Our school at a glance

Students

Wentworth Public School’s student population throughout 2012 varied from with 141 students to 134 students enrolled. 25% of the school’s students are Aboriginal. The students benefit from a wonderful range of activities that focus on individual needs and interests.

Staff

A teaching principal and an assistant principal lead the Wentworth school staff. There are six classroom teachers. Six other teachers, ranging from full time to part time, provide release from face to face, support for students with learning needs, extension programs and special subject support, including the Stephanie Alexander Kitchen Garden Program and music.

The school is also supported by a number of school learning support officers, tutors and an Aboriginal Education Officer. Kitchen and garden specialists are also employed for the Stephanie Alexander Kitchen Garden program.

The administrative staff ensures the continued smooth running of the school.

Significant programs and initiatives

The Stephanie Alexander Kitchen Garden Program provides a strong focus for students in Years 3-6 to participate in cross-curricular experiences, both within the school and the community.

Participation in “Curriculum Collaborations: Exploring the new NSW syllabuses” allowed for staff and students to work collaboratively to produce significant resources to support student learning.

NSW Country Areas Program and National Partnerships – Low SES funding also supported significant programs across the school, including the development of a music education program for students in Years 3-6.

Student achievement in 2012

Students participated in a variety of external testing, including NAPLAN and University of NSW Mathematics, English and Computer Studies Competitions. The school also participated in the Premier’s Sporting Challenge, VIBE Alive and the Mildura Eisteddfod, where the students performed admirably. Four students were also chosen to represent the Barrier sub-region in sporting teams.

Messages

Principal’s message

It is with great pleasure that I present the 2012 Principal's report.

2012 has been a year of great change throughout the school and the NSW Department of Education and Communities. These are set to continue in the coming years, with the introduction of "Local Schools, Local Decisions". Regardless of what happens within this structure, our key function at Wentworth Public School is to provide for the educational, social and emotional needs of the students in our care. We strive to do this every day, in every way and this will remain!

This year, the school has benefitted from significant upgrades in our technology, the extension of our kitchen garden program to create a greater emphasis on cross-curricular links and the beginning of a music program, funded through a NSW Country Areas Program district initiative. The school has also been developing units of work to support the introduction of the national history syllabus, focusing on our own unique local cultural and historical heritage.

Another focus for the year has been to increase the role of all of our students in leadership, respect and responsibility. Our students take a key role in the distribution of class awards and through the Students' Representative Council, contributing their ideas and views. These contributions are greatly valued in shaping decision making across the school and are always presented admirably by our school captains, Christopher Gold and Imogen Smith. Chris and Imogen have shown remarkable leadership and I greatly value their input in our regular meetings.

Finally, I would like to thank the school community, teachers, administrators, and other support personnel, parents, carers and students for their continued support in ensuring Wentworth remains the caring and innovative school that it has become.

Congratulations to all on a great year!

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.

Cathy Eddie, Principal
P & C and/or School Council message

Well what a fun filled and productive first year of being president I have had. Firstly, I would like to say a great big “thank you” to all my committee members and those families who are always there to lend a hand. Without you all, we couldn't run any of the fundraisers that we do, so please accept this as my thank you to you all. This year, has seen us do a few good fundraisers such as the PSSA swimming and athletics carnivals, a movie night for the Year 6 Canberra excursion, Wentworth Club "Show and Shine" rock and roll festival and the big one for the year was the RFDS rowing fundraiser. We owe Di Page and her gang of helpers a great big thank you for their work on this and the Australia Day lunch. The P&C have also been very generous this year with handing out funds, such as matching the Bendigo Bank’s grant for the iPads that the kids are having a ball with; purchasing 6 new extendable dining tables for our garden kitchen; and my very own baby, that I've been working on for the about the past 7 years, buying our own BBQ trailer! Yipee! No more borrowing from elsewhere to cook our yummy BBQs! Along with lots of other little things through the year, I think we have done a pretty good job all round.

On a final note, I would love to see some new members next year. Our current committee won’t last forever. Some of us only have a couple of years to go and if we don’t have more people put their hands up, there will be no more fund raising for your children and it would be sad for them to miss out on so much. We only meet once a month and many hands make light work. So I would like to take this one last opportunity to thank the teachers and my committee members for a fantastic year.

Tammy Fordham, P&C President.

Student representatives’ message

As the 2012 School Captains of Wentworth Public School, we have enjoyed being here and we have had a lot of involvement. Being a School Captain has been one of the most incredible experiences in our school years. We have been involved with representing the school and have been trusted with many activities such as greeting special guests and running special assemblies. We have a great friendship with all teachers and students. We have both learnt how to become a great leader and hope to carry on in our new found skills. We would like to thank all the teachers, volunteers, office crew, aides, Mrs Eddie for being a great principal and the students who have always believed in us.

We wish the very best to the future captains.

Imogen Smith and Christopher Gold

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>81</td>
<td>71</td>
<td>72</td>
<td>77</td>
<td>74</td>
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<tr>
<td>Female</td>
<td>56</td>
<td>61</td>
<td>71</td>
<td>67</td>
<td>63</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>89.1</td>
<td>87.9</td>
<td>89.6</td>
<td>89.7</td>
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<tr>
<td>1</td>
<td>91.6</td>
<td>90.0</td>
<td>90.7</td>
<td>87.3</td>
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<tr>
<td>2</td>
<td>95.4</td>
<td>88.2</td>
<td>88.3</td>
<td>90.9</td>
</tr>
<tr>
<td>3</td>
<td>95.1</td>
<td>95.4</td>
<td>88.6</td>
<td>89.0</td>
</tr>
<tr>
<td>4</td>
<td>93.3</td>
<td>89.6</td>
<td>96.6</td>
<td>88.3</td>
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<tr>
<td>5</td>
<td>93.7</td>
<td>91.4</td>
<td>92.2</td>
<td>91.9</td>
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<tr>
<td>6</td>
<td>93.7</td>
<td>90.5</td>
<td>88.9</td>
<td>93.0</td>
</tr>
<tr>
<td>Total</td>
<td>93.0</td>
<td>90.1</td>
<td>90.3</td>
<td>90.1</td>
</tr>
</tbody>
</table>

Management of non-attendance

The school’s attendance policy has been developed in collaboration with the Home School Liaison Officer. Class teachers are required to regularly distribute letters to parents to assist in obtaining explanations for student absences. When students are absent for extended periods of time or have a series of unexplained absences, these are followed up by phone calls or home visits. Support is offered for families in need of assistance in establishing positive attendance patterns. Where improved attendance is not achieved, referral is made to the Home School Liaison Officer for further support.
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>0.21</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of RFF</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.706</td>
</tr>
<tr>
<td>Total</td>
<td>10.616</td>
</tr>
</tbody>
</table>

The above table does not truly reflect the staffing of the school that is enhanced through National Partnerships – Low SES, NSW Country Areas Program, integration support and internal funding arrangements. These allow for the employment of four part time School Learning Support Officers and additional teachers for music, learning assistance and professional support.

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

The school employs a full time Aboriginal Education Officer and a part time Aboriginal School Learning Support Officer who is funded through Norta Norta and special support funding.

Staff retention

Three new temporary teachers were employed in 2012 to cover permanent teachers on leave.

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></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 | 30/11/2012

Income

- Balance brought forward | $146365.24
- Global funds | $167657.75
- Tied funds | $181365.53
- School & community sources | $54593.89
- Interest | $8061.70
- Trust receipts | $19886.02
- Canteen | $0.00

Total income | $577930.13

Expenditure

- Teaching & learning
  - Key learning areas | $50361.00
  - Excursions | $17122.40
  - Extracurricular dissections | $11509.19
- Library | $2594.96
- Training & development | $2757.86
- Tied funds | $171161.06
- Casual relief teachers | $17307.29
- Administration & office | $56436.13
- School-operated canteen | $0.00
- Utilities | $13491.00
- Maintenance | $16084.49
- Trust accounts | $20525.17
- Capital programs | $0.00

Total expenditure | $379350.55

Balance carried forward | $198579.58

A full copy of the school’s 2012 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 2012

The school participates in a wide range of academic, social and cultural programs, with participation being a fundamental priority. A comprehensive picture of the school’s activities and performance can be seen in the school magazine, “Year In, Year Out”, published in December, 2012.

Achievements

Arts

Students at Wentworth participated in a variety of arts activities in 2012. All students produced work for the Wentworth Annual Show, across a wide range of categories. They also took part in an “Art
The Indigenous Dance Group performed at the Mildura Eisteddfod, gaining an honourable mention. A verse-speaking choir of some of our infants’ students also participated in this eisteddfod. Children from Years 4-6 also took part in the annual Vibe Alive cultural festival in Bendigo.

A highlight of this year was also the establishment of a formal music program, funded by a NSW Country Areas Program District Initiative. All students from Years 3-6 participated in lessons to learn to play the recorder. Selected students also received tuition in keyboard and guitar. These lessons were also offered to other schools via video conference.

**Sport**

During 2012, many students represented the school at a variety of sports. Our students participated in swimming, athletics, cross country, football, cricket, rugby league, hockey and netball.

A significant number of students went on to represent the barrier sub-region at the state carnival in a variety of sports. Jack Cullinan and Nicholas Stanborough were a part of the Barrier AFL team. Annabelle Rix represented Barrier in basketball. Shyann Wellard attended the State Cross Country carnival. Jack Cullinan was also chosen as a member of the Barrier Cricket team, but was unable to attend due to ill health.

**Academic**

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.

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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**Aboriginal education**

At Wentworth, our Aboriginal students meet regularly with the Aboriginal Education officer to discuss issues across the school. The students take an active role in all assemblies and special occasions, including Sorry Day, Harmony Day and NAIDOC Day.

The school is represented at the Indigenous cultural festival, Vibe Alive.

In 2012, a series of whole school units were commenced, with a focus on local history. A strong component of these units was the development of knowledge of local Aboriginal culture. Personalised Learning Plans saw continued development for all Aboriginal students, with a focus on enabling parent input. This will continue in 2013.

The completion of the Bush Tucker Garden was also a feature of 2012, with it beginning to become a focus for formal lessons.

The Indigenous Dance group performed at the Mildura Eisteddfod, gaining an honourable mention. Another focus was the school’s participation in a “return snapshot” through “Dare To Lead”. The school gained valuable recommendations for further development of its Aboriginal Education programs.

**Multicultural education**

The school’s Anti-Racism Contact Officer, Sandra Marziano, completed training in 2011. She works with all staff and students to promote programs and policies to foster understanding and tolerance.

The school also takes advantage of all opportunities to participate in cultural activities as they arise. These include music and dance performances.

**National partnership programs**

Wentworth benefits from the support of the National Partnerships – Low SES program. This provides extra funding and support for the school to allow the employment of support staff. A significant program supported through this funding is the Stephanie Alexander Kitchen Garden Program.

The school has also used funding support to develop a language experience program to support students with high support needs in receptive and expressive language. This program runs 3 mornings per week.

The school also benefited from the support of the district’s partnership officer and connected learning
coach who are both employed through this program.

Other programs

NSW Country Areas Program

The NSW Country Areas Program supports schools that are disadvantaged by geographical isolation. In 2011, the funds from this program supported the Stephanie Alexander Kitchen Garden program, music education, excursions and incursions.

Stephanie Alexander Kitchen Foundation

This program continues to go from strength to strength, with the students enthusiastically participating in all aspects of the program. Under the guidance of Jodie Morgan and Vince Hartwig, the students are developing a solid understanding of aspects of gardening, nutrition, cooking skills and social skills.

The support of the P&C and an enthusiastic band of volunteers in the kitchen ensures lessons can proceed.

In 2012, the program was extended to enhance the cross-curricular opportunities presented by the programs. Classes explored literacy and numeracy aspects of the activities presented, as well as reinforcing outcomes in science and technology, human society and its environment and health.

Progress on 2012 targets

Outcome for 2012–2014

Develop literacy skills for all students at a level commensurate with regional and state expectations.

Target 1

2012 Targets to achieve this outcome include:
- To increase the percentage of Year 5 students meeting expected growth in spelling from 33% in 2011 to 65% in 2012
- To increase the percentage of Year 5 students meeting expected growth in grammar and punctuation from 28% in 2011 to 65% in 2012
- To decrease the gap between non-verbal and verbal language skills in identified students by 10%.

Our achievements include:
- 60% of this year’s Year 5 students, who were at Wentworth in Year 3, achieved expected growth in spelling.
- 60% of this year’s Year 5 students, who were at Wentworth in Year 3, achieved expected growth in grammar and punctuation.
- With regard to identified students and their language development, 95% of all students showed a growth of 3 points or more in testing. More significant was the growth in benchmark levels, spelling, vocabulary and phonemic awareness in all students. This indicates that there has been a significant improvement in overall language uptake, but it has been reflected in different aspects in individual cases. This indicates that the strategies used were correct in assisting these students.

Outcome for 2012–2014

Develop numeracy skills for all students at a level commensurate with regional and state expectations.

2012 Targets to achieve this outcome include:
- To increase the percentage of Year 5 students meeting expected growth in numeracy from 17% in 2011 to 50% in 2012

Our achievements include:
- In 2012, 25% of students met the expected growth in numeracy.
- Three staff members participated in TEN (Targeting Early Numeracy) training, resulting in the development of teaching programs that were targeted to support student progress on the numeracy continuum.
- Teachers participated in informal training in aspects of the Maths Matters program, resulting in the development of teaching programs that were targeted to support student progress on the numeracy continuum.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012, our school carried out an evaluation of its Low SES Communities National Partnerships strategies in literacy and numeracy, Aboriginal Education and Professional Learning. A comprehensive evaluation of these findings can be found in the school’s Evaluation Report, which is available at the school.

Background

In accordance with reporting requirements, each target of the school plan was examined and evaluated, with input being gathered from teachers, students and parents. The school focused on programs that delivered cross-curricular content,
with a focus on language experience, literacy, numeracy and cultural awareness.

Findings and conclusions
It was clear that key programs offered at the school, namely the “Knowledge Seekers” support group and “Stephanie Alexander Kitchen Garden” had a huge impact on the engagement, educational outcomes and social development of the majority of students. The increased focus of the kitchen garden program as a tool to deliver outcomes across all Key Learning Areas was welcomed by students and teachers and provided a positive learning environment for the students involved.

The “Knowledge Seekers” program proved to be a valuable addition to the school in providing specialist support for students requiring intervention to support the development of receptive and expressive language.

The other major focus for 2012 was an increased focus on developing culturally inclusive content and practices for classes. Special units of work, professional learning in the “8 Ways Pedagogies” and a “Dare to Lead” return snapshot were all important factors contributing to increased engagement for Aboriginal students.

Future directions
It is clear that the school has developed some key programs in the current school plan that require further consolidation over the life of the plan. While minor adjustments are required due to personnel and funding, the aim is to continue to develop the student learning programs established and continue to provide high quality professional learning to support best practice.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

It is clear that the majority of the school community and parents are very supportive of the school and the programs it provides for the students. They feel able to openly express their concerns and opinions to teachers and executive and, for the most part, are satisfied with the service delivery provided. Some concerns over the management of welfare issues were expressed, but all were satisfied that their opinions were listened to and valued. The need to continue to develop open and meaningful communication was a high priority.

Teachers feel valued in their work and felt that their efforts were supported. Areas of concern reflected the need to monitor excessive workload in relation to limited resources and the increased expectations required from individual learning plans and the impact of these on classroom programming. A willingness to engage in professional learning to support system change was voiced, provided appropriate system support was also available. The teaching staff feels that they are supported to the best of the school’s ability in areas of staff welfare, student management and professional learning.

Most students at Wentworth feel valued and supported. They feel that their needs are listened to and that there are procedures in place to deal with their concerns and issues, both in the classroom and the playground. Students feel that they can approach members of staff and know that they will be supported in dealing with matters of importance to them, that their opinions are valued and that issues will be treated seriously. They are appreciative of programs offered, particularly enjoying the Stephanie Alexander Kitchen Garden program, music and sport.

Professional learning
Throughout 2012, all staff took part in professional learning opportunities. Programs included mandatory training in the Code of Conduct and Child Protection for all staff. Specialized courses in Reading2Learn (2 teachers), Targeting Early Numeracy (3 teachers), “Live Life Well” (2 teachers), L3 (2 teachers) and Best Start (1 teacher) were offered in accordance with the school plan. At a school level, training in interpreting NAPLAN, technology and developing Individual Learning Support Plans was also a priority and was offered to all teachers at Staff Development Days and during staff meetings.

The average expenditure for professional learning in 2012 was $2258, with the total being $18063.40.

Two teachers are currently working towards accreditation and one is maintaining accreditation at Professional Competence.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents. A comprehensive view of these is outlined in greater detail in the school plan, which is available at the school or on the school’s website.
School priority 1
Outcome for 2012–2014
All staff will develop a sound understanding of the national curriculum documents
Staff will have a clear understanding of their students’ placement on the literacy and numeracy framework and use this to inform teaching practice.

2013 Targets to achieve this outcome include:
• All students will be tracked using the literacy and numeracy frameworks
• Strengthened teacher capacity to improve student-learning outcomes.
• Use the Quality Teaching and Learning Framework to code lessons, ensuring explicit and effective teaching practice is occurring on a regular basis

Strategies to achieve these targets include:
• Class teachers will be supported through the development of shared programming documentation that clearly indicates the implementation of quality teaching strategies. Peers will conduct coding of each other’s lessons to support understanding.
• Participate in professional learning to support the implementation and understanding of the Australian curriculum.
• Participate in professional learning to develop teacher understanding of the literacy and numeracy continuums.

School priority 2
Outcome for 2012–2014
All students actively participate in all learning opportunities provided.
Learning opportunities actively encourage student attendance and engagement.
Students become autonomous and self-directed in supporting their learning.

2013 Targets to achieve this outcome include:
• Increase the scale agreement on the Quality of School Life Survey, (Adventure) from 70% in 2011 to 80% in 2013.

Strategies to achieve these targets include:
• Knowledge Seekers Group – Students in need of support in expressive and receptive language will be identified. They will participate in a structured program of excursions and activities to develop their basic experiential learning. These experiences will become the basis of talking, writing, reading and numeracy learning.

This will be achieved by employing extra teaching staff and SLSO’s
• World 2 Experiences, including excursions and visiting performances will be provided for all students to support learning across Key Learning Areas
• The Stephanie Alexander Kitchen Garden Program will be extended to include links to the explicit teaching of related literacy outcomes in a team teaching environment.
• Join with other district schools to participate in virtual music classroom and music tutoring program
• Encourage the use of Kagan Cooperative Learning structures across all stages.

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.
Catherine Eddie, Principal
Natalie Hopcroft, Assistant Principal
Sandra Marziano, Teacher
Natalie Rees, Teacher
Janet Shields, School Administrative Manager
Tammy Fordham, P&C President
Patricia Jones, Aboriginal Education Officer

School contact information
Wentworth Public School
Darling St,
Wentworth, 2648
Ph: 03 50273146
Fax: 03 50273778
Email: wentworth-p.school@det.nsw.edu.au
Web: 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: http://www.schools.nsw.edu.au/asr