in Year 5 from 9% to 5% in NAPLAN in reading.

Strategies to achieve this target include:
- analysing data in Best Start – Literacy, NAPLAN and school based reporting to target Professional Learning areas.
- utilising resources such as Florida Reading Research and Texas Reading to enhance T/L programs in reading and provide for lower achieving students’ needs.

Our success will be measured by:
- less students accepting OC placements and students, identified as high achievers, have an appropriate learning environment and programs to cater for their needs and interests.
- increased enrolments from in-area families
- whole school programs catering for diverse needs of students

Target 4  Teacher Quality

60% teachers assume leadership roles within the school; 40% teachers and executive assume leadership roles using networks outside the school.

Strategies to achieve this target include:
- utilising the ‘Team Leadership’ course to promote leadership across school
- TARS process developed to cater for teacher leadership growth and leadership opportunities developed for teachers

Our success will be measured by:
- increased number of teachers accepting leadership roles within school and our wider learning community.
Target 5  Connected learning

*Students and teachers use the connected classroom to enhance learning outcomes and opportunities.*

Strategies to achieve this target include:

- team teaching and mentoring from K-6 develop professional competence in using the connected classroom and interactive classrooms.
- use of ‘Brigit’ to provide professional learning opportunities

Our success will be measured by:

- connected and interactive classrooms utilised to provide high quality teaching programs K-6.
- staff using Brigit to enhance their Professional Learning sessions and opportunities.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Mr Paul Regan, Assistant Principal
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: [http://www.schools.nsw.edu.au/asr](http://www.schools.nsw.edu.au/asr)