School context statement

Wentworth Public School has provided education to the Wentworth community for more than one hundred and fifty years. The school is situated on the western banks of the Darling River, not far from the junction of this river with Australia’s other major river, the Murray. The school services an isolated area of the state that is subject to extremes of climate, being situated in a semiarid area. The school has a drawing area that encompasses the town, the neighbouring irrigation areas of Curlwaa and Pomona and outlying stations. 125 students, 25% of whom are Aboriginal, attend the school.

Principal’s message

This report gives information about the programs and performance of Wentworth Public School. It has been written for accountability purposes for both our community and the Department of Education and Communities (DEC). It is part of our process of self-evaluation, reporting and planning.

Wentworth Public School operates under the motto ‘I Strive’. The school is set along the Darling River.

The staff of Wentworth is experienced, talented and committed to providing quality educational programs which meet student needs and develop the talents of each individual child. All staff members are active in pursuing professional development.

The school provides a range of opportunities to explore and extend learning experiences so that children can achieve in a variety of academic, sporting, cultural and social activities. Success is celebrated by the school community. The school provides a happy, safe and tolerant learning environment for its students.

The profile of the school has continued to be raised due to our exemplary and unique programs. Wentworth Public is recognised in the wider community as being committed to continuous improvement and upholding standards of excellence.

Wentworth Public School prides itself on the friendly, family atmosphere that has developed within our wonderfully supportive school community. I would like to thank our Parents and Citizens’ Association (P&C) and the wider community for their continued commitment to supporting school initiatives and the purchase of additional resources.

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.

Student information

Student enrolment profile

In 2014, we had 64 boys and 51 girls enrolled from Kindergarten to Year 6.
Regular attendance at school is essential to assist students to maximize their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Encouraging regular attendance is a core school responsibility.

Class rolls are marked daily and monitored regularly by the class teachers for patterns of students’ partial or non-attendance. The Learning Support team monitors the attendance of students. If a concern is identified, the team works with the student, parent and class teacher to improve attendance.

Parents are contacted by the school and informed of their responsibility to ensure children attend school regularly. The support of the Home School Liaison Office is sought if required.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Wentworth Public School has 2 Aboriginal staff including 1 Aboriginal Education Officer and 1 part time School Learning Support Officer.

While there is only one Assistant Principal, two more staff members have indicated a desire to become aspiring leaders and have taken on roles in the school to help them with this.

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>
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<tr>
<td>Postgraduate</td>
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Workforce composition

<table>
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<tr>
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<th>Number</th>
</tr>
</thead>
<tbody>
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<td>Principal</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
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</tr>
<tr>
<td>Classroom Teacher(s)</td>
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</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.21</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>.6</td>
</tr>
<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>4.1</td>
</tr>
<tr>
<td>Total</td>
<td>12.31</td>
</tr>
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</table>
Professional learning and teacher accreditation

In 2014, Ms Leanne Byrnes was employed on a temporary contract in her first year of teaching.

Beginning teachers in their first year receive 2 hours additional release from face to face teaching (RFF) and mentor time each week.

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 2014 financial statement is tabled at the annual general meeting of the School P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Wentworth Public School students have had the opportunity to be involved in a range of academic, sporting and social experiences in 2014. In every endeavor, our students have been fantastic ambassadors for our school and tried to achieve their personal best.

Academic achievements

NAPLAN

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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

Year 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 and enter the school name in the Find a school and select GO to access the school data.
University Competitions

The NSW University competitions are an external assessment that involves tens of thousands of children across Australia and Asia in tests including English, Mathematics and Science. Several children from Wentworth took the opportunity to take part and we had Jane Cullinan, Kayden Robinson and Dakota Jones who achieved Credits in their tests and Hamish Baird received a Distinction. Congratulations to these 4 students. Outstanding effort and achievement!

Other achievements

SPORT

Throughout 2014 our school has competed in all the local sporting events. Bronte Rix was selected to join the Barrier Basketball team and travelled to Albury to take part in this competition.

EXCURSIONS

Year 4/5 Excursion

This year the Year 4/5 students attended a two night camp to Swan Hill. The excursion tied in with a unit on “Early Settlement-Gold” which the students had been studying. A considerable amount of learning occurred during the visit to the Pioneer Settlement in Swan Hill.

Year 6 Canberra Excursion

In Week 10 of Term 3, the Year 6 students went on their Canberra excursion with Mr Gray. Throughout the week the students visited many important Canberra attractions including Questacon, Australian Institute of Sport and Australian War Memorial. At Parliament House, the students participated in a role play to pass a bill and the students enjoyed the opportunity to act out democracy in action.

8 Year 6 students-Hunter’s Hill

In August, 8 of our Year 6 students travelled with Mr Gray and two parents to Sydney to visit our sister school Hunter’s Hill. The students enjoyed getting to look at a city school and were even special guests at a school concert. Two of the students got the opportunity to fly for the first time. Very exciting!

SHAREDP EXPERIENCES

The whole school was involved in three shared experiences that involved a theme and group activities focusing on vocabulary development and the opportunity to use this new language in literacy activities in the classroom. The three themes were; marshmallow melts, marmalade making and a farm visit to Nindethana station.

MUSIC CONCERT

As a culmination of the student’s music lessons with Mr Robinson, the school hosted an evening of music provided by the students and a free BBQ. The event was very well attended by both school families and community members. The students were very proud of their talents and have requested more events in the future.

WENTWORTH SHOW

Wentworth Public School set up a display tent at the annual Wentworth Show in 2014. It was an opportunity to publicise the school and showcase to the community all the great programs on offer. Staff were rostered on to host free activities and engaged with the community about NSW Public Education.

SOLAR OVENS

Mrs Hall’s class were involved in a historical project lead by Japanese Professor Yutaka Kobayashi. Yutaka came to the school over a number of weeks and taught the students about a traditional Aboriginal bread making process. The bread was made from ground
native millet and was cooked in a solar oven made by the students.

**STEPHANIE ALEXANDER KITCHEN GARDEN**

Wentworth Public School continued its highly successful Kitchen Garden program during 2014. The primary classes visited the program weekly with a garden class then followed with a kitchen class. Jodie Morgan (Kitchen Specialist) and Vince Hartwig (Garden Specialist) continued in their roles and provided the program with enthusiastic and knowledgeable lessons.

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 market days to sell excess produce, hosted a summer luncheon for the community, showed Northwest Leadership Program around the site and cooked the meal for the Year 6 farewell dinner at the end of the year.

**VOLUNTEER PROGRAM**

During 2014, the school commenced a new initiative which comprised volunteering in the Wentworth community. The primary students were placed on a roster system to make weekly visits to the town’s aged care facility, Murray House and to assist with Meals on Wheels. The aim of the program was to show students how important it is to support your local community and to help foster empathy skills and the ability to communicate with a range of people. As an added bonus students have also been able to utilize curriculum learning in the form of literacy and numeracy skills in real life situations. The skills have included the reading of maps, addresses and menus.

**Significant programs and initiatives – Policy and equity funding**

Equity funding was used to employ additional School Learning Support Officers (SLSO) for some classes to assist our students with social and academic foundations.

Additional SLSO support was provided for children who required extra support with behavior or curriculum but did not attract specific funding through identified integration processes.

**Aboriginal education**

The school has continued to maintain a strong commitment to supporting Aboriginal students and embedding indigenous perspectives across the curriculum in 2014.

- Staff provide students with experiences to develop a deep understanding and knowledge of Aboriginal culture
- As a sign of respect, students commence assemblies with the traditional Acknowledgement of Country.
- One staff member is currently trained as an Anti-Racist Contact Officer. The school is committed to the elimination of racist discrimination through our school’s curriculum, policies and working environment
- Staff increased students’ understanding of racism and discrimination and its impact through activity based teaching and learning programs

**Multicultural education and anti-racism**

Wentworth Public School continues to promote multicultural education through a range of initiatives.

- Teachers recognise and respond to the cultural needs of the school community
- All staff work cooperatively to develop strategies that best cater for student’s individual needs
• Students were presented with inclusive teaching practices which recognised and valued the backgrounds and cultures of all students. Tolerant attitudes towards different cultures, religions and world views were promoted
• Teaching and learning programs supported the particular learning needs of targeted students from cultural backgrounds

Early Action for Success

Early Action for Success (EAfS), an early literacy and numeracy initiative for the DEC started in Term 2 at Wentworth Public School.

Mrs Cath Eddie was appointed as the Instructional Leader for four schools, Wentworth being one of them. 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.

Aboriginal background

32 children identified as Aboriginal in 2014.

Once again we held an outstanding NAIDOC celebration with involvement from all areas of our local community and strong support from the Aboriginal families from the school. Wentworth Public School boasts an exceptional Aboriginal Education Officer in Trish Jones. Trish regularly works with children that are experiencing academic or social difficulties. She supports all families and works hard to make the school/home partnership strong.

Socio-economic background

The RAM equity loading for socio-economic background is calculated using information on parental level of school education, highest non-school qualification and occupation category drawn from data collected on enrolment forms and recorded in the Enrolment Registration Number (ERN) system.

Schools have the flexibility to decide how these resources will be best used to support students with additional learning needs associated with their socio-economic funding.

These funds are used to subsidise performances, excursions, necessary school items and travel costs. Our Kitchen and garden program is supported from these funds as are many of the school learning support officer positions.

Learning and Support

Mrs Christine Larwood is employed as Wentworth’s Learning and Support Teacher. Her role comprises three full days a week.

The Learning Support Team (LST) provides holistic planning and programs to address identified student needs. External support and outside agencies are involved in all levels
of planning. Ongoing tracking and support ensures students attain expected outcomes.

Wellbeing meetings are held weekly, attended by the school learning support team, school counselor, classroom teachers, executive staff and principal.

Children are referred to the LST for academic, social or behavior concerns.

Six children received targeted funding for support.

Reading Recovery

The Reading Recovery Program continued in 2014. Four Year 1 students undertook this individualised program throughout the year, resulting in all students making considerable progress in both areas of reading and writing. The acquisition of skills gained in these lessons assist the student to better cope with the demands of the classroom.

School planning and evaluation 2012–2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Professional dialogue to evaluate teaching practices and programs
- Student feedback on school programs and initiatives
- P&C discussion forums to evaluate programs
- Learning and Support in the Classroom and School Staff Survey
- Parental written feedback is received and evaluated

School planning 2012-2014:

School priority 1-Literacy

Outcomes from 2012–2014

- Develop literacy skills for all students at a level commensurate with state expectations.
- Provide high quality teaching and learning programs to ensure improved outcomes for all students by consolidating school management, programming and assessment practices.

Evidence of achievement of outcomes in 2014:

Whole school assessment data was analysed and showed a need for spelling and writing focus in literacy. Following the establishment of Literacy groups it was evident that students were more engaged in literacy activities.

Staff meetings included sessions with a Speech Pathologist with a specific focus on developing vocab for student’s writing. This increased professional dialogue amongst staff related to language development.

Strategies to achieve these outcomes in 2014:

- L3 training for all infant teachers
- Personalised Learning Support Plans developed for students with identified need
- Professional Learning sessions with Instructional Leader
- Literacy groups established to allow more explicit teaching/learning time
- Promote literacy in Kitchen Garden program and show its inclusion in class programs
- Collate data using continuum tracker to explicitly show areas of growth and need
• Speech pathologist and Occupational Therapist working with K-2 students and staff

School priority 2-Numeracy
Outcomes from 2012–2014
• Enhanced numeracy skills across all stages
• Quality teaching programs, informed by diagnostic research, that include lessons that explicitly teach appropriate content and allow for exemplary practice in assessment.

Evidence of achievement of outcomes in 2014:
Staff attended training in the new math syllabus and resources to support its implementation. This is an ongoing process and will need further focus in the future.

Strategies to achieve these outcomes in 2014:
• Team teaching during numeracy sessions to support students with special areas of concern
• Continue to promote numeracy in Kitchen Garden program and show its inclusion in class programs
• Professional Learning based on the implementation of the Australian Curriculum-NSW Syllabus-Mathematics
• Personalised Learning Support plans developed for students with identified need
• Work with Instructional leader on numeracy continuum tracking

School priority 3-Aboriginal Education
Outcomes from 2012–2014
• Continue to develop a school culture and practice that is culturally inclusive and respects and responds to the individual aspirations, culture, gender and learning potential of all students.
• Improved social and emotional wellbeing and skills for life for every student
• Increased parental engagement in supporting their child’s learning.

Evidence of achievement of outcomes in 2014:
Aboriginal Parent meetings showed an increase from 3 regular families to 6. Feedback from these meetings demonstrated a positive attitude towards the school and in particular towards the cultural competency of the school.

Strategies to achieve these outcomes in 2014:
• All Aboriginal students have Personalised Learning Plans that have been formed in consultation with parents/caregivers
• Classrooms display appropriate support materials and posters to enhance the learning environment, in consultation with the AEO
• Class programs clearly indicate Aboriginal perspectives which have been covered as a part of a balanced curriculum
• Participation in the Mungo Youth Conference

School priority 2-Student Engagement
Outcomes from 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.

Evidence of achievement of outcomes in 2014:

Student responses to questions about what is going well at school, what needed improvement and what could be changed showed responses that included; happy with lunchtime activities, literacy groups and music/art program. There was a considerable reduction in things that needed improving.

Strategies to achieve these outcomes in 2014:

• Planned playground activities are arranged each day to promote inclusion of all students

• Class ‘Getting to Know You’ units including activities from the ‘Prejudice-No way’ website

• All classes participate in weekly music lessons

• Host artist workshops in broad range of art mediums

• School volunteer program to support community organisations of Meals on Wheels and Murray House

• Students are actively consulted over matters pertaining to classroom and school practices through class meeting and SRC structure

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

There was a considerable reduction in the responses related to bullying and discipline problems. Parents also indicated positive responses towards the lunchtime activities and the volunteer program initiated by the school.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

In Term 4, 2014 consultation was undertaken to determine the future direction of Wentworth Public School. A total of 12 families attended sessions to discuss the things that were going well in the school, what needed improving and what new things they would like introduced. A survey was also sent home with these questions on it and a total of 9 were returned. All teaching and non-teaching staff participated in information sessions and regular planning meetings.

All students were asked their opinions in a buddy sharing situation.

The major focus areas for the three year plan 2015-2017 are:

Strategic Direction 1: Student Potential

Processes:

• The whole school will be involved in shared experience activities that develop vocabulary prior to the event, during the experience and post activity.

• K-2 class sizes are reduced to less than 20 to maximise learning opportunities. Primary classes are assigned based on students’ academic
needs and the development of their self-esteem in a well-supported environment.

- Programs such as the Kitchen/Garden, music, recognition of cultural events, and lunch time interest groups will be supported and encouraged to assist students to find their strengths and develop a positive feeling towards school and their learning.

- All students will take part in goal setting/personalised learning plan meetings with teacher/Aboriginal Education Officer if needed/parent or guardian and student.

**Product:**

**What is achieved and how do we measure?**

- 80% of students in K-2 will reach the Early Action For Success benchmarks in literacy and numeracy

- 80% of students in Years 3-6 will be within 6 months of their spelling age

- 100% students will participate in planning, implementing and evaluating their goal setting/personalised learning plan.

- Students will be confident in planning, writing and editing texts. This will be evident in pre and post school based writing samples.

**Strategic Direction 2: Staff Excellence**

**Processes:**

**How do we do it and how will we know?**

- Leaders and Aspiring Leaders:
  - Take part in Learn to Lead training.

- Teaching Staff:
  - Staff meetings and Staff Development Days utilised to examine and discuss the Professional Teaching Standards and how to utilise this knowledge in the classroom.

- Support Staff:
  - Attend Student Learning Support Officer/Aboriginal Education Officer/Tutor training opportunities.

- Wellbeing Team:
  - Hold weekly meetings to ensure students’ needs are being met in all facets including: education, health, social, culture and welfare.

- Professional learning opportunities in L3 for K-2 staff, Trauma/Calmer Classrooms, Cultural Awareness and Working Memory.

**Product:**

**What is achieved and how do we measure?**

- 100% of teaching staff will utilise the Professional Standards for Teachers as a base for their Performance and Development Plans.

- 100% of K-2 staff utilising L3 practice in the classroom and demonstrating
methodology with the rest of the school.

- 100% of staff adapting knowledge about Trauma/Calmer Classrooms, Culture Awareness and Working Memory into classroom practice as evident in teaching programs and classroom environment.

**Strategic Direction 3: Community Partnerships**

**Processes:**

*How do we do it and how will we know?*

- The Kitchen/Garden program will be utilised and extended to include more community organisations.

- Develop and enhance existing relationships between local businesses.

- Utilise the Wentworth Show and other community events to highlight school life and what goes on at Wentworth Public School.

- Become a leader in the community for sharing knowledge about local history and Aboriginal Culture. By utilising the knowledge of a local elder to enhance cultural knowledge, the staff and students will then be able to share this knowledge with the wider community.

- Students utilise class meetings to discuss how the school can work with the local community towards improvement for the township.

**Product:**

- School’s Student Representative Council discuss and organise 4 community events each school year.

- Partnerships with community organisations are increased from two to five.

- Visits to Kitchen/Garden and Bush Tucker garden from external bodies are increased from three to eight.

**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.

Natalie Hopcroft-Principal
Sandra Marziano-Assistant Principal
Jennifer Halls-Teacher
Christine Larwood-Learning and Support Teacher
Patricia Jones-Aborginal Education Officer
Tammy Taylor-Fordham-P&C President

**School contact information**

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: