Students
Wentworthville Public School has had stable student numbers over a period of time. Our school averages 350 – 360 students from Kindergarten to Year 6. Students come from a range of different socio-economic and cultural backgrounds. We continue to experience growth in student numbers from overseas with 84% students coming from language backgrounds other than English (LBOTE), compared to 82% in 2008.

Staff
Both experienced long-term teachers and an increasing number of young and newly trained teachers make up the teaching staff of Wentworthville Public School. This stimulating mix provides students with a teaching and learning environment and culture that combines experience and knowledge with challenge as well as new ideas and practices.

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

Significant programs and initiatives

Transition program
Our transition program for children who will begin Kindergarten in 2010 was refined in 2009 by teaching staff from Kindergarten to Year 2. Over a six-week period during terms three and four, workshops for parents and play sessions for children were provided. Parent workshops covered topics about beginning school, health issues, the Best Start program, Key Learning Areas, the Kindergarten curriculum and the importance of play. Various teaching staff presented these workshops to parents. Children were involved in a range of activities including a play session with their parents. Parents’ evaluations of the program were very positive.
Interactive Whiteboards

There was great excitement in the technology area when school and P&C funds purchased three Interactive Whiteboards (IWBs). The Technology team placed them in Stage 1, Stage 2 and Stage 3 classes to provide maximum coverage across the school. Some teachers attended Western Sydney region professional learning sessions then trained others on site. This new technology has allowed students and staff to change the way teaching and learning occurs in our classrooms. It is technology that motivates and enhances learning programs. School Council members and P&C were invited to experience this technology and expressed their commitment to support the school in purchasing further IWBs in 2010. New parents of Kindergarten students 2010 were able to experience this new technology during presentations and workshops.

Toongabbie Learning Community

Wentworthville Public School is a part of the Toongabbie Learning Community. The group is made up of the schools from our local area - Wentworthville PS, Toongabbie PS, Girraween PS, Toongabbie East PS, Toongabbie West PS, Pendle Hill PS, Darcy Rd PS and Pendle Hill HS. As a Learning group we arranged some interesting and exciting activities in 2009. Some of the activities were:

- a friendly debating competition between the schools in terms two and three for Years 5 and 6 students.
- science days for a select group of Stage 2 students, hosted at Toongabbie East PS with their great resources in term 3.
- Pendle Hill High School offered Gifted and Talented (GAT) sessions for Year 5 students in a variety of curriculum areas in term three.
- an information and workshop session for Year 5 students to assist their transition to high school.
- applying for a grant to enhance the profile of opportunities in the Toongabbie Learning Community's schools.
The National Assessment Program – Literacy and Numeracy (NAPLAN) assessed the literacy and numeracy learning of students at Years 3 and 5 in all Australian schools. The literacy tests comprised language conventions, writing and reading. The numeracy tests comprised number and patterns, space and geometry, measurement, chance and data.

**Literacy – NAPLAN Year 3**
Overall, students performed above state and region level in all areas – Reading, Language Conventions and Writing. Trend data shows students performed above state and region across all four areas. Boys performed at a slightly lower level than girls. However, the boys performed above state and region except in reading, which was a little below state and above region.

**Numeracy – NAPLAN Year 3**
Generally, girls performed above state and region level in this area and boys performed below state and region. There were fewer students in Band 1 compared with state and region and more students in band 2 than in 2008. However, this result was comparable to an increase in numbers in state and region for this band.

**Literacy – NAPLAN Year 5**
Generally, boys and girls performed below state and region. Results were similar for boys and girls across all areas assessed. However, the value-added component from Year 3 to Year 5 was pleasing for most students. More students achieved in the middle bands than the upper bands compared to 2008.

**Numeracy – NAPLAN Year 5**
Generally, boys and girls performed below state and region. Results were similar for boys and girls across all areas assessed. However, the value-added component from Year 3 to Year 5 was pleasing for most students. Less students achieved results in the top two bands compared to 2008.

**Messages**

**Principal’s message**
Wentworthville Public School is a vibrant and caring school community where a strong emphasis is placed on the positive recognition of students. The school provides an education which is relevant and comprehensive, empowering students to take responsibility in their learning. Our aim is to provide ‘quality teaching to maximise student learning’. All students are provided with a learning program to ensure they have appropriate skills in the Literacy and numeracy areas. Most importantly, the education of each student in a balanced and inclusive way – academically, culturally, socially, emotionally and physically - is a focus.

Our school offers:
- a commitment to best practice in quality teaching and learning;
- a broad curriculum designed to provide students with maximum learning opportunities where achievement is valued; and
- a range of effective student welfare programs in a safe, supportive and disciplined environment.

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.

**Deborah Henderson (Principal)**
P&C message

This year we have had a very small but very active P&C committee and members. Over the year we have achieved many things that have benefited the school and more importantly our students. We have played an integral part in fundraising. A donation of $4000 assisted in the purchase of an Interactive White Board (IWB) for a classroom and $4500 paid for the cost of repairs to the school PA system, it also replaced and added speakers so that all students in every class can hear announcements, bell times etc. A small number of parents organised a Hot Dog Day, Athletics carnival canteen and Friday canteen. Through the canteen, we supported the school in its ‘Healthy eating program’ and ‘Healthy Food Week’ to encourage healthy eating in all our students. Funds were donated for hot dogs to support Year 6 Fun Day in term four. The P&C organised Family Photos, the Uniform Shop and a very successful Christmas Raffle. Parents assisted Years 5 & 6 in the canteen to help them raise funds for the Year 6 farewell, which also promoted the students numeracy skills and positive interactions with their peers. At Presentation Day in December the P&C gave a cheque of $8000 to the school to purchase its fifth IWB in 2010.

Meetings allowed for interesting discussions about school activities, plans and future goals. The P&C accessed information and data that was gathered by the school that monitors growth and future needs.

Catherine Denmeade (President)

School Council message

Your School Council met on the first Wednesday of each month during school terms and meetings were well attended. With the guidance of the Principal, Deb Henderson, we feel that the school is in good hands and can only progress further.

Throughout 2009, the School Council discussed educational issues, analysed data presented and gave advice on a number of important decisions, including the opportunities for the school site with ‘Building the Education Revolution’ funds from the Federal government. The school looks forward to the stimulus program to enable us to modernise our school.

How pleasing to note that the school was above the national and state average in literacy and numeracy (NAPLAN) for Year 3.

My thanks to Aziz Rahman, Kathryn Johnston, Renu Sachdeva, Bob Downing and Tarun Shivanna for their support and collaborative efforts to ensure your children receive the best educational programs that we can provide.

Bob Martin (President)

Student representative’s message

The Student Representative Council (SRC) consists of two representatives from each class from Years 1 to 6 and includes the school leaders. The SRC are capably guided and supported by Mrs Tricia Brown, the school librarian, who gives up her valuable time to enhance our leadership skills. At meetings we discuss possibilities to improve the school environment and charity events to support our local and the wider community. A focus was to get as many students involved as possible in our ventures and make them fun. In 2009 the SRC organised fundraising activities to support the Red Cross, which received $243 from school activities and a mufti day. The annual collection of good used books for Papua New Guinea was also held.

Ganeshmoorthy Chandrasekaran (School 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 enrolment profile

As can be seen from the table, our enrolments have been stable over time with a slightly higher enrolment of boys than girls. Our school’s mobility was 19% compared with 2008 at 18.5%, which is considered high by NSW DET standards.

Student attendance profile

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.

This table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

In February 2009, 14 classes were established based on student numbers. There were 7 composite classes. Two of these were across-stage composites.

Class sizes

<table>
<thead>
<tr>
<th>Roll</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1A</td>
<td>1</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>K/1A</td>
<td>K</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1/2F</td>
<td>1</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>1/2F</td>
<td>2</td>
<td>19</td>
<td>23</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1R</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2A</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3/4M</td>
<td>3</td>
<td>21</td>
<td>29</td>
</tr>
<tr>
<td>3/4M</td>
<td>4</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>3P</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4/5R</td>
<td>4</td>
<td>24</td>
<td>30</td>
</tr>
<tr>
<td>4/5R</td>
<td>5</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>4S</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5/6C</td>
<td>5</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>5/6C</td>
<td>6</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>5/6J</td>
<td>5</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>5/6J</td>
<td>6</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>5/6S</td>
<td>5</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>5/6S</td>
<td>6</td>
<td>16</td>
<td>28</td>
</tr>
</tbody>
</table>
Structure of classes
Fourteen classes provided quality teaching and learning programs. The mix of boys and girls was considered, along with academic ability and social groupings when classes were determined. A number of composite classes were formed based on the spread of student numbers in each of the Years K to 6. 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.

Wentworthville Public School is fully supported by a talented and committed teaching staff with diverse experience and a wide range of years of service. Currently, we have no positions filled by indigenous people.

<table>
<thead>
<tr>
<th>Staff establishment</th>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Classroom Teachers</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Teacher of Reading Recovery</td>
<td>.525</td>
</tr>
<tr>
<td></td>
<td>Support Teacher Learning Assistance</td>
<td>.3</td>
</tr>
<tr>
<td></td>
<td>Teacher Librarian</td>
<td>.8</td>
</tr>
<tr>
<td></td>
<td>Teacher(s) of ESL</td>
<td>2.2</td>
</tr>
<tr>
<td></td>
<td>Counsellor</td>
<td>.3</td>
</tr>
<tr>
<td></td>
<td>School Administrative Staff (SASS)</td>
<td>2.422</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>21.547</td>
</tr>
</tbody>
</table>

Staff retention
One teacher received a promotion to Assistant Principal at another school and two new members of the teaching staff were appointed to our school in full time positions. A new School Administrative Manager was appointed by the merit selection process.

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>85</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15</td>
</tr>
</tbody>
</table>
Financial summary

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>164,160.79</td>
</tr>
<tr>
<td>Global funds</td>
<td>174,345.46</td>
</tr>
<tr>
<td>Tied funds</td>
<td>84,566.07</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>76,357.80</td>
</tr>
<tr>
<td>Interest</td>
<td>6,338.92</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2,785.25</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>508,554.29</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 20,503.67  |
| Excursions                | 14,093.48  |
| Extracurricular dissections| 26,155.29  |
| Library                   | 9,349.37   |
| Training & development    | 3,838.70   |
| Tied funds                | 100,060.75 |
| Casual relief teachers    | 37,120.27  |
| Administration & office   | 53,422.24  |
| School-operated canteen   | 0.00       |
| Utilities                 | 29,070.46  |
| Maintenance               | 34,987.38  |
| Trust accounts            | 6,007.83   |
| Capital programs          | 21,660.00  |
| **Total expenditure**     | 356,269.44 |
| **Balance carried forward**| 152,284.85 |

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

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 and is not reported in the school’s financial statements. The balance carried forward into 2010 included $22,463.20 in tied funds for specific programs.

A full copy of the school’s 2009 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.
Achievements

Arts

Our choir, which includes students from Years 3 to 6, is taught and trained by Mrs Lawrence and supported by Ms Askew. They enthusiastically committed their time, energy and voices to various projects this year. They performed in the ‘Celebrating the Arts’ festival at Riverside Theatre as part of the combined schools’ choir in September, performed at Merrylands Stockland Mall Education week celebrations and sang for parents and guests at the annual presentation assembly in December. They were also invited to sing at the meeting of the local community senior citizens’ group (the Happy Club). A recorder group and senior students’ guitar group accompanied the choir in many of these performances.

The 2009 ‘Wentworthville’s Got Talent’ was held under the COLA in term four and was, once again, very successful. Many students auditioned for places in the final, both as individuals and small groups. Once again, Ms Chamoun spent an inordinate amount of her spare time on training the beginning and end dance numbers for K-2 and 3-6 students.

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 also provided stimulus for the students’ creative talents across a variety of areas. Some students attended ‘Operation Art’ workshops at Penrith to improve and extend their talents and interests in visual arts.

Sport

Sport is always a strong and vital part of our school programs from Kindergarten to Year 6. We value physical fitness activities and stress the importance for all students to have a balanced life with the ability to make good choices for their lifelong health and wellbeing. We have a tradition of providing balanced sports and fitness programs with an emphasis on participation, skills and good sportsmanship. 103 students from Years 2 to 6 participated in the annual DET Swimming Scheme program with all students making good progress.

Students also accessed school-based sports programs and competitions in team sports with the Primary Schools Sports Association (PSSA). Students in Years 3 to 6 were involved in a range of winter and summer sports with PSSA such as newcombe ball, T-ball, AFL, netball and touch football. We held carnivals in swimming, athletics and cross-country during the year.
Other

International Competitions and Assessments for Schools

A number of students participated in these competitions from Years 3 to 6. 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 (72 participants) - eight distinctions, 23 credits and 41 participation certificates.
- Mathematics (73 participants) - one high distinction, 13 distinctions, 30 credits and 28 participation certificates.
- Computer Skills (58 participants) - two high distinction, five distinctions, 15 credits and 46 participation certificates.
- Spelling (63 participants) - ten distinctions, 18 credits and 35 participation certificates.
- Writing - (54 participants) - six distinctions, seven credits and 41 participation certificates.
- Science - (60 participants) - two high distinctions, five distinctions, 18 credits and 35 participation certificates.

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 the assessments.

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

Literacy - NAPLAN Year 3

In Year 3, 50 students sat NAPLAN compared with 61 in 2008. 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.

2009 results indicate:

- in reading, 51% students achieved in Bands 5 or 6 compared to 48% state and 41% region.
- in spelling, 70% students achieved Bands 5 or 6 compared to 51% state and 47% region.
- in writing, 63% students achieved Bands 5 or 6 compared to 49% state and 47% region.
- in grammar and punctuation, 63% students achieved Bands 5 or 6 compared to 51% state and 46% region.
Literacy - NAPLAN Year 5

In Year 5, 47 students sat NAPLAN, the same number as 2008. Boys performed below state and at region in reading and writing. Girls performed lower than boys in reading, but higher in writing. Student performance in Band 8 was not achieved.

2009 results indicate:
- Boys made some slight gains in literacy compared to 2008 results.
- On average, girls performed significantly lower than 2008 results.

Progress in literacy

Growth from Year 3 (2007-2008) to Year 5 (2009) shows:
- 51.8% students achieved growth of 1 band or higher in reading. Of these 92% achieved growth of 100 points or higher.
- 70.3% students achieved growth of 1 band or higher in writing. Of these 42% achieved growth of 100 points or higher.

Numeracy - NAPLAN Year 3

In Year 3, 50 students sat NAPLAN compared with 61 in 2008. On average, girls performed significantly above state and region. Boys performed below state and region. There was an increase in students achieving Band 6.

2009 results indicate:
- in number, patterns and algebra, 47% students performed in Bands 5 or 6 compared to 42% state and 35% region.
- in measurement, data, space and geometry, 34% students performed in Bands 5 or 6, which was the same as state and 29% region.
In Year 5 47 students sat NAPLAN, the same number as in 2008. Overall, boys’ performance was slightly better than 2008. Girls’ results dipped below state and region. 2009 results indicate:

- in number, patterns and algebra, 23% students performed in Bands 7 or 8 compared to 36% state and 31% region.
- in measurement, data, space and geometry, 19% students performed in Bands 7 or 8, compared to 31% state and 28% region.

Growth from Year 3 (2007-BST) to Year 5 (2009) shows:

- 66.6% students achieved growth of 1 band or higher in overall numeracy. Of these 83% achieved growth of 100 points or higher.
- more girls than boys made higher 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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96</td>
<td>Punctuation and grammar 98</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
<td>Numeracy 96</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93</td>
<td>Punctuation and grammar 95</td>
</tr>
<tr>
<td>Writing</td>
<td>95</td>
<td>Numeracy 95</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
<td></td>
</tr>
</tbody>
</table>
School performance

Some of our significant programs and initiatives have been mentioned in the section - ‘Our school at a glance’ (Pages 2 & 3)

Aboriginal education
Staff began to discuss the revised NSW DET Aboriginal Education and Training Policy during professional learning sessions incorporating the associated Aboriginal Education and Training Strategy 2009-2012. The school received a training package to start this process. Class programs are designed to educate all students about Aboriginal history, culture and current Aboriginal Australia. Most of these programs are taught through the HSIE Key Learning Area. We had one Aboriginal student enrolled in 2009 and this student’s literacy and numeracy achievements are comparable to the cohort.

Future directions
- To ensure teaching resources are available to provide appropriate information about Aboriginal culture, history and achievements.
- To work closely with the Aboriginal community as teachers to provide relevant teaching and learning programs to all students.

Multicultural education
Harmony Day was celebrated throughout the school in March with students and staff wearing orange for the day. A very well-attended picnic lunch was held on school grounds with many parents supporting the day. 'Everyone belongs' was the theme. The students made a wall display of small self-portraits - collated by the SRC and displayed in the administration block.

The Students coming from a Language background other than English (LBOTE) now represent 84% of our student population. This represents a consistent increase over the last six years. In 2009 our school was entitled to 2.2 ESL teachers to support students requiring 'English as a second language' assistance. The school provided one fulltime and two part-time teachers.
ESL teachers provided in-class support for all phases of students where possible. This in-class support allowed teachers to target and support more LBOTE students, promoting English language teaching in context with classroom themes and programs with their peers. ESL and class teachers work closely to plan for and support the needs of these students. Students who were assessed as New Arrivals and/or Phase One continued to be withdrawn from class for some of their English learning.

**Respect and responsibility**

Our school has a commitment to the core values in NSW Public schools. Our focus on the 'Positive Behaviour for Learning' model incorporates these core values into every day school life. New students are introduced to the school behaviour expectations and all classes practice and revise these behaviours throughout the year - 'I am safe', 'I am respectful' and 'I am a learner'. These values are also reflected in school procedures, practices and policies.

Peer support in term 3, buddy programs for new Kindergarten students and leadership initiatives have all been successful in promoting these values. Senior students were trained in simple conflict resolution techniques and assisted younger students to resolve low level conflict situations in the playground.

Students supporting Pyjama Day in National Literacy/ Numeracy week

Stage 3 students writing about the Chinese Gardens on excursion
Target 1  Student engagement and retention

70% Yrs1-6 and 50% K students are able to state the school’s behaviour expectations and give examples of what it looks like.

Our achievements include:

- professional learning occurred in areas of whole school PBL and was linked to classrooms. Teachers reflected on practice, discussed and formulated lists of possible classroom expectations for 2010.
- analysis of SET results averaged at 82.9% - with 100% in areas of: Rewarding, Monitoring and decision making and Regional support; 70-80% in areas of Expectations taught, Responding and Management; and 50% where students defined expectations.
- teachers used ‘RISC’ to collect and collate data for analysis for positive and problem behaviours - results for problem behaviour showed that 4% students received 2-5 discipline referrals; 17% received 1 discipline referral and suspensions decreased to 11 in 2009 from 13 in 2008.

Target 2  Numeracy

80% students achieve stage outcomes in numeracy.

Our achievements include:

- reduced % Year 3 students in NAPLAN Numeracy band 1 to 0%, from 06-08 average of 8.6 %;
- increased % Year 3 students in NAPLAN Numeracy bands 5-6 to 63 %, from 07-08 average of 40 %;
- reduced % Year 5 students in NAPLAN Numeracy band 3 to 9%, from 06-08 average of 10.2 %;
- students demonstrating stage outcomes in numeracy in school-based assessments as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Mathematics</th>
<th>Year</th>
<th>Mathematics</th>
<th>Year</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>87%</td>
<td>3</td>
<td>87%</td>
<td>5</td>
<td>86%</td>
</tr>
<tr>
<td>2</td>
<td>98%</td>
<td>4</td>
<td>85%</td>
<td>6</td>
<td>87%</td>
</tr>
</tbody>
</table>

- 66% students demonstrate expected growth from Year 3 to Year 5 in numeracy.

Target 3  Literacy

80% students are at benchmark using Effective School Wide Reading measures K-6.

Our achievements include:

- increased number of students achieving or exceeding regional early literacy targets to: 71% K students at Level 8” (2008 - 55%); 89% Yr 1 students at Level 18” (2008 - 73%); 65% Yr 2 students at Level 26” (2008 80%). New enrolments to Year 2 in late semester 2 (5 students) did not meet benchmark and reduced the school’s results.
- reduced % Year 3 students in NAPLAN Reading band 1 to 2.0 %, from 06-08 average of 5.3 %;
- increased % Year 3 students in NAPLAN Reading bands 5-6 to 51%, from 06-08 average of 39.6 %;
- reduced % Year 5 students in NAPLAN Reading band 3 to 5 %, from 06-08 average of 8 %;
- students demonstrating stage outcomes in literacy in school-based assessments as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>96%</td>
</tr>
<tr>
<td>2</td>
<td>90%</td>
</tr>
</tbody>
</table>
**Key evaluations**

<table>
<thead>
<tr>
<th>Year</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>98%</td>
</tr>
<tr>
<td>4</td>
<td>85%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>88%</td>
</tr>
<tr>
<td>6</td>
<td>90%</td>
</tr>
</tbody>
</table>

**Target 4 Teacher Quality**

*All teachers demonstrate use of the Quality Teaching framework in teaching programs and practice.*

Our achievements include:

- increased participation in teacher professional learning to build capacity including 69% sourcing professional learning in region or state organised sessions.
- increased teacher and school leader participation in programs that build capacity and school improvement with 34% of non-executive teaching staff accepting leadership roles within the school.

**Target 5 Connected Learning**

*All teachers implement ICT in class programs and teaching practice.*

Our achievements include:

- Quality Teaching elements are evident using ICT in teaching and learning programs.
- students in Stages 1, 2 and 3 engaged in learning using the three interactive whiteboards.
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 2008 our school carried out evaluations of Learning and English.

Educational and management practice

Teaching

Background

As our school’s programs evolve and develop, an important aspect in most of our current targets has been teaching practice. The focus for teachers on consistent practice and explicit teaching has been reflected in much of our professional learning. The DET School Map surveys on Teaching were used to assess our progress in this area. The survey covers the areas of planning and implementation, assessment and reporting and reflection and evaluation.

Statements to be ranked by teachers, students and parents were:

- Students are provided with a relevant curriculum.
- Teaching programs respond to students’ interests, needs and abilities.
- Intended learning outcomes and the purpose of learning with students is clarified.
- Classroom management strategies maximise student learning.
- Assessment processes provide information on students’ strengths and areas for further development.
- Teachers know what students can do and what they need to know next.
- Assessment strategies are understood by students and parents.
- The school provides clear information about student achievement through the school’s reporting process.
- Assessment and tracking of student learning outcomes is used to evaluate, develop and refine teaching programs.

Findings and conclusions

![Graph showing findings and conclusions for teaching]
Responses were received from 51% families; Years 4 - 6 students and all teachers. Results were pleasing from all stakeholders.

**Future directions**
The responses for parents for Questions 3 and 7 will need to be examined further for issues. Student responses to Questions 2, 4, 5 and 7 also need to be analysed for possible underlying issues. Staff will formulate ways to address these areas.
Key evaluations

Curriculum

Integration of ICT across KLAs

Background

Teachers, parents and students acknowledge that technology is now an integral part of life as we know it. Technology for learning has become a very important part of our school's programs. Providing appropriate, current technology to enhance students learning is now a requirement of every school. Our school purchased its first IWBs in 2009. Teachers must be comfortable with this new technology. To ensure teachers were making progress in their own professional learning, an ICT survey (CLAS - MyMap tool) was completed in February and December.

Findings and conclusions

Teacher survey results showed:

- Increase in number of teachers in phase 4 area of ICT for assessment, environment, integrating, perspective and skills.
- Many teachers feel comfortable with their knowledge and use of ICT in classrooms.

Future directions

Continued focus in 2010 School Plan on improving ICT skills in teachers and enhancing their professional contribution to ICT and their online interaction with each other and outside networks.
A school’s core business is students and their learning. Students must feel happy, safe and respected at school if they are to have optimal conditions for learning. Older students in primary school are very capable of evaluating areas of school life which can impact on their learning. We constantly look for ways to improve our practices to meet the needs of our students. We must value students and their opinions to ensure we cater for their needs. The DET survey “Quality of School Life’ provided valuable information. Years 5 and 6 students were approached to complete the survey.

Findings and conclusions

The results for this survey cover all areas of school life for students – relevance of schooling and programs, teacher effect, achievement, general satisfaction, social integration, adventure and negative affects.

Students ranked positively the relevance of school programs, teacher effect, achievement and general satisfaction. Slight dips in achievement, social integration and adventure areas will be investigated.

Future directions

Questions which show 15% or more of students are dissatisfied with areas of school life will be a focus for 2010. Discussions with SRC and senior students to establish common goals to rectify issues will occur in February and March.
School Satisfaction

A survey of parents to ascertain their level of satisfaction with the school was distributed. The results follow:

Most parents were very satisfied with the school and its performance. Comments from parents were pleasing and supportive of our school. School Council and P&C will discuss the results early in 2010 to address any concerns such as parent’s perceptions of the school’s expectations of its students and resources.
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.

Strategies to achieve this target include:
- using collaborative planning, programming and assessing to provide appropriate learning programs including PLPs for all students K-6 and differentiation across KLAs.
- local publicity for school and its programs.
- enhancing extracurricular activities for students such as ‘opportunity clubs’, chess, debating/public speaking to Yrs3-6.

Our success will be measured by:
- 75% students achieving 75% success in school work.
- Personal Learning Plans (PLP) in place for all identified students.
- school data shows we are maintaining student numbers or increasing in student numbers.

Target 2 Numeracy
Top 40% students in each class show 30% growth using school-based data (Feb/Nov) and NAPLAN results Yrs 3 & 5.

Strategies to achieve this target include:
- implementing ‘Best Start’ Kindergarten Assessment program to identify numeracy learning from what children bring to school.
- differentiating the curriculum, with PLPs for those identified students in numeracy.
- providing support in classroom programs and procedures within school to improve numeracy skills for lower achieving students.

Our success will be measured by:
- 80% students from Kindergarten to Year 6 achieve stage outcomes in the areas of number, patterns and algebra; measurement, data, space and geometry.
- students from K-4 (using SENA) showing 50% growth in their results in number from March to November.
- reducing the number of Year 3 students achieving band 2 in NAPLAN in Year 3 from 15% in 2009 to 7% in 2010 and Year 5 students achieving band 4 from 33% in 2009 to 15% in 2010.
- high achieving students making progress of more than 1 skill band from Yr 3 to Yr 5 in NAPLAN.

Target 3 Literacy
No students in Bands 1&2 in Yr 3 and Bands 3&4 in Yr5 (NAPLAN) /70% students in each year achieve benchmarks in ESWR in all areas.

Strategies to achieve this target include:
- analysing of individual student’s needs and provision of appropriate support in stage groups and whole school.
- implementing ‘Best Start’ Kindergarten Assessment program to identify literacy learning from what children bring to school.
- using Timehelp volunteers to enhance reading programs K-6

Our success will be measured by:
- increasing by 25% 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 25% 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

Strategies to achieve this target include:
- making Aboriginal cultural education available to all staff. Include Aboriginal education in key leadership and professional learning programs.
- utilising the ‘Leadership Capability Framework’ to further develop capacity.
- building new ways to enhance teachers development - including peer mentoring and DET TPLPD courses.

Our success will be measured by:
- executive audit showing all T/L programs incorporate Aboriginal cultural education into relevant KLAS.
- 40% of teachers taking on leadership roles such as coordinators of major initiatives, mentors of new staff, sharing expertise across range of areas.

Target 5 Connected Learning
All students K-6 use ICT in their learning across Key Learning Areas.

Strategies to achieve this target include:
- developing and implementing a professional learning plan to build teacher capacity in interactive technology and web-based technologies.
- improving student access and capacity to use information and communication technologies to enhance their learning.
- training 5 staff and Principal in WSR ‘Connected Classroom’ course and network with other schools.
- team teaching and sharing of IWB technology as timetables allow.

Our success will be measured by:
- ICT being used in classrooms across all Key Learning Areas.
- evidence of positive impact of ICT learning tools, interactive technologies and ICT-based curriculum resources on student engagement and learning.
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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Jenny Chivers, Assistant Principal
Paul Regan, Assistant Principal
Bob Martin, President, School Council
Catherine Denmeade, President, P&C Association
Renu Sachdeva, Teacher & member School Council
Kathryn Johnston, School Administrative Manager

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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: