Our school at a glance

Students
Wentworthville has a culturally diverse mix of students from all parts of the world. We have students who have come from over 26 different countries and over 42 languages are spoken by our families. Some students born in Australia do not have English as their first language. 82% of our students hear a language other than English in their home environment. Our students interact with each other in an exceptional manner and accept everyone's differences. They benefit from a playground that integrates Kindergarten to Year 6 students in an harmonious and caring way - a ‘mini’ world in one school.

Staff
Our teaching staff are an impressive and vibrant mix of newly trained and experienced teachers. A team culture promoting collaboration and sharing of talent is fostered with relevant professional learning activities which enhance teaching practice. All teachers are committed to providing the best possible learning experiences for all students to achieve in every area of school work and life. They deserve and receive the support of our community.

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

Significant programs and initiatives

Beginning School Well
We received a grant from DET Multicultural Programs Directorate to develop a program to assist African refugee children and their families in the transition to school process. It has three main components and must:

- be a part of our transition to school program;
- involve mentoring for parents and children; and
- include an early childhood focus to assist families and children settling into Australian school life.

Teacher and mentor training covered communication, mentoring, transition to school and learning through play. It continues during the first term of 2009.

Transition program
Our transition program for children who will begin Kindergarten in the following year was reviewed by parents and staff at the end of 2007 with a view to enhancing an already successful program. Students were surveyed at the beginning of 2008 for their views. All were happy to start school and the DVD, booklet and information package were easily understood and useful to children and parents. Staff and parents appreciate the need for a well-coordinated, structured approach to introduce children to a school setting. A core group of teachers from K-2 planned, developed and implemented an impressive and well-received six-week program for parents and children. Both new and current families appreciated the great efforts of teachers in providing them with valuable information on schooling and curriculum.

Sustainability Street
Senior students and Stage Three teachers were privileged to be involved in a project supported by Holroyd Council, Bunnings and Cleanaway, which focused on learning to be sustainable. Students were involved in activities to highlight the importance of ‘REDUCE, REUSE, RECYCLE’.
Our school at a glance

A successful application for a grant of $2500 from the Environmental Trust ‘Eco Schools Program’ will be used in 2009 to reduce potable water use by utilising grey water from a rainwater tank in the student toilet area. The project will involve students, community members and staff in improving their awareness and understanding of the processes involved in water conservation, including teaching/learning activities to collect and analyse water usage data on the school site. Holroyd Council provided a grant of $1250 to support our endeavours in water conservation. The culmination of the program was an eventful, entertaining and informative night with Stage 3 students presenting their Sustainability Street projects to a packed hall of parents and community members.

Effective School Wide Reading

A very exciting initiative has been evolving during 2008. Teaching staff (K-6) and support staff have been involved in a pilot project with four other primary schools called Effective School Wide Reading. It is a literacy acquisition program for students from Kindergarten to Year 3 and also provides assessments in Oral Reading Fluency for Years 4-6. It a school-wide commitment and will continue in 2009. It is similar to Positive Behaviour for Learning (PBL) in structure. It provides a framework that supports instruction for all students but allows for individualised instruction for each student. All teachers have spent extensive amounts of time outside of school hours receiving professional learning from Dr Sarah McDonagh (Charles Sturt University, Bathurst) in this program to improve students’ reading. It is based on the five ‘Big Ideas’ in beginning reading - phonemic awareness, alphabetic principle (phonics), fluency, vocabulary and comprehension and is dependent on accurate, current data from our students about their performance in reading.

Peer Mentoring

Senior students have been involved in a very successful training program to support students in daily school life in the social and emotional areas. A grant ($1200) to support Stage 3 students and teachers in the development and implementation of a peer mentoring program was received. The program was trialled from terms two to four and provided:

• training and support for peer mentors using appropriate activities and time to build the necessary skills, attitudes and understandings; and

• opportunities for students to establish relationships with their senior student mentors, which will assist them in their relationships within the school environment.
For the first time 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. In NSW the NAPLAN tests replaced the Basic Skills Test (BST) in primary schools. There were three sections in the national literacy tests: 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 at state and region level in all areas - Reading, Language Conventions and Writing. Boys achieved above state and region in writing and performed better than girls. All students performed above state in spelling.

### Numeracy – NAPLAN Year 3

Students performed at state and region level in numeracy. Compared to 2007, there was an increased number of students performing in Bands 4 and 5 and a decrease of students in Bands 1 and 2.

### Literacy – NAPLAN Year 5

Boys and girls performed at a similar level with little to no difference between state and region. In spelling, 47% students achieved Bands 7 or 8 compared with 37% in state. However, in reading 29% students achieved Bands 3 or 4 compared with 19% in state.

### NAPLAN Year 5

Year Five students performed above state and region in the Basic Skills Test in numeracy. 46% of students achieved Band 4 or Band 5 which is lower than state (55%) and region (52%).

### Messages

#### Principal's message

2008 has been an eventful and successful year for Wentworthville Public School students and teachers. We are a successful place of learning and, with the programs we provide, ensure that students at our school make sound academic and social progress. We are proud of the five students, who received offers to attend the OC class at Greystanes in 2009 with two more being placed on the reserve list. Eight students were offered places at selective high schools for next year with a further four on reserve lists. A growing number of students arriving at our school, who have little or no English are made to feel welcome and are supported in their attempts to make progress. The excellent behaviour of students in a variety of contexts demonstrates the learning and acceptance of our PBL expectations and values. Our students continue to give their best in classrooms, on performing arts stages and on the sports fields.

Our school provides opportunities for all children to grow and learn in all Key Learning Areas, as well as developing their talents in areas such as debating, public speaking, choir, university competitions and a variety of competitive sports. During 2008, we purchased air-conditioners for the Kindergarten rooms, a wireless PA system for external areas, additional PA capabilities for the school hall and landscaped selected areas of the playground. Our school continues to set itself targets for improvement and teachers and support staff work in partnership with parents and carers to achieve our goals. A well-supported MARS fundraiser in term one provided $6000 for new gas-lift chairs, new bench tops and computer desks for the computer room.

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
P&C message
This year the P & C and its small number of members has again been active in its ventures with fundraisers such as Krispy Kreme Donut Drive, Athletics Carnival canteen, Fridge Pockets, guessing competitions and a community raffle with many prizes donated by local community businesses and groups.
Through our Fundraising we were pleased to purchase a speaker system ($4000) for the library to enhance children's learning experiences in this area. In September we invited Julie Owens (MP) to an Acknowledgement ceremony for the COLA and new asphalt in the playground near Block B. A plaque commemorating the grant has been placed in the Administration block.
We continued to run a successful Uniform Shop that enables our parents and caregivers to purchase uniforms at a reasonable price. Wentworthville Public School strongly encourages the wearing of school uniforms to create a sense of pride & belonging in our students. This year we have introduced children's sunglasses in order to protect our children while playing outside to our uniform range.
I have found being actively involved with our P & C an extremely rewarding experience. The P & C gives you a great opportunity to be aware of happenings within the school community & play an active role in your child's school life.

Leanne Eiffert

School Council message
School Council meetings were held 1st Wednesday each month during school terms, and were well attended by all the members. The School Council was kept well informed with all school activities, programs, teacher professional learning, school expenditure and budget.
Members were involved in decision-making relating to the formulation and distribution of various parent and student surveys undertaken during 2008. At our meetings we discussed new policies, school targets and progress in selected areas, including NAPLAN results and Effective School Wide Reading data.

Richa Srivastava

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 a cohesive, supportive group of students who enable many worthwhile ventures to occur as well as imparting information and considering ideas for the betterment of the school. Meetings are held fortnightly and focus on goals for the year. In 2008 the SRC spent considerable time and energy organising fundraising activities to support the charities they nominated for the year. These were Stewart House ($79), The Children's Hospital Westmead ($196) and CANTEEN Bandanna Day ($450). A collection of good used books for Papua New-Guinea, donated by families of our local community, completed the SRC commitments for 2008.

William Zhang
School context

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

Our enrolments have been stable over time with a slightly higher enrolment of boys than girls. Our school’s mobility was slightly higher than 2007 at 18%, which is considered high by NSW DET standards.

This high mobility has been a characteristic of our school for the last five years and puts additional pressures on school resources and class stability from Kindergarten to Year 6.

Student attendance profile

Student attendance rates were slightly lower than state compared to previous years.

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.

This table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

In February 2008, 15 classes were established based on student numbers. There were 5 composite classes.
Wentworthville Public School

School context

Structure of classes
As in previous years, classes were parallel and formed with equal gender mix and mixed ability groupings, whether composite or straight. A number of composite classes were formed based on the spread of student numbers in each of the years K to 6. Teachers at our school are experienced in the effective teaching of composite classes, using a combination of individual, small group and whole-class teaching strategies. Collaborative planning in all learning stages occurs throughout the school year.

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. In 2008 teaching staff were supported by a School Administrative Manager, 1.24 School Administrative Officers, two part-time Teacher's Aides and a part-time General Assistant.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.3</td>
</tr>
<tr>
<td>Total</td>
<td>20.9</td>
</tr>
</tbody>
</table>

Staff retention

One teacher received a transfer and three new teaching staff were appointed to our school in part time and full time positions.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 97.6%.

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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15</td>
</tr>
</tbody>
</table>
School context

Financial summary

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

Date of financial summary: 30/11/2008

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>169 122.45</td>
</tr>
<tr>
<td>Global funds</td>
<td>144 750.60</td>
</tr>
<tr>
<td>Tied funds</td>
<td>55 045.92</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>83 465.92</td>
</tr>
<tr>
<td>Interest</td>
<td>10 357.90</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7 998.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>470 741.49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>12 493.94</td>
</tr>
<tr>
<td>Excursions</td>
<td>17 834.94</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>14 755.91</td>
</tr>
<tr>
<td>Library</td>
<td>8 416.17</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5 542.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>95 940.96</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>29 027.46</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>54 555.21</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>24 002.22</td>
</tr>
<tr>
<td>Maintenance</td>
<td>16 598.82</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>5 700.57</td>
</tr>
<tr>
<td>Capital programs</td>
<td>21 712.50</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>306 580.70</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>164 160.79</td>
</tr>
</tbody>
</table>

The school community requested a voluntary school contribution of $28 for each child. 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 2008 includes $37,624.54 in tied funds for specific programs.

A full copy of the school’s 2008 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, capably trained by Mrs Lawrence and Ms Daher, committed their time, energy and enthusiasm 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, sang for parents and guests at the Acknowledgement ceremony, presentation assembly, Sustainability Street presentation evening and at the talent quest in term three. They were also invited to sing Christmas carols at Westfield Parramatta and the local community senior citizens’ group (the Happy Club).

Two recorder groups were established in the second half of the year by Mrs Lawrence and Ms Tinker. These groups are looking forward to performing in 2009 for a variety of audiences.

Ms Chamoun held the now infamous talent quest, with auditions held throughout term two and the final show in term three. This always garners an enormous amount of interest from students and parents and was, again, very successful. Students performed comedy sketches, dance, singing and the playing of various musical instruments.

Students from Years 3 to 6 entered local school competitions in debating and public speaking and made us all proud of their achievements. Art and colouring competitions also provided stimulus for the students’ creative talents.

Peter Combe was a visiting performer to our school and the students and staff loved him - we joined in with his songs and there was a wonderful sense of fun.

Sport

Wentworthville Public School maintains a tradition of providing a balanced sports and fitness program with an emphasis on participation, skills and sportsmanship. The programs support students from Early Stage One through to Stage Three (Kindergarten to Year Six) and are class and stage-based. A simplified gymnastics program was offered to Stage One students.

Years Three to Six students accessed school-based sports programs as well as competitions in team sports with the Primary Schools Sports Association (PSSA). Students in the primary years were involved in a range of winter and summer sports with PSSA such as newcombe ball, T-ball, AFL, netball and touch football. Our teams were successful in their matches with a number contesting the finals. Our junior touch football team were again premiers and won the grand final.

We held carnivals in swimming, athletics and cross-country during the year. The athletics carnival was particularly successful with most students participating in events. A number of our students represented the school at district and regional levels in these areas.
International Competitions and Assessments for Schools

A growing number of students participated in these competitions from Years three to six. We congratulate all the students who participated in these challenging assessments. Overall results were very pleasing with students achieving:

- English – one high distinction, eight distinctions, 20 credits and 36 participation certificates.
- Mathematics – two high distinctions, 18 distinctions, 14 credits and 37 participation certificates.
- Computer Skills – one high distinction, 11 distinctions, 11 credits and 18 participation certificates.
- Spelling – three high distinction, 11 distinctions, 25 credits and 24 participation certificates.
- Writing – seven distinctions, 18 credits and 26 participation certificates.
- Science – two high distinctions, nine distinctions, 16 credits and 27 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 for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

In Year 3 61 students sat NAPLAN compared with 44 in 2007 (BST). Boys and girls performed at a similar level and there was little to no difference to state. Spelling results were above state and region for boys and girls.

2008 results indicate:

- in spelling, 57% of students achieved Bands 5 or 6 compared to 46% in state.
- in reading, 20% students achieved Bands 1 or 2 compared with 16% in state.
- boys have achieved a steady rise above state and region in writing.
In Year 3 61 students sat NAPLAN compared with 44 in 2007 (BST). Over 3 years the school’s results have dipped to state level. There are decreasing numbers of students in Bands 1 and 2 with increasing numbers of students in Bands 4 and 5. 2008 results indicate:

- students performed in the average range with little to no difference to state.
- in measurement, data, space and geometry 22% students performed in Bands 1 or 2 compared with 14% in state.

In Year 5 47 students sat NAPLAN compared with 37 in 2007 (BST). Girls performed at state level in reading, with boys performing slightly lower. Girls performed above state and region in writing. 2008 results indicate:

- boys and girls performed at a similar level with little to no difference between state.
- in spelling, 47% students achieved Bands 7 or 8 compared with 37% in state.
- in reading, 29% students achieved Bands 3 or 4 compared with 19% in state.

In Year 5 47 students sat NAPLAN compared with 37 in 2007 (BST). Girls’ performance has decreased to state and region level. There was a decrease in numbers of students in Band 4. 2008 results indicate:

- in number, patterns and algebra, boys and girls performed at a similar level with little to no difference between state.
- in overall numeracy boys achieved below state and girls achieved at state.
- Working mathematically continues to be a challenge for many students.
School performance

Progress in literacy

Growth from Year 3 (2006-BST) to Year 5 (2008) shows:
- 51.4% students achieved growth of 1 band (80 points) or higher in reading. Of these 90% achieved growth of 100 points or higher.
- 54.3% students did not achieve average growth in writing.
- lower achieving students in Year 3 (2006) made significant progress in 2008 in overall literacy.

Progress in numeracy

Growth from Year 3 (2006-BST) to Year 5 (2008) shows:
- boys made stronger progress (76.9%) compared with girls (55.8%).
- 56.8% students made less than expected growth.
- lower achieving students demonstrated substantial growth

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 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89</td>
</tr>
<tr>
<td>Writing</td>
<td>95</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>91</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>94</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89</td>
</tr>
<tr>
<td>Numeracy</td>
<td>85</td>
</tr>
</tbody>
</table>

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

Our school continues to provide support for Aboriginal students and to provide programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. Most of these programs occur through the HSIE Key Learning Area. A focus for 2008 will be to incorporate the revised Aboriginal policy and guidelines into the school policies and programs.

Multicultural education

Students coming from a Language background other than English (LBOTE) now represent 82% of our student population. This represents a consistent increase over the last six years. Our school is now entitled to 1.6 ESL teachers - that is one full time and one part-time (3 days per week) teacher.

On arrival at our school all LBOTE students are assessed to establish their phase of English functioning and then provided ESL support and assistance if required. The amount of support provided is related to individual student needs and experiences.

With an increasing number of students requiring ESL support, this year we have introduced in-class support for all phases of students where possible. This in-class support allows 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 are classed as New Arrivals and/or Phase One have continued to be withdrawn from class for some of their English learning. They receive from three to five hours of intensive instruction in a small group situation with a specially trained ESL teacher each week. These lessons target particular identified needs of LBOTE students. A major focus in term four during ESL instruction time was reading, relating to the five big principles of reading as identified in the ‘Effective School Wide Reading’ program. This focus will continue into 2009. Students need to be able to talk, listen and read before instruction moves to writing.

Respect and responsibility

Our school has a commitment to the core values in NSW Public schools. We have incorporated these core values into our revised Discipline policy and PBL expectations. They are embedded in teaching programs and all interactions within the school. These values are also reflected in school procedures, practices and policies.

Peer support, buddy programs and leadership initiatives were very successful in 2008 with an additional focus in the peer mentoring area. This initiative benefitted all groups in the school with:

- senior students learning how to assist younger students to resolve low level conflict situations in the playground;
- younger students developing trusting relationships with the senior students and learning to resolve some issues they face; and
- teachers able to pass on low level issues to seniors and spend quality time dealing with higher level issues.
Progress on 2008 targets

Target 1

To increase student performance and learning outcomes in Reading, Writing and Number

Our achievements include:

• in reading - 41% Year 3 and 24% Year 5 achieved in top two bands.
• in writing - 54% Year 3 and 28% Year 5 achieved in top two bands.
• in numeracy - 39% Year 3 and 30% Year 5 achieved in top two bands.
• an increasing number of students from Years One to Six are achieving at a high or outstanding level in school-based assessment tasks in English and Mathematics areas.

Target 2.

To develop collaborative assessment strategies in HSIE and Science & Technology.

Our achievements include:

• through executive supervision the majority of teaching programs show evidence of Significance and differentiated units.
• revised school policies in HSIE and Science and technology, which reflect differentiation of the curriculum.
• an increasing number of students from Years One to Six are achieving at a high or outstanding level in school-based assessment tasks in HSIE and Science and technology.

Target 3

To maximise student learning by establishing a positive behaviour framework using quality teaching.

Our achievements include:

• problem behaviours have been identified with consistent consequences of these behaviours developed.
• school data reflects a decreasing number of student discipline referrals in Years three to six for 2008 and less students suspended.
• survey results published and discussed by staff, students and parents
• G&T identification procedures devised by teachers.

Target 4

To provide professional learning opportunities to induct staff to needs and OH&S hazards.

Our achievements include:

• decrease in hazard reports from staff.
• decrease in notifications of injury for slips, trips and falls on site.
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

Learning

Background

Our school's Positive Behaviour for Learning (PBL) focus has had a major impact on student behaviour throughout the school over the last 18 months. The consistent practices and procedures to handle behaviour issues within the school and classrooms should then have a positive impact on learning. The DET School Map surveys on Learning were used and cover the areas of learning environment, student learning and teacher learning.

Findings and conclusions

80% or more respondents believed that the school almost always or usually has high expectations of students and students are encouraged to take responsibility for their learning.

Discussions with staff and parents deduced that some questions, which showed varying results, could be attributed to a lack of communication rather than the school not performing well in these areas.

Future directions

In 2009, the various groups within our school community will revisit these results and gain further insight into how we can improve on these results. Questions which will need to be addressed are:

- Students - My teachers talk to my parents about my learning (Q2); People other than my teacher help me to learn (Q4); In class, my child's teacher provides balance of individual & group activities (Q7); and I try to do things in class that are new and different (Q8).
Key evaluations

- Parents - Teachers talk to me about my child’s learning (Q2); People other than my child’s teacher help them to learn (Q4); and My child looks at samples of their work to see progress (Q9).

- Teachers - My students reflect on their learning and engage in self-assessment (Q9).

Curriculum

Reading

Background

Teachers, parents and students acknowledge that reading is an essential literacy skill which all students need to acquire in primary school. Trends over time, using BST and NAPLAN results show that all students are not showing consistent improvement and growth in reading from Kindergarten to Year six. Wentworthville PS became one of five Western Sydney schools to pilot a program ‘Effective School Wide Reading’ led by Dr Sarah McDonagh (Charles Sturt University). This program provides training and teacher surveys through the process have given direction to this program. There have been two assessment times for students to gather initial data (Aug and Nov). All teachers have been involved in intensive professional learning on the ‘5 Big Principles’ of reading.

Findings and conclusions

Teacher survey results about the professional learning showed:

- 20% wished to have more training relating to appropriate activities for reading sessions.
- 30% found the phonics and comprehension sessions very useful.
- 80% felt confident in assisting colleagues and using the teaching strategies learned in class programs.
- 40% found the theory presented in the initial sessions were least useful.
- Initial student data suggests that some essential areas in reading programs are not being taught as effectively as they could from K-6 – phoneme segmentation, alphabetic principle and oral reading fluency.

Future directions

The trial has emphasised the need for a whole school approach to reading, which is data driven and research-based. Consistent reading programs and teaching strategies on the ‘5 Big Principles’ K-6, including support staff (ESL and STL) should improve student results markedly. The devising and support for a consistent approach to teaching reading will be a focus in 2009 -2011 school plan.

Other evaluations

Transition program

Background

We take great pride in the programs we run to support the safety, well-being and learning of students. We constantly look for ways which we can improve our practices to meet the needs of our community. Our ‘Transition to School’ program is integral in ensuring all students begin their formal schooling in an environment that is informative, positive and rewarding. It must also value parents and caregivers as partners. In 2008 (terms three and four) we offered six sessions for parents and pre-Kindergarten children to get to know our school. Children played games, learned songs and interacted with their
peers, while parents attended information sessions on curriculum areas and our school. Parents and children came together for a play session and tour. Surveys provided valuable information.

Findings and conclusions

- 100% children were happy to start school and enjoyed finding out about the school and used the DVD and booklet.
- 100% parents felt that sessions were informative, provided hands-on activities and allayed parent concerns.
- 100% parents felt the package given was useful and provided ideas for them at home.
- All parents commented positively on the approachability of staff.

Future directions

Suggestions made by some parents will be addressed in future programs such as ESL teaching for LBOTE students, night sessions to assist working parents and combining some sessions.

Professional learning

Throughout the school year teachers undertake professional learning to improve their knowledge and skills to ensure they are providing quality teaching programs in a quality learning environment for all students. School-based professional learning activities relating to PBL, quality teaching, differentiating the curriculum, gifted and talented education and other areas relating to our school plan were held every second Tuesday from 3-4pm. Combined school sessions on reading instruction based on the 5 big principles were held in terms two to four after school hours at various venues. Other professional learning activities provided by NSW DET and Western Sydney region were attended by teachers and were dependent upon interest, priority and responsibilities.

School development 2009 – 2011

The executive, teaching staff and members of the School Council, guided by the Office of Schools plan and the Western Sydney Region plan carefully considered appropriate directions for the school, then incorporated these directions into the School Plan 2009-2011. We thank Mr Gerry McCloughan (SBO) for his assistance with the three year plan. The three year plan may be viewed at the office. The main areas addressed are Literacy, Numeracy, Student Engagement and Retention, Aboriginal Education, Teacher Quality and Connected Learning.

Targets for 2009

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.

Strategies to achieve this target include:

- teacher survey (Quality Teaching) and student survey (Quality of School Life) used to gather baseline data then analysed to provide direction for professional learning and teaching.
- regular communication, data analysis and discussion to ensure explicit and consistent teaching of whole school and classroom expectations K-6.
- teachers use ‘RISC’ to collect and collate data for analysis.
- workshops and information nights to increase parent involvement in the PBL process.
Our success will be measured by:

- 100% teaching staff explicitly teach whole school expectations and have classroom expectations in place which reflect PBL.
- less student discipline referrals and suspensions.
- less anti-racism issues reported to ARCOs.

**Target 2  Numeracy**

*80% students achieve stage outcomes in numeracy.*

Strategies to achieve this target include:

- teacher professional learning implemented to ensure QT framework is embedded in class programs and practice and teachers are differentiating the curriculum to meet the needs of students.
- opportunities for professional dialogue, CTJ strategies and reflective practice between stages.
- professional learning for teachers K-4 to embed CMIT Number in T/L programs using WSR consultant and school facilitator.

Our success will be measured by:

- reduced % Year 3 students in NAPLAN Numeracy band 1 to 2%, from 06-08 average of 8.6 %;
- increased % Year 3 students in NAPLAN Numeracy bands 5-6 to 45 %, from 07-08 average of 40 %;
- reduced % Year 5 students in NAPLAN Numeracy band 3 to 6%, from 06-08 average of 10.2 %;
- increased % Year 5 students in NAPLAN Numeracy bands 7-8 to 40 %, from 06-08 average of 35 %;
- 80% students demonstrating stage outcomes in numeracy in school-based assessments
- 60% students demonstrate expected growth from Year 3 to Year 5 in overall numeracy (from 45.2 % in 2008)

**Target 3  Literacy**

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

Strategies to achieve this target include:

- professional learning for teaching staff in ESWR, 5 Big Principles and analysis techniques to establish specific student goals.
- assessment data collected using DIBELS (Feb/June/Oct)
- analysis of individual student’s needs and provision of appropriate support in stage groups and whole school.
- Learning Support Team operating at optimal level ensuring all students are effectively supported. Strategies involve differentiation, G&T, PLPs, PBL and ESWR.

Our success will be measured by:

- increased number of students achieving or exceeding regional early literacy targets to: 55% K students at Level 8’ (current 45.1%); 73% Yr 1 students at Level 18’ (current 68.4%); 80% Yr 2 students at Level 26’ (current 74.6%).
- 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 42.6%, from 06-08 average of 39.6 %;
• reduced % Year 5 students in NAPLAN Reading band 3 to 4 %, from 06-08 average of 8 %; and
• increased % Year 5 students in NAPLAN Reading bands 7-8 to 40 %, from 06-08 average of 30 %;
• 80% students demonstrating stage outcomes in literacy in school-based assessments.
• 75 % of students demonstrate expected growth from Year 3 to Year 5 in reading (from 51.4 % in 2008)

Target 4  Teacher Quality

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

Strategies to achieve this target include:
• develop professional learning activities to strengthen the implementation of QT framework K-6 including ESL and STL areas.
• use PBL, ESWR, G&T, differentiation and PLP to improve the quality of teaching and student learning.
• professional learning activities to introduced staff to Aboriginal Education policy and build cultural competencies in Aboriginal cultures.
• develop professional learning plan aligned to the school plan.

Our success will be measured by:
• increased participation in teacher professional learning to build capacity.
• data shows increased knowledge and understanding of Aboriginal Australia for all staff (matrix used)
• increased teacher and school leader participation in programs that build capacity and school improvement.

Target 5  Connected Learning

All teachers implement ICT in class programs and teaching practice.

Strategies to achieve this target include:
• survey conducted with teachers (CLAS) to establish baseline data and develop needs-based professional learning in ICT.
• teacher professional learning provided to target individual needs of teachers.
• purchase of two interactive whiteboards and train staff in use and applications.

Our success will be measured by:
• data analysed and professional learning plans identified and developed.
• Quality Teaching elements are evident using ICT.
• students engaging in learning using the interactive whiteboard.
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.

Christine Sullivan, Assistant Principal
Jenny Chivers, Assistant Principal
Paul Regan, Assistant Principal
James Sharp, teacher
Nina Daher, teacher, member of School Council
Prathibha Vasantha, teacher
Jenny Scanlon, teacher (ESL)
Richa Srivastava, President, School Council
Leanne Eiffert, President, P&C Association
Tricia Brown, teacher librarian

School contact information

Wentworthville Public School
Cnr Station St and Fullagar Rd, Wentworthville
Ph: 9631 8529
Fax: 9896 3079
Email: wentwthvil-p.school@det.nsw.edu.au
Web: www.wentwthvil-p.school
School Code: 3423

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: