

Windellama Public School

Annual Report

2018



3457

Introduction

The Annual Report for **2018** 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.

Tracey Leggett

Principal (Relieving)

School contact details

Windellama Public School

Goulburn-Windellama Rd

Goulburn, 2580

www.windellama-p.schools.nsw.edu.au

windellama-p.school@det.nsw.edu.au

4844 5130

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

In the domain of Learning: the school's self-assessment is consistent with the evidence presented in six elements;
Delivering in Learning Culture,

Sustaining and Growing in Wellbeing,

Delivering in Learning,

Sustaining and Growing in Assessment,

Sustaining and Growing in Reporting and

Delivering in Student Performance Measures..

In the domain of Teaching: The school's self-assessment is consistent with the evidence presented in four elements;

Delivering for Effective Classroom Practice,

Delivering for Professional Standards.

Delivering in the areas of Data Skills and use

Delivering for Learning Development.

In the Domain of Leading : The school's self-assessment is consistent with the evidence presented in four elements;

Delivering in educational leadership,

Delivering in school planning, implementation and reporting,

Delivering in management practices and processes and

Sustaining and growing in school resources.

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

Supporting Student Achievement with Quality Teaching and Learning.

Purpose

Deliver innovative teaching and learning programs to achieve optimal learning outcomes for individual students.

Overall summary of progress

All staff have a good understanding of and commitment to the essential link between wellbeing and developing a positive learning culture. Our whole school approach to excellence in learning is underpinned by this premise. Differentiated learning is evident in all classrooms with clearly articulated personal learning goals for each student. The school has looked at structures that best support teachers having many opportunities to further enhance their teaching practices and to tap into and share expertise within the staff and Tablelands Regional Educational Community (TREC). Working in collaborative teams creates an environment where honest feedback and constructive advice are welcomed as a tool for aspiring to excellence in teaching.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student improvement aligns with the number of years they have been in attendance at school (1 year of schooling = 1 year of growth)		<ul style="list-style-type: none">• Each 3 – 6 student has identified and achieved or is working towards between two to eight individual personal learning goals in literacy & numeracy. 75% of 3 – 6 students' data posted to cluster wall• K – 2 students select literacy & numeracy learning goals as they approach each new task. Approximately 1 – 2 learning goals selected per week. These learning goals will be recorded against the Literacy Continuum Clusters.• Teachers & K – 6 students regularly conference in order to create and evaluate personalised learning goals.• Scheduled parent/teacher interviews held to discuss students using personalised learning goals.
Students in the middle two bands (and students who would likely fall into this domain) of NAPLAN will be represented in the top two bands of NAPLAN the next time they sit the tests (data to be harvested from the Year 5 tests of 2018 Year 3 students and the Year 7 tests of 2018 Year 5 students).		<ul style="list-style-type: none">• All teaching staff have been trained in Learning Progressions• Semester 1 data baseline collection using PAT Reading and Mathematics.• Formative & Summative Assessment Data collected through Semester One and Two and used to inform student assessments. Indicators & anecdotal information communicated through the reporting process.

Next Steps

- Throughout 2019 staff to consider the implications of the Learning Progressions and the students personalised learning goals.

Strategic Direction 2

Effective community networks.

Purpose

To create collaborative and engaging learning networks to support holistic wellbeing through social and emotional and cognitive practices for all students, staff members and community stakeholders.

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 continues to be successfully implemented. The Prime Minister, deputies and ministers are dedicated to their responsibilities and work well with the school principal to support students and the school organising assemblies and other events such as the 'Recess Buy Up' and 'Hot Lunches' initiatives. Senior students attended the Leadership conference and 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

The school has a small but very supportive P&C who continue to look for initiatives that will support student learning outcomes.

The school is an active member of the TREC (Tablelands Regional Educational Community) and GCoPS (Goulburn Community of Primary Schools) which sees small schools combine as one and tap into a broad range of expertise to present professional learning and run larger event to the benefit of all students. 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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased number of opportunities for students through collaboration.		<ul style="list-style-type: none">• 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 at TREC End of Year Social.• TREC organise carnivals• TREC Spelling and STEM shared teaching days where students worked in Stage groups and rotated around activities.
Extra-curricula learning activities and learning programs across TREC.		<ul style="list-style-type: none">• As part of the Goulburn Community of Primary Schools (GCoPS) we participated in the annual concert.• Peer networking is facilitated through the organisation and running of STEM sharing days with all students participating in Stage appropriate activities with all TREC schools.• Integrated staff meetings and professional leaning across the networks• TREC Principals' network meets throughout each term to discuss curriculum, teaching and learning and professional development targeted to meets each schools strategic directions and staff PDP personal goals..
Measuring of student/parent satisfaction with school and network initiatives.		<ul style="list-style-type: none">• 100% of students participate in TREC shared teaching days.• Parents provided transport support throughout the year to ensure students attend TREC activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Measuring of student/parent satisfaction with school and network initiatives.		• P&C focus on Literacy realised \$3000 for readers and sponsor ship for all students to attend school camp.

Next Steps

- School student leaders help design student satisfaction surveys.
- Enhancing Transition over the years – Consider the concept of a larger Goulburn school becoming a "buddy" school where the whole school spends a day each term integrated into this schools activities,

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$13259	<p>Low level adjustment for disability funding was used to employ additional SLSO time to support student learning needs.</p> <p>The Learning and Support Teacher was also funded on extra days to work collaboratively with staff in the development of quality assessment tasks across the literacy and numeracy domains.</p>
Quality Teaching, Successful Students (QTSS)	Staffing allocation.	<p>Teachers were released for collaborative planning to develop teaching and learning programs addressing student learning needs in Literacy and Numeracy.</p> <p>Quality teaching strategies were identified to support these programs.</p>
Socio-economic background	\$8502	<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.</p> <p>SLSO support provided in the areas of Literacy and numeracy in the classroom.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	10	8	9	13
Girls	17	12	14	16

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.3	92.5	96.8	97.9
1	89	97.6	96.1	89.6
2	92.1	98.6	94.6	95.1
3	91.6	93	95.7	94.9
4	93.4	91.9	94.9	95.8
5	95.6	94.6	91.4	94.2
6	94.6	96.1	93.5	79.1
All Years	93.2	95	95.3	92.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The whole school community values the attendance of all students and sees it as being an integral part of a successful education. School attendance is regularly monitored and departmental policy followed and communicated to all families. Parents or carers work with the school to maximise the attendance of all students.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.28
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.2

*Full Time Equivalent

No staff identify as Aboriginal or Torres Strait Islander.

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

School completed a number of professional learning activities both mandatory and optional. Staff were also involved in a number of courses related to their own teaching goals and interests. All staff participated in their Professional Development Plans (PDP) with these forming the basis of ongoing professional learning throughout the year. Mandatory and other identified professional learning courses included:

- Child Protection,
- Code of Conduct,
- CPR
- Learning Progressions in Literacy and Numeracy
- Bridges out of Poverty

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	54,732
Revenue	541,835
Appropriation	519,938
Sale of Goods and Services	1,737
Grants and Contributions	19,452
Gain and Loss	0
Other Revenue	0
Investment Income	709
Expenses	-485,737
Recurrent Expenses	-485,737
Employee Related	-423,091
Operating Expenses	-62,646
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	56,098
Balance Carried Forward	110,830

Funds carried over are targeted for expenditure in 2019.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	450,418
Base Per Capita	4,447
Base Location	10,927
Other Base	435,043
Equity Total	21,761
Equity Aboriginal	0
Equity Socio economic	8,502
Equity Language	0
Equity Disability	13,259
Targeted Total	19,433
Other Total	21,538
Grand Total	513,149

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.

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

School performance

NAPLAN

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

Due to the small 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.

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

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

In 2018 the Year 3 and Year 5 cohorts that sat NAPLAN testing was less than 10 students and therefore summary statistics and graphical representations in Literacy are unable to be used.

Parents may access information by following the link provided.

As stated above In 2018 having cohorts of less than 10 students prevents summary statistics and graphical representations in Numeracy from being used.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Reporting on the Premiers Priorities, identifying the percentage of students achieving results in the top 2 bands in Literacy and Numeracy, is unable to be done when there is a small cohort of students completing NAPLAN as at Windellama Public School.

Parent/caregiver, student, teacher satisfaction

Windellama Public School sought the opinions of parents and students around the benefits and or areas of concern about Homework. All parents and students had the opportunity to respond to a survey and the results are as follows: **Students**

Should children have to do Homework?

3–6 Yes 37% No 63% K–2 Yes 20% No 80%

Should Homework tasks be marked by the teacher?

3–6 Yes 63% No 37% K–2 Yes 30% No 70%

When the children were asked how much time they spend doing Homework the K–2 average was 10 mins and 3–6 had a range of responses with one being no time and the others from 10 minutes to 2 hours.

Should parents help children with Homework?

3–6 Yes 93% No 7% K–2 Yes 0% No 100%

Do you have a special time and place set aside for Homework?

3–6 Yes 29% No 71% K–2 Yes 40% No 60%

Should parents check their children's Homework?

3–6 Yes 59% No 41% K–2 Yes 10% No 90%

Should not doing your Homework be reported to parents?

3–6 Yes 35% No 65% K–2 Yes 40% No 60%

Should 'time out' be assigned for not doing Homework for students in Years 3–6?

3–6 Yes 31% No 69% K–2 Yes 40% No 60%

Should Homework be given daily or weekly?

3–6 Weekly 100% K–2 Daily 69% Weekly 31%

How many days per week should students do Homework?

3–6 31% said no days and 69% varied from 1–5

K–2 31% said 1 day and 69% said 5 days

What is the best day for homework to be due back at school?

K–6 Friday 10 responses Monday 14 responses

Should children have homework on the weekends?

3–6 Yes 20% No 80% K–2 Yes 59% No 41%

Parents

Should children do Homework?

Yes 43% No 43% Undecided 14%

Do homework issues cause conflict in your household?

Yes 50% No 50%

Should Homework tasks be marked by the teacher?

Yes 100% No 0%

How much time should be spent on homework each week? The parents responded in the following ranges. A couple of responses indicated that no time was spent on homework.

Kinder – 20 to 60 minutes

Yrs 1&2 – 30 to 60 minutes

Yrs 3&4 – 20 to 60 minutes

Yrs 5&6 – 30 to 60 minutes

Should parents help children with Homework?

Yes 83% No 17%

Do you have a special time and place set aside for Homework?

Yes 60% No 20% Flexible 20%

Should parents check their children's Homework?

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 Public School should the need arise.

Yes 60% No 40%

Should failure to do Homework be reported to parents?

Yes 83% No 17%

Should 'time out' be assigned for failure to do Homework for students in Years 3–6?

Yes 17% No 33% Maybe 50%

Should Homework be given daily or weekly?

Weekly 50% Daily 17% Both 17% Neither 16%

How many days per week should students do Homework?

Responses varied from 1–4–5 days

What is the best day for homework to be due back at school?

Friday 1 response Monday 0 responses

Should children have homework on the weekends?

Yes 0% No 100%

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.

National Reconciliation Week is celebrated across Australia each year between 27 May and 3 June. The dates commemorate two significant milestones in their conciliation journey, – The anniversaries of the successful 1967 referendum and the High Court Mabo decision. At our school Reconciliation Week was marked by activities conducted through classroom teaching and learning programs.

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