

# 2021 Annual Report

## Wentworth Public School



3421

# Introduction

The Annual Report for 2021 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 Strategic Improvement 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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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

## Message from the principal

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2021 was my first year as Principal of Wentworth Public School. I have felt honoured to be welcomed into the school community where parents, community and staff work cohesively to maximise opportunities for students. Our students have worked hard to achieve success and growth in their learning and were provided with opportunities to participate in a range of extra-curricular activities beyond the classroom. This year saw learning inside the classroom, outside the classroom and for the second year in a row a period of learning from home. Throughout the year our students have done their best to learn in line with our school values by being respectful, safe and persistent learners.

I wish to recognise our teachers, administrative staff and support teachers, who have worked hard throughout 2021 to support our students through challenges and provide engaging learning opportunities for students in a safe and caring environment. It is because of this dedication that the students are provided with many opportunities to succeed, and that every child is known, valued and cared for.

Earlier this year, through consultation with students, staff and community we launched our 2021-2024 Strategic Improvement Plan, with a focus on student growth and attainment, as well as community engagement, Aboriginal education and additional opportunities. Whilst some of our initial improvement plans have been slow, we have big plans for 2022 to ensure that the children of Wentworth continue to strive to be the best they can be.

Finally, thank you to all of our leaving students, staff, parents and carers (some who have been with us for a very long time) for your contribution to our school during your time with us. We hope that you will visit and continue to remember all of the great times you had with us, from wherever you are heading.

Mr Billy Hodgetts

Principal

## School vision

Wentworth Public School provides students with an engaging, safe and supportive environment that is underpinned by our school values: Respect, Safety, Perseverance. Through the ongoing development of an integrated approach to quality teaching, curriculum planning and data driven practices, we promote learning excellence through point of need learning to meet the individual needs of every student. Wentworth Public School has a focus on wellbeing across the school community. We aim to build self belief in our students so they develop into lifelong learners academically and socially. We believe that our community play a vital role in modelling a passion for learning and partnering with the school to encourage shared values and high-level aspirations for ongoing improvement in all areas.

## 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, wider community and beyond. Wentworth Public School has a current student population of 116, with 45% of the students identifying as Aboriginal. Enrollments fluctuate from year to year with as much as a 20%-30% student transition rate throughout the year. While Barkindji is the traditional land on which we work, there are diverse Aboriginal cultural and language groups in our community. The school is supported by additional funding to support Aboriginal students, as well as gaining extra support for low socio-economic students and low level disability. The school also receives support as a part of the "Early Action For Success" initiative .

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. Wentworth Public School is part of the City Country Alliance of Schools.

The whole school community, involving students, staff, parents/carers and the local Aboriginal Education Consultative Group (AECG), were consulted in a thorough situational analysis followed by the development of the strategic improvement plan. Through our situational analysis, we have identified a need to use evidence based data driven practices that ensure all students have access to point of need learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students through high impact professional learning. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Departmental support staff will be utilised to build understanding on how to do this successfully and the instructional leader will lead much of this work in the school. Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Team for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Furthermore, through the situational analysis it was identified that the schools Aboriginal enrolments had doubled over the last 10 years from approx 20% to 45%. This has meant that the school, through their strategic improvement plan will have a strong focus on Aboriginal Education for all. The school will utilise departmental resources, as well as the local AECG to support these processes. In addition, following the COVID-19 learning from home period, as well as state and Department restrictions there has been an identified need to reengage our community. It is hoped that partnerships will be formed and families more actively involved school events and activities, as well a in decision making processes of the school as active stakeholders. Transition processes in and out of the school through preschool and local high school have also been identified as an area to be strengthened, this will include creating extended transition programs for select students and providing early intervention support.

Wellbeing was identified as a focus during the 2018-2020 School Plan. Wentworth Public School was deemed as excelling during external validation processes in 2020. With the school achieving success in this area and consultation with staff, students and community the need to consolidate and expand well being practices, including continued use of Positive Behaviour for Learning (into classrooms) and exploration of other evidence based consolidations. Further evaluations of the school demographic identified that 90% of students come from the bottom two ICSEA quartiles, thus determining a low-level of socioeconomic within the community. The school will then ensure that students are provided with opportunities on the same basis as students from higher socio economic communities, through additional opportunities and experiences, both inside and outside of the school gates.

Continual monitoring of student data, as well as student, staff and community feedback sessions will allow the school to monitor its progress towards success and re-calibrate efforts to ensure authentic engagement by the whole school allowing students, staff and community to connect, engage and be inspired towards greater things

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Working towards Delivering
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	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Working towards Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

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Teachers will participate in high impact professional learning, focused on effective assessment practices, data literacy and evidence based practice to drive teaching and learning, ensuring all students achieve their personal best, increasing student growth and attainment.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- 1.1 - Data collection, literacy and analysis
- 1.2 - Evidence based assessment practices
- 1.3 - Evidence based differentiation of teaching and learning

### Resources allocated to this strategic direction

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**Professional learning:** \$11,925.00

**Early Action for Success (EAFs):** \$68,605.20

**QTSS release:** \$21,750.89

**Literacy and numeracy:** \$1,121.18

**Low level adjustment for disability:** \$11,200.00

**Location:** \$6,000.00

**Literacy and numeracy intervention:** \$24,800.19

**Socio-economic background:** \$127,118.00

### Summary of progress

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During 2021 our school conducted an internal review into the whole school assessment schedule. Through teacher interviews, review of teacher programs and existing school data, it was found that much of the data that was collected to track student achievement was outdated or in an 'of learning' assessment alignment, rather than of use to inform future lessons. Furthermore, the internal review found that relevant data collection was not collated and retained at a school wide level teaching and learning focuses at the school were not aligned with the current evidence base. As a result of this assessment schedules were reviewed to support the focus on the implementation of current research and teaching strategies. A new collaborative student tracking document has been created to ensure student assessment data is tracked and accessible year-on-year. This will need to be reviewed in 2022 to ensure it's completeness and effectiveness as staff capacity is enhanced. Staff, through interviews, reported positively on the development of a whole school data collection system and appreciated the increased clarity of assessment and ability to track student progress over time, using internal processes that also enabled them to inform their teaching. With the appointment of the Assistant Principal - Curriculum and Instruction position late in 2021, a decision was made to delay the finalisation of a whole school assessment schedule was pushed back to early 2022.

High Impact Professional learning was the focus in building teacher capacity, underpinned by the current evidence base, with a focus on reading. The use of external trainers (Sounds Write), as well as weekly mentoring sessions with the Instructional Leader, all classroom staff were provided with point-of-need professional learning to upskill and transfer this new knowledge into the classrooms. This included the Sounds-Write learning system to support student decoding and encoding, as well as the STAR Reading and Accelerated Reader package. Some of this professional learning will need to be repeated in 2022, due to COVID-19 delays hampering the implementation of the program, as well as legacy training for new staff to ensure a consistent approach across the whole school. The delivery of the Sounds Write program was supported by the purchase of quality resources for all classrooms. Staff also explored the concept of a 'reading spine' across the school to ensure quality texts were being taught in all grades, building collaboration, consistency and communication between staff year on year. The reading spine will need to be refined, to align with new DoE reading suggestion documents and curriculum changes, before this resource is launched in 2022. All staff who completed capacity building training during the year reported an increase in their knowledge and understanding of current evidence based teaching strategies in the area of reading. Internal data sources, including SoundsWrite diagnostic assessments reported 100% of students improving their skill levels in word encoding and decoding. External data also found that K-2 students also performed better than previous years in the NSW Year 1 phonics check.

Next year, the focus for this strategic direction will be to continue to build on teacher knowledge and understanding that has been developed in 2021 and further develop this to design and implement differentiated lesson plans that address the learning needs of targeted groups of students, with a focus on reading across the school. Teachers will participate in High Impact Professional Learning in data literacy and data analysis using the What Works Best toolkit to increase understanding of current practice to analyse reading data, as well as other data sets deemed required. There will be

ongoing revision of school practice to ensure reliable formative and summative assessment tasks are used and data tracked visually to analyse student progress, evaluate growth over time and report student achievement consistently across the school in all subjects and the development of programs to grow the achievement of identified high potential students in classrooms.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 3%	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy has decreased by 8%.
Increase the proportion of students achieving in the top 2 NAPLAN reading bands by 3.6%	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading has decreased by 12%.
Increase the % of students achieving expected growth in NAPLAN numeracy by 6% from the system-negotiated target baseline	The percentage of students achieving expected growth in NAPLAN numeracy increased by 5.23% indicating progress towards the achievement of our annual progress measure.
Increase the % of students achieving expected growth in NAPLAN reading by 2% from the system-negotiated target baseline	The percentage of students achieving expected growth in NAPLAN reading increased by 2.29% indicating achievement of our annual progress measure.

### Purpose

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Students, staff and the school community will exhibit high levels of connection and engagement with Wentworth Public School, through planned and proactive whole school processes that support student success.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- 2.1 - Aboriginal Education
- 2.2 - Community Engagement
- 2.3 - Wellbeing, attendance and additional opportunities

### Resources allocated to this strategic direction

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**Aboriginal background:** \$121,545.04

**Location:** \$27,580.82

**Socio-economic background:** \$96,399.89

: \$0.00

### Summary of progress

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The focus for 2021 was to begin the process of creating a culturally safe environment that fosters open communication and engagement with Aboriginal students, staff and community across the school. There was a commitment to provide consistent and frequent participation of families in school life and decision making processes of the school and create stronger transition processes in our school. The school wanted to continue to refine existing wellbeing programs that support student behaviour, implement and improve existing student attendance and engagement programs and create quality learning opportunities for children and young people, to strengthen their cognitive, physical, social, emotional and spiritual development, building contextual partnerships locally and further afield.

Community engagement included consultation sessions about the progress of Strategic Improvement Plan, through community forums, P and C meetings and the commencement of a Wentworth Aboriginal Education Consultative Group. Planning conversations were initiated for the revitalisation of the bush tucker area, as well as the integration of Aboriginal Perspectives through all Key Learning Areas and further development of Barkindji student language program. Ideas to establish regular informal communication opportunities with families and clearer communication systems between our community and school were voiced, this will be implemented in 2022. COVID restrictions also hampered community involvement in school activities. Early Partnerships were created with Creating Changes, a program which looks to provide social emotional learning through sport and our Positive Behaviour for Learning and social emotional learning curriculums were refined and revamped.

The school was able to create a stronger partnership with the Wentworth Community Preschool in 2021, and whilst there was a change in preschool staff and COVID-lockouts, an extended transition program was established to support our students and their families. This was coupled with some further early intervention health screening, which is hoped to be extended into 2022. Extended transition process into the school meant that our kindergarten cohort was able to settle much quicker into their learning.

Attendance processes and improvements in 2021 were hard to initiate and improve due to COVID-19 restrictions. Whilst some strong actions were completed in Semester 1, including fishing incentives and the establishment of breakfast club, during Semester 2 traction was lost, due to home learning and related NSW Department of Education COVID restrictions. Many conversations were had of how attendance processes could be streamlined in 2022, including more strategic use of the NSW Department of Education Home School Liaison Officers.

The focus of this strategic direction for next year will be to expand the school culture program to authentically integrate Aboriginal perspectives throughout all key learning areas which will include mapping this across scope and sequences. The school will continue to work towards creating a culturally safe environment that fosters open communication and engagement with Aboriginal students, staff and community across the school to further enhance a school culture of high expectations for Aboriginal students. The creation of quality learning opportunities and provide additional experiences for students effectively catering for the range of equity issues in the school for children and young people, to strengthen their cognitive, physical, social, emotional and spiritual development. The improvement of existing student attendance and consolidation of strong transition processes into the school and build strong transition processes out of the school, as well as other key transition points (eg new students to our school).



## Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increased % of students of students attending school more than 90% of the time by 3% or above	The number of students attending greater than 90% of the time or more has decreased by 9.84%.
Tell Them From Me wellbeing data (advocacy, belonging, expectations) improves by 2.5% from the system negotiated target baseline.	Tell Them From Me data shows an improvement of 13.85% of reported positive wellbeing, including a 18.75% increase in advocacy at school, 10.42% increase in sense of belonging and 8.51% increase in expectations of success.
School assessment in the School Excellence Framework (SEF) includes themes and elements moving from Delivering to Sustaining and Growing in: <ul data-bbox="97 734 564 831" style="list-style-type: none"><li>• Learning Culture</li><li>• Educational Leadership - Community Engagement</li></ul>	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use and working towards delivering in Educational Leadership - Community Engagement.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$107,253.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wentworth Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved engagement, involvement and access to the curriculum for identified students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> -undertaking staff professional learning on various additional needs. -further investigating and implementing targeted, structured student support (Tiered intervention model)</p>
<p>Socio-economic background</p> <p>\$233,159.89</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wentworth Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 2.3 - Wellbeing, attendance and additional opportunities</li> <li>• 1.3 - Evidence based differentiation of teaching and learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• equitable access to specialist resources</li> <li>• additional staffing to implement classroom literacy and numeracy programs to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities</li> <li>• resourcing to increase equitability of resources and services</li> <li>• additional staffing to integrate digital technology intergration into hey learning areas and purchase of digital technology hardware.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> - increased teacher knowledge and understanding of current evidence based practice and legislative requirements to achieve improved student outcomes. - increased access for students of required allied health services. -access for all students to participate in additional student opportunities and activities -access for students to learn using evidence based resources.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> -continuing to provide resources, opportunities and access to curriculum to allow all students to achieve and learn. -increased community engagement inside and outside the school gates, including parent sessions and community in schools program. -developing an offsite learning program, to entice improved attendance, engagement and behaviour.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wentworth Public School. Funds under this</p>

<p>\$121,545.04</p>	<p>equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 2.1 - Aboriginal Education</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>-the reestablishment of the Wentworth AECG.</li> <li>-greater connection with ATSI Community - especially during COVID period.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>-continue processes to expand and integrate culture and language programs into all classrooms.</li> <li>-continue to engage and develop relationships with ATSI families through strategic staffing.</li> <li>-continue to plan and redevelop bush tucker garden.</li> </ul>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wentworth Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• the creation and purchase resources to support EALD learning</li> <li>• the employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>-increased English proficiency and engagement in school activities for EALD students.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>-monitor current practice and adjust as appropriate.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$137,495.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Wentworth Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 1.1 - Data collection, literacy and analysis</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Low level adjustment for disability</p> <p>\$137,495.40</p>	<ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>-coordination, development and expansion Learning and Support practices at the school.</li> <li>-targeted support for families to access additional services eg allied health.</li> <li>-SLSO support for students requiring reasonable adjustments to access the curriculum.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>-continual employment of the Wellbeing and Welfare teacher to support internal school practices.</li> <li>-purchase of resources to enhance students' access the curriculum through reasonable adjustments.</li> <li>-continual employment of SLSO resources to support students in the classroom and on the playground.</li> </ul>
<p>Location</p> <p>\$33,612.82</p>	<p>The location funding allocation is provided to Wentworth Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 2.3 - Wellbeing, attendance and additional opportunities</li> <li>• 1.3 - Evidence based differentiation of teaching and learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• student assistance to support excursions</li> <li>• additional costs for staff professional learning</li> <li>• breakfast club startup costs</li> <li>• additional opportunities for students (kitchen garden, specialist music program)</li> <li>• incursion expenses</li> <li>• technology resources to increase student engagement</li> <li>• teacher resources to increase engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>-development and sustainability of a Breakfast Club which approximately 72% of students attended during 2021.</li> <li>-providing with access to students to access additional opportunities and experiences, that they would not have been able to due to geographical location.</li> <li>-access to technology.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>-build relationships with external agencies to provide students with further opportunities.</li> <li>-access staff professional learning opportunities.</li> <li>-provide students with extra curricular opportunities.</li> </ul>
<p>Professional learning</p> <p>\$12,981.70</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Wentworth Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Professional learning</p> <p>\$12,981.70</p>	<ul style="list-style-type: none"> <li>• 1.1 - Data collection, literacy and analysis</li> <li>• 1.3 - Evidence based differentiation of teaching and learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist support to support the implementation of an evidence based phonics and phonemic awareness approach to reading, as well as the Accelerated reader tool.</li> <li>• legislative requirements</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>-increase in knowledge, understanding and skill of staff to teach students to read.</li> <li>-compliance with legislative requirements.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>-continue to build on knowledge and understanding of the current evidence base in reading.</li> <li>-build executive staff leadership skills.</li> </ul>
<p>Literacy and numeracy</p> <p>\$1,121.18</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wentworth Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 1.1 - Data collection, literacy and analysis</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• teacher release to engage staff in Sounds Write professional learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>-increased capacity of staff to provide evidence based teaching practices to students.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>the school will no longer receive these funds from the beginning of 2022.</p>
<p>Early Action for Success (EAfS)</p> <p>\$68,605.20</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Wentworth Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 1.1 - Data collection, literacy and analysis</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to support literacy and numeracy programs</li> <li>• employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy</li> <li>• employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>-building of student and teacher capacity in both literacy and numeracy</li> <li>-Instructional Leader focusing on student learning and moving through on-</li> </ul>

<p>Early Action for Success (EAfS)</p> <p>\$68,605.20</p>	<p>going cycles of investigation, and enhancing teaching practices for the betterment of student learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the school will no longer receive these funds from the beginning of 2022.</p>
<p>QTSS release</p> <p>\$21,750.89</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wentworth Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 1.1 - Data collection, literacy and analysis</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staff release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>-increased teacher capacity to improve student outcomes.</li> <li>-development of whole school data collection and tracking systems</li> <li>-development of whole school reading spine.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>-further developing teacher understanding of curriculum process reforms.</li> <li>-increasing teacher capacity through mentoring and observations.</li> </ul>
<p>Literacy and numeracy intervention</p> <p>\$24,800.19</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Wentworth Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 1.3 - Evidence based differentiation of teaching and learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>-increase in student results in the Year 1 phonics check</li> <li>-internal data sources suggested positive growth for all students.</li> <li>-increased knowledge and understanding of staff through professional learning.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the school will no longer receive these funds from the beginning of 2022.</p>
<p>COVID ILSP</p> <p>\$90,466.49</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p>

COVID ILSP

\$90,466.49

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

- Other funded activities

**Overview of activities partially or fully funded with this targeted funding include:**

- employment of teachers/educators to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy/numeracy - decoding and word recognition
- employing/releasing staff to coordinate the program

**The allocation of this funding has resulted in:**

- high quality differentiated practice in literacy and numeracy for identified students
- positive student data trends, as tracked in PLAN2.

**After evaluation, the next steps to support our students with this funding will be:**

- identification of current student needs and development and implementation of targeted literacy and numeracy interventions.

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	66	62	64	72
Girls	51	47	55	49

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	87.3	84.7	84.5	85.5
1	83.8	87.6	82.4	84.4
2	92.3	92	87.4	70.1
3	87.7	91.1	83.8	78.7
4	87.1	88.9	88.7	89.4
5	90.9	87.1	91.2	87.1
6	88	88.5	83.5	84.7
All Years	88.3	88.5	86.2	82.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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 2020. 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 figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.



Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	442,782
<b>Revenue</b>	2,202,731
Appropriation	2,173,065
Sale of Goods and Services	7,874
Grants and contributions	20,903
Investment income	89
Other revenue	800
<b>Expenses</b>	-2,171,888
Employee related	-1,968,596
Operating expenses	-203,293
<b>Surplus / deficit for the year</b>	30,843
<b>Closing Balance</b>	473,625

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	107,253
<b>Equity Total</b>	479,600
Equity - Aboriginal	121,545
Equity - Socio-economic	218,160
Equity - Language	2,400
Equity - Disability	137,495
<b>Base Total</b>	1,137,470
Base - Per Capita	29,335
Base - Location	33,613
Base - Other	1,074,522
<b>Other Total</b>	193,826
<b>Grand Total</b>	1,918,149

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

The effects of COVID-19 lockdowns and uncertainty were evident on our school in 2021. Tell them from me and internal data sources presented a decline in positive data across the school from 2020. Involvement with the community was heavily impacted, by not being able to provide face-to-face interaction opportunities and lack of external opportunities.

In 2021, 12 parents and carers participated in the Tell Them From Me survey and the results showed we were above the government mean in most areas.

- \* Parents feel welcomed (8.4)
- \* Parents are informed (7.4)
- \* Parents support learning at home (7.9)
- \* School supports learning (7.3)
- \* School supports positive behaviour (7.4)
- \* Safety at school (7.7)
- \* Inclusive school (7.1)

In 2021, the Tell Them From Me student survey was completed by 46 students from Years 4 - 6.

The results were as follows:

- \* Students with a positive sense of belonging (70%)
- \* Students with positive relationships (79%)
- \* Students that value schooling outcomes (100%)
- \* Students with positive behaviour at school (79%)
- \* Effective learning time - Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives (8.4)
- \* Relevance - Students find classroom instruction relevant to their everyday lives (8.0)
- \* Explicit Teaching Practices and Feedback - Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.

In 2021, the People Matters Employment Survey was completed by 83% of staff.

The summary of the results were as follows:

- \* I am confident work health and safety issues I raise will be addressed promptly (100%)
- \* In the last 12 months, I have received feedback to help me improve my work (100%)
- \* My job gives me opportunities to use a variety of skills (94%)
- \* I have the time to do my job well (33%)

Positively, many informal conversations were had with staff, students and community about all of the opportunities for Wentworth Public School, with many plans established and wished for in 2022.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.