

Wentworth Public School Annual Report



2016



3421

Introduction

The Annual Report for **2016** 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.

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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 maths 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 achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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

The main areas of focus have been relatively similar to those in 2015. In the domain of Learning, our efforts have primarily focused on identifying the needs of all students socially, emotionally and educationally by continuing to utilise a

tracking system that records all aspects of the whole child within our school. Students have had the opportunity to continue to build positive relationships within the community through a range of volunteer programs. The flow on effect throughout the community has further progressed 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 programs to address common areas of need were established further. The school worked with a 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 use of Lexia, was expanded to include Year 2 and up 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 identify and address 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.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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, culturally, socially and behaviourally.

Overall summary of progress

We have continued our school-wide focus on developing Shared Experiences. With a number of new staff in 2016 the process needed to involve a lot more professional learning and guidance. Through this 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. We were also able to utilise the expertise of current L3 trained staff.

While analysis of whole school assessment data has shown little improvement in spelling growth in NAPLAN, 52.6% 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 13.6% to 35.7%.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of students in K–2 will reach the Early Action For Success Benchmarks in literacy and numeracy	At the end of 2016, for reading 52 % of Kindergarten–Year 2 students achieved the EAfS benchmark. At the end of 2016, for numeracy 85% of Kindergarten– Year 2 students achieved the EAfS benchmark.	Instructional Leader – 0.4 Part time position TPL – L3 training for new and existing staff – \$8000
80% of students in Years 3–6 will be within 6 months of their spelling age	37% of Year 3–6 students achieved the improvement measure.	Learning Support Teacher – 0.2 Part time position
100% students will participate in planning, implementing and evaluating their goal setting/personalised learning plan	During 2016 all students participated in goal setting interviews with teachers and caregivers.	Meetings took place in teacher release time or after school.

Next Steps

In 2017, the school will continue to focus on developing writing across K–6, with an emphasis on teacher professional learning involving the Instructional Leader and designated team professional learning time. Aspects of numeracy will be explicitly included in Kitchen Garden lessons and community programs, with the Kitchen Garden specialist working with class teachers to reinforce concepts covered in class.

Goal setting interviews will continue and a greater emphasis will be placed on students identifying their own explicit learning intentions and working towards articulating these clearly.

Strategic Direction 2

Staff Potential

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

Once again 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.

All staff developed Performance Development Plans which included links to the school management plan. Staff meeting time was allocated to include discussions about staff goals and what was needed to achieve them.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teaching staff will utilise the Professional Teaching Standards as a base for their Professional Learning Plans.	All teaching staff explicitly identify the Australian Professional Standards for Teachers (APST) in their Performance and Development Plans.	Staff meetings
100% of K–2 staff utilising L3 practice in the classroom and demonstrating methodology with the rest of the school.	All K–2 classes actively utilise L3 methodology in classroom literacy. Year 3–6 teachers took the opportunity to observe K–2 classes in action throughout the year.	Teacher release time
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.	Classroom programs consistently reflected teacher understanding of the diverse needs of the students and differentiation was clearly evident.	Teacher Professional Learning – Staff Development Day Professional Reading provided and discussed at staff meetings.

Next Steps

A continued focus on the alignment of the APST to performance and Development Plans will continue, with a focus on new staff and refining the implementation process for reviewing PDP's .

With staff changes, there will be an ongoing need to engage K–2 staff in L3 training, with a focus on developing continuity of practice.

The Learning and Support Team will continue to assist teachers in identifying individual student needs and developing Personalised Learning Plans to support these.

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

The school's community links continued to grow in 2016. The students involvement with the Op Shop, Meals on Wheels and Murray House Aged Care were highly valued by the school and wider community. Staff continued to find links with these programs and the school curriculum.

A very successful event organised by the school's SRC was to promote the town of Wentworth and surrounds during the Victorian school holidays in the Mildura mall and plaza. This gave the students great opportunities for public speaking.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School's Student Representative Council discuss and organise 4 community events each school year.	This year, the Student Representative Council organised a tourist promotion during the Victorian school holidays in Mildura.	
Partnerships with Community organisations are increased from two to five.	In 2016, the school engaged in partnerships with "Meals On Wheels", the local aged care facility, and the "Red Cross" Opportunity Shop. The school was also actively involved in the Wentworth Show.	Staffing – 0.3
Visits to Kitchen/Garden and Bush tucker garden from external bodies are increased from three to eight.	The kitchen garden program received visits from our sister school Hunters Hill, Murray House residents, staff from another local Primary school, past teachers and families who were holidaying the area and a local mother's group.	

Next Steps

In 2017, the school will participate in "Clean Up Australia Day" as an extra community engagement program. The Student Representative Council will continue to consider community programs to support and develop their plan to increase involvement in the wider community.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All students have a Personalised Learning Plan (PLP) and are making progress across the literacy and numeracy continuums. 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.</p> <p>During 2016 extra support was provided in classes with high Aboriginal enrolment and for class size to be reduced allowing for greater confidence and self-esteem in the students.</p>	<p>AEO SLSO</p> <ul style="list-style-type: none"> Aboriginal background loading (\$71 388.00)
Low level adjustment for disability	<p>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies.</p> <p>Assistance was sought by outside agencies when necessary and some professional learning occurred to strengthen the school's knowledge base.</p>	<p>Learning Support Teacher – 0.7FTE SLSO</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$98 788.00)
Quality Teaching, Successful Students (QTSS)	<p>A speech therapist was employed to provide whole school professional learning sessions on the importance of vocabulary and word knowledge in developing writing skills.</p>	<p>\$5000</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$5 000.00)
Socio-economic background	<p>Class size was kept small to allow for greater personalised learning. This assisted students in their confidence and feeling of self worth.</p>	<p>Additional Classroom Teacher</p> <ul style="list-style-type: none"> Socio-economic background (\$148 394.00)
Support for beginning teachers	<p>One temporary teacher was in their first year of teaching and received an extra hour of release each week as well as mentoring time with an experienced classroom teacher and in class support from an experienced Learning and Support Teacher.</p>	
Early Action for Success	<p>The Instructional Leader continued to be 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.</p> <p>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.</p> <p>Students have also benefited by the purchase of additional literacy and numeracy resources to enable programs to be implemented.</p>	<p>Instructional Leader Flexible funding for professional learning (L3 and TEN)</p> <ul style="list-style-type: none"> EAfS (\$57 719.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	75	64	70	77
Girls	59	51	59	67

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.8	91.2	94.5	92.5
1	91.4	92.5	88.9	93.8
2	93.6	93.2	90.8	89.6
3	93.3	94.7	92.5	95.2
4	94.1	93.4	94.7	91.8
5	91.4	94.8	92	94
6	94.3	94.1	92	91.8
All Years	92.9	93.5	92.3	92.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Students who were absent for more than two days without contacting the school were phoned and asked to explain the child's absence. If families were not contactable by phone then the Principal and Aboriginal Education Officer made home visits where necessary.

Students were encouraged to come to school by making sure each day of the week had extra curricular activities scheduled to help entice school attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.55
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration & Support Staff	2.81
Other Positions	0.05

*Full Time Equivalent

Two staff members are Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

One temporary teacher gained a Permanent position under the Rural and Remote Strategy.

One temporary teacher gained teacher accreditation and another is well on the way to completing theirs.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	153 901.45
Global funds	159 170.42
Tied funds	365 081.17
School & community sources	79 243.79
Interest	4 160.85
Trust receipts	51 091.15
Canteen	0.00
Total income	812 648.83
Expenditure	
Teaching & learning	
Key learning areas	17 532.09
Excursions	49 771.93
Extracurricular dissections	13 114.94
Library	968.77
Training & development	4 798.27
Tied funds	340 129.46
Short term relief	23 087.05
Administration & office	57 732.30
School-operated canteen	0.00
Utilities	28 308.06
Maintenance	57 181.94
Trust accounts	50 829.56
Capital programs	0.00
Total expenditure	643 454.37
Balance carried forward	169 194.46

writing showed 14% of students achieving below standard. Although this didn't take into account the fact that 50% of the students were at proficiency, when in the previous year only 5% were at proficiency. The Year 5 results showed little change from 2015 to 2016 in writing, spelling or grammar/punctuation. There was greater change in the area of reading with the percentage of students at proficiency in 2015 10% and in 2016 it jumped to 26%.

There was significant change for Year 3 students in the area of numeracy from 2015 to 2016. In 2015 32% were below standard and only 7% in 2016. In Year 5 there is a shift from below standard to at or below standard from 2015 to 2016, although there are still no students achieving proficiency in numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Parent/caregiver, student, teacher satisfaction

Satisfaction in the school remained high during 2016. This was particularly evident at the end of year Presentation evening when a number of staff were announced as leaving and the school community showed considerable gratitude for the work that they had done. Enrolments continued to grow and a number of Wentworth families who had children attending schools in Victoria moved them to Wentworth.

A full copy of the school's 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.

School performance

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.

The 2016 Literacy NAPLAN results showed that in Year 3, no students were below the expected standard in grammar and punctuation. The Year 3 results for

Policy requirements

Aboriginal education

Wentworth Public School received Aboriginal background funding in 2016. This funding was utilised for the following; continuing a Wentworth AECG group, hosting NAIDOC activities for local schools, cultural excursions to local sites for all students, on Staff Development Day all staff visited local Aboriginal site and local elder provided information, 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 and school camps included cultural perspectives.

Multicultural and anti-racism education

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.