

# Wentworth Public School

## 2019 Annual Report



3421

## Introduction

The Annual Report for 2019 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.

### School contact details

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## 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 on which we work, there are diverse cultural and language groups in our community.

Wentworth Public School's student population in 2019 was 109, with 48% of the students identifying as Aboriginal. Enrolments fluctuated during the year, at one stage being as high as 117, before dropping again in later months. Throughout the year, there was a significant turnover of students.

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1

### I Learn

#### Purpose

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

#### Improvement Measures

Improved levels of student well-being and engagement is reflected by a decrease in the number of negative behaviour incidents.

80% of students will exhibit expected growth in literacy and numeracy each year.

#### Progress towards achieving improvement measures

##### Process 1: Curriculum and Learning

Engaging and explicit student centred learning experiences enable students to understand how they learn. Students set and achieve their learning goals, through the development of their capabilities in self-regulation, persistence and self-responsibility.

Evaluation	Funds Expended (Resources)
There is still considerable work to do to assist students in identifying their goals. The transient nature of the school population has impacted on the consistency of uptake. However, classes are becoming more consistent in identifying learning intentions that connect to individual learning. Students are having solid success in identifying behavioural goals, verbalising these and recognising how they impact on other areas of learning.	\$5000

##### Process 2: Personalised Learning

Ensure learning is data driven and based on formative assessment practices, relating to learning progressions in literacy and numeracy. Targeted intervention and feedback for all students reflects best practice and encourages students to articulate their learning. Students access tailored support, extension and enrichment.

Evaluation	Funds Expended (Resources)
Formative assessment opportunities are developing as core business in classroom programs. Teachers are developing a clear understanding of ways in which to provide effective feedback for students.  The delivery of intervention programs used to support specific areas of spelling and numeracy showed some positive results, but these were not consistent across grades. In 2020, this will change from a withdrawal model to increased in-class support, with small groups of students identified for targeted and explicit intervention.	0.2 Teacher allocation (\$20000)

##### Process 3: Well being

Implement a whole school approach to student well-being by engaging students in explicit learning programs that encourage students to develop their skills in positive communication, understanding social and emotional interactions with others and promoting a culturally inclusive school environment.

Evaluation	Funds Expended (Resources)
It is clear that the school has taken great strides in ensuring that the wellbeing support needs of students across the school are being met. The success of "Positive Behaviours for Learning", "Zones of Regulation" and the	Student Wellbeing Teacher (\$100000)  10 hours per week Student Wellbeing

## Progress towards achieving improvement measures

delivery of a social and emotional learning curriculum has had a significant impact on behaviour management across the school. This is supported by SENTRAL wellbeing data.

Support Officer – Chaplaincy program  
( \$7000 school funds, co-funded with  
community and department  
contributions of \$14000)

## Strategic Direction 2

We Learn

### Purpose

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

### Improvement Measures

An increase in student self-regulation is evidenced by fewer negative behaviour incidents tracked by the "Positive Behaviours for Learning" team.

Class teachers show an increase in understanding and use of the Australian Curriculum – Digital Technologies, as measured by pre and post survey.

An increase in student engagement is evidenced by responses in the "Tell Them From Me" student surveys each year.

An increase in the use of explicit teaching strategies is evidenced in K–6 learning plans.

### Progress towards achieving improvement measures

#### Process 1: Collaborative practice

Teachers have regular opportunities to meet to discuss, plan and evaluate teaching and learning programs and ensure consistency of judgement against learning progressions.

Evaluation	Funds Expended (Resources)
Staffing changes and timetable restructure have impacted on the formal structure that was anticipated. However, informal class visits and mentor support have increased in Terms 3 and 4, using a different model. This has provided more direct support where required and has targeted individual staff support requirements. The impact on student learning has been that teachers are developing their skills in recognising individual learning requirements and responding to these in a timely manner.	0.2 Teacher allocation (\$20000)

#### Process 2: Development of professional practice

All teachers will participate in internal and external professional learning that supports school programs, with a focus on literacy and numeracy, technology and social learning.

Teachers will lead professional learning opportunities at staff and stage meetings.

Evaluation	Funds Expended (Resources)
All teachers have engaged in TPL presentations during staff meetings, where knowledge and skills have been shared. This has been particularly evident after attendance at TPL events, such as Science and Technology and PD/H/PE syllabus implementation sessions. The impact on student outcomes of this developing professional practice has shown a greater awareness of teachers of individual student needs and the development of greater differentiation in the delivery of all Key Learning Areas.	0.1 Teacher allocation (\$10000) Conference fees, travel and accommodation (\$15000)

#### Process 3: Reflective practice

Regular review and evaluation of assessment practices, with supportive professional learning, utilising the Instructional Leader.

Accessing professional learning opportunities to enhance skills in the use of formative assessment and effective feedback.

Work collaboratively with technology mentor.

## Progress towards achieving improvement measures

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
Teacher investment in developing successful learning practices has been well supported by professional learning provided throughout the year. Assessment practices have shown consistent development and form a strong basis for professional discussion and the development of the learning opportunities for all students.	0.6 Instructional Leader ( EAFS – \$50000, school contribution \$25000)



## Strategic Direction 3

We Learn Together

### Purpose

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

### Improvement Measures

Student attendance –

- decrease in absences,
- increase in explained absences
- fewer late arrivals.

Parent engagement in community learning events increases.

Parent and community input into suggested programs increases.

### Progress towards achieving improvement measures

#### Process 1: Wellbeing support

A well being teacher will be allocated to support students, staff and families in ensuring student needs are catered for on an individual basis, through coordinating support services.

Evaluation	Funds Expended (Resources)
The coordination of support for families, through the use of a School Wellbeing Teacher, has meant that all families have an increased understanding of support services and how these can be coordinated, both within school and through outside services.	Student Wellbeing Support Teacher (see Strategic Direction 1, Process 3)

#### Process 2: Community Engagement

Parent and community learning opportunities are planned to support the learning capabilities of all students.

Evaluation	Funds Expended (Resources)
Community members are welcomed to the school by all staff. Communication has been enhanced through the use of social media and "Seesaw". This will be extended in 2020, with the purchase of a full licence for this application. The school has also hosted visits from a number of neighbouring schools throughout the year.	Communications Officer – website services, Facebook management, school magazine (Principal's support – \$10000)

#### Process 3: Community profile

The school will participate in community events and this participation will be actively promoted through social media, local publications, the school website and "Skoolbag".

Evaluation	Funds Expended (Resources)
The school website management continues to be unwieldy, but information is regularly updated. The use of social media has been more successful for our clientele. While "Skoolbag" has been useful, staff began to enhance communication with families using the "Seesaw" app. This has been much more positive in developing communication with families and will be extended in 2020.	\$2000
Students have been actively involved in a variety of community events, including performing at the Wentworth Street Party, "Walk Wentworth Sing"	

## Progress towards achieving improvement measures

and at Murray House Aged Care. The students also assist weekly at the Red Cross Op Shop and visit Murray House. Clean Up Australia Day, NAIDOC Day, ANZAC Day and Remembrance Day are also opportunities for the school to be involved with the community.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal Education Officer (\$60000)</p> <p>0.2 Teacher allocation for program delivery (\$20000)</p> <p>0.2 Teacher allocation for program development (Rural and Remote Education funding (\$20000)</p>	<p>The school strives hard to improve the attendance of all students through careful monitoring, supported by the Aboriginal Education Officer. Student wellbeing needs are also monitored and attended to in a timely manner, with families offered a range of support.</p> <p>The development of a whole school cultural learning program with the support of a Rural and Remote Education grant has been a highlight. A two year program of study has been developed that links local Aboriginal culture, with other indigenous cultures in Australia and internationally. This program has proven to be greatly received by all and has had positive feedback from the community.</p>
<b>Low level adjustment for disability</b>		<p>The continued development of the learning support teacher/wellbeing role has made a huge difference to the management of students with support needs. The coordination of this role has been an exemplary model in providing additional support for individual needs and developing learning for all students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>		<p>While the model began well, it was not sustainable for the entire year, as staff changes and other obligations began to interfere with programmed sessions. A move to a more individualised support model was more readily supported in semester 2</p>
<b>Socio-economic background</b>		<p>All programs provided additional opportunities to students, with a successful concert and music showcase being held, along with a large number of external performances in music. The Kitchen/Garden program continues to be a flagship program for the school, supporting cross curricular learning for all students. The addition of a Makerspace to the school has ensured that our staff and students have access to the most up-to-date technology resources and training and support through the Digital Technologies (ACARA) project.</p>
<b>Early Action For Success</b>		<p>The Instructional leader role adds much to the school's provision of professional learning and modelling best practice in literacy and numeracy. This position has also ensured close monitoring of data and the identification of students requiring additional support and programs to ensure this support is appropriate.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	77	81	66	62
Girls	67	64	51	47

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.5	94.4	87.3	84.7
1	93.8	92.8	83.8	87.6
2	89.6	89.4	92.3	92
3	95.2	84.2	87.7	91.1
4	91.8	94	87.1	88.9
5	94	91.4	90.9	87.1
6	91.8	90.7	88	88.5
All Years	92.6	90.8	88.3	88.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.6
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

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	313,909
<b>Revenue</b>	2,033,947
Appropriation	1,964,746
Sale of Goods and Services	6,027
Grants and contributions	61,579
Investment income	1,494
Other revenue	100
<b>Expenses</b>	-1,904,057
Employee related	-1,645,266
Operating expenses	-258,791
<b>Surplus / deficit for the year</b>	129,890

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	89,045
<b>Equity Total</b>	436,540
Equity - Aboriginal	106,272
Equity - Socio-economic	194,340
Equity - Language	0
Equity - Disability	135,927
<b>Base Total</b>	1,082,037
Base - Per Capita	27,453
Base - Location	31,516
Base - Other	1,023,068
<b>Other Total</b>	144,488
<b>Grand Total</b>	1,752,110

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.



## Parent/caregiver, student, teacher satisfaction

The opinions of parents, students and teachers are sought throughout the year, in both formal and informal manners. Students participate in the "Tell Them From Me" survey each year and parents are also invited to respond. Parents are also surveyed during parent/teacher conferences and other meetings. Data collected from these surveys indicates areas in which the school is performing well. Standouts are student wellbeing outcomes and student attitudes towards school and their sense of belonging. The results show support from both students and parents for the programs delivered at Wentworth. The majority of staff are satisfied with the directions taken by the school. They appreciate opportunities to provide input to guide future directions. All staff indicate that they are enthusiastic about their work and place student learning and the wellbeing needs of the students as their greatest priorities. Staff meetings, P&C meetings and Student Representative Council meetings all provide an open forum for the discussion of issues that arise and the development of appropriate solutions to issues presented.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

While the school community does not currently have an active AECG, it maintains healthy and open communication with the Aboriginal community, through engaging participation in the school's cultural learning program and on special days.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.