

# Wentworth Public School Annual Report



2018



3421

## Introduction

The Annual Report for **2018** 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.

Cath Eddie

Principal

### School contact details

Wentworth Public School

93-107 Darling Street

WENTWORTH, 2648

[www.wentworth-p.schools.nsw.edu.au](http://www.wentworth-p.schools.nsw.edu.au)

[wentworth-p.school@det.nsw.edu.au](mailto:wentworth-p.school@det.nsw.edu.au)

03 5027 3146

## School background

### School vision statement

Wentworth Public School aims to always be a happy, safe and engaging learning environment that encourages students to be self-regulated, enthusiastic and independent life-long learners.

### School context

Wentworth is situated at 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.

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 2017 was 140, with 42% of the students identifying as Aboriginal. However, enrolments fluctuate on a yearly basis, with the 2018 anticipated enrolment being 125. This is likely to drop again in 2019, with a large year 6 cohort leaving. Throughout the year, enrolment can vary by as much as 10%.

At Wentworth, the students benefit from a wonderful range of activities that focus on individual needs and interests. A Kitchen-Garden program and a specialist music program are highlights, along with a clear focus on developing solid literacy and numeracy skills through personalised learning.

The school is supported by additional funding to support Aboriginal students, as well as gaining extra support for low socio-economic students. The school also receives support as a part of the "Early Action For Success" initiative.

Wentworth is close to the Victorian regional city of Mildura, which provides employment, sporting opportunities and health services that supplement that which is available locally.

The school has a strong partnership with other local schools in the Murray-Darling group and with the local pre-school.

Wentworth Public School has a range of beginning and experienced staff, both permanent and fulfilling temporary contracts. They are supported by a wide range of professional learning opportunities, both departmental and those that arise locally throughout the year.

## 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.

In the domain of Learning, the school has determined itself to be sustaining and growing. The school continues to refine processes to support all students in the management of their individual learning journeys. Literacy and numeracy programs form a core basis and progress in these areas is supported by planned professional learning for all staff. Personalised learning support plans are developed and monitored, with an increased focus on visible learning, through the identification of learning intentions. The introduction of "Positive Behaviours for Learning" across the school has meant there is a focus on social learning, through clearly stated values and explicitly taught lessons. Additional programs, such as "Stephanie Alexander Kitchen Garden", music, technology, culture and sport provide a broad range of opportunities for all students.

In the domain of Teaching, the school is sustaining and growing. We have continued to focus on professional learning as a means to develop a shared understanding of best practice. Teachers have completed training in "Positive Behaviours for Learning", "Berry Street Education Model", literacy and numeracy progressions and "Growth Coaching", as in line with the school plan. Professional Development Plans are regularly updated through planned supervision meetings and are aligned to personal professional development goals and the strategic directions in the school plan. Formative assessment and diagnostic tests provide a solid statistical basis to guide decision making surrounding supported teaching and learning programs at an individual, small group and whole class level. The planned implementation of new syllabus requirements in History, Geography and Science and Technology have been investigated as a whole school and will continue to be a focus as teachers begin to develop their understanding of inquiry based learning.

In the domain of Leading, the school has determined it is sustaining and growing in most elements. A clear focus remains on developing administrative practices that support student learning. The deployment of support staff is geared to ensuring all students receive personalised support at the point of need. An increase in technology resources has also supported student learning. A focus on increasing community participation and communication through the use of on-line platforms and the updated website service has also been a priority. Leadership opportunities have been supported through professional learning and the development of learning teams. This will be an area of continued focus in the future.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

I Learn

### Purpose

To develop self-regulated, self-responsible and persistent learners who are socially and emotionally aware.

### Overall summary of progress

The school's adoption of "Positive Behaviours for Learning" has been a positive step in developing the explicit teaching of social learning across the school. This has gone a long way towards developing an environment where students take responsibility for their own learning and are beginning to identify meaningful learning goals that chart their progress. This can be clearly seen in the success of a mastery learning program that was implemented for numeracy throughout the year, with 70% of Year 4–6 students completing the program to the identified attainment levels.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved levels of student well-being and engagement is reflected by a decrease in the number of negative behaviour incidents.	PBL training for all school staff – \$5000  Berry Street Education Model training – 7 staff x \$1000 training, relief and travel – \$3000	The regular review of school data in this area has been analysed in PBL meetings each fortnight. It is clear from the data collected that there has been a significant decrease in the number of negative behaviour incidents throughout the year.  7 staff members have completed the first two days training of "Berry Street Education Model, with further training to be completed early in 2019.
80% of students will exhibit expected growth in literacy and numeracy each year.	3 x SLSO employed 3 days per week – \$90000  Instructional Leader additional day – \$30000	Using the success measures devised within a numeracy mastery program, 70% of student from Years 4–6 achieved the desired outcomes in Additive Strategies.  In reading 78% of students from Year 3–6 made substantial growth, in relation to their results over twelve months.  A spelling mastery program that commenced in Semester 2 was also successful, with 80% of students involved making the growth that was expected over this period of time.

### Next Steps

Social education and student wellbeing continues to be a focus of the school's plan. The continuation and consolidation of "Positive Behaviours for Learning" will underpin class and school-wide programs in 2019, with all staff continuing to develop professional knowledge surrounding this and the "Berry Street Education Model" and delivering a social and emotional learning program with all classes.

A strong focus on the development of efficient numeracy strategies will continue in 2019, with monitoring of students who have successfully completed the program being a priority. A continuation of a spelling/ phonic knowledge/ word recognition program will also be a priority. Both of these programs will link closely with supported professional learning, delivered in regular meetings to inform teacher practice and promote visible learning, with clearly identified learning intentions for students.

## Strategic Direction 2

### We Learn

#### Purpose

To develop skilled teachers and support staff who have a passionate commitment to life-long learning.

#### Overall summary of progress

A key area of progress in this strategic direction has been the implementation of "Positive Behaviours for Learning". This program has been the core focus for professional learning and Performance Development Plans for each teacher. The coordination of staff training, regular "PBL" meetings and the support of an internal and external coach have ensured the successful implementation of the program. This has been supported by additional professional learning in the "Berry Street Education Model" and "Bridges out of Poverty".

All staff have benefitted from the school's participation in the Australian Curriculum – Digital Technologies project, gaining greater insight into how to incorporate aspects of this curriculum in teaching and learning programs.

Class teachers have regularly visited each others' classrooms in a collegial support model that has increased professional dialogue and has led to a greater shared understanding of the concept of visible learning. The support of the Instructional Leader has also developed staff understanding of the literacy and numeracy progressions and how they can support and guide best practice.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in student self-regulation is evidenced by fewer negative behaviour incidents tracked by the "Positive Behaviours for Learning" team.	PBL professional learning – \$3000 Signage and Acknowledgements – \$2000	School data confirms that the school's participation in PBL has shown a significant decrease in the percentage of negative behaviour incidents. By Term 4, data was in line with program expectations.
Class teachers show an increase in understanding and use of the Australian Curriculum – Digital Technologies, as measured by pre and post survey.	Teacher – 0.2 – \$20000	All class teachers engaged with technology programs within the school and participated in professional learning when offered. It is clear that there has been a significant uptake of skills learned in classroom programs, with teachers gaining a greater insight into the Australian Curriculum – Digital Technologies.
An increase in student engagement is evidenced by responses in the "Tell Them From Me" student surveys each year.	Teacher – 0.2 – \$20000	Through the provision of a wellbeing teacher (0.1 teacher time) and a curriculum focus on cultural programs (0.1 teacher time), the school has shown an overall increase in the area of "Students with a positive sense of belonging", as measured in the "Tell Them From Me" survey.
An increase in the use of explicit teaching strategies is evidenced in K-6 learning plans.	EaFS Instructional Leader (0.4) plus an additional 0.2 school funded	Quality professional discussion surrounding best practice has been a continued focus, with regular classroom visits scheduled throughout the year. This has resulted in an increased level of professional knowledge surrounding classroom expectations and the adaptation of a number of practices to support visible learning.

#### Next Steps

In 2019, shared professional learning time has been allocated in the timetable for all classroom teachers each week. This hour will have a clear focus on developing shared knowledge of the development of student outcomes using visible

learning, access to the literacy and numeracy progressions and consistency of teacher judgement through shared programming and assessment.

All classes will have learning programs supported through the use of the "Mappen" application, to ensure systematic and thorough coverage of all outcomes in all Key Learning Areas. This will also be supported through allocated professional learning time.

## Strategic Direction 3

### We Learn Together

#### Purpose

To develop positive community partnerships that recognise the requirements of all stakeholders.

#### Overall summary of progress

A key area of progress this year has been the identification of a student wellbeing teacher, whose role has been to support the personalised learning of targeted children, complex case management, and liaison with parents, caregivers and outside agencies to coordinate successful programs for all students. This has been an invaluable support for classroom teachers in identifying and catering for individual needs, particularly for students with identified additional needs.

Successfully run parent information nights have also been a feature of the school's program, with numeracy and technology sessions, with 'hands-on' activities being well received by families that attended. Regular music showcases and class items at weekly assemblies have also encouraged community involvement.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student attendance – <ul style="list-style-type: none"><li>• decrease in absences,</li><li>• increase in explained absences</li><li>• fewer late arrivals.</li></ul>	0.4 staffing (Student Wellbeing Teacher)  0.6 SLSO (Additional)	All student absences are followed up in a timely manner, through phone calls or home visits. Regular contact between the school's Aboriginal Education Officer, Student Wellbeing Teacher and families has endeavoured to assist families in ensuring student attendance.  Absence notes are regular distributed as reminders and parents have the option of recording these using the "Skoolbag" App. Some classes have also been trialling on-line platforms, such as "Seesaw" and "Class Dojo" as communication tools with families. These have been well received.  Attendance data has been skewed by the transient nature of some families attending the school.
Parent engagement in community learning events increases.  Parent and community input into suggested programs increases.	0.2 School Admin Officer	Through the use of social media, the school's website and regular newsletters, community members are regularly updated on happenings within the school community. Attendance at parent information evenings was strong, as was attendance at music showcases, special days and weekly assemblies.

#### Next Steps

Attendance of some students is still an issue at the school. Supporting families in getting students to school on time, every day will continue to be a focus in 2019. Parent information evenings will continue to be scheduled, with a variety of delivery models being considered. The conduct of goal setting interviews for families will continue, with classroom teachers providing a range of options to support the participation of families.

Continued refinement of school communication with the community will be a priority in 2019. This will include extending the use of on-line platforms, mainly "Seesaw" to more classes.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$124395  1 Aboriginal Education Assistant  0.4 Teacher	<p>There ha been increased school/community contact, through regular home visits.</p> <p>All Y3–6 students participate in fortnightly Kitchen/Garden lessons and this has promoted healthy eating and the development of cooking skills that can have an impact at home. This has also provided social learning opportunities, increasing oral language learning and the development of social protocols..</p> <p>All Year 3–6 students participate in fortnightly lessons to promote an understanding of local Aboriginal culture. A key feature of this program was accessing local knowledge and understanding and comparing and contrasting local culture with cultures from other countries, resulting in the development of shared understanding of cultural differences with all students</p>
<b>Low level adjustment for disability</b>	\$133584  0.9 Learning Support Teacher  0.4 SLSO	<p>Individual support has been provided for students experiencing difficulty with basic numeracy. A mastery program has been developed to promote automaticity in the recall of basic number facts. The premise behind this program is to assist students in accessing curriculum by improving automatic recall. The program has been very successful, resulting in participating students gaining in confidence when approaching numeracy tasks in the classroom.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$29195 – 0.242 staffing	<p>This program has enabled opportunities for classroom teachers to provide collegial support, through planned classroom visits and the promotion of professional discussion surrounding best practice. The development of a "Professional Learning Communities" model for professional learning has been a focus, as is the support of L3 literacy in K–2.</p>
<b>Socio–economic background</b>	\$215906  1.5 Teachers – music, technology, kitchen/garden  Garden specialist – 6 hours per week  Technology resources – \$25000  PBL, excursion support, additional programs – \$25000	<p>In 2018, this funding was used to support a variety of programs across the school, including the Stephanie Alexander Kitchen Garden Program, music education, technology and school excursions and incursions. This has given students a broad range of learning experiences that have enriched literacy and numeracy outcomes, as well as ensuring the delivery of outcomes across all Key Learning Areas.</p> <p>The school boasts a highly accomplished band and choir as a direct result of the music program.</p> <p>All students from Year 1–6 have access to a personal netbook computer. This has been supported by the development of staff technology skills through participation in the ACARA Digital Technologies Project. All students are becoming confident users of technology as a tool for learning.</p>

<p><b>Socio-economic background</b></p>	<p>\$215906</p> <p>1.5 Teachers – music, technology, kitchen/garden</p> <p>Garden specialist – 6 hours per week</p> <p>Technology resources – \$25000</p> <p>PBL, excursion support, additional programs – \$25000</p>	<p>All students are supported in accessing all school and class incursions and excursions, swimming and other sporting programs and whole school "Positive Behaviours for Learning" acknowledgements. The impact of these programs can be seen in the positive improvements in wellbeing data across the school.</p>
<p><b>Early Action For Success</b></p>	<p>\$63709 – 0.4 Instructional Leader</p>	<p>The school purchases an additional 0.2 Instructional Leader to ensure appropriate support is provided to K–3 teachers and students for literacy and numeracy. The impact has been an increase in professional learning and the delivery of quality teaching through targeted intervention.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	70	77	81	66
Girls	59	67	64	51

It is clear that the school's overall enrolments are gradually declining. Lack of rental accommodation locally, the prolonged drought, limited employment opportunities in the town and proximity to Mildura are all factors which have impacted on school enrolments. The lack of "Out of School Hours" care is also a contributing factor.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.5	92.5	94.4	87.3
1	88.9	93.8	92.8	83.8
2	90.8	89.6	89.4	92.3
3	92.5	95.2	84.2	87.7
4	94.7	91.8	94	87.1
5	92	94	91.4	90.9
6	92	91.8	90.7	88
All Years	92.3	92.6	90.8	88.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Non-attendance is followed up by classroom teachers after three days, without notice. This is done by letter and/or phone call. Absence notes are attached to newsletters regularly and are available in the school office for parent/caregiver use. Notifications can also be made using the "Skoolbag" app. Attendance concerns

are referred to executive and may be followed up by further phone calls or home visits. Families are encouraged to seek assistance in developing strategies to improve attendance and develop ways to ensure students are at school each day on time. The school provides assistance through home visits. Individual students requiring support are placed on attendance plans to encourage positive school attendance. In 2018, a significant number of transient students impacted on overall attendance figures, with students moving interstate, making tracking more complex.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.65
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.2
School Administration and Support Staff	2.81

\*Full Time Equivalent

In 2018, the school employed a full time Aboriginal Education Officer, as well as an Aboriginal School Learning Support Officer. An Aboriginal Education traineeship was also trialled, but was not completed, due to the employee seeking alternate employment.

The school also employed several teaching and support staff above entitlement to ensure programs identified in the school plan could proceed.

### 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	0

### Professional learning and teacher accreditation

All staff participated in professional learning, aligned to the school plan and individual Performance Development Plans. Teachers are accredited in

accordance with department policy. One teacher on temporary contract is currently completing accreditation.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	251,165
<b>Revenue</b>	1,896,204
Appropriation	1,843,126
Sale of Goods and Services	7,642
Grants and Contributions	43,335
Gain and Loss	0
Other Revenue	0
Investment Income	2,100
<b>Expenses</b>	-1,833,459
Recurrent Expenses	-1,833,459
Employee Related	-1,625,981
Operating Expenses	-207,479
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	62,744
<b>Balance Carried Forward</b>	313,909

The school's financial management is conducted according to policy requirements. Two teachers on extended leave have impacted on some aspects of the school's budget, but have been catered for. Professional learning funds have been supplemented by equity and school based funds, in accordance with the school plan.

A picture of the school's financial position is becoming clearer as procedures surrounding the change to SAP and gaining an understanding of new procedures becomes embedded into school practice.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,094,147
Base Per Capita	28,039
Base Location	35,018
Other Base	1,031,090
<b>Equity Total</b>	473,886
Equity Aboriginal	124,395
Equity Socio economic	215,906
Equity Language	0
Equity Disability	133,584
<b>Targeted Total</b>	17,263
<b>Other Total</b>	110,841
<b>Grand Total</b>	1,696,137

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

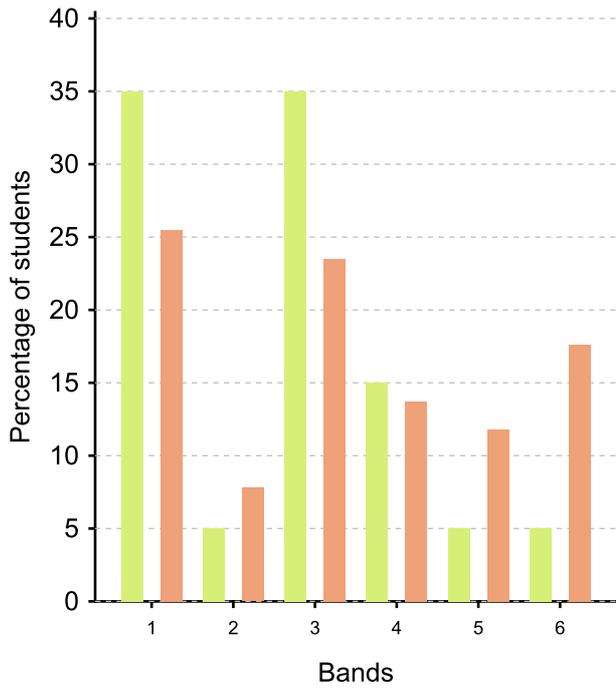
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

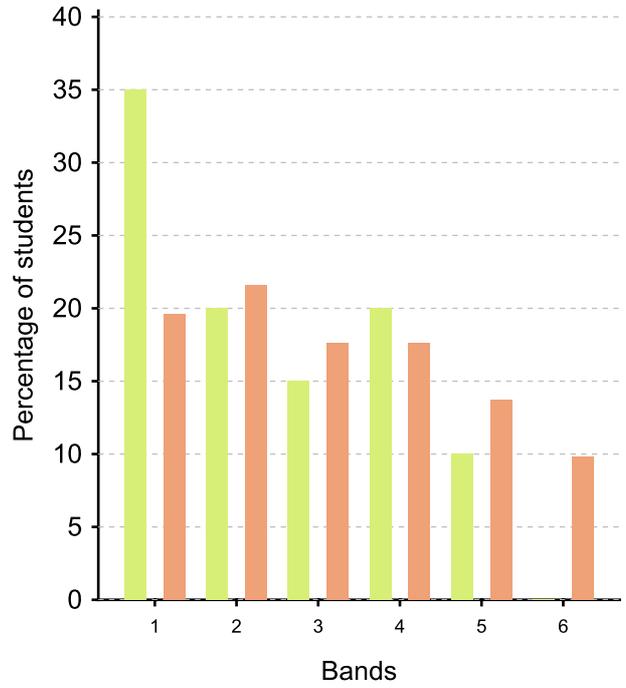
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The school's performance in all aspects of literacy in NAPLAN in Years 3 and 5, reflected levels of attainment expected by the school and aligned with school-based assessments and teacher judgements. They confirmed areas of continued need, particularly in the areas of spelling, word study and writing.

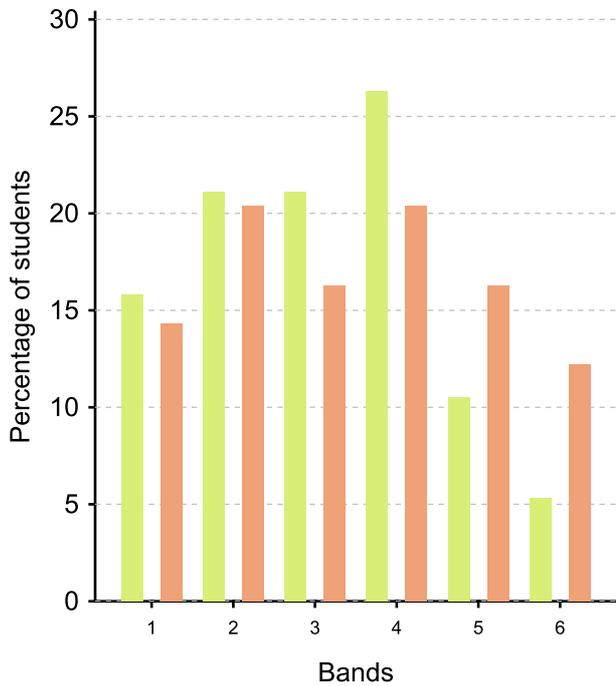
**Percentage in bands:**  
Year 3 Grammar & Punctuation



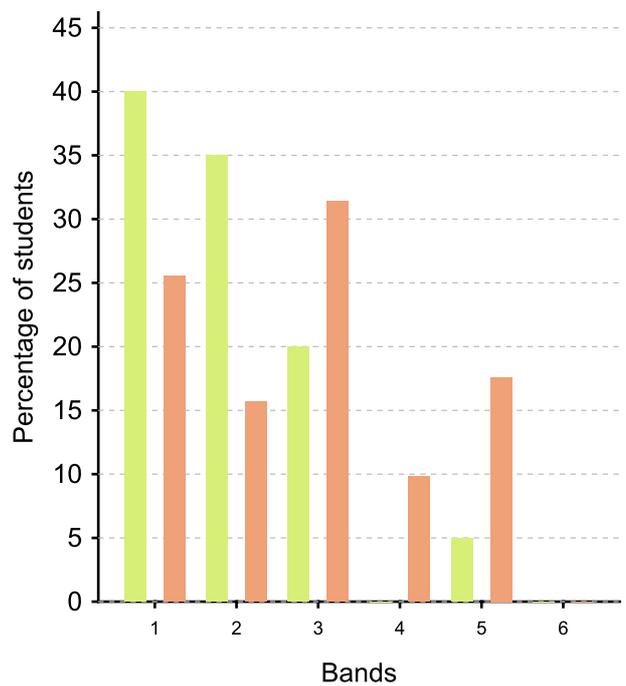
**Percentage in bands:**  
Year 3 Spelling



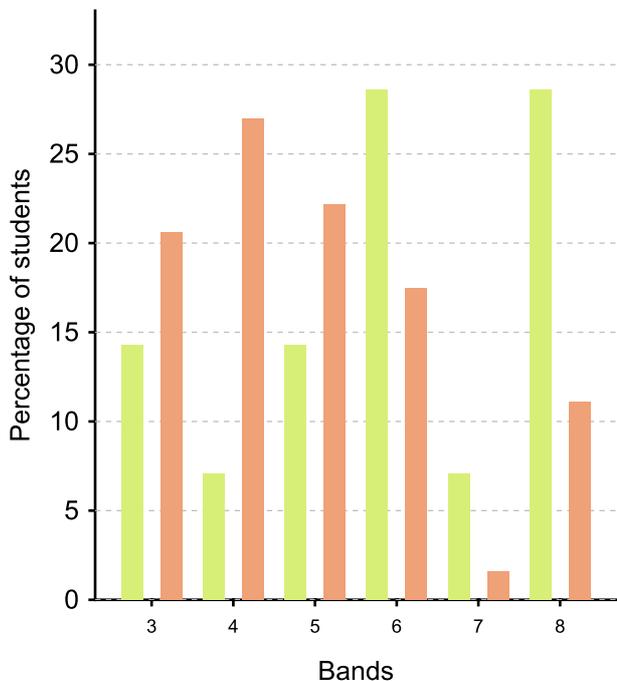
**Percentage in bands:**  
Year 3 Reading



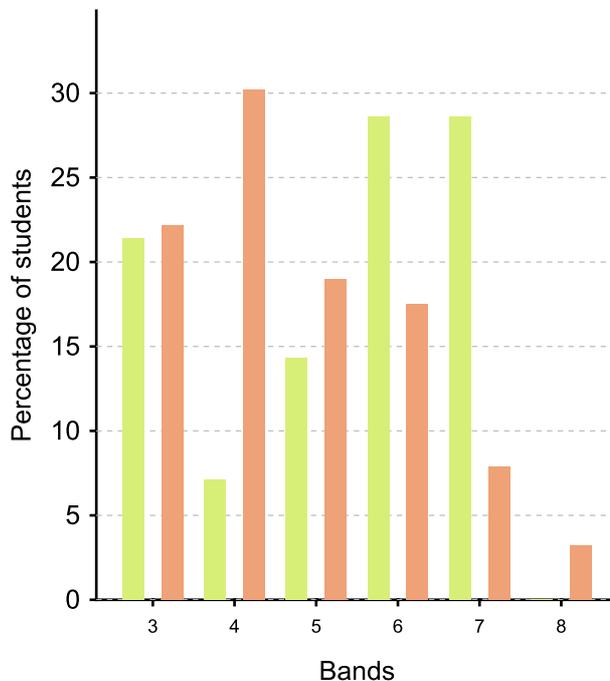
**Percentage in bands:**  
Year 3 Writing



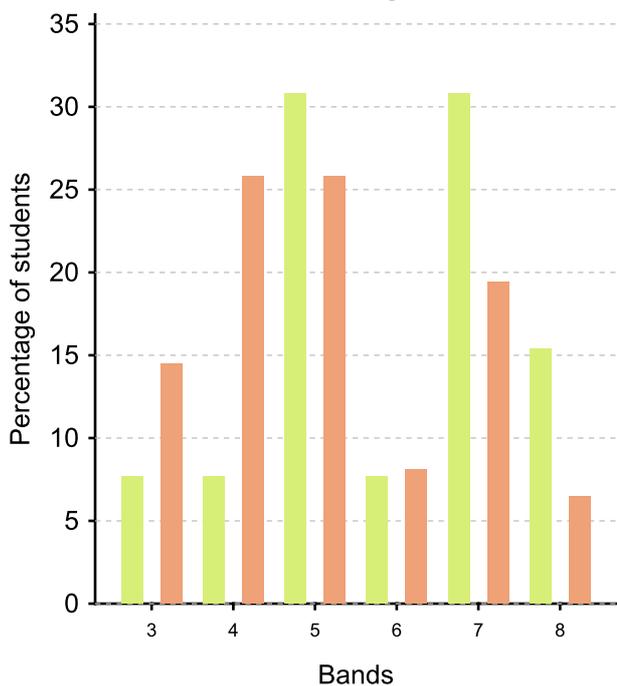
**Percentage in bands:**  
Year 5 Grammar & Punctuation



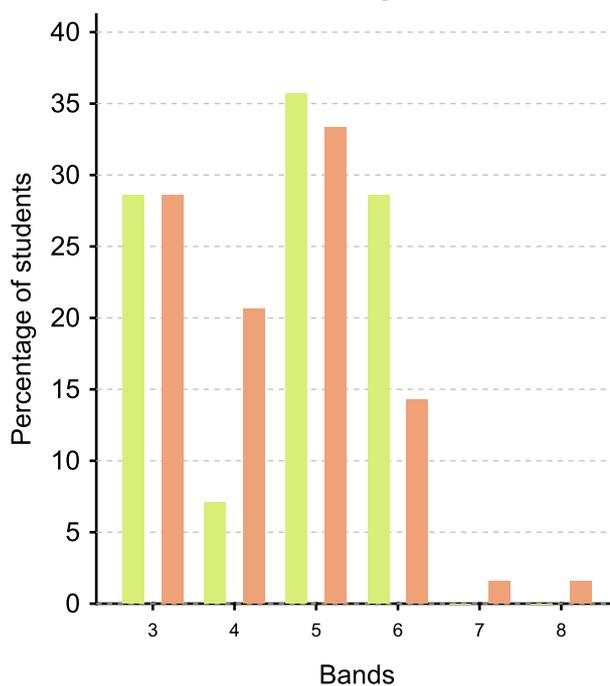
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



The school's performance in all aspects of numeracy in NAPLAN in Years 3 and 5 reflected levels of attainment expected by the school and aligned with school-based assessments and teacher judgements.

The My School website provides detailed information

and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

The school continues to support the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands by providing quality teaching and learning programs that identify individual learning needs and recognise the personal learning journeys of all students at Wentworth Public School.

## Parent/caregiver, student, teacher satisfaction

In 2018, the school conducted student and caregiver surveys, using "Tell Them From Me" surveys. Several key areas for development surrounding student participation and connectedness to school were identified. These will continue to be developed in 2019, with a continued focus on "Positive Behaviours for Learning" and student wellbeing.

The majority of families indicated they were positive about the directions the school was taking and were supportive of current programs. There was an indication that families were also keen to increase their understanding of "Positive Behaviours for Learning" and how it was being implemented across the school. This will be a focus for parent information evenings in 2019. Communication issues identified in 2017 were being addressed and had shown an improvement.

Teachers feel connected to the school and are keen to support the strategic directions as outlined in the school plan. They share an ongoing commitment to school improvement through planned professional learning, with a focus on quality teaching and learning and improvement of outcomes for all. The focus on student wellbeing, through the adoption of "Positive Behaviours for Learning" has been a focal point for the development of the school team and the promotion of all teachers as a part of the leadership team.

## Policy requirements

### Aboriginal education

During 2018, the school commenced a cultural program to increase the knowledge of all students of local Aboriginal culture and how it compares and contrasts with other cultures around the world. All students in Years 3–6 were involved in the program that was designed with the support of the local Aboriginal Educational Consultative Group. This program will continue in 2019, with all classes having the opportunity to engage with the program.

The school participated in a week of activities for NAIDOC and included many members of the local community giving of their time, skills and knowledge to share quality activities with all students. This included social opportunities for families to participate in the school and the opportunity to meet with families to

discuss student progress was also taken. This was a highly successful undertaking.

The school continued to embed Aboriginal Education into all aspects of the curriculum, embracing the "8 Ways" philosophy to support all students.

### Multicultural and anti-racism education

The school's cultural learning program supports multicultural education and places it at the centre of the program, alongside Aboriginal Education.

Two staff members have trained as Anti-racism officers and have developed clear processes to deal with issues as they arise. The Anti-racism policy is articulated to all and is embedded in the school's wellbeing policy.