School context statement
Werrington Public School offers excellent educational opportunities for K to 6 students living in one of the oldest suburbs of Penrith. Established in 1974, our attractive and extensive grounds and well-equipped classrooms complement our excellent learning facilities.

Our learning support centre, unique in our local area, offers specialist programs for students who are experiencing difficulty with aspects of their learning or development. These programs include Reading Recovery, MultiLit, MinilLit, Language for Learning, Rock and Water and a variety of individual programs, run by an extensive team of professional and para-professionals.

Our well-resourced special support classes cater for students with physical or intellectual disabilities. Additional programs are well-established for Aboriginal students and students whose first language is not English.

Our school has a strong focus on literacy and numeracy and incorporates special programs in the classrooms, including L3 (Language, Learning and Literacy), TEN (Targeted Early Numeracy) and TOWN (Taking Off With Numeracy). Our school offers computers, iPads and interactive whiteboards in every classroom, modern video-conferencing facilities, air-conditioned classrooms, large shade areas, an extensive playground, access to before and after school care, an extensive transition to school program, a supported playgroup and great extra-curricular activities – dance, choir, debating, public speaking, private music tuition and active after school sport.

Werrington Public School is an active participant in the local school network and received a Director General’s Award in 2012 for building quality teaching and learning across the community.

Principal’s Message
What an exciting year this has been for Werrington Public School staff, students and parents! We continue to improve each and every year, with a focus on our student’s academic outcomes and a focus on our student’s engagement and wellbeing. Our improvements are reflected in our school based and national based assessments and in our student behaviour and wellbeing data.

This year, many fine traditions have been strengthened, such as the performing arts festivals, debating, public speaking, PSSA sport, transition to high-school activities, the Northcott sport carnival for students with disabilities, the Halloween disco, the Talent Quest, Life Education, the school swimming scheme, our Stage 3 camp and our transition to school program.

2015 will see these exciting programs, activities and linkages continue, with increased opportunities for further activities. Many of these activities will be reported upon in greater detail later in this report, along with information regarding student achievement data and progress on our school targets.

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.

P & C message
Werrington Public School Parents & Citizens Association hold alternate day and night meetings on the third Monday of every month. At our meetings, we discuss a variety of subjects under the guidance of our School Principal Jennifer Thompson, always keeping in mind the best interests of the whole school.

Werrington Public School celebrated its 40th year of education in 2014 and the P&C enjoyed hosting morning teas for the visiting community, staff and students. It was also the year that our P&C jumped on board with Century 21 Urban
United real estate to provide a weekly free playgroup. This playgroup has been such a successful venture and a much needed service to families within our community. We look forward to seeing it grow even stronger with new families and ideas in 2015.

Our members worked tirelessly throughout 2014 with the Coffee Club working bees, Easter and Christmas raffle hampers and prizes, organising Mothers’ and Fathers’ Day stalls and counting our coin challenge donations.

We have fundraised throughout the year with a Chocolate drive, Easter and Christmas raffles, an ice-cream spider day, the August Coin Challenge, the sports carnival, BBQs plus our very popular Free Family Halloween Disco & market night which proved to be a thriller for all!

Financially, we’ve supported NAIDOC day, Harmony day, Pink ribbon cupcake day, Kindy transition parent’s/carers afternoon tea, new passive play equipment, Year 6 Owl Markets, presentation day book voucher awards and most important, The Power of One anti-bullying show which the whole school attended for free.

Our P&C’s success can be attributed to the wonderful support that we receive from our school families, staff and students. These positive relationships have enabled the P&C to enhance the opportunities for all at Werrington Public School.

Together we continue to build a strong team that keeps in mind the importance of our supportive partnerships. On behalf of the Werrington Public School’s P&C association, I would like to thank everyone for their ongoing support. Your support and the continued growth of the school community will further enhance both the learning and playing environments within our school for everyone within the Werrington Public School community.

Kimberley Culley  
President

Student information  
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.
**Student attendance profile**
School attendance rates have been fairly stable over the last 4 years and are slightly lower than the regional rates.

Management of non-attendance
All class rolls are updated daily and any unexplained absences are followed up by a letter home to parents or caregivers requesting a reason for the absence. Frequent and/or extended absences are followed up with a phone call or interview with the parents or caregivers. Exemption forms for extended leave and illness are accessible from the office or classroom teacher.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.3</td>
<td>93.3</td>
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<tr>
<td>Total</td>
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<td>92.1</td>
<td>92.9</td>
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<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>K</td>
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<td>Total</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

School administrative staff included one full-time School Administration Manager and one full-time and 2 part-time School Administration Officers. Support staff included one part-time General School Assistant and 3 full-time and 7 part-time School Learning Support Officers.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>7</td>
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<tr>
<td>Classroom Teacher(s)</td>
<td>14</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
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</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Our school has two staff members who identify as being indigenous.

**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>75%</td>
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<tr>
<td>Postgraduate</td>
<td>25%</td>
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</tbody>
</table>

**Professional learning and teacher accreditation**
In 2014, teachers participated in a range of professional learning that catered for school and individual professional learning needs.

In 2014, 40% of the teaching staff at Werrington Public School identified as being a new scheme teacher.
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>30/11/2014</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>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1136400.40</td>
</tr>
</tbody>
</table>

| **Expenditure**          |            |
| Teaching & learning      |            |
| Key learning areas       | 29391.69   |
| Excursions               | 32646.97   |
| Extracurricular dissections| 40161.28  |
| Library                  | 1786.13    |
| Training & development   | 747.34     |
| Tied funds               | 499204.49  |
| Casual relief teachers   | 76777.32   |
| Administration & office  | 63261.94   |
| School-operated canteen  | 0.00       |
| Utilities                | 81020.40   |
| Maintenance              | 16205.55   |
| Trust accounts           | 23825.10   |
| Capital programs         | 0.00       |
| **Total expenditure**    | 865028.21  |
| **Balance carried forward**| 271372.19 |

A full copy of the school’s 2013 financial statement is tabled at a P&C meeting. Further details concerning the statement can be obtained by contacting the school.

K-2 Report

What an exciting year this has been for the students, staff, and parents of K-2! There have been many fantastic opportunities for the children to participate in a range of exciting activities. The fine tradition of the Easter Hat Parade was upheld at the end of term 1. The children looked wonderful when they paraded their Easter hats. The enthusiasm and commitment from the children during their dance performances ensured the event was enjoyed by all.

Kindergarten learned to milk a cow on their excursion to Calmsley City Farm. Many students in Year One dressed up in traditional costumes for their excursion, while the rain did not stop the Year 2 students from enjoying their visit to Elizabeth Farm. The K-2 sports carnival involved students, parents and teachers participating eagerly in various novelty events.

Many children earned the privilege of attending special activities for Privilege Day ranging from the Teddy bear’s picnic, the Sports Day and the Movie Day. The end of the year was celebrated at the presentation ceremony with each year level performing a song. The children excitedly sang, rang bells, sparked and glittered, guaranteeing the event was appreciated by all.

3-6 Report

The Primary classes at Werrington enjoyed another busy year. Students from years 3 to 6 were actively involved in summer and winter PSSA sport, the Premier’s Spelling Bee, the Premier’s Sporting Challenge and debating and public speaking competitions.

Stage 2 attended a very enjoyable school excursion to Australian Pioneer Village at Wilberforce. Students got to explore buildings resembling those that the first settlers of the Hawkesbury lived in, and saw traditional colonial ways of living. This excursion built on the knowledge students learnt in their HSIE unit “British Colonisation.”

Stage 3 were kept busy planning and running the school’s annual Owl Market Day, where over $3000 was raised for the school. They also enjoyed their excursion in Term 4 to the Sydney Sport Academy, where they participated in a range of sport and recreation activities.

Support Unit Report

The Support Unit for students with physical and multi-categorical disabilities had 20 students enrolled in three classes in 2014. All students worked from Personalised Learning Programs as set by teachers, parents and other interested agencies at the beginning of the year as part of the annual review process.

A focus for Werrington Public School has been to integrate students from the Support Unit into all areas of school life. Students from the Support Unit participated in activities with their mainstream peers, both as individuals and in small groups. This included participation in lessons in both the Key Learning Areas and in
extra-curricula activities, such as assemblies, scripture, library and sport. Adjustments have been made in some teaching spaces to more readily facilitate the integration of students with disabilities.

The Support classrooms have upgraded technology in an effort to enhance teaching and learning and provide assistance to students with a range of individual needs. Providing quality education programs to students with such diverse learning requirements is complemented with the use of interactive white boards, iPads and computers. Many of these devices feature communication applications to assist our non-verbal students.

All students from the Support Unit participated in whole-school events, including Privilege Day and the Infants Sports Carnival, as well as in their stage level excursions, including trips to Brewongle Environmental Centre, the Australian Pioneer Village and Fairfield City Farm.

The students from the Support Unit have been participating in the Sports Ability program for several years. This program is an inclusive sports activities program that concentrates on the ways in which teachers can adjust, adapt and modify the ways in which sporting activities are delivered and was developed by the Australian Sports Commission. The activities allow all students to participate in a range of sporting activities together regardless of their abilities, and have been well-received and attended by all students.

Students from the Support Unit represented Werrington Public School at the Northcott Athletics Carnival during Term 3. Students participated enthusiastically and as independently as possible. This event attracts a great deal of interest from our parents and carers, along with the wider school community including the local media.

Students from the Support Unit also represented the school at Performing Arts Festivals and eisteddfods. They performed several musical items practised during the music appreciation sessions run by staff each week for an end of year concert.

All Support Unit students were assessed late in 2014 for their suitability to participate in learning interventions including MultiLit, MiniLit and Language for Learning. As a result most students will be involved in one or more of these programs throughout 2015.

**Academic achievements**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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)

Our students’ relative achievement continues to improve in all areas of NAPLAN. There was a significant improvement in Year 3 number, patterns and algebra, with our students achieving close to the DEC average and there was a steady improvement in most other areas.

Overall, there has been a decrease in the proportion of students achieving below national minimum standards and an increase in the number of students achieving at proficiency in both literacy and numeracy.

There was a significant increase in student growth from Year 3 to Year 5, with our school
average growth exceeding the state average in every aspect assessed.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter Werrington Public School in the Find a school and select GO to access our school’s data.

L3 Program
In 2014, Werrington Public School was in its third year of implementing the L3 literacy program. The significant improvement in student learning outcomes continued to be maintained. In 2014, 76% of Kindergarten students reached or exceeded the L3 reading benchmark of Level 9, the same amount as in 2013, compared to 75% in 2012 and 25% in 2011. In 2014, 62% of Kindergarten students were reading above the L3 reading benchmark compared to 66% in 2013, 53% in 2012 and 13% in 2011. In 2014, in writing, 68% of Kindergarten students reached the writing benchmark of writing one or more sentences on a given topic. This was down from 88% achieved in 2013, but significantly higher than 26% in 2012.

TEN Program
K-2 participation in the Targeting Early Numeracy (TEN) program again highlighted our students’ ability to achieve at or above regional benchmarks in numeracy. 96% of Kindergarten students, 87% of Year 1 students and 84% of Year 2 students met regional benchmarks in early arithmetical strategies in 2014. Our students strengthened mental computation and arithmetical strategies throughout the year with many hands on activities and games to exceed regional benchmarks. Our levels were 96% in Kindergarten, 73% in Year 1 and 76% in Year 2. This excellent foundation for learning supports the Taking Off With Numeracy (TOWN) program in Years 3 to 6.

TOWN
Werrington Public School has continued to participate in the TOWN program, with significant improvements in student learning outcomes evident. All 3-6 teaching staff were trained to implement this program successfully. This targeted program has shown excellent results in early arithmetical strategies (EAS), place value (PV), multiplication and division (MD) and Newman’s Error Analysis, and has contributed to the improvements identified by the PLAN data.

Results in EAS across the grades 3-6 indicate a high percentage of students are working at a Facile level, using sophisticated skills as opposed to Figurative or Counting On or Back skills.

Results in PV across the grades 3-6 indicate that most students are meeting grade expectations and all students have shown considerable growth throughout the 2014 TOWN program.

Results in MD across the grades 3-6 also indicate a shift from students using perceptual markers to meeting grade expectations.

Results in Newman’s Error Analysis across the grades 3-6 highlight growth in target students moving beyond breaking down at reading and comprehension, and working at transformation, processing or encoding.

Positive Behaviour for Learning Framework
Positive Behaviour for Learning (PBL) is firmly embedded in Werrington Public School. Throughout 2014, our highly motivated PBL team addressed not only the behavioural needs, but also the learning needs of all students and effectively achieved the implementation of universal systems, procedures and expectations across the school. The PBL team promoted a sense of shared responsibility for learning where teachers, students and parents work together to ensure the best possible outcomes for our children.

The PBL team continued to encourage all students to demonstrate characteristics of a “Werrington Wise” person. We believe the recognition of student achievement plays a vital role in the development of an effective learning environment and, subsequently, we promote students to be rewarded free and frequently with our Owl Award system. The effectiveness of our PBL program was highlighted when the school completed its Benchmarks of Quality PBL Assessment, scoring a very impressive 92%.

Targeted Interventions
Werrington Public School implemented a number of targeted intervention programs through PBL and the Learning and Support Team. Most of these programs operated out of our very unique
Learning Centre, which is an extremely valuable learning environment.

This year, the Learning Centre provided over 100 students with additional support for their learning. A variety of programs, catering for small groups and individuals, were implemented by teachers, School Learning Support Officers and parent helpers. These programs included Reading Recovery, Reading Recovery monitoring, MiniLit (Meeting Initial Needs In Literacy), MultiLit (Making Up Lost Time In Literacy), Language for Learning, Language for Thinking, Language for Writing, a fine motor program, an Aboriginal reading tutor program and an EAL/D reading tutor program.

The Learning and Support Team also implemented programs that catered for the social and emotional needs of students. 64 students participated in programs such as Rock and Water, Stop Think Do, Check in Check Out, Social skills programs and programs targeting anxiety. In Term 4, 18 students from Stages 2 and 3 were selected to participate in the Panthers On The Prowl program which was held in the Panthers classroom at Centrebet stadium.

The School Learning Support Officers who work in the Learning Centre had the opportunity to demonstrate their vast knowledge and skills by mentoring other Learning Support Officers, to build their capacity to deliver these interventions across the school.

Premier’s Reading Challenge
Each year, the students from Werrington Public School are invited to participate in the Premier’s Reading Challenge. To complete the challenge, students in K-2 need to read 30 books, and students in 3-6 need to read 25 books. This year, 208 students have completed the challenge.

Premier’s Spelling Bee
This year, Werrington Public School participated in the Premier’s Spelling Bee for the second time. The school was also chosen as the host school for the regional final. Four students from our school participated in the regional final and successfully made it through a few rounds of competition before being eliminated.

University Competitions
This year, 15 students participated in the University of NSW reading and mathematics competitions. In the reading competition, one student achieved a distinction level. In the Mathematics competition, one student achieved a distinction level and three students achieved a credit level.

Kindergarten Transition
Werrington Public School, in collaboration with Yooram Pre-School, provided an intensive 9 week Kindergarten Transition Program. Fifty-four pre-school children attended 9 sessions in the Kindergarten rooms. They participated in rotational group activities that were designed to assist them in making a smooth transition to formal schooling. Parents and caregivers attended a range of information sessions, including sessions on the Kindergarten program, Best Start, school readiness, speech and occupational therapy. Parental survey results showed that this program was highly valued by the parents and helped prepare their children for school. Pre-schoolers who participated in this program in 2013 settled quickly into their first year of school, they were comfortable and ready to begin developing their literacy and numeracy skills through rotational groups. Additionally, all caregivers and their pre-schooler attended individual enrolment interviews with the kindergarten teachers to establish open relationships and identify the importance of each student’s needs.

High School Transition
Stage 3 worked closely with Cambridge Park High School to provide our students with a number of opportunities to allow for a smooth transition to high school. In Term 3, students participated in the Learn to Lead program, which is a Premier’s Sporting Challenge initiative where Year 7 and 8 students from our local high school come to our school once a week to lead sporting programs. Our students also participated in peer tutoring programs related to Mathematics and they thoroughly enjoyed their high school transition days. Some students who were identified as needing additional support, also participated in extra transition afternoons with their respective high schools.
Dance
Werrington Public School had an abundance of eager students who participated in weekly dance lessons. We formed three dance groups: Senior (years 5 and 6), Junior (years 3 and 4) and Infants (years 1 and 2). Rhonda Cullen, principal at All Stars Dance Studio, choreographed all three dances. All dancers involved worked really hard and were invited to perform at both the Cambridge Park Performing Arts Festival and the Blue Mountains Dance Festival at the Joan Sutherland Centre. All performances were highly energetic and entertaining. Many people expressed how impressed they were with the items. It was due to the commitment and assistance of all staff, parents and students who participated that all these performances were a huge success.

Choir
This year we had 43 students who participated in the Cambridge Park performing arts festival. The choir prepared and practiced two songs to perform and impressed an enthusiastic audience. Our choir also performed at several school assemblies, displaying their talent and having the opportunity to represent our school.

Visual Arts
All students are encouraged to participate in visual arts activities throughout the year. Jenna Galea, Year 2, was named a winner in the Operation Art competition, with a painting of Harry the Dog. Her artwork was printed on all invitations to the opening of this event and was hung in the Art Gallery of NSW.

Over one hundred artworks were entered in the Penrith Show this year with many students being awarded place ribbons and commendations. Ricky Stewart in Year 1 was awarded ‘Best in Show’ for his artwork of a spring blossom tree.

Mishika Dhungyel in Kindergarten, had her painting of a Rosella chosen to be exhibited at Nagoya in Japan. Her artwork will remain in a Japanese school while two artworks from students in Japan are hung in our administration building as a gesture of friendship and goodwill.

Sport
In 2014, Werrington Public School had a very eventful year with many sporting activities held. The school provided students in Years 3-6 with opportunities to participate in both school and PSSA sport, including cricket, rugby league, netball and tennis.

The school held carnivals in cross country, swimming and athletics. Students enrolled in the support classes again participated enthusiastically in the Northcott Junior Athletics Carnival. A Tabloid Sports Carnival was held on the 13th of September for K-2 students. The carnival involved events from races, novelties, relays and other physical game activities. Active After School Communities Program has been running for a few years now. The aim of the program is to involve children in a fun activity that requires physical exertion and the development of skills in sports.

We had three students represent Penrith PSSA. They were Samantha Durik and Lazar Komatovic (swimming) and Miracle Su’a (Rugby Union). Miracle also represented Sydney West at the NSW PSSA Rugby Union Carnival in Kiama, and
went on to take out Werrington Public School’s Sport Person of the Year Award.

**Music Bus**

At Werrington Public School, musical education is a valued extra-curricular activity. Learning a musical instrument brings many benefits to children’s overall academic and emotional development.

Here at Werrington we outsource our music tuition to the Music Bus [http://www.themusicbus.com.au/](http://www.themusicbus.com.au/). This company is a fun organisation that inspires musical learning. Lessons mostly run outside of school hours and there are positions and instruments available to all students. The half hour lessons give students the chance to improve their confidence and independent learning skills. Students are able to perform at school assemblies, band competitions and a combined end of year concert, which allows all of the local schools, on the Music Bus program, to get together and demonstrate their various talents.

This year Werrington were fortunate enough to have our own school band participate and win a category in the local band slam competition. Our band, with the assistance their teacher, also entered and won a song writing competition which allowed the students to professionally record their own song. We look forward to more enrolments in this program throughout the year.

**Talent Quest**

At Werrington Public school, students were able to demonstrate a range of their talents at our annual Talent Quest. This competition demonstrates our students’ capabilities and confidence to get up in front of an audience and perform. As always, the highlights of the concert were when students, with limited confidence, face their fear and get up in front of their peers to demonstrate their many talents.

As usual, judging the competition was extremely hard, as all of our students demonstrated quality acts. This year first place was awarded to Joshua Cesta Incani, for his contemporary dance; Second place was awarded to an excellent tap dancing act by Brent Gennen; and our third and final place getters were the well deserving 3/4CD and 3/4HE, with their rock n roll Hand Jive!

**Debating**

Werrington Public School had another enjoyable and successful year of debating. The season started with four students attending the annual Macquarie Network Debating Camp, where students learnt a great deal in two very busy days. We entered teams in both the Premier’s Debating Challenge, as well as the Penrith Valley Debating Competition. In total, 25 students participated in the debating program and Werrington were semi-finalists in the Penrith Valley competition.

**Aboriginal education**

Strategies and programs to support Aboriginal students at our school include:

- An Aboriginal reading tutor program, partly funded by the Fair Loans Foundation. This program targets Aboriginal children who are experiencing difficulty with their reading. Additionally, Aboriginal students in Year 1 who were identified as requiring additional support with their reading were targeted through the Reading Recovery program. Senior Aboriginal students are engaged as reading tutors to supplement teacher and parent support.

- An extended transition to school program was put into place to support all students starting school for the first time. This transition program ran for 9 weeks. Parents had the opportunity to fully engage in classroom activities alongside their child to enable a smoother transition to Kindergarten, particularly for those children who have not been to pre-school.
• Personalised Learning Plans are established between teacher, student and parent and progress on goals followed up in informal meetings. In 2014, most of our Aboriginal parents engaged with their child and the teacher in the writing and evaluation of these plans, either by phone or face-to-face.

• An informal afternoon tea to assist with relationship building between parents and teachers is set up at the start of the year.

• The teacher overseeing the implementation of Aboriginal Education in our school attended conferences and workshops tailored to meeting the needs of Aboriginal students. This teacher is also an active committee member of the Yarramundi Aboriginal Education Consultation Group.

• The participation of all students in National Aboriginal and Islander Day of Celebration activities. This day included a morning tea for parents, activities for children and parents and involved our Aboriginal community in its coordination and implementation.

• The attendance of Aboriginal students is managed in line with our attendance policy. All Aboriginal students are encouraged to attend school every day that the school is open for instruction. In 2014, our average attendance rate for Aboriginal students was 93%, which is slightly above the school average of 92%.

• In 2014, six Year 3 and six Year 5 Aboriginal students participated in NAPLAN. School average achievement for Aboriginal students in Year 3 reading exceeded the school, DEC and state average. School average achievement for Aboriginal students in Year 3 numeracy exceeded the school and DEC averages and closely matched the state average. School average achievement for Aboriginal students in Year 5 reading and numeracy was below the school, DEC and state averages.

In 2014, Fair Loans Foundation continued to partner with Werrington Public School by sponsoring the school’s Aboriginal Literacy Program. Now in its third year of running, the program has allowed over thirty Aboriginal and Torres Strait Islander students to access a literacy tutor, providing one on one support, allowing the students to develop their reading skills. Tutor, Mrs Imray, has provided a safe and encouraging learning environment where the students have been able to build confidence as a reader. At the 2014 Awards Assembly, Lacey Wilesmith and Ella-Adhieu Keuk were awarded most improved on the program.

Werrington Public School appreciates the financial support given by Fair Loans Foundation and the priority they have placed on making a difference in the education of young Aboriginal people.

**Multicultural Education and EAL/D**

In 2014, Werrington Public School employed an English as an Additional Language or Dialect (EAL/D) teacher for 3 days per week. This teacher provided support for all EAL/D children in need of additional assistance and provided advice and guidance for classroom teachers in meeting the needs of all enrolled EAL/D students. 21% of our children in 2014 identified as being from a non-English speaking background and/or spoke English as a second language. 34 identified students received intensive support. All identified students progressed beyond Phase 1 following instruction.

In 2014, the EAL/D program saw the introduction of Language for Learning for students with English and Additional Languages or Dialects backgrounds from Year 1, comprising of 6 students throughout the year, and Year 2, comprising of 5 students. This program was very successful.

Kindergarten had 8 EAL/D students requiring intervention this year. These students were mostly in the Beginning LLB Progression Mode...
and saw some of them move into the Emerging mode of Progression.

Year 1 had 6 students throughout 2014 requiring intervention withdrawal. This group conducted Language for Learning classes as well as literacy focused group work.

Year 2 had 5 students commence Language for Learning towards the end of the year, and they progressed quickly through the program.

Stage 2 had 6 students requiring intervention throughout the year, 2 of whom participated in a Stage 2/3 primary literacy group, and are working towards consolidating progression mode.

Stage 3 had 3 students throughout the year requiring intervention, 2 of whom were working at developing progression mode, and are working towards consolidating.

EAL/D also conducted a tutoring reading program, where a parent volunteer was reading with a total of 11 students withdrawn for one-on-one reading.

In 2014, there were 3 refugee students enrolled at Werrington Public School. These students had access to classroom support and special intervention programs and the achievements of these children matches the average achievement of non-refugee students.

In 2014, our EAL/D teacher attended a 2 day EAL/D seminar and also attended training in ‘supporting refugee students within our schools.’

On Harmony Day, our school participated in a range of activities and attended a Polynesian dance performance by ‘Mana’, a Polynesian dance performer. The performance was highly interactive, hands on and culturally rich. Mana, performed both traditional and contemporary dance, where students were able to learn about the cultural differences between the Polynesian islands.

In a fun, energetic, yet educational way, Mana taught students about self-worth, finding ‘the Haka within you’, whilst also performing an elimination of bullying through acceptance and understanding of differences.

Our school also sponsors a disadvantaged child in Zimbabwe.

**Anti-Racism**

Werrington Public School’s Anti-Racism Contact Officer (ARCO) is an experienced teacher who has been fully trained in the procedures to handle complaints of a racist nature. The ARCO follows the DEC Anti-Racism Policy.

Procedures are in place in order to deal with complaints of a racist nature and ensure that Werrington Public School is a place where students, employees, parents/caregivers and community members should never experience vilification of any kind.

**Resource Allocation Model (RAM Equity)**

Funds were used to create additional assistant principal positions to lead improvement programs in the school. These programs included professional learning for teachers in literacy and numeracy, Positive Behaviour for Learning processes and practices and in building leadership capacity.

Funds were also used to provide additional classroom assistance and remedial programs, including MiniLit, MultiLit, Language for Learning, Language for Thinking, Language for Writing and the Reading Tutor program, through the employment of 8 school learning support officers. These programs and classroom support enabled targeted interventions for students at risk and supported the learning of all students through additional assistance when required.

Funds were used to continue our program of school refurbishment, including the classrooms, playground and the support unit, and to purchase classroom resources. Funds were also used to increase student access to technology in the classrooms and enable access to online literacy and numeracy programs. These programs and resources supported student engagement, participation and achievement.

**Improving Literacy and Numeracy National Partnership**

Werrington Public School’s involvement in the federal ‘Improving Literacy and Numeracy National Partnership’ program continued throughout 2014. As a selected school of this initiative, Werrington Public School again accessed additional funding to support the
improvement of literacy and numeracy results of our students.
During the second year of this program, we:

Continued the analysis of existing literacy and numeracy programs and maintained our areas of focus

Ensured on-going data collection of student results, according to the literacy and/or numeracy continuum, was happening at regular intervals to monitor progress

Referred to the school plan when considering the current needs of the students as identified by the data collected

Implemented improvement actions, such as, organising professional development, implementing learning programs and resource and personnel allocation

Surveyed students on their engagement

As outlined in the ‘Improving Literacy and Numeracy National Partnership’ guidelines, the data that was to be collected was to be the exact same results of the exact same students as in 2013. This was the numeracy continuum clusters from all Year 5 and 6 classes.

As in 2013, Werrington Public School students showed exceptional improvement in 2014 in this area. The results are measured according to guidelines provided to us and are described as: well below, below, at, above or well above in relation to arithmetic strategies and understanding of place value. The table below represents the numbers of students in each grade that were represented in each level at the initial data submission in June as well as in the final data submitted in November.

Comparison of baseline and final data results

<table>
<thead>
<tr>
<th></th>
<th>Well Below</th>
<th>Below</th>
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<th>Above</th>
<th>Well Above</th>
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</thead>
<tbody>
<tr>
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<tr>
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<td>0</td>
<td>11</td>
<td>12</td>
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<td>4</td>
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<tr>
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<td>2</td>
<td>0</td>
<td>2</td>
<td>11</td>
<td>33</td>
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</tbody>
</table>

Each grade showed positive student growth, with noteworthy movement from the ‘well-below expectation’ groups. The total numbers of students may have changed over the course of this data collection due to students leaving the school.

School planning and evaluation 2012—2014

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2014, our school collected information from parent, staff and student focus group discussions and surveys to inform the effectiveness of aspects of the school plan. Assessment of student learning data from NAPLAN, L3, TOWN, TEN and school benchmarking on the literacy and numeracy continuums also informed the effectiveness of aspects of the school plan.

School planning 2012-2014:

School priority 1

Increased level of student achievement in reading and number through systematic and planned literacy and numeracy teaching methodology and through tracking student achievement

Our achievements include:

- All primary teaching staff participating in the TOWN project professional development
- All infants classes participating in TEN
- Every teacher utilising the PLAN software to track student achievement in every aspect of the numeracy and literacy continuums
- Every teacher providing a differentiated curriculum in their classroom
- All teaching staff confidently utilising effective assessment strategies and the literacy and numeracy continuums to track student achievement and to inform teaching
- Targeted interventions in literacy and numeracy in place for identified students
Further statistical data in regards to student achievement in literacy and numeracy has been mentioned in previous parts of this report.

**School priority 2**

Positive Behaviour for Learning universal practices evident across all school settings with students supported, confident and engaged in learning

Our achievements include:

- 92% scored on Benchmarks of Quality Assessment of PBL universal practices
- Successful implementation of Tier 2 PBL interventions such as Rock and Water, Stop-Think-Do and Check-in Check-out.
- 100% of staff continued to feel competent in managing challenging behaviour compared to 57.1% in 2012
- 100% of staff reported that student behaviour had been steadily maintained after it’s significant improvement in 2013
- 100% of identified students have individual behaviour plans in place
- Targeted interventions in place for identified students

**Parent/caregiver, student, and teacher satisfaction**

In 2014 the school sought the opinions of parents, students and teachers about the school.

The responses received can be summarised as:

- All parents, staff and students agree that the school has good student welfare practices with the majority of students positively participating in school life.
- All parents, staff and students agree that the school puts students at the centre of all we do and that student academic and affective outcomes are a priority.
- All parents, staff and students agree that the classrooms and playgrounds are well-presented and promote a culture conducive to student achievement and well-being.
- All parents, staff and students agree that the school is well-resourced.

- Many parents would like increased ways to communicate with the school. They would like to have a Facebook page and mobile phone app established for the school.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. Our three main strategic directions will be:

- Student Engagement and Wellbeing
- Community Engagement and Participation
- Literacy and Numeracy Acquisition

The plan is available from school’s website.

**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.

Mrs Jennifer Thompson (Principal)
Mr John Carters (Assistant Principal)
Mrs Amber Greentree (Assistant Principal)
Mrs Karen Grant (Assistant Principal)
Mr Nicole Mason (Assistant Principal)
Mr Guy Henningham (Assistant Principal)
Mrs Nicole Young (Teacher)
Mrs Surrinder Blackford (Teacher)
Mrs Belinda Brandies (Teacher)
Mrs Claire McLennan (Teacher)
Mrs Janette Buchan (Teacher)
Ms Jessie Gill (Teacher)
Mrs Elizabeth Watson (Teacher)
Mrs Brittney Hall (Teacher)
Mrs Gaye Moses (School Administration Manager)
Mrs Kimberley Culley (P&C President)
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: