Wentworth Public School
Annual School Report

2011
Our school at a glance

Students

Wentworth Public School had a stable student population throughout 2011, with 141 students enrolled. 25% of the school’s students are Aboriginal. The students benefit from a wonderful range of activities that focus on the individual needs and interests of all.

Staff

A teaching principal and an assistant principal lead the Wentworth school staff. There are six classroom teachers and four support teachers who take release from face-to-face, library, science and extension programs.

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 through the Stephanie Alexander Kitchen Garden program.

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

Significant programs and initiatives

The school participates in the Stephanie Alexander Kitchen Garden program. 2011 is the third year of participation and plans are in place to continue the program in the future.

In 2011, students also participated in “Tournament of Minds”, “Double Helix” science, “Newton” mathematics, Vibe Alive and the Mungo Youth Conference.

Student achievement in 2011

Wentworth students participate in a variety of University of NSW competitions. Outstanding results were achieved by many students.

Messages

Principal’s message

MR DAVIES SAYS GOODBYE

After five fantastic years at Wentworth Public School, Mr Davies has decided to say goodbye and to retire.

It has been a time in which many great programs have been started and continue to flourish – the Kitchen Garden; Circus; Bush Tucker Garden; Recycling; Composting; Library and Connect Classroom. These programs have been so successful because of the dedication and support from staff, students and the school community and have shown that as a community of learners, great and wonderful outcomes can be achieved and sustained.

However, it has really all been a matter of great kids, wanting to do the right thing, that has been the hallmark of the last five years. It has been a marvelous experience to watch our School Leaders grow and embrace their responsibilities and in turn, become the role models for the younger generations.

So it is with a great deal of satisfaction for the future of Wentworth Public School that I can leave, knowing the community will embrace change and become even stronger world citizens.

Good bye and Thank you

Warren Davies

It is wonderful being back at Wentworth and I thank everyone for their warm welcome.

We have had a very successful year, with the continuation of the “Stephanie Alexander Kitchen Garden Program” and the implementation of many other academic, cultural and sporting programs. Our students have participated in “Vibe Alive”, the Mungo Youth Project, “CAP Arts Camp”, “Tournament of Minds”, “Double Helix”, Newton Maths, performing and participating in the Wentworth Show, our “Circus Troupe” group performing at Buronga International Food Festival, rugby, cricket, football and hockey clinics! Add to this, our biennial concert and class excursions and performances and it is a wonder we have time to do any “book learning”! It is a good job that there are so many ways for our children to be engaged learners these days!

The school is lucky to have a very supportive staff. Both teaching and support personnel have worked really hard to make the most of all opportunities for the students in their care. This has been
especially important throughout the past semester, where there has been considerable change. I thank them for their support.

The school is also very lucky to have such enthusiastic parental support. With families supporting working bees, sports carnivals, fund raising and other aspects of volunteering, the school will only continue to grow as a vital learning community.

We have many plans already organised for the coming year and I look forward to working with the entire school community to continue to provide the children of Wentworth with wonderful educational opportunities.

Cathy Eddie

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

P & C message

Another year has flashed on by and it’s time for end of year reports. The one thing different about 2011 is that it is the last report I will have to compile for the Wentworth Public School P & C as our youngest children leave Wentworth to continue their Schooling at Coomealla High. Yeah!!!

I have been an active member of the P & C for a number of years and in that time have made a lot of friends and worked side by side with a large number of parents. We worked, dedicated in raising funds to resource our School in educational items like white boards, computers, library books and play equipment, gardens and other items such as fridges for each classroom.

Naturally when you are on a committee for any extended time there is always a lot of highs and lows along the way but I can honestly say the highs working with the people of Wentworth Public School and the Wentworth community far out way the lows. The way in which we have worked together with other local groups such as Noel and the Curlwaa Delta Scouts and the Wentworth Rowing Club when organising Variety bashes was amazing. Together we were able to feed 500 hungry bashes at a time. The support of the local council in the use of plant and equipment when required to help in the structure of garden beds and the removal of waste material was very much appreciated. We thank the Wentworth Services Club for their support over the years in donations and the use of facilities to hold functions. We especially thank the Wentworth Community Branch, Bendigo Bank, for their continued commitment to the Wentworth community with donations each year.

Over the last year I have been busy with extra work and other community commitments missing out on meetings and working bees but it’s been good to see everything still ran smoothly because of the time and effort put in by Mandy, Tammy, Leanne and other committee members. In saying that I am sure the committee are looking for parents to jump on board and become committee members with many new ideas and plans.

I would also like to take this opportunity to wish Cath and all the staff and children at Wentworth all the best for future years. Year six students work hard in the next few years don’t sell yourself short, reach for those goals and just maybe the things you dream of may become a reality.

It has been a pleasure to serve the P & C and the Wentworth Public School so from the Wade family and myself thank you and goodbye.

Darryl Wade, P&C President

Student representative’s message

The past years at Wentworth Public School have been terrific, but this year has been the one that stood out the most. We have had some interesting times over the year, including going down and revealing the Major Mitchell Trail with Mayor Margaret Thomson.

As School Captain’s we have enjoyed having to greet and thank different guests. We have loved working with the staff, students and the two principals Mrs Eddie and Mr Davies and other people. We have enjoyed the role of captain, because it comes with responsibilities like assemblies, ANZAC Day service, putting up the flags and doing different jobs.

As 2011 leaders of Wentworth Public School, we would like to thank everybody who gave us the opportunity to carry out Captaincy positions.
We hope the 2012’s School Captains enjoy it as much as we did.

Breahnna Horwood and Tyson Martin

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

Class sizes
Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

At audit, Wentworth Public School had six classes, the largest being 30 students and the smallest being 22. These numbers varied slightly during the year, with fluctuations in enrolment. Actual numbers are listed in the table below.

Structure of classes

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

[Enter text here.]

Staff establishment

Management of non-attendance
In 2011, various processes were put in place to manage non-attendance, in accordance with the Department of Communities’ policy. Initial contact is made with families by telephone or in person. Continuing non-attendance is brought to the attention of the Home School Liaison Officer and an attendance improvement plan is implemented where necessary.
members are employed in the school using these programs.

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

The school employs one full-time and one part time Aboriginal Education Officer.

**Staff retention**

In 2011, four new temporary teachers joined the school staff, filling vacancies for maternity leave and extra programs.

In July, Mr Warren Davies, school principal, announced his retirement and was replaced by Mrs Cathy Eddie.

**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>
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<tr>
<td>Postgraduate</td>
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**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 2011 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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2011</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>253241.69</td>
</tr>
<tr>
<td>Global funds</td>
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</tr>
<tr>
<td>Tied funds</td>
<td>123979.63</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>63141.50</td>
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<td>Interest</td>
<td>10407.56</td>
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<tr>
<td>Trust receipts</td>
<td>16450.90</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>335837.36</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 27194.16   |
| Excursions                | 43735.66   |
| Extracurricular dissections| 5487.22    |
| Library                   | 2980.28    |
| Training & development    | 1292.44    |
| Tied funds                | 214033.55  |
| Casual relief teachers    | 35572.14   |
| Administration & office   | 56681.89   |
| School-operated canteen   | 0.00       |
| Utilities                 | 12702.70   |
| Maintenance               | 26685.84   |
| Trust accounts            | 16347.93   |
| Capital programs          | 0.00       |
| Total expenditure         | 442713.81  |

| Balance carried forward   | 146365.24  |
School performance 2011

Achievements

Arts
In 2011, students at Wentworth participated in its biennial concert. All classes produced items with the theme, “Walt Disney”. Performed at the Wentworth Services Club, it was greatly appreciated by all family and community members in the audience.

Students also participated in the indigenous cultural festival, “Vibe Alive”, producing dance performances and participating in other art activities. The school’s Aboriginal dance group also performed at the Wentworth Show.

A group of students made a presentation at the Mungo Youth Conference. They produced an interactive piece, with visual media, individual contributions and a dance item. This was well received by the participants in the conference.

All students produced exhibits for the arts and craft section of the Wentworth Show. Many gained special awards for their efforts. Selected students also participated in the NSW Country Areas Program arts camp, working with local artists to produce items for sale at a special exhibition. Students learned techniques in sculpture, spray painting, felting, lino-cut printing, painting and graphic design.

Again in 2011, the school was represented in Wagga Wagga by a “Tournament of Minds” team. The children spent many weeks preparing their item to present to the judges.

Further details of school activities can be seen in the 2011 school magazine.

Sport
During 2011, 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. Cambell Davison, Colby Wade, Bevan Wade and Jack Cullinan represented in AFL football. Sara Hancock and Geoff Bottrell represented in athletics. Shyann Wellard attended the cross-country carnival and Colby and Bevan Wade also attended the state cricket carnival.

Students participated in a Rugby League Gala Day in Term 1, competing against other district schools. The team was victorious in winning the overall competition.

The school also utilized the services of Kelly Sports organizer, Mark Alvey to run skill sessions in weekly sports time for all students.

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)

Literacy – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage of students</th>
<th>Percentage in bands: Year 3 Reading</th>
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<tbody>
<tr>
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<tr>
<td>6</td>
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</tbody>
</table>

Percentage in bands: Year 3 Reading

- Percentage in Band
- School Average 2008-2011
- SSG % in Band 2011
- State DEC % in Band 2011
In 2011, Wentworth Year 3 students were over-represented in the lower bands, compared to the school’s 3 year average in literacy.

In 2011, Wentworth Year 3 students were over-represented in the lower bands, compared to the school’s 3 year average in numeracy.

Literacy – NAPLAN Year 5
Highlights of the school’s literacy results include pleasing performances by students in reading and writing, but highlight the need to continue to develop targeted intervention for students in spelling and grammar.

**Numeracy – NAPLAN Year 5**

Year 5 students produced quite strong performances in numeracy, with sound representations in bands 5-7.

**Progress in literacy**
Progress in reading from Year 3 to Year 5 was sound, with an increase in the percentage of students making expected growth.

Progress in numeracy

Average growth in numeracy dipped slightly in 2011. Analysis of school results highlighted several areas in applying information to solve two and three step problem solving as an area for intervention.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
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<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
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<td>Spelling</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<tr>
<td>Numeracy</td>
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<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
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<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<tr>
<td>Numeracy</td>
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</tbody>
</table>

Significant programs and initiatives

Aboriginal education

2011 saw the formal establishment of an Aboriginal students group that met regularly under the guidance of the Aboriginal Education Officer. The students took an active role in raising the cultural profile across the school. NAIDOC day, Aboriginal children’s day, Sorry Day and Eddie Mabo day were all acknowledged at special assemblies.

Students participated in “Vibe Alive” and the Mungo Youth Conference and presented dance items at the Wentworth show and special assemblies.

Parent meetings were held on a regular basis and avenues were explored to develop support services and communication for families.

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 and the purchase of resources. Several computers were updated as a part of a whole school response to incorporating the use of technology in the classroom.

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 who are disadvantaged by geographical isolation.

In 2011, the funds from this program supported the Stephanie Alexander Kitchen Garden program, providing support for extension groups, including “Tournament of Minds”, supporting school incursions and excursions and supporting school sports programs.

At a district level, the school participated in workshops for students, parents and teachers with John Joseph. Selected students also took part in a district arts camp, with local artists.

A district Staff Development Day was also organized through this program.

**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 and nutrition.

The support of the P&C and the Wentworth and District Community Branch of the Bendigo Bank has ensured the program can grow. The support of an enthusiastic band of volunteers in the kitchen also ensures lessons can proceed.

The school looks forward to consolidating and expanding this program in the coming year.

**Progress on 2011 targets**

**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%*

Our achievements include:

- While we have still not achieved this target, performance of the majority of students is still sound.
- Individual intervention plans have been put in place for students who are not making desired progress.
- Teacher professional learning in intervention strategies has been undertaken to address the needs of all students.

**Target 2**

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

Our achievements include:

- 81% of students are achieving the minimum standard.
- School diagnostic data shows solid growth has occurred for students targeted by tutoring programs.
- School programs reflect a greater focus on problem solving aspects of applied numeracy.

**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 2011 our school carried out evaluations of [Enter text here.]

**Educational and management practice**

In 2011, the school evaluated teaching practices, focusing on programming and assessment.

**Background**

A need for a standard approach to programming and assessment practices was identified as a
priority across the school. Variation in content across individual classes was becoming unwieldy and there was a need to support new teachers at the school to meet common expectations. Efficient methods of collecting authentic and meaningful assessment data were also in need of review.

**Findings and conclusions**

The staff identified a need to be given some clear direction in the common elements of a class program. These included management, reference to school targets and planning, student and class information and planning for each key learning area.

The development of a checklist of program elements was required to assist in the standardization of programming across the school. This was developed in Semester 1 and was implemented in all classrooms. Explicit support was given to assist teachers in meeting expectations. All class teachers were developing their skills in programming and were able to produce documentation of their teaching and learning programs. The level of expertise varied and indicated a need for further support for some staff members.

Assessment practices were also the subject of scrutiny, with discussions focusing on both standardized information and classroom assessment tasks. While most assessment data was found to be purposeful, it was clear that some data collection did not have a clear purpose and was not perceived to either improve classroom-teaching practices or assist in the compilation of school data to inform planning.

**Future directions**

The following strategies will be implemented as a result of findings:

- Teachers will work in supportive groups to assist each other in programming requirements.
- Common documents will be stored in Sentral for easy access.
- Student profiles, using Sentral will continue to be developed and added to as assessment information is collected.
- Standardized testing regimes will be monitored and refined to ensure data collected assists in the development of supportive programs for all students.

**Curriculum**

In 2011, the school chose to review the curriculum area of Information Technology.

**Background**

The demand for technology across the curriculum and as a valuable tool in supporting student learning is increasing. Technology is advancing at an alarming rate and it is vital that schools respond to the demands by supporting students in the acquisition of skills and values to ensure they are responsible and capable technology users.

**Findings and conclusions**

Findings were:

- There was a need to update technology, as many computers did not meet the needs of current programs and applications.
- Teachers were keen to embrace the use of technology, but were frustrated at the unreliable nature of current hardware.
- There was a broad range of expertise in both staff and students.
- The development of technology skills was highly valued by the school community.

Conclusions were:

- A sizeable investment was required to upgrade hardware across the school.
- Training and development opportunities needed to continue to support teachers in implementing ICT across the curriculum.
- An assessment of student skill levels was required to ensure all were able to access technology successfully.
- An audit of current programs and applications, hardware and accessibility was required to develop a suitable plan to support growing technology needs across the school.

**Future directions**

The following strategies will be implemented as a result of findings and conclusions:

- An audit of technology requirements will be held to develop a strategic plan to budget for technology improvements.
• The process of student access to technology will be reviewed and updated.
• Professional learning, both internal and external, will continue to support the development of teacher skills and knowledge.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

• The majority of parents were supportive of the school and its practices. They believed that their children were supported in their learning by the school and staff. Some expressed concerns regarding homework requirements, but many parents who supported the need for structured homework balanced this. Parents valued the opportunity to speak with staff, both formally and informally, about their children’s educational progress and any concerns about school participation.

• Students from Years 3-6 participated in a “Quality of School Life” survey. 86% of students indicated they were generally satisfied with their life at school. 89% of students feel that school is relevant and 88% felt that they were successful as students.

• Teachers at Wentworth generally felt supported in their efforts. They identified a need to support students in welfare matters and to ensure appropriate learning plans were in place for students with identified learning support needs.

Professional learning

In 2011, staff members completed mandatory training as required by the Department of Education and Communities. They also participated in “Kagan Cooperative Learning” workshops, Reading Recovery, “Quality Improvement” training, technology support and “Best Start” training.

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.

School priority 1

Outcome for 2012–2014

Develop literacy 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 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%.

Strategies to achieve these targets include:

• Knowledge Seekers (Language Experience 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

• Staff will engage in the analysis of NAPLAN data to assist in the development of explicit programs to support learners within the TARS process. Staff members will continue to develop their skills in the teaching of literacy and improve their teaching practice, supported by the interpretation of SMART data.

• 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.

• Reading 2 Learn – 2 classroom teachers will participate in professional learning in R2L

• Shared release time for teachers in similar stage levels to assist in developing peer support for programming and assessment,
with a focus on cooperative learning and the quality teaching and learning framework.

- The Kindergarten teacher will participate in L3 training
- Engage SLSO’s to support classroom teaching programs and specifically assist in the support of reading, spelling and writing within the classroom environment.

**School priority 2**

**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

**Strategies to achieve these targets include:**

- Class teachers will participate in the professional learning program, “Maths Matters”.
- Staff will continue to develop class programming that reflects student needs and incorporates quality-teaching strategies that explicitly develop student knowledge in a team teaching situation
- Students will access computer technology to support the development of automaticity in basic number facts using iPod Touch and classroom computers
- Targeted students will participate in extension activities to develop “Working Mathematically” outcomes.
- Staff will engage in the analysis of NAPLAN data to assist in the development of explicit programs to support learners within the TARS process.
- Lower primary teachers will participate in TEN training.
- Purchase numeracy resources to support classroom numeracy lessons.
- Join with other district CAP schools to continue action research into numeracy teaching and learning with a view to providing enhanced opportunities for students and teachers in developing ‘working mathematically’ outcomes.

**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
Tamie Farley, Teacher
Chris Larwood, Teacher
Janet Shields, School Administrative Manager
Patricia Jones, Aboriginal Education Officer
Darryl Wade, P&C President

**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: