Introduction

The Annual Report for 2015 is provided to the community of Wentworth Public School as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Natalie Hopcroft
Principal

School contact details:
Wentworth Public School
Darling St
Wentworth 2648
www.wentworth-p.schools.nsw.edu.au
03 50273146

School background

School vision statement

Wentworth Public School prepares its students for a successful future by providing quality educational opportunities for all, which encourage life-long learning.

An emphasis is placed on strong reading, writing and math skills, the learning of new things, getting along with others, having fun and following school values.

When students leave Wentworth Public School, we want them to love learning new things and be able to complete reading, writing and numeracy tasks confidently. We want them to be respectful of themselves and others and have good communication skills.

School context

Wentworth is situated on the junction of the Murray and Darling Rivers. Wentworth Public School is a welcoming school which actively builds relationships with families and the wider community including a very supportive parent body.

While Barkindji is the traditional land we work on there are diverse cultural and language groups in our community.

Wentworth Public School’s student population in 2015 is 128, with 25% of the school’s students identifying as Aboriginal. The students benefit from a wonderful range of activities that focus on individual needs and interests.

Due to being on the Victorian/New South Wales border our school has close alliances with the larger regional city of Mildura. Many of the parents work, students sport and health related agencies are accessed in Victoria.

The school has a strong partnership with two smaller schools, Pomona PS and Palinyewah PS as well as a close relationship with the local pre-school.
Wentworth Public School has a range of beginning and experienced staff. Many of the staff have been at the school for more than 5 years. Generally there is very little turnover of staff and the majority are local people who have settled in the area.

**Self-assessment and school achievements**

**Self-assessment using the School Excellence Framework**

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

In the domain of Learning, our efforts have primarily focused on identifying the needs of all students socially, emotionally and educationally by developing a tracking system that records all aspects of the whole child within our school. Students have had the opportunity to build positive relationships within the community through a range of volunteer programs. There has been a flow on effect throughout the community and more organisations have come on board and continue to do so.

Our major focus in the domain of Teaching has been on data collection and review of whole school assessment. This has included the collection of writing samples, NAPLAN results and classroom observations and anecdotal records. Two pilot programs were introduced to address common areas of need. The school developed and adapted a whole school writing program based around the L3 philosophy of “Shared Experiences” which targets vocabulary development to support the structure and quality of writing throughout the school. The introduction of Lexia, was trialled with an infant and primary group of students. This program, Lexia Reading Core5® provides personalized learning on fundamental literacy skills for students in grades pre-K–5 and delivers real-time performance data without testing. Further data collection and analysis has indicated growth in the target areas of spelling and writing, resulting in the Lexia program being considered for a larger target group and further up skilling of teachers in the area of shared experiences.

In the domain of Leading, our priorities have been to identify school community feedback to help guide the direction of the school into the future. This approach has recognised some key areas for further research and improvement. Through the development of a school leadership team which consists of school principal, assistant principal and aspiring leaders we have been able to successfully identified and addressed key areas needing improvement.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

**Strategic Direction 1**

**Student Potential**

**Purpose**

Students at Wentworth will be successful and proud of their achievements and know how and what to do to improve themselves academically, socially and behaviourally.

**Overall summary of progress**

Our continued school-wide focus on developing Shared Experiences has enabled us to achieve some progress in this strategic direction. Through teacher professional learning and furthering staff’s knowledge in vocabulary development and quality writing criteria, there have been many observable changes in student’s willingness to write, use of vocab and quality of written pieces.

Access to professional outside agency support (in particular Speech Therapist) has enhanced staff’s
understanding and stimulated professional dialogue around achieving writing growth.

While analysis of whole school assessment data has shown little improvement in spelling growth in NAPLAN, 50% of the students in Year 5 reached their expected growth in spelling. Students in Year 3 achieving either Band 5 or Band 6 went from 5.6% to 13.6%.

Two students represented the school at the Premier Spelling Bee competition and reached round 4 of this competition.

<table>
<thead>
<tr>
<th>Progress towards achieving improvement measures</th>
<th>Resources (annual)</th>
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</thead>
<tbody>
<tr>
<td>Improvement measure (to be achieved over 3 years)</td>
<td>Progress achieved this year</td>
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</table>
| 80% of students in Years 3-6 will be within 6 months of their spelling age | 63% of the Students in Years 3-6 are within 6 months of their spelling age. | Cog Med $1200
EA4S
Extra Primary class
$77000
RAM Equity funding
Teacher release, resources, Speech Therapist support for shared experiences
$3000
RAM |
| 100% students will participate in planning, implementing and evaluating their goal setting/Personalized Learning Plan. | Through interviews, home visits and telephone contact Personalised Learning Plans were completed for all students at Wentworth Public School | AEO $64000
Equity Aboriginal Education Staffing Allocation
Teacher release
$3000
RAM Learning and Support Needs |

Next steps

* Continue to plan collaboratively one Shared Experience per term
* Revisit concepts already covered to enable further embedding and enable new staff to the school to understand purpose and procedures for shared experiences
* Regularly evaluate program and when necessary adapt plan to suit needs
* Analyse writing samples and NAPLAN data to ascertain impact program is having on data
* Following a successful trial of Lexia spelling program with targeted students in 2015, purchase site licences for all primary and Year 2 students in 2016
**Strategic Direction 2**

**Staff Excellence**

**Purpose**

Staff will be committed and responsible for delivering high standard educational practices across the school focussing on meeting all students’ needs and being culturally aware.

**Overall summary of progress**

The school has continued its commitment to L3 training and practice. K-2 staff attended regular L3 training dates and followed up these sessions with classroom visits and peer coaching. Professional Learning sessions have occurred twice a term and classroom observations have also been carried out twice a term.

The Instructional Leader has supported professional development of K-2 teachers with monitoring of student progress and making sure personalised plans are reviewed regularly and interventions implemented as appropriate.

While a deeper understanding of the Professional Teaching Standards has commenced, there are still many learning opportunities to embed this learning further required.

Through training opportunities in trauma, cultural awareness and working memory staff have developed a deeper understanding of catering for the whole child. This is having an impact on the students feeling more relaxed in the school setting and the staff catering for students wellbeing and maximising learning opportunities as a result.

**Progress towards achieving improvement measures**

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
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<tbody>
<tr>
<td>100% of K-2 staff utilizing L3 practice in the classroom and demonstrating methodology with the rest of the school.</td>
<td><em>100% K-2 staff have been active participants in L3 training throughout the year. L3 knowledge has been utilized to develop Shared Experiences across the school. Staff meetings have been allocated to support the L3 methodology and share knowledge with all staff in the school.</em></td>
<td>$3000 Literacy/Numeracy Programs $6000 TPL $7200EAfs</td>
</tr>
<tr>
<td>100% of teaching staff will utilise the Professional Teaching Standards as a base for their Professional Learning Plans.</td>
<td><em>All staff are familiar with the Professional Teaching Standards and due to the Professional Learning Plans being a new concept, have not yet utilised this learning fully in the development of these plans.</em></td>
<td>Scheduled staff meetings</td>
</tr>
</tbody>
</table>

**Next steps**

*Staff to continue L3 training and provide opportunities for shared learning to occur back at school

*Allocate staff meetings to share L3 knowledge with all staff

*Allocate staff meeting to link Professional Learning Plans to Professional Teaching Standards
Strategic Direction 3
Community Partnerships

Purpose
Wentworth Public School will work in partnership with our community, valuing each stakeholder’s role in achieving outstanding outcomes for our students.

Overall summary of progress
During the year the school was approached by the local op shop committee to assist with running the centre one afternoon a week. This has given the students many experiences in dealing with real life math situations. The students have made comments that they now understand what ‘take away’ means.

The school has also been asked to liaise with other organisations such as the Wentworth Pool, Wentworth Skate Park Action Group and MAX employment. Mallee Family Care also approached the school to hold a playgroup on the school grounds.

The Student Representative Council planned and carried out two community events. They were very successful and resulted in very positive feedback from the community. This has included one member of the community feeling compelled to write a letter of commendation to the Sydney office of the Department of Education highlighting the positive impact of an open invitation to a soup luncheon prepared by the students utilising produce from the kitchen garden.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
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</thead>
<tbody>
<tr>
<td>School’s Student Representative Council discuss and organize 4 community events each school year.</td>
<td>In Term 3 the SRC held their first community event which was a free soup kitchen out of the town hall. It was attended by approximately 60 people. The second event was in Term 4 and it involved cleaning up a vacant block of land near the school.</td>
<td>Resources $200 Staffing $1000</td>
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<tr>
<td>Partnerships with Community organisations have increased from two to five.</td>
<td>The school now has partnerships with the following organisations: Meals on Wheels Wentworth Community Op Shop Murray House MAX employment Mallee Family Care Playgroup</td>
<td>Staffing $16,000</td>
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</tbody>
</table>

Next steps
* Increase SRC community events from 2 to 4 per year.
* Utilise the school’s Kitchen Garden program with outside agencies and establish a working vegetable garden within the school’s garden for playgroup to look after
* Continue the development of the Bush Tucker garden and install local cultural artefacts to inform community members about the local Aboriginal culture.
### Key initiatives and other school focus areas

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| **Aboriginal background funding**        | All students have a Personalised Learning Plan (PLP) and are making progress across the literacy and numeracy continuaums. An increased number of parents were involved in the development and monitoring of the PLPs. Cultural significance is included in all PLPs in consultation with the Aboriginal Education Officer.  
  During 2015 funding from Norta Norta and Aboriginal background funding was combined to enable support in classes with high Aboriginal enrolment and for class size to be reduced allowing for greater confidence and self-esteem in the students. | Strategic Direction 1.  
  Norta Norta  
  $8303  
  Aboriginal Support  
  $2142  
  RAM  
  $5978  
  Aboriginal Education Officer  
  $64000 |
| **Socio-economic funding**               | School Leadership team completed professional training in Bridges out of Poverty and brought the knowledge back to the rest of the school staff.  
  The feedback from community, staff and students supported the future directions of the school in responding that the children were enjoying school, felt good about learning and that the school environment was welcoming.                                                                                                                   | Strategic Direction 1.  
  Student Assistance  
  $2313  
  SLSO  
  $4300  
  Music Specialist  
  $5752  
  Strategic Direction 2.  
  Additional class  
  $45700  
  Strategic Direction 3.  
  Community Consultation Fund  
  $4525 |
| **Low level adjustment for disability funding** | All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. The process for Learning and Support assistance was streamlined and teachers found the referral process easier to access. Assistance was sought by outside agencies and some professional learning occurred to strengthen the school’s knowledge base.                                                                                       | Strategic Direction 1.  
  Speech Therapist assistance  
  $3765  
  SLSO  
  $16735 |
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<th>Other school focus areas</th>
<th>Impact achieved this year</th>
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<td>Other, including Early Action for Success</td>
<td>Early Action for Success (EAFS), an early literacy and numeracy initiative for the DEC started in Term 2, 2014, at Wentworth Public School. The Instructional Leader is responsible for setting targets for improvement in literacy and numeracy outcomes for K-2 students, building teacher capacity to identify the literacy and numeracy learning needs of students, leading intervention strategies, providing teacher professional learning and in class support and monitoring the impact of practice and interventions on student literacy and numeracy learning. Underpinning the EAFS program is the Language, Learning and Literacy (L3) program. Teachers working in Early Stage 1 and Stage 1 have been trained in this program. This has enabled them, along with the Instructional Leader to monitor, identify and develop intervention strategies for those students not meeting learning expectations. Students have also benefited by the purchase of additional literacy and numeracy resources to enable programs to be implemented.</td>
<td>Strategic Direction 1 SLSO $9190 Cog Med $1200 Strategic Direction 2 Release Staff for L3 training $2030</td>
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<td>Stephanie Alexander Kitchen Garden Program</td>
<td>Wentworth Public School continued its highly successful Kitchen Garden program during 2015. The primary classes visited the program weekly with a garden class then followed with a kitchen class. We once again thank all the volunteers that assist with the program and allow us to keep costs at a minimum. During the year the Kitchen Garden also took part in sharing some favourite recipes at the Wentworth Show, hosted a soup kitchen at the Town Hall, showed Northwest Leadership Program around the site and cooked the meal for the Year 6 farewell dinner at the end of the year.</td>
<td>Strategic Direction 1 Kitchen Specialist $33750 Garden Specialist $7650</td>
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Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile (mandatory)
[Insert text and appropriate graph from electronic Data Summary Sheet here.]

Student attendance profile

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Workforce information
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Workforce composition

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<tr>
<th>Position</th>
<th>Number</th>
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</thead>
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<td>Principal</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.105</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
<td>.7</td>
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<tr>
<td>Teacher Librarian</td>
<td>.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.806</td>
</tr>
</tbody>
</table>
Financial information

Financial summary

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

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

How to put data into the financial summary table:
Caution do not enter n/a, other text, $ sign, commas or spaces in the $ column as this will prevent the table from calculating the data.
Do not press the ‘Enter key’. Simply left-click into each cell.

To input data: Left click into the appropriate cell and input data to two decimal places.

To calculate data: Right-click in the appropriate cell (ie Total income, Total expenditure and Balance carried forward) and select Update field.

Delete this cell when table is complete.

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Date of financial summary 30/11/2015

Income
Balance brought forward $209647.20
Global funds $148356.61
Tied funds $255692.94
School & community sources $77293.41
Interest $5446.38
Trust receipts $18591.57
Canteen $0.00
Total income $505380.91

Expenditure
Teaching & learning
Key learning areas $54672.29
Excursions $40407.92
Extracurricular dissections $14157.84
Library $2241.51
Training & development $14443.74
Tied funds $291981.73
Casual relief teachers $14184.69
Administration & office $45773.81
School-operated canteen $0.00
Utilities $30123.85
Maintenance $25058.77
Trust accounts $17878.51
Capital programs $10202.00
Total expenditure $561126.66
Balance carried forward $153901.45

Perspectives of Parents

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

12 Parents completed the above survey.
The students were also surveyed and asked a variety of questions about school. A total of 57 students completed the survey. The students were from grades 3-6.

Students who are interested and motivated
Students are interested and motivated in their learning.

- 91% of students in this school were interested and motivated; the NSW DEC norm for these years is 78%.
- 92% of the girls and 90% of the boys in this school were interested and motivated. The NSW DEC norm for girls is 83% and for boys is 73%.

Effort
Students try hard to succeed in their learning.

- 96% of students in this school tried hard to succeed; the NSW DEC norm for these years is 88%.
- 96% of the girls and 97% of the boys in this school tried hard to succeed. The NSW DEC norm for girls is 90% and for boys is 85%.

Students with positive homework behaviours
Students do homework for their classes with a positive attitude and in a timely manner.

- In this school, 66% of students had positive homework behaviours; the NSW DEC norm for these years is 74%.
80% of the girls and 55% of the boys in this school had positive homework behaviours. The NSW DEC norm for girls is 82% and for boys is 65%.

**Policy requirements**

**Aboriginal education**

Wentworth Public School received Aboriginal background funding in 2015. Our plan included:

* Formalising a Wentworth AECG group.
* Hosting NAIDOC activities for local schools.
* Cultural excursions to local sites for all students.
* Local excursion to Lake Victoria for Remembrance memorial.
* On Staff Development Day all staff visited local Aboriginal site and local elder provided information.
* Coordinated sessions with BMEET that worked with students regarding traditional methods eg clap sticks and quandong jewellery.
* Added more plants and features to the bush tucker garden.
* Purchased Aboriginal artwork for front office and assembly hall to make environment more welcoming.
* Fortnightly Aboriginal Student meetings to discuss school activities.
* Personalised Learning Plans.
* Made Aboriginal artworks for city sister school “Hunters Hill”.
* School camps included cultural perspectives.

**Multicultural Education and Anti-racism**

The school fosters students’ understandings of culture, culture diversity, racism and active citizenship within a democratic, multicultural society.

All classes started the year with a unit titled “Getting Along” which contains topics such as; tolerance, respect and empathy.

During the year the school celebrated events such as Harmony Day, Sorry Day and Chinese New Year. Classes also studied celebrations in other cultures during term 4.

The Anti-Racism Contact Officer (ARCO) held sessions with all classes to explain the role and what support is available.