

2020 Annual Report

Wentworth Public School



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Introduction

The Annual Report for 2020 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 vision

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 2020 was 116, with 42% of the students identifying as Aboriginal. Enrolments fluctuated during the year, at one stage being as high as 125, before dropping again in later months. Throughout the year, there was a significant turnover of students. COVID-19 also had a impact on enrolment and subsequent attendance.

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 and drought funding. The re-introduction of the Barkindji language program was also a feature in 2020.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Delivering
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	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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	Sustaining and Growing

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)
<p>Students have been focusing on a number of skills to create their SMART goals and have worked in conjunction with their teacher and parents/carers. More frequent use of learning intentions and success criteria is evident in some classrooms which has assisted in this area. COVID-19 restrictions meant that some opportunities for professional learning were impacted. However a move to online learning for both students and teachers ensured continuity.</p> <p>Future Direction: Continue use of learning intentions and success criteria in all classes, extending beyond English and mathematics.</p>	\$5000 - Professional Learning

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)
<p>Continual data collection through assessment tasks and observations were used to drive future directions for individual students learning. Team meetings assisted in allowing infant and primary staff to meet as a group together discuss and compare.</p> <p>Future Direction: It would be of great benefit to timetable these Team meetings for 2021 and termly time for stage groups to program together.</p>	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)
Acknowledgement is given and received through positive interaction between	Social and Emotional / PBL program

Progress towards achieving improvement measures

staff and students. Usage of PBL tickets. Formal Social and Emotional lessons / PBL focus has allowed for the continual use of common language. Class meetings / SRC - inclusiveness for all.

The Student Well-being teacher has been a significant positive factor in developing a sound foundation of social/emotional well-being across the whole school. The Student Well-being Support Officer has also supported this.

professional learning - \$5000

Student Well-being Teacher - \$10000

15 hours per week Student Well-being Support Officer - Chaplaincy program (\$7000 school funds, co-funded with community and department contributions of \$14000, additional funding from Federal programs \$7000)

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)
Time allocated to unit writing with learning progressions as a major link. Surprisingly COVID-19 had a positive impact in this area as staff worked together to produce quality resources for students access both in a home and school environment. Informal and formal discussions / assessing Team meetings has allowed for this to occur more often than previous years.	PLAN2 \$3000 - Professional Learning 0.4 Instructional Leader - EAfS - \$50000

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)
Continual professional learning via virtual seminars and courses allowed staff to access a variety of presentations ranging from Visible Learning to the Leadership courses. Knowledge gained throughout these sessions was shared and assisted in future planning. Future Directions: Investigating the use of Visible Learning professional learning to be taken by all teachers to assist in the whole school approach to learning intentions and success criteria.	CORWIN Seminars (Virtual) - \$1000

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.

Progress towards achieving improvement measures

Process 3:

Work collaboratively with technology mentor.

Evaluation	Funds Expended (Resources)
<p>The use of coaching/mentoring has been a success with guiding school professional and classroom practice. Assessment practices have shown consistent development and form a strong basis for professional discussion and the development of the learning opportunities for all students.</p> <p>Future Directions:</p> <p>It would be necessary to review the formative assessment that was used to include a numeracy aspect in future years. Review of school diagnostic schedule will occur in 2021.</p>	0.4 Teacher Mentor - \$45000

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)
<p>PLP's were written up and revised throughout the year.</p> <p>PLSP's for those students needing one for either English, mathematics, social and behaviour.</p> <p>Continual communication between school and home regarding students progress throughout the year was even more essential due to COVID-19. All staff went above and beyond to encourage the engagement of all students and families with regular check-ins for everyone's well-being and mental health. This continued even after the 'Learning from Home' phase.</p>	<p>Student Well-being Support Teacher (see Strategic Direction 1, Process 3)</p>

Process 2: Community Engagement

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

Evaluation	Funds Expended (Resources)
<p>Unfortunately due to Covid-19 interaction on school site was minimal.</p>	

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)
<p>Covid-19 pushed the process to be quicker to making sure all families are connected to their child's/children's Seesaw app. This has ensured that there is a continual connection between home and school. The app is used to convey individual, group/class and whole school messages and information.</p> <p>The school's departmental website can be accessed for a digital copy of the weekly newsletter, as well as Seesaw. The school Facebook page has</p>	<p>Communications Officer - website services, Facebook management, school magazine (Principal's support - \$10000)</p> <p>Seesaw subscription - \$2000</p>

Progress towards achieving improvement measures

conveyed many messages and acknowledgements throughout the year.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Education Officer (\$60000)</p> <p>0.2 Teacher allocation for program delivery (\$20000)</p> <p>Barkindji Language Program - externally funded</p>	<p>Through phone calls and home visits, plus digital tools families connection with the school was enhanced by the support of the Aboriginal Education Officers.</p> <p>All students enjoyed their culture lessons and were very engaged in learning. This program is proving to very successful.</p>
Low level adjustment for disability	2.4 SLSO	<p>Students are being adequately supported with most classes having two adults in the room for most learning sessions. Annual school assessment is used twice per year, along with consistent bench-marking, particularly in the infant classes.</p> <p>The continued development of the learning support teacher/well-being 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>
Quality Teaching, Successful Students (QTSS)	1 teacher	<p>Survey teachers to identify further areas of support required.</p> <p>Planning time for all classroom teachers allowed for co-teaching / co-planning. Year 4-6 meet weekly as per younger years, encourage open communication and sharing of expertise.</p>
Socio-economic background	0.7 x teacher	<p>Participation of students in programs is positive and there are high levels of engagement. Cross curricular outcomes are achieved throughout the programs, with literacy and numeracy links identified and assessed. The impact of these programs on social and emotional learning is significant.</p>
Early Action For Success	EAfS (0.4) Deputy principal	<p>Kinder/1 Teacher completed L3 training.</p> <p>Instructional Leader carried out Phonological Awareness Diagnostic on students from Kindergarten to Year 5.</p> <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			
	2017	2018	2019	2020
Boys	81	66	62	64
Girls	64	51	47	55

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.4	87.3	84.7	84.5
1	92.8	83.8	87.6	82.4
2	89.4	92.3	92	87.4
3	84.2	87.7	91.1	83.8
4	94	87.1	88.9	88.7
5	91.4	90.9	87.1	91.2
6	90.7	88	88.5	83.5
All Years	90.8	88.3	88.5	86.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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. Particular care was taken in 2020 for students whose attendance was severely impacted by concern surrounding COVID-19. Regular communication at a classroom, school and department

level were utilised.

Management of non-attendance

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Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.59
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	443,799
Revenue	1,980,641
Appropriation	1,937,322
Sale of Goods and Services	7,679
Grants and contributions	34,215
Investment income	257
Other revenue	1,168
Expenses	-1,981,658
Employee related	-1,790,344
Operating expenses	-191,314
Surplus / deficit for the year	-1,017
Closing Balance	442,782

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.

	2020 Approved SBA (\$)
Targeted Total	71,714
Equity Total	450,945
Equity - Aboriginal	107,202
Equity - Socio-economic	206,132
Equity - Language	2,576
Equity - Disability	135,035
Base Total	1,121,672
Base - Per Capita	26,215
Base - Location	29,799
Base - Other	1,065,658
Other Total	163,817
Grand Total	1,808,148

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

The changes in curriculum delivery necessitated by the school's response to COVID-19 had a significant impact on communications with families during the course of 2020. It also had a significant impact on how families and students viewed their schooling experience. Through regular communication, the general perception was that parents and caregivers were very satisfied with the way in which their children were supported in all aspects of their learning and wellbeing.

Students completed the "Tell Them From Me" surveys twice during the year and data reflects the changes experienced by students caused by COVID-19, with regard to sense of belonging. It was clear that senior students missed being able to participate in usual yearly activities. However, all data indicates that they felt well supported throughout a difficult year.

The teaching and support staff of the school take great pride in the completion of their duties, going above and beyond to ensure the wellbeing of students and enhancing their learning. In a difficult year, teachers reported that they had been well supported in developing new skills and participating in professional learning to ensure they could complete their duties in a positive manner.

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.

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.