

# Wyndham Public School Annual Report



2016



3525

## Introduction

The Annual Report for 2016 is provided to the community of Wyndham 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.

Heather Bell

Relieving Principal

### School contact details

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### Message from the Principal

2016 at Wyndham Public School was a year in which we were able to celebrate wonderful achievements, face unexpected challenges and end the year on a wonderful high with a trip to Canberra Zoo and Aquarium. All students demonstrated an amazing resilience dealing with unexpected change. With an enrolment of 23 students and 2 multiage classes, we have been fortunate to have had a dedicated team of teachers, support staff and active parents who have supported and celebrated the achievements and progress of our students. Our shared concern for all students, ensure staff network effectively to implement effective teaching and learning, and wellbeing programs.

Wyndham Public School staff and community members are committed to provide high quality educational opportunities for every student. Together, we inspire well developed well-rounded individuals to meet the expectations of 21st century learning. Our students are learning to use their knowledge and skills to think critically, apply knowledge to new situations, analyse information, comprehend new ideas, communicate, collaborate, solve problems and make informed decisions.

We have high expectations of our students and share their excitement with each achievement and each milestone that they reach. Our teachers are actively engaged in professional development that focuses on improved student learning and improved performance. Our school is actively supported by a dedicated P&C and members of the wider community. The school has well-resourced classrooms and a beautiful, well maintained, physical environment that often draws comments from visitors to our school.

Heather Bell

Relieving Principal

## School background

### School vision statement

Wyndham Public School students to: DREAM, BELIEVE, ACHIEVE their personal goals to be successful 21st Century Global Citizens.

### School context

Wyndham School is a small vibrant school situated in a rural village community in the high country of the Bega Valley Shire. Although the school is isolated, with the support of a dedicated enthusiastic staff and school community, the students of Wyndham Public School participate in many and varied opportunities provided to them throughout the school year. Wyndham Public School has an ongoing commitment to the achievement of excellence and maintaining an environment where learning is valued by all. Our students are supported and encouraged to strive for their personal best. We are committed to provide opportunities for all students to develop their abilities across a broad spectrum including academic, sporting, cultural and citizenship. Wyndham Public School seeks to provide a quality education to students in a safe and caring environment and to assist students to develop their individual potential so that they may be able to lead a more productive and successful life in the 21st century. The school has a small, but dedicated, hardworking Parents and Citizens' Association (P&C). The community at large are very supportive, and actively involved in school programs and activities.

## 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.

On completing our self assessment we found that our school's on balance judgement was that we were Delivering in the areas of Learning Culture, Wellbeing, Assessment and Reporting and Student Performance. We found that we were Sustaining and Growing in the area of Curriculum and Learning.

The next step to be pursued in the domain of Learning Culture is to build a culture that demonstrates the building of educational aspiration and ongoing performance improvement across its community where students take responsibility for their ongoing learning.

In the domain of Teaching, we found that our school's on balance judgement was that we were Delivering in the areas of Effective Classroom Practice, Data Skills and Use, and Collaborative Practice. We found that we were excelling in the areas of Learning and Development and Professional Standards.

The next step to be pursued in the domain of Teaching is to ensure that professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.

In the domain of Leading, we found that our school's on balance judgement was that we were Sustaining and Growing in the areas of Leadership, Planning, Implementing and Reporting, and Management Practices and Processes. We found that we were excelling in the area of School Resources.

The next step to be pursued in the domain of Leading is to demonstrate that the school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

21st Century Learners Teaching, Learning & Curriculum

### Purpose

Student participation in innovative and engaging teaching and learning opportunities– enables them to develop as active and informed citizens of the 21st Century.

### Overall summary of progress

Staff are becoming increasingly confident in utilising evidenced based practice. All students in K–2 were tracked against the Numeracy and Literacy continuum cluster markers using a variety of assessment tools and the data updated in PLAN at regular intervals. Years 3–6 were also placed on the continuums but due to staffing changes the updating of PLAN data wasn't consistent.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Every child moves along the numeracy and literacy continuum in a strand commensurate with the National standards.</li></ul>	<p>All students made progress, moving one or more clusters on the Literacy Continuum.</p> <p>When assessed using SENA, 89% of all students were at or above their expected level on the Numeracy continuum.</p>	
<ul style="list-style-type: none"><li>All students, staff and parents have engaged in the coaching process to develop personalised learning programs.</li></ul>	<p>All staff have been trained in Growth Coaching and are looking to use the Growth Coaching model to support the development of individualised learning plans.</p>	
<ul style="list-style-type: none"><li>Tracking and reviewing of students receiving support needs will promote consistency and better communication between stakeholders.</li></ul>	<p>Personalised Learning Plans were prepared in consultation with students and the parent/carers of that student.</p>	

### Next Steps

Future directions for 2017

- All new staff are to be trained in using the Literacy and Numeracy Continuums to plan and reflect on learning programs and teacher practice, and use this knowledge to track students progress using PLAN.
- Staff to complete training in using MGoals.
- Personalised Learning Programs are to be implemented collaboratively with teachers, parents and students using Growth Coaching.

## Strategic Direction 2

### Teachers Are Leaders In Learning

#### Purpose

To ensure high quality standards of educational practice through professional development and teacher accreditation processes that will lead to all teachers consistently delivering quality teaching that promotes all students to reach their full potential.

#### Overall summary of progress

Staff at Wyndham Public School participated in targeted professional learning opportunities to improve the learning outcomes for all students and ensure students are engaged 21st Century learners. Training included L3 (Language, Learning and Literacy) Trainer Training, How2Learn, KidsMatter and Primary Connections ( Science ).

Wyndham Public School combined with two other local schools, and utilising expertise within our SCLC network, participated in How2Learn professional development sessions.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students become effective 21st century learners as defined as critical thinkers, problem solvers, able to collaborate with others and have skills in digital literacy. This will be indicated by their progress along the Literacy and Numeracy continuums	Staff participated in Phase 1 of How2Learn training. The school is planning to embed this Professional Learning into ongoing practice to support students becoming 21st century learners.	
Wyndham School utilises PLAN software to plot progress in literacy and numeracy to inform teaching and learning.	The school needs to imbed its professional learning into ongoing practice. This will be supported by the school being on the Early Action for Success program in 2017.	
Performance and Development Framework meetings reflect School Staff increase in confidence and capacity to embed 21st Century Learning into their programming and practice over this three-year plan as evident in their school programs and teaching practice.	Due to staffing changes the school is still working on embedding 21st century practices into teacher programs and teaching practice.	
All staff are aware of the Disability Discrimination Act 1992 (DDA) by completing online courses.	In 2017 the principles of the e-learning modules will be evident in classroom programs and practice.	

#### Next Steps

Future directions for 2017

- Continue with Phase 2 How2Learn Professional development.
- Work with staff to ensure that 21st century practices are embedded in programming and teaching practices.
- Ensure all new staff have completed the Disability Discrimination Act 1992 (DDA) online courses.

## Strategic Direction 3

### Health and Wellbeing

#### Purpose

To create and nurture a positive school community where students, staff and parents are happy, safe and empowered to make positive choices. To form strong partnerships within the broader community that promote student health and wellbeing.

#### Overall summary of progress

Despite some challenges throughout the year, 2016 ended on a high, with staff, parents, carers and students feeling positive and happy to be a member of the Wyndham Public School community.

In 2016 Wyndham Public School commenced a Stephanie Alexander Kitchen Garden program with the support of dedicated parents and community members. Everyone worked together to create productive gardens that have produced bountiful crops of fresh produce that was used to cook delicious food, which was then served and eaten, in the kitchen. Parents, community members, visitors and staff often comment on the wonderful attitude and cooperation that the students display during these sessions.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Wyndham Public School is a safe and welcoming place where all students feel happy and supported.	Wyndham Public School commenced a Stephanie Alexander Kitchen Garden program in 2016 in which all students participate with positive attitudes and enthusiasm. Parents and community volunteers regularly commit to volunteering to support the running of the program.	
A consistent transition program, which has been developed collaboratively across the SCLC, will be in evidence for preschool to primary, primary to high and high school	All students successfully transitioned into their new learning environments, Preschool to Kinder and Year 6 to Year 7.	
Kids Matter certification awarded to Wyndham Public School after 3 years.	Staff continued KidsMatter training, completing Component 3.	

#### Next Steps

##### Future directions for 2017

- Continue the successes of the transition program, which has been developed collaboratively across the SCLC, and will be in evidence for preschool to primary, primary to high and high school.
- Continue the Stephanie Alexander Kitchen Garden Program in the school and actively encourage greater involvement from the wider Wyndham community.
- Complete KidsMatter training components.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Student achieving growth in all aspects of Literacy & Numeracy. In NAPLAN, achieving Band 6 in all aspects of Literacy and Band 5 in Numeracy.	\$386.14
<b>Low level adjustment for disability</b>	To support students achieving growth in all aspects of Literacy & Numeracy.	\$1,158.98
<b>Quality Teaching, Successful Students (QTSS)</b>	Improved understanding of data based informed teaching leading to improved classroom teaching practice.	\$1,727
<b>Socio-economic background</b>	<p>Funding additional teacher time created greater stability, by running a K-2 and 3-6 class, in the school and provided greater opportunities to support all students to have their learning needs met.</p> <p>Funding excursions and other educational experiences provides opportunities for students that have limited opportunities to experience these things due to rural isolation and/or socioeconomic difficulties.</p> <p>Stephanie Alexander Kitchen Garden Program provides students with extra curricular activities that not only enhances their learning but also their mental and physical wellbeing.</p>	16,670.90



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	8	9	12	9
Girls	14	11	11	12

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.2	89.5	91.9	94.4
1	92.3	89.4	89.4	93.8
2	95.5	91.7	91.6	95.6
3	92.1	98.2	90.7	85.6
4	81.1	86.4	96	90
5	89.9	67.9	86.8	96.4
6	89	94.2		90.3
All Years	91.5	91.2	91.3	91.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2		93.4
All Years	94.7	94.8	94	94

### Class sizes

Class	Total
K/1/2/3/4/5/6	23

### Structure of classes

K–2 11 students

3–6 12 students

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.7
Other Positions	0.46

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2016 there were no Aboriginal members of staff.

### 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

There are no teachers, at Wyndham Public School, working towards teacher accreditation with BOSTES in 2016.

Professional Development included:

Literacy, Language and Learning (L3) Master Class, Primary Connections Science Units, Small Schools network meetings, Project Based Learning/STEM training, How2Learn Phase 1 Modules 1, 2 & 3, Principal conferences, FSC Network Meetings, Sapphire Coast Learning Community Meetings (SCLC), COS Meetings.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30/11/16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A large proportion of global funds were used to provide consistency and stability within the school and used to fund additional teacher time.

Income	\$
<b>Balance brought forward</b>	<b>50 722.47</b>
Global funds	55 159.54
Tied funds	56 583.71
School & community sources	4 789.40
Interest	1 071.23
Trust receipts	519.50
Canteen	0.00
Total income	168 845.85
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	6 650.23
Excursions	1 579.42
Extracurricular dissections	6 571.25
Library	1 368.56
Training & development	3 272.99
Tied funds	53 024.70
Short term relief	5 300.98
Administration & office	24 796.11
School-operated canteen	0.00
Utilities	13 653.75
Maintenance	6 057.27
Trust accounts	364.00
Capital programs	0.00
Total expenditure	122 639.26
<b>Balance carried forward</b>	<b>46 206.59</b>

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.

At Wyndham Public School four Year 3 and three Year 5 students were eligible to sit the NAPLAN assessment tests in Grammar & Punctuation, Reading and Writing in 2016. The reporting of information must be consistent with privacy and personal information policies. Ten or more students must complete the NAPLAN for individual school skill band data to be publicly reported. Therefore their results cannot be provided in this report. All parents have been advised of their child's achievements.

At Wyndham Public School four Year 3 and three Year 5 students were eligible to sit the NAPLAN assessment tests in Numeracy in 2016. The reporting of information must be consistent with privacy and personal information policies. Ten or more students must complete the NAPLAN for individual school skill band data to be publicly reported. Therefore their results cannot be provided in this report. All parents have been advised of their child's achievements.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

### Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2016, parents and Year 3–6 students participated in Tell Them From Me surveys.

Students surveyed indicated that at the time of the survey, they were motivated and interested in learning and put in high levels of effort but felt expectations weren't high and that they weren't making effective use of their learning time. Changes to this were evident later in the year with the high quality and standard of work that all Years 3–6 students were producing.

The parent survey results indicated that there was a dissatisfaction with the leadership of the school at the time of the survey. As changes have occurred within the school, a shift in attitude was evident by the

increase in parental and community involvement in school activities and by feedback given directly to staff.

## Policy requirements

### Aboriginal education

Aboriginal perspectives are included in all learning programs from K–6.

During the year Personalised Learning Plans were developed for Aboriginal and Torres Strait Islander students in consultation with the students and their parents. These plans are designed to individualise learning so students are engaged in learning. NAIDOC was celebrated at the end of Term 2 by visiting Jigamy Farm where, all students in K–6, experienced a range of activities from Aboriginal history, tools and art, to dance and bush tucker.

### Multicultural and anti-racism education

The students develop understandings, attitudes, values and knowledge of multiculturalism through integrated units of work. The units focus on the cultural acceptance and respect of personal differences and promote tolerance.

At Wyndham Public School we celebrate Harmony Day, promoting and embracing cultural diversity. All students enjoy experiencing the preparation and tasting of a wide variety of foods from a diverse range of cultures as participants in our school Stephanie Alexander Kitchen Garden Program. Together with two other TP1 schools (Tanja and Towamba), we celebrated the role sports plays in bringing Australians from all walks of life together in a combined Jump Rope for Heart and Sports Day. We also combined with Towamba Public School to create and then perform, a music item for the SCLC Performing Arts Festival. These were wonderful opportunities to encourage inclusivity and tolerance while playing and working together.

### Other school programs

#### Stephanie Alexander Kitchen Garden Program

In 2016, we successfully engaged parent and community members in a program that emphasises the flavours as well as the health benefits of fresh, seasonal food and dishes. The program links the foods that they grow in the organic gardens and the food that is cooked after the harvest. The children learn about the vegetables, herbs and fruit that can be grown from season to season.

As a result, we have five very dedicated people ( three parents, two community members) who have enabled the Stephanie Alexander Kitchen Garden Program to successfully run at Wyndham Public School. Students, supported by our volunteers, participate in both kitchen and gardening sessions with a high level of engagement.

The contribution and dedication of our parents was acknowledged with a presentation at our end of year presentation night.

#### Environmental Education and Sustainability

During the year, the school has employed Dan Bakker, Sustainable School Gardens Educator, to work with students to develop sustainable gardens and gardening practices. Dan successfully applied for a BVSC Waste grant and worked with students on a Waste-to-Resource Program creating valuable high grade compost from food, office and garden waste while learning about sustainable practices in the process.

#### Men's Shed

Stage 3 students were privileged to have the opportunity to learn woodworking skills with members of our local Men's Shed. Students were successfully able to produce periscopes, beautiful boxes, foot stools and small tables. We are extremely grateful to those members of the Mens Shed who contributed time to mentor our students. These members were also acknowledged by a presentation at our end of year