Our school at a glance

Students

Our enrolment was 132 children, which was made up of 65 girls and 67 boys.

The school was able to have six classes with the assistance of the National Partnership Low Socio Economic Status funding. These classes consisted of three single stage classes in the K-2 grades and three multistage classes in the 3-6 grades.

Staff

In 2010, there was a Teaching Principal, six Teachers; Support Teacher for Learning Difficulties/Reading Recovery; School Learning Support Teacher; Teacher Librarian and Rural Area Relief Teacher. Some of these roles were combined positions performed by permanent staff members.

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

Significant programs and initiatives

Student achievement in 2010

Literacy – NAPLAN Year 3

Our results for students in Year 3 showed that 90% of students were in Band 3 or higher. These results are consistent with our school goals.

Numeracy – NAPLAN Year 3

Our results for students in Year 3 showed that 90% of students were in Band 2 or higher. These results are consistent with our school goals.

Messages

Principal’s message

This year our School celebrated it’s 150th Anniversary. A mammoth effort was put into the event by our P & C, staff and students who excelled at providing the catering, entertainment and historical information. A huge thank you to Larni Baird and Dawn King who staged the memorabilia display in the Heritage Building.

Many of our students competed in the University of New South Wales competitions with a large proportion receiving Distinctions and Credits. These are excellent results and a source of community pride.

Our students were able to experience a wide range of excursions and performances, including Canberra, Swan Hill and VIBE; Leaping Loonies, A Slice of Vaudeville, Circus Challenge and the CSIRO Toy Science Show, as well as, a full range of sporting and leadership days. These exceptional experiences are important to our students’ development.

Two major funding programs dominated our School planning and development; the Building the Education Revolution and National Partnerships. One project funded our Library and Connected Classroom program, while the other, provided input into our teaching and learning practice, with the introduction of Reading to Learn and Maths Matters. Both these major programs will have long term benefits for our children.

The Stephanie Alexander Kitchen Garden program is our stand out event for 2010. The appointment of Jodie Morgan and Vince Hartwig as our Kitchen and Garden Specialists has made our school come alive. Each week there is an air of excitement and anticipation as the Primary students harvest, prepare, cook and eat the home grown vegetables. Soon the much awaited kitchen will be completed and ready for business.
A special mention for the work of our P & C in fund raising and support of school projects. Also, to our Aboriginal Parent Advisory Group who meet each month to coordinate our Aboriginal programs. Parents are very important to the success of our school and we are grateful you care so much about your child’s education.

My thankful appreciation to the staff who are so determined to make your child successful in all their endeavours; who give up spare time to run extra curricular activities because they care so much about your child’s well being and betterment. A great staff creates great future citizens.

The School Leaders have again shone in taking on their responsibilities and being role models for others to emulate. Well done and thank you.

All the very best to our graduating students moving onto; High School education. We know you will make us proud of you as you work hard and strive to do your very best.

Warren Davies
Principal

P & C message

As the School year draws to a close, I would like to take this opportunity to thank the P & C Committee for their effort and support over the last 12 months. Their dedication and commitment to organising fundraising events and the running of Bingo at the Wentworth Services Sporting Club, as well as, the School Canteen, is unquestionable. The School community thanks you.

To the Year Six students who are leaving Wentworth Public School, good luck for your High School years and beyond. We all hope you’ve enjoyed your time at Wentworth.

Warren and staff, thank you for 2010, we look forward to a productive and successful 2011. To those staff who are leaving us, good luck and thank you for your years of dedication; our loss is another’s gain. I hope your new position will exceed expectations.

Lastly, I would like to thank those families and community members who have given their time or donation to make our school a more enjoyable and safer place to attend.

Darryl Wade
P & C President

Student representative’s message

As the 2010 School Captains of Wentworth Public School, we have enjoyed our time here this year. We have had plenty of different responsibilities, such as the flags, running Assemblies, Notice Board, and music for the bell, along with greeting and thanking special guests and running some of the important occasions. We have developed a good friendship with the teachers and students. We have learnt many leadership skills that will carry on for the rest of our lives. Mr Davies has taught us to greet people correctly. We were willing to give up our time to do more important jobs for teachers and students. We have had a wonderful and fantastic year and would like to thank the teachers, helpers, aids, office staff and Mr Davies, along with Wentworth Public School students. Also, good luck and best wishes to the future captains.

Zac Wheatley and Monty Farnsworth
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

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

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

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINDER M</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2F</td>
<td>2</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>4-3B</td>
<td>3</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>4-3B</td>
<td>4</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>5-4M</td>
<td>4</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>5-4M</td>
<td>5</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>6-5GR</td>
<td>5</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>6-5GR</td>
<td>6</td>
<td>19</td>
<td>28</td>
</tr>
</tbody>
</table>

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.105</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.2</td>
</tr>
<tr>
<td>Aboriginal Education Officer</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.406</td>
</tr>
<tr>
<td>Total</td>
<td>10.011</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Our School has a full-time Aboriginal Education Officer (AEO) to support children and families academically and socially.
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>55</td>
</tr>
</tbody>
</table>

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: 30/11/2010

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>119504.67</td>
</tr>
<tr>
<td>Global funds</td>
<td>120061.15</td>
</tr>
<tr>
<td>Tied funds</td>
<td>232353.48</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>59043.89</td>
</tr>
<tr>
<td>Interest</td>
<td>8796.04</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>14780.76</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>554539.99</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>18310.65</td>
</tr>
<tr>
<td>Excursions</td>
<td>43330.68</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>5371.30</td>
</tr>
<tr>
<td>Library</td>
<td>930.80</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3005.78</td>
</tr>
<tr>
<td>Tied funds</td>
<td>108501.31</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>12513.69</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>52430.98</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>21496.08</td>
</tr>
<tr>
<td>Maintenance</td>
<td>21258.95</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>14148.08</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>301298.30</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>253241.69</td>
</tr>
</tbody>
</table>

School performance 2010

Achievements

Arts

- Students entered displays for the annual Wentworth Show, being successful in a variety of categories.
- Children participated in the Mildura/Wentworth Arts Festival Mardi Gras celebrating our District’s unique history and culture.
- All students had a fun-filled morning laughing at the crazy antics and mad gymnastic stunts of the ‘Leaping Loonies’.
- A visit by the Picton High School Band gave students an insight into the enjoyment of playing music together to create a big sound.

Sport

Wentworth Public School continues to encourage participation in a wide range of sporting activities. We are committed to developing a high standard of sporting and physical well-being in our students. Our achievements in 2010:

- Individual students selected to represent the School at the Barrier Athletics and Swimming Carnivals.
- Individual students selected to represent Barrier at State level in Australian Football, Cricket, Athletics and Cross Country.
- The Kelly Sport program was introduced to increase physical and game skills for all students.
- An ongoing commitment remains for the Australian Active After School Program, held two afternoons each week.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
Glen McGrath visited the school to promote the values of team play and sticking to a goal. The students were delighted with the visit of such a high profile sporting identity.

Other

- Students had the enriching benefit of visits from two authors, Elizabeth Honey and Rhonda Tallnash, who inspired our children’s writing.
- Parent workshops were held to explain the ‘Maths Matters’, Spelling and Homework strategies used in the teaching and learning program in the School.
- Senior students participated in the ‘Tournament of Minds’ held in Wagga Wagga, where they presented a solution to a variety of challenges. Students had to rely on team work and were judged on their combined performance.

Academic

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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

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 5

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3 and 5.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

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

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90</td>
</tr>
<tr>
<td>Writing</td>
<td>90</td>
</tr>
<tr>
<td>Spelling</td>
<td>80</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>90</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 2010**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>72</td>
</tr>
<tr>
<td>Writing</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>92</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>76</td>
</tr>
<tr>
<td>Numeracy</td>
<td>88</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education
- Students took an active role in developing cultural awareness through presentations at assemblies to mark significant events: Acknowledgement of Country; Harmony Day; NAIDOC, VIBE Alive.
• The Aboriginal Education Officer had an office space refurbished to hold meetings and welcome families.
• The Aboriginal Parent Advisory Group held monthly meetings to help develop policies and to assist the School staff to understand cultural aspects when providing instruction.
• A Bush Tucker grant was received to develop a garden and involve our students and parents in the design and construction.

**Multicultural education**

Mrs Liz Forster is the School’s trained Anti-Racism Contact Officer (ARCO) and works with all staff to promote programs and policies to encourage understanding of other’s beliefs.

Students travelled to Broken Hill for a Public Speaking contest based on their understanding of a topic addressing Australian multicultural society.

**Respect and responsibility**

Our School has incorporated the nine values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy, to support our School culture. These values were taught in the classroom and became a focus for whole school learning for two weeks at a time, during each Term. We also focussed on the ‘Raised Responsibility’ program where students aimed to get ‘above the line’ into Level ‘C or D’ (Cooperation or Democracy) rather than ‘stay below the line’ on Level ‘A or B’ (Anarchy or Bullying). Parents have made positive comments on their children’s behaviour as they strive to stay ‘above the line’ and work towards earning their Bronze, Silver and Gold Awards.

**National partnership programs**

The continuation of the program has allowed staff to develop Reading and Maths skills through professional development courses in ‘Reading to Learn’ and ‘Maths Matters’. The trained teachers coach staff in the techniques they have been taught, ensuring the learning strategies are consistently given to all students across all stages of learning.

**Other programs**

**Stephanie Alexander Kitchen Foundation**

The first full year of the program celebrated the commencement of the kitchen renovations from plan to concept. Jodie Morgan and Vince Hartwig worked tirelessly to develop the garden to kitchen eating program to benefit the nutritional well-being of our students. The program is the focal point of the School curriculum.

**Country Area Program (CAP)**

Schools which are disadvantaged, with respect to access to the same facilities as schools in the city are given a grant to lessen the impact of isolation. Our school received $27818 to develop teaching and learning programs to enhance the skills of our children and staff. This year, the students were again inspired and coached with their circus skills by the visiting group, ‘Circus Challenge’. We also worked with authors, Rhonda Tallnash and Elizabeth Honey to improve students’ writing skills. The senior students also took part in leadership training called, ‘Rising Generations’. This training has assisted the senior students to be caring and responsible role models in our school. Our CAP program also enabled the implementation of a sport program to enhance students’ skills. We were also lucky enough to be able to employ a parent who is a dance instructor, to teach dance to the senior classes and allow them to have dance presentations at the end of year farewell.
The school also used funds to purchase ten ‘Ipod Touch’, to enhance student’s technology skills. Through the use of CAP funds, we have been able to broaden our student’s learning base and provide expertise in areas of need.

150th Celebration

A major weekend of celebration and reunion was held on the Long Weekend in June. A special Heritage Garden was constructed to mark the occasion. Students learnt about their local history and performed at a major assembly.

Building the Education Revolution (BER)

Major site reconstruction of the Library was commenced in 2010 as part of the Australian Government Financial Program. The School managed without the Library facilities but the children and community enjoyed watching the transformation.

Progress on 2010 targets

Target 1
50% of staff having beginning proficiency in the Read to Learn theory and practice.
Staff embraced the practice into classroom teaching, aware of the benefits to students’ understanding of the reading process. All staff were given instruction in the methodology and feedback was discussed in staff meetings.

Target 2
Two staff members trained as learning/teaching mentors within the guidelines of the National Partnership Model.
The mentoring program was an effective and supportive introduction to the School management practice. Staff appreciated the consistent interaction and support. The National Partnership funding permitted this to be a new position which will be carried over into 2011.

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.

Educational and management practice

Literacy and Numeracy Strategies

Background

A survey was carried out with all Year 4-6 students on literacy and numeracy understanding and strategies used in the classroom.

Findings and conclusions

In literacy, 97% of students agreed that the skills learnt in ‘Read to Learn’ were of benefit in all Key Learning Areas; 98% of students acknowledged the importance of Mathematics and activity choices; 25% believed they needed to have a better knowledge of Space and Measurement.

Future directions

Maintain ‘Read to Learn’ practice in all lessons; provide more intensive instruction in Space and Measurement.

Curriculum

Stephanie Alexander Kitchen Garden Program

Background

The School received a grant from the Stephanie Alexander Kitchen Garden Foundation to develop a garden, kitchen and dining room. The Department of Education produced a curriculum to support the program and the kitchen and garden specialists were trained in the implementation.

Findings and conclusions

The program has been embraced by the School community with a gradual change noticed in the children’s choices of food and the understanding of how food goes from packet to pantry.
Future directions
To complete the kitchen and dining area.
To embed the curriculum further into the daily teaching timetable.
Broaden the skill level of the specialists to advise on best classroom practice.

Parent, student, and teacher satisfaction
In 2010, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.
Our school has maintained its high reputation for being a kind, caring and safe learning environment. Our community of learners work hard to ensure that our values are followed, with parents supporting our programs through consultation and forward planning.
Parent, teacher, student personal learning plan meetings had a response rate of 99%. This allowed a great start to the academic year and the formulation of positive learning goals.

Professional learning
All staff received training in Cardio Pulmonary Resuscitation (CPR), Child Protection, Anaphylaxis and Asthma Awareness.
Staff received ongoing training in ‘Read to Learn and Maths Matters’ through external workshops and Consultant visits.
The Quality Teaching Framework was a focus with the learning environment highlighted for additional extension of the Langford Teaching Tools.

School development 2009 – 2011
Targets for 2011
Target 1
Increase the number of students in K-2 achieving at or above Regional Benchmarks: Kinder from 45% to 55%; Year 1 from 36% to 55%; Year 2 from 54% to 65%.
Strategies to achieve this target include:
- School Learning Support Teacher to monitor home readers.
- Set up reading boxes for familiar reading texts.
- Implement intensive oral language intervention into daily sessions using the Speech Therapist and Robinvale Health Support Kit.
- Develop ‘rich print environments’ through classroom displays, focussing on varied vocabulary.
- Continue implementation of Jolly Phonics program on a daily basis to assist with language development and letter identification.

Our success will be measured by:
- K-2 students attaining benchmark goals.
- Students accessing wordlists and using appropriately in own writing.
- Significant improvement in Astronaut assessment data from Term 1 to Term 3.
Target 2

100% of students in Year 5 numeracy achieving above the minimum standard bands.

Strategies to achieve this target include:

• Continue ‘Maths Matters’ training for all staff K-6.
• Stage teams develop quality teaching units, focussing on Space and Measurement.
• Develop Aboriginal student Mathematics workshops within the classroom, based on ‘Scaffolding Mathematics Diagnostic Assessment’.

Our success will be measured by:

• Year 5 students achieving above the minimum standard bands in the NAPLAN test.
• Improvement in students’ Scaffolding Mathematics Diagnostic Assessment results each semester.
• Students able to state their individual weaknesses and strengths in Mathematics.

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.

Warren Davies: Principal
Natalie Hopcroft: Staff Representative
Janet Shields: School Administration Manager
Darryl Wade: P&C Representative
Trish Jones: Aboriginal Education Officer

School contact information

Wentworth Public School
Darling Street, Wentworth, NSW, 2648
Ph: 0350273146
Fax: 0350273778
Email: wentworth-p.school@det.nsw.edu.au
Web: www.wentworth-p.schools.nsw.edu.au
School Code: 3421

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: