

Windellama Public School

Annual Report

2017



3457

Introduction

The Annual Report for **2017** is provided to the community of **Windellama 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.

Ryan Paranthoene

Relieving Principal

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School background

School vision statement

Windellama Public School is an engaging learning environment where an active school community supports and encourages participation in all educational programs and experiences. Our school continues to address the needs of all students, in a warm, caring and stimulating environment, embracing all Key Learning Areas whilst offering varying and exciting experiences in both the school environment and also extra curricula opportunities in a variety of contexts.

School context

Windellama Public School is 35 kilometres south east of the regional town of Goulburn. Through the provision of quality education we are positively shaping and developing the individual talents, interests and abilities of all students. The school seeks to provide student centred programs which are aimed at meeting individual student needs. Being part of the Small Schools network, Tablelands Rural Education Community (TREC) gives students a wide range of social, cultural and educational experiences whilst utilising school resources and staff expertise, as well as the valuable resources to be found in the local and wider community. Our culture is one of respect, responsibility and always striving for excellence.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The school has continued to adopt the recommendations highlighted through the External Validation process undertaken in 2016. This required employment of additional Learning and Support teacher allocation. This allocation provided for the introduction of student centred goals in Writing. The expansion of these goals to Reading, Comprehension and Numeracy will be addressed throughout the life of the 2018 – 2020 School Plan.

As a member of the Tablelands Rural Education Community (TREC) the school has developed and strengthened consistent teacher judgement strategies. It has also fostered collegial and student partnerships and is also looking to further develop and expand these within the new planning cycle.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Deliver quality teaching and learning programs to equip students with the necessary literacy and numeracy skills to be 21st century learners.

Purpose

To support all students to become confident, active and creative learners. This will be achieved through the development of quality curriculum and innovative practices.

Overall summary of progress

The staff at Windellama Public School actively engage in professional development with the English Syllabus and the literacy continuum. The literacy continuum has also been successfully introduced to the school community. As students have become more familiar and educated about the continuum and where they are on the continuum, they have had more focus on what they need to achieve to move along. Data indicates that progress has been made in reading, writing and spelling.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students grow 'at' or 'above' expected rates of growth along the literacy and numeracy continuum, measured by both internal and external assessments.	\$1652	Staff continued to use the who school data wall for literacy and numeracy continuums. The school extended its LAST allocation.
Teaching programs reflect commitment to student centred learning.		Teaching programs were considerably disrupted in 2017 due to a number of unforeseen circumstances. However, in an effort to follow through on the training that the staff had undertaken in 2016 (Writing in the Middle Years) teaching staff endeavoured to make the impact of these disruptions minimal. Therefore, team teaching continued to be a focus for staff as well as using PLAN data in consultation with students to improve outcomes. In late Term 3, the school was able to employ another full-time classroom teacher thus enabling staff to better consolidate their work around improving student outcomes.

Next Steps

The school will continue with its development of personal learning goals for both reading and comprehension and align these with the learning continuums. This data will then be harvested and applied to the Learning Progressions which are due to be published mid 2018.

These measures are put in place with the school achieving the Premier's target of at least 8% growth for all students.

Strategic Direction 2

Develop quality teaching, management and professional learning practices, to enable all students to be highly engaged in their learning.

Purpose

Embedding and implementing explicit targeted learning and engaging in professional development to enhance student learning.

Overall summary of progress

The staff across TREC continue to work collaboratively to create rich, diverse and challenging units of work in Geography, History and Science to engage students. The teachers at Windellama Public School who have completed 'Writing in the Middle Years' facilitator and teacher training regularly apply their knowledge and understanding of the WITY teaching strategies and tools to improve student writing across all Key Learning Areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
TREC staff (Tablelands Rural Education Community) successfully collaborates in developing and implementing quality enrichment programs and units of work that challenge and broaden all students' capabilities.	\$382.00 Effective Feedback Course \$208.00 SLSO First Aid	TREC showed itself to be a really cohesive network this year. Principals continued to meet regularly and this support enriched the positive collegiality and learning culture of Windellama PS. TREC actively engaged in creating quality units of work for our schools, this included assessment of programs taught. TREC Schools work from the same timeline to ensure we have the ability to enrich our programs by integrating them within each of our schools. Further to this, such integration has enabled continued cross-school group work for students with other peers of the same age.

Next Steps

Continue to collaborate with TREC colleagues at both leadership and school levels to produce dynamic and engaging units. Continue to draw upon 'Writing in the Middle Years' strategies across the network and in individual schools to heighten students' understanding of how language effectively works across all Key Learning Areas.

TREC staff will also apply their training in "Focus on Reading" strategies to the work done with students across the network and in individual schools. Continual monitoring and professional discussions with staff to ensure we are meeting individual needs and the needs of students.

TREC group intend to continue to improve and develop interactive units and up-skill the students and staff in Information Technology. Continue to work across TREC on new curricula and share professional learning.

Strategic Direction 3

Build leadership skills to improve student engagement in a positive school environment.

Purpose

To establish effective and positive strategies that build resilience, confidence, engagement and tolerance within our school, local community and the wider school network.

Overall summary of progress

Students continue to take up an array leadership opportunities across the school and across the TREC network. The Student Parliament's responsibilities have evolved since 2016. They are more involved in the minutiae of certain tasks they have been undertaking since last year. This includes a more expansive numeracy responsibility in the organisation of both 'Recess Buy Up' and 'Hot Lunches' initiatives. Students were again involved in Peer Support, Buddy Learning and organisation and running of special events throughout the year. Senior students attended the GRIP Leadership conference, were again involved in the running of the Year 6 Farewell and Club Friday (where Windellama Public School students work alongside senior citizens; engaging in new learning experiences).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school community identifies, acknowledges and is actively engaged with the core values we have.		Students have now embedded leadership practices in their learning. By engaging in programs such as Club Friday and the GRIP Leadership conference the core values of the school Respect, Responsibility and Excellence feature in the approaches students take to various academic work and social causes.
Demonstrated and recognised positive behaviours from all students.	\$399.00 GRIP Leadership Conference \$445.00 Young Leaders Conference	The Buddy Learning program at Windellama PS continues to evolve and flourish. Younger students look to their older peers for guidance and assistance in a number of academic and social circumstances. 21st Century learning approaches have been embedded in the K – 2 classroom through the instructive practices that the student leaders engage in with the K – 2 students on a regular basis.

Next Steps

Continue with Stage 3 students participating in leadership conferences with other TREC schools/students. Attendance at the Regional Conservatorium of Music for school partnership days. Build on the social aspect of TREC peer relationships by again implementing a TREC End of Year Social.

Move more into the digital space of peer to peer learning through the use of connected classrooms, Google classrooms and the storage and assessment of student work samples as well as formative/summative assessment tasks.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$6599.00 * Low level adjustment for disability (\$0.00)	<p>Low level adjustment for disability funding was used to help finance the employment of additional SLSO time for students and class support.</p> <p>The Learning and Support Teacher was also funded on extra days to assist with the development of assessment tasks across the literacy and numeracy domains, the organisation of learning samples and to keep our data wall current.</p>
Quality Teaching, Successful Students (QTSS)	\$900	Teachers were released for collaborative planning to develop school programs, scope and sequences and timetables.
Socio-economic background	\$3816.96	<p>This funding has supported students in accessing educational opportunities such as specialist music education, specialist sport coaches and cultural events.</p> <p>This year we again engaged with the TREC network for many learning and sharing activities as well as combined excursions and this funding subsidised these events.</p> <p>It also funded SLSO support in the classroom.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	10	10	8	9
Girls	18	17	12	14

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.1	95.3	92.5	96.8
1	93.8	89	97.6	96.1
2	92.9	92.1	98.6	94.6
3	90.9	91.6	93	95.7
4	93.8	93.4	91.9	94.9
5	97.2	95.6	94.6	91.4
6	94.9	94.6	96.1	93.5
All Years	93.9	93.2	95	95.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

We ensure that we communicate with parents and carers if students are absent for an extended period of time.

Class sizes

Class	Total
K-6	19

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.14
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.98
Other Positions	0

*Full Time Equivalent

There are no Aboriginal staff at Windellama Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

All teaching staff have reviewed professional development plans and these are reviewed throughout the year.

In 2017 staff attended the following professional development:

One SASS staff member attended 15 days of SASS LMBR training

The Principal attended 5 days of LMBR training

The Principal and one teaching staff member attended an Indonesian Bridging Program for 3 days

One SASS staff member attended 1 day of an eFPT course

*Due to a range of unforeseen circumstances which resulted in a number of sudden staffing changes, particularly in the leadership role of the school, the staff did not engage in as much professional learning as was initially planned.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

This summary financial information covers funds for operating costs to 29 November 2017 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Receipts	\$
Balance brought forward	42,856
Global funds	39,066
Tied funds	8,771
School & community sources	3,901
Interest	349
Trust receipts	619
Canteen	0
Total Receipts	52,706
Payments	
Teaching & learning	
Key Learning Areas	4,216
Excursions	880
Extracurricular dissections	3,548
Library	1,084
Training & Development	1,026
Tied Funds Payments	12,752
Short Term Relief	897
Administration & Office	7,457
Canteen Payments	0
Utilities	2,209
Maintenance	1,609
Trust Payments	490
Capital Programs	0
Total Payments	36,169
Balance carried forward	59,393

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	117,967
Appropriation	109,273
Sale of Goods and Services	1,094
Grants and Contributions	7,401
Gain and Loss	0
Other Revenue	0
Investment Income	199
Expenses	-63,235
Recurrent Expenses	-63,235
Employee Related	-40,761
Operating Expenses	-22,475
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	54,732
Balance Carried Forward	54,732

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

A full copy of the school's financial statement is tabled at annual general meetings and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	286,241
Base Per Capita	3,057
Base Location	10,164
Other Base	273,020
Equity Total	32,360
Equity Aboriginal	780
Equity Socio economic	9,062
Equity Language	0
Equity Disability	22,518
Targeted Total	0
Other Total	19,439
Grand Total	338,040

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

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

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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.

Due to the number of students completing NAPLAN at Windellama Public School this year, the NSW Department of Education's policy states that the results cannot be published.

<Use this text box to comment on literacy NAPLAN data>

Delete text not required.

<Use this text box to comment on numeracy NAPLAN data>

Delete text not required.

<You may choose to use this text box and statement to refer readers to the My School website:

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Delete text not required.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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Parent/caregiver, student, teacher satisfaction

Parents, students and staff continue to embrace the expert knowledge students learn through being taught by specialist music teachers from the Regional Conservatorium of Music during Music Education lessons. 98% of students enjoyed participating in music lessons.

All stakeholders continue to support student participation in choir as a small schools network (TREC) through the Goulburn Community of Public Schools. This enables students to perform both group and individual music and dance items at an annual local concert which is attended by parents/caregivers, local citizens and dignitaries.

All stakeholders valued the opportunity for students to attend the Goulburn Regional Conservatorium for music education.

Policy requirements

Aboriginal education

Aboriginal perspectives are always integrated into all Key Learning Areas at Windellama Public School.

During Naidoc Week students learn about prominent Aboriginal people and the contribution they have made to Australian society.

Our assemblies are always opened with a welcome to country. Also, at our assemblies we sing the National Anthem with Aboriginal music instruments as an accompaniment.

Multicultural and anti-racism education

There are a broad range of culturally diverse acknowledgements and programs which run at Windellama Public School. Beyond acknowledging this diversity, the school has embedded multicultural and anti-racism programs within student learning outcomes. The school celebrated Harmony Day by combining with the other schools in the TREC network for group presentations, craftwork and food tasting from South East Asian countries. The food was prepared on the day with assistance from Indonesian exchange teachers who were visiting at the time.

The school was also part of the Goulburn Community of Public Schools' Combined Choir that performed a diverse range of multicultural songs.

The school also approached Goulburn West Public School and asked if we could access their ARCO officer when necessary. Goulburn West PS agreed to support Windellama PS should the need arise.