2009 Annual School Report
Wentworth Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
Enrolments at the end of 2009 were 135 children: 55 girls and 80 boys.

In 2009 there were six (6) classes, with three (3) single stage classes and three (3) multistage classes. All classes had fewer than twenty-five (25) students, allowing greater quality tuition for each child.

Staff

In 2009, there was a Teaching Principal, six (6) teachers; Teacher Librarian (1 day/week); Support Teacher (Learning Difficulties/Reading Recovery) 4.5 days/week; School Learning Support Coordinator (2 days/week); Rural Area Relief Teacher (1).

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

Significant programs and initiatives

Student achievement in 2009

Literacy – NAPLAN Year 3
Our results for students in Year 3 showed that 95% of students were in Group Band 2 or higher. These results are consistent with our School goals.

Numeracy – NAPLAN Year 3
Our results for students in Year 3 showed that 95% of students were in Group Band 2 or higher. These results are consistent with our school goals.

Literacy – NAPLAN Year 5
Our results for students in Year 5 showed that 88% of students were in Group Band 4 or higher. These results are consistent with our school goals.

Numeracy – NAPLAN Year 5
Results for students in Year 5 showed that 82% were in Group Band 4 or higher. These results are consistent with our School goals.

Messages

Principal's message

What an extraordinary year to have survived - a world landslide into near financial disaster! But from this collapse came the national rescue package which was targeted at pulling schools back into shape by offering a massive building and refurbishment package. Our school will look grand going into 2010.

Once again, we have been able to offer our students a wealth of additional programs: two major Excursions, Vibe Alive, Leadership Forum, Disco, Jungle Book, the KiteMan and our major Biennial Concert, held in the Junction Park, under starlight.

A major goal for 2009 has been the preparation for our 150th Anniversary due to occur on the June Long Weekend, 2010. Many hours of labour have been spent preparing the formal garden bed and removing old paintwork from the Heritage Building. It all looks absolutely amazing.

Another major project has been setting up the Kitchen Garden. This long term project involves the development of a sustainable vegetable garden and kitchen preparation centre. This is a fabulous enterprise for our school, for which I must thank our parents, students and Mrs Hopcroft; the driving force.

Our school would not survive without the ever eager P & C, ready to support our long and short term projects. The hard working committee are able to unite our community into a cohesive group to support superb fund raising events which benefit our school.

I would like to thank the staff for their support of the children and each other and for the vitality and creativity shown in delivering a superb education to our children.

The school leaders have once again shone in their role as models for the student community and in their duties to dignitaries who visit our school on a regular basis.

A special farewell wish to the students of 2009 starting their high school career - all the very best.

Warren Davies
Principal
**P&C and/or School Council message**

The P&C is a voluntary committee reliant upon parent help at working bees, bingo, canteen and fund raisers. We need and often rely on, the generosity of the community, for donations.

2009 has been a very challenging year with lots of projects already completed and a lot more still to be completed; to have everything in tip top shape for our 150th celebrations in June. So please keep an eye on the school newsletter for working bees and set aside a weekend to help.

I would like to thank all those parents who dig deep every week to provide bingo at the Wentworth Services Club and who run the canteen. Your efforts are very much appreciated.

I’d like to thank Warren and the dedicated staff for an excellent year. It’s great to see the growth of our children’s confidence as they perform in the public arena.

The P&C wish the best for the future of all those children and parents leaving Wentworth.

I would also like to thank the P&C Committee and members for their constant, selfless and timeless effort throughout the year. To you all; a big thank you.

In finishing, it would be wonderful to see some new faces at our meetings and working bees. Remember, there is no joining fee and the benefits are measurable. Just look at your children and the joy shown on their faces.

Darryl Wade.
P&C President

**Student representative’s message**

As Captains of Wentworth Public School, we have had a great time this year. We have had many responsibilities - some wonderful and some extraordinary; like changing the noticeboard, putting up the flags and running the Assemblies.

We enjoyed welcoming and thanking people who have come to our school. Also, running some of the important occasions as a terrific learning experience. We have developed a strong bond with the teachers and have improved many leadership skills during 2009. We will take all of these skills and strive to do well through our High School Years.

Mr Davies has taught us how to greet visitors to the school; how to shake hands and to act correctly around important people. Being School Captains, means we have important responsibilities which are very time consuming, but we are willing to sacrifice our time for more important jobs that the teachers give us.

We have had a fantastic year and we would like to thank all the Teachers, Helpers, Aides, Office Staff and Mr Davies, our Principal, for providing us with such a wonderful school. Also, ‘Good Luck’ to the future captains. Keep up the good work, SRC.

Rhianna Duncan & Morgan Hopcroft

**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**

![Enrolments](image.png)
Management of non-attendance

Non-attendance of students is followed up through parent contact and Home School Liaison audits.

Student attendance at School is above both the Region and State average.

Class sizes

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

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

<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>1S</td>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>2-3R</td>
<td>2</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>2-3R</td>
<td>3</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>3-4B</td>
<td>3</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>3-4B</td>
<td>4</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>4-5H</td>
<td>4</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>4-5H</td>
<td>5</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>6F</td>
<td>6</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KINDER M</td>
<td>K</td>
<td>22</td>
<td>22</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>1.05</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Aboriginal Education Officer</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>1.406</td>
</tr>
<tr>
<td>Total</td>
<td>9.811</td>
</tr>
</tbody>
</table>

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>40</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: 30/11/2009

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>122 005.91</td>
</tr>
<tr>
<td>Global funds</td>
<td>103 503.01</td>
</tr>
<tr>
<td>Tied funds</td>
<td>88 178.28</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>38 447.32</td>
</tr>
<tr>
<td>Interest</td>
<td>4 130.78</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>9 240.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>365 505.30</strong></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>17 377.74</td>
</tr>
<tr>
<td>Excursions</td>
<td>12 450.35</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>5 026.70</td>
</tr>
<tr>
<td>Library</td>
<td>2 182.19</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2 301.21</td>
</tr>
<tr>
<td>Tied funds</td>
<td>112 501.95</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>9 361.75</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>41 414.40</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>20 210.41</td>
</tr>
<tr>
<td>Maintenance</td>
<td>15 055.36</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>8 492.73</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>246 374.79</strong></td>
</tr>
<tr>
<td>Balance carried forward</td>
<td><strong>119 130.51</strong></td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 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.

School performance 2009

Achievements

Arts

- Students entered displays for the Wentworth Show in August and were successful in many categories.
- Our students continue to become proficient circus performers, being invited to perform at the Wentworth Show, Wentworth Pre-School and Murray House, for the Aged. These skills continue to flourish.
- Students in K-6 attended a performance of Jungle Book at the Mildura Arts Centre

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 2009:

- Individual students were selected to represent our school at the Barrier Athletics and Swimming Carnivals, as well as, the State Cross Country.
- Students and staff were involved with learning ‘Circus Art’ skills of Poi, Unicycle, Juggling and Balance. These skills were passed onto visiting students and staff from Alma Public School, Broken Hill, during a daylong workshop.
- Performers from ‘The Flying Fruit Fly Circus’ spent a week in Residence honing our Circus Troupe’s performing skills and adding a wider and more complex routine to our students’ repertoire.

Other

- Author in residence, Paul Stafford, developed students’ editing skills through a series of workshops in writing. This was funded through CAP (Country Area Program) and benefited our students, immensely.
- Authors Michael Salmon and Robert Trickey visited during the year.
- Students developed and performed, a Video Comedy called “Moose Tales”, also known as ‘Zac and the Zombies’. The students had an exceptional experience and held many viewing sessions for their respective parents. The adult viewers wanted to purchase copies, for their personal library.
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

Numeracy – NAPLAN Year 3
**Numeracy – NAPLAN Year 5**

![Average progress in numeracy between Year 3 and Year 6](chart.png)

**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 2009**

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>90</td>
</tr>
<tr>
<td>Spelling</td>
<td>86</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>90</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009**

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>81</td>
</tr>
<tr>
<td>Spelling</td>
<td>81</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88</td>
</tr>
<tr>
<td>Numeracy</td>
<td>81</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**'E' Day Celebrations**

Throughout the year, the school celebrated ‘Extravaganza Days’. These have been based on the themes of Easter, Naidoc Week, Grandparents. All have included major presentations by students, guest speakers and support from our school community.

These days permit our students to showcase their extraordinary talents and receive awards for excellence in following the School values.

**Author in Residence**

Paul Stafford, an established children’s author, spent a week in the school developing students’ writing skills, and transferring these into a scripted DVD. This intensive writing week was directly responsible for a significant development in the writing skills of our students.

**Investing in Schools Funding**

The Australian Government provided funds to purchase a grounds’ irrigation system and pressure pump. The School now harvests all water efficiently.

**Stephanie Alexander Kitchen Garden Foundation**

A successful grant application provided the School with $60,000 to develop a Kitchen Garden and Cooking Program for our students. This will commence in 2010, with the transformation of the Art Room into a four bay kitchen.

**National Partnership Low Socio Economic Status Program**

Our School was placed onto the Low SES program in November, 2009. This is a four (4) year program aimed at raising the Literacy and Numeracy Standards to the Regional and State level. A vast amount of time, energy and planning by Staff, completed the necessary requirements for funding for 2010.

**Aboriginal education**

Our School invited the ‘Dare to Lead’ team to appraise our Aboriginal Education Program. A ‘Snapshot’ Interview was given to our Students, Staff, Community and Education Officer.

Students also participated in ‘Vibe Alive’ in Mildura, gaining valuable insights into cultural leadership and expectations.
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.

Respect and responsibility

Our School has incorporated the nine (9) 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 the 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.

Other programs

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 $20,000 to develop teaching and learning programs to enhance the skills of our children and staff. This year, staff attended Quality Teaching and Learning Forums with Michael King. In addition, Professional Learning Time was incorporated into the school timetable to enable joint planning by staff and to encourage visits to other schools, to determine best practice. Our CAP program also enabled the implementation of the Early Learning Group (ELG) where Pre-School children came along to school every Friday morning in Term 4, prior to starting Kindergarten. This preparation provides a smooth transition into Kindergarten and has proven to be important for the children and parents in our community.

Students attended a Middle Year’s Technology Camp at Lake Cullulleraine where advanced skills were developed for the following programs: Kahootz and Comic Life.

Progress on 2009 targets

Target 1

80% of students in Year 3 and Year 5 achieving NAPLAN Numeracy Group Band 4 or higher

Our Students in Year 3 were highly successful, reaching a 95% level of achievement in overall numeracy.

Year 5 students were successful in gaining an 82% result in overall numeracy. However, 18% featured in the lower band level which will need improving.

Target 2

100% of staff trained in reporting to parents using the School Based Student Reporting System (SBSRv4)

100% of staff trained in reporting to parents using the School Based Student Reporting System (SBSRv4).

All staff were proficient in the use of the SBSRv4 system. Technical improvements in access and friendliness had been achieved during the previous twelve months and staff were happier with the shortened volume of time needed in processing reports.

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 2009 our school carried out evaluations on Occupational Health and Safety Policy and Aboriginal Education.
Educational and management practice

**OH&S audit**

**Background**

The School is required to maintain eleven separate policy areas which cover every aspect of Health and Safety in Schools. An external audit was conducted in 2009 of five policy areas.

**Findings and conclusions**

It was found that the School satisfied all requirements. This was a major improvement on the last audit which was unsatisfactory.

**Future directions**

Maintain the high level of efficiency through consistent monitoring of changes and updating procedures.

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**Curriculum**

**Aboriginal Education**

**Background**

An audit of the school's Aboriginal Education Program was requested because there was no scope or sequence nor future direction planned. The 'Dare to Lead' team was invited to the school to provide a 'snapshot' of our educational practices.

**Findings and conclusions**

There were both commendations and recommendations provided from the ‘snapshot’. The school is:

- Providing good leadership in community relations.
- Gaining strong results in NAPLAN results.
- Providing non aboriginal student knowledge of aboriginal culture and protocols.

**Future directions**

The school will:

- Provide the opportunity for an Artist in Residence program.
- Increase the opportunity for students to gain knowledge about their culture and heritage.
- Provide the opportunity for a parent group to meet regularly to discuss educational issues.
- Organise an Aboriginal Education Officer meeting room for Trish to welcome parents and students.

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**Other evaluations**

**Parent, student, and teacher satisfaction**

In 2009 the school sought the opinions of parents, students and teachers about the school.

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 our parents supporting all 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.

All staff participated in the Australian Government Quality Teaching Program (AGQTP), refining learning topics for Aboriginal students.

Mrs Hopcroft was trained in ‘Count Me in Too’ Mathematics teaching, and qualified as a District Facilitator and School Mentor.

Professional learning is quantified by:

- Average expenditure for teaching staff: $1029.28
- Average professional days: 5 days per teaching staff member.
- Average expenditure for support staff: $558.99
School development 2009 – 2011

Targets for 2010

Target 1
50% of staff having beginning proficiency in the Reading to Learn theory and practice.

Strategies to achieve this target include:

- Attending District Workshops with David Rose – Read to Learn Facilitator.
- Explicit demonstration of teaching methodology to all classroom and support teachers.
- Consistency of judgement in appraising student progress across all stages of development.

Our success will be measured by:

- All students able to process the Reading to Learn methodology into a daily routine of literacy learning.
- 100% of staff able to teach the methodology in their classroom under guidance from coaches.

Target 2
Two staff members trained as learning/teaching mentors within the guidelines of the National Partnership Model.

Strategies to achieve this target include:

- Two supervising staff to attend district training forums sponsored by the National Partnership Program.

Our success will be measured by:

- Feedback from staff regarding the program initiative.
- Feedback from mentors about the effectiveness of the program.
- All staff adopting a mutual procedure within the school setting.

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.

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.

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

Ph: 0350273146
Fax: 0350273778
Email: wentworth-p.school@det.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: