

Windale Public School

Annual Report



2016



3893

Introduction

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

Ms Cindy Sadler

Principal

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School background

School vision statement

We believe Windale Public School should be a safe and friendly environment which nurtures happy and confident students.

Our 21st Century vision is to create opportunities, for the present and into the future.

This vision is closely aligned to Melbourne Declaration, with a 2015 to 2021 lens. Further, our vision is aligned within the "Melbourne Declaration on Educational Goals for Young Australians" (December 2008), in which schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians. To this end Windale Public School shares this responsibility with students, parents, carers, families, the community and other education providers.

Our vision is further underpinned by six core values which are:

1. Respect, for ourselves
2. Respect, for others
3. Respect, for our environment
4. Responsibility, for our learning
5. Responsibility, for our behaviour
6. Quality, give your personal best.

Finally, we believe that education is central to the role in building a democratic, equitable and just society that is cohesive, culturally diverse, and that values Australia's Indigenous cultures.

Our mission is to Dream, Believe, Achieve.

School context

Windale Public School is an urban school located in a suburb of Lake Macquarie. The school is situated in a multicultural community with a high number of students identifying as being of Aboriginal or Torres Strait Islander descent. The school serves a low socioeconomic community and has a strong focus on high expectations of students and teachers, quality relationships, creativity, sport and innovation in education. The school is home to a School as Community Centre (SaCC – Milabah) with one full time facilitator. The school also has a DEC Preschool facility. Windale Public School is a proud member of the Waiyarang Community of schools comprising four primary schools and one state high school.

A dedicated team of qualified staff is committed to improving educational outcomes for all of its students. The school has developed a strong culture and professional growth. Teachers are highly engaged professionally and 21st Century learning technology has been widely embraced across the school. The school's staff is committed to achieving quality educational outcomes across all key learning areas. Our teaching and learning programs encourage children to be Safe, Respectful and Responsible in line with our Positive Behaviour for Learning expectations.

At Windale Public School our mission is to Dream, Believe and Achieve from Preschool to Year Six for all students. All staff strive to provide students with the skills, knowledge and values necessary for success in education and in life. The school works closely with all families to discover and develop the potential of every child. Windale Public School is a participant in Language, Learning and Literacy (L3), Focus on Reading (FoR), Early Action for Success (EaFS), is a Positive Behaviour for Learning (PBL) school, a member of the Dare to Lead coalition of schools, a member of the Minimbah Aboriginal Educational Consultative Group (AECG), an active participant in Lake Macquarie City Council initiatives and has a partnership agreement with the Bahtabah Land Council. The school is proudly supported by many local agencies.

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.

In the domain of Learning, the school's focus has been Learning Culture, Wellbeing and Curriculum and Learning. WPS rated itself as Delivering. In Curriculum and Learning there is a heightened awareness of and commitment to personalised and differentiated learning for every student to succeed. Collection of student data is regular and ongoing. Executive staff monitor and analyse this data with staff and the learning support team. All staff have Professional Development Plans which are reviewed regularly with executive staff.

In the domain of Teaching, the school's focus has been Data Skills and Use and Collaborative Practice. WPS rated itself as Delivering. Internal and external data is recorded, monitored and analysed through five weekly planning cycles specific to school initiatives and used to determine future teaching and learning practices to meet student outcomes.

In the domain of Leading, the school's focus has been Leadership and Management Practices and Processes. WPS rated itself as Delivering. Professional practice involves engagement within the Waiyarang Community of Schools at stage, executive and whole school level.

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

Consistent, high quality educational practices to meet the needs of 21st Century learners

Purpose

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities.

Overall summary of progress

The school continues to self-assess and reflect on practice to ensure the continued focus on high quality teaching and effective learning to meet the changing needs of today's learners.

As a result the following key processes, aligned to Strategic Direction 1, are in focus within the school: a collaborative school culture, Early Action for Success (EaFS), Powerful Learning Accountable Teaching (PLAT) and Information Technology.

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">• School learning and support processes updated and K–6 intervention timetabling aligned with data informed decision making• Increased school attendance rate	<p>Ongoing collection of quantitative and qualitative data which has informed the creation of timetabling based on student need rather than equity of time across the school.</p> <p>Attendance rate has risen from 88.7% in 2015 to 89% in 2016.</p>	<p>Assessment of data collected</p> <ul style="list-style-type: none">• PLAN• PLAT• NAPLAN• Attendance

Next Steps

In 2017, Windale Public School will continue to focus on timetabling across the school based on student need. In line with the five weekly data collection cycle, timetable changes will be made in response to fluid and flexible focus areas for student learning. Additional support will be provided to all students for not only remediation but also extension.



Strategic Direction 2

Developing quality teaching and leadership

Purpose

To promote, build and sustain the professional learning of all staff members by creating systems for teachers and leaders to learn from each other for continual development.

Overall summary of progress

The school continues to self-assess and reflect on practice to ensure the continued focus on high expectations and quality teaching for all students in all classrooms on a daily basis. Staff are provided with further opportunities to develop their leadership capabilities within the school and beyond.

As a result the following key processes, aligned to Strategic Direction 2, are in focus within the school: Professional Partnerships, the Windale PS Teaching Handbook and Accreditation.

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">Effectiveness of change in teacher professional practice assessed using the Guskey Thermometer tool100% of teaching and non teaching staff produce and implement a Performance and Development Plan with goals aligned with the school plan	<p>All teaching staff engaged in collaborative professional learning initiatives and related activities.</p> <p>100% of teaching staff produced a Personal Development Plan as guided by the Performance Development Framework and referenced against the Australian Teaching standards.</p>	\$12438 Professional Learning funds

Next Steps

In 2017, Windale Public School will implement Personal Development Plans for all teaching and non teaching staff. We will continue the focus on collaborative professional learning initiatives and timetable weekly sessions for supervisors to mentor staff. The development of a Windale PS Teaching Handbook to ensure consistency in expectations, programming and planning across the school will be a high priority.



Strategic Direction 3

Developing a cohesive community environment that values high expectations, engagement and achievement

Purpose

To build inclusive collaborative teams and school networks through quality community partnerships.

Overall summary of progress

The school continues to self-assess and reflect on practice to ensure the development of a positive learning environment where all stakeholders are active participants in the focus of improved learning outcomes for all students.

As a result the following key processes, aligned to Strategic Direction 3, are in focus within the school: Positive Behaviour for Learning, School Vision and Leadership.

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">• Improved communication and collaboration between school and home supporting positive behaviours for learning as evidenced by Tell Them From Me survey results• Increased opportunities for staff and students to participate in enhanced leadership opportunities promoting leadership and future pathways	<p>The Tell Them From Me survey was completed by students in Years 4–6, staff and parents. Communication was identified as an area for future development by both staff and parents.</p> <p>Some staff have participated in leadership development opportunities throughout the year but a significant number have not.</p>	<p>Assessment of data collected</p> <ul style="list-style-type: none">• Tell Them From Me student, parent and staff surveys• PBL data

Next Steps

In 2017, Windale Public School will revamp Positive Behaviour for Learning across the school. A core team will be established to oversee the initiative including the development of explicit lessons to be taught each week in every class across the school. The re-establishment of the Student Representative Council will occur in Term 1 with badges already been purchased.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Training and support in the PLP process for staff with all Aboriginal students having a PLP that is regularly reviewed and updated.	\$11140.12
Low level adjustment for disability	Improved partnership between teachers and SLSOs resulting in improved use of support resources.	\$34572.00
Socio-economic background	Staff engaged in ongoing high quality, relevant professional learning. Provision of in-class support to enhance teaching and learning for all students. PLAN and PLAT data used to evaluate effectiveness of interventions used.	\$388381.02
Support for beginning teachers	Timetabled additional RFF time for beginning teacher and support with an identified mentor. Funding also utilised to allow the staff member to attend professional learning relevant to her particular needs.	\$13378.00
Early Action for Success	PLAN data indicates improvements in Literacy and Numeracy, particularly with our Kindergarten students.	\$42302.81



Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	113	107	91	83
Girls	118	91	84	79

Student attendance profile

School				
Year	2013	2014	2015	2016
K	90.9	94.2	93.8	92.8
1	92.4	91.8	90.3	89.3
2	91.1	93.1	85.2	87.4
3	89	92.1	90.8	87.1
4	93.2	92.5	87.6	91.8
5	89.9	93.3	84.8	85
6	90.5	92.4	90.5	89.1
All Years	90.9	92.7	88.7	89
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	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.01
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.4
School Administration & Support Staff	4.22
Other Positions	0.37

*Full Time Equivalent

In 2016, 5 staff members identified as being of Aboriginal or Torres Strait Islander descent.

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	

Professional learning and teacher accreditation

All teachers continued to undertake professional learning in Positive Behaviour for Learning during timetabled staff meetings and three staff members completed Universal Training.

All teachers received training in the updated Focus on Reading modules in conjunction with Wiripaang Public School, one of our partner schools in the Waiyarang Community of Schools.

In the focus area of Aboriginal Education, three staff members attended Connecting to Country training run through Minimbah AECG and the Principal participated in the Stronger Smarter Leadership program.

Ongoing training in L3, TEN and Reading Recovery commenced for new staff and OPL continued for staff members completing their second year of training.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

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

The following table relates to the period from January 2016 to June 2016 while WPS was operating under the OASIS financial system.

The information provided in the financial summary includes reporting from 26 January to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	997 272.16
(2a) Appropriation	975 685.89
(2b) Sale of Goods and Services	1 809.72
(2c) Grants and Contributions	18 468.36
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 308.19
Expenses	-652 359.62
Recurrent Expenses	-652 359.62
(3a) Employee Related	-454 017.15
(3b) Operating Expenses	-198 342.47
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	344 912.54
Balance Carried Forward	344 912.54

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The table above relates to the period from June 2016 to December 2016.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	1 358 957.07
Base Per Capita	9 841.25
Base Location	0.00
Other Base	1 349 115.82
Equity Total	661 586.78
Equity Aboriginal	85 089.19
Equity Socio economic	418 987.29
Equity Language	513.25
Equity Disability	156 997.06
Targeted Total	11 709.99
Other Total	479 998.59
Grand Total	2 512 252.43

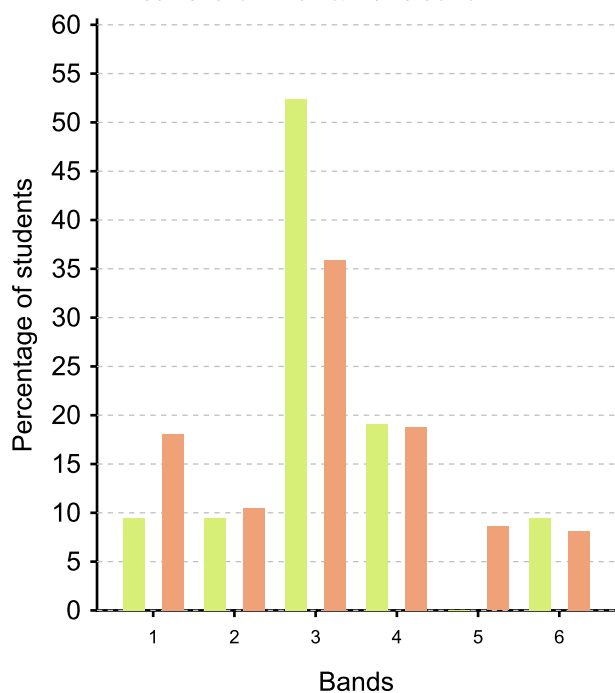
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

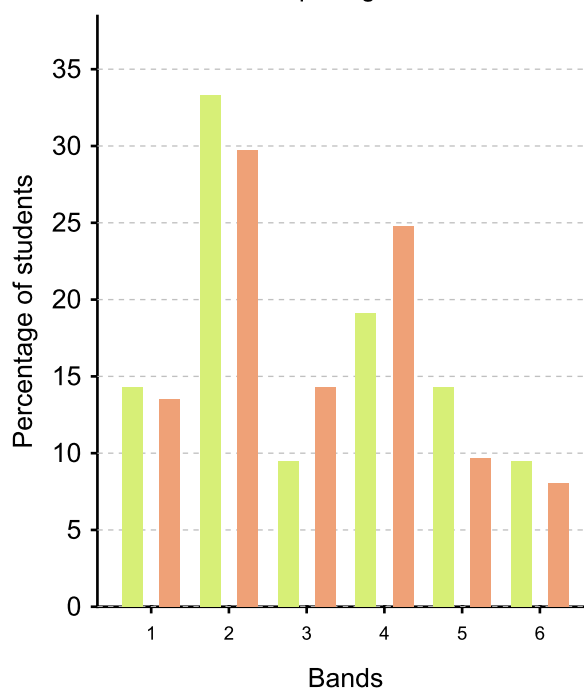
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Grammar & Punctuation



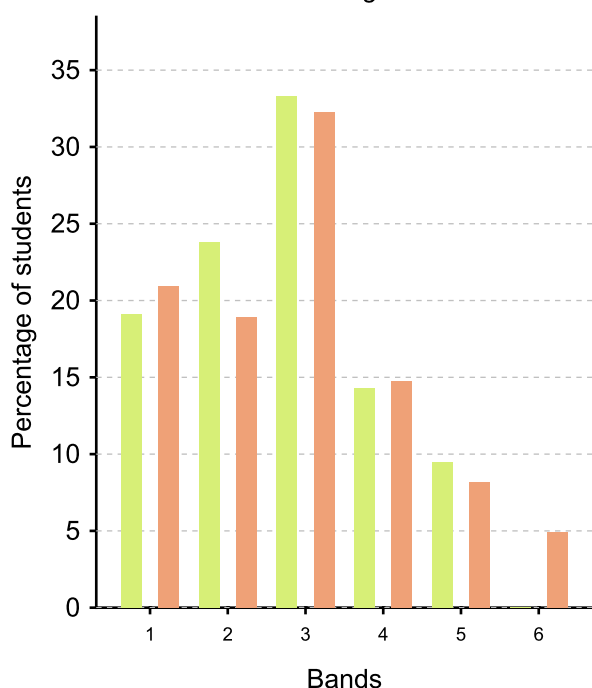
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



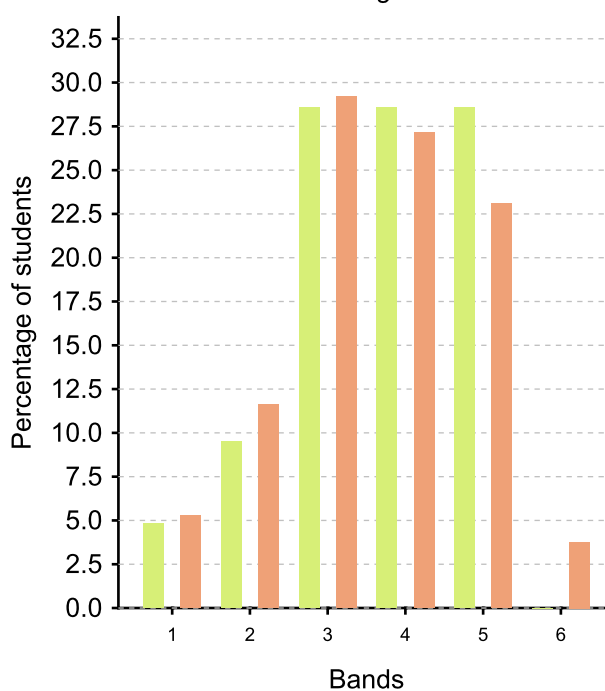
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Reading



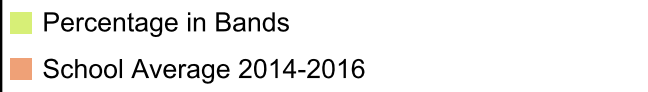
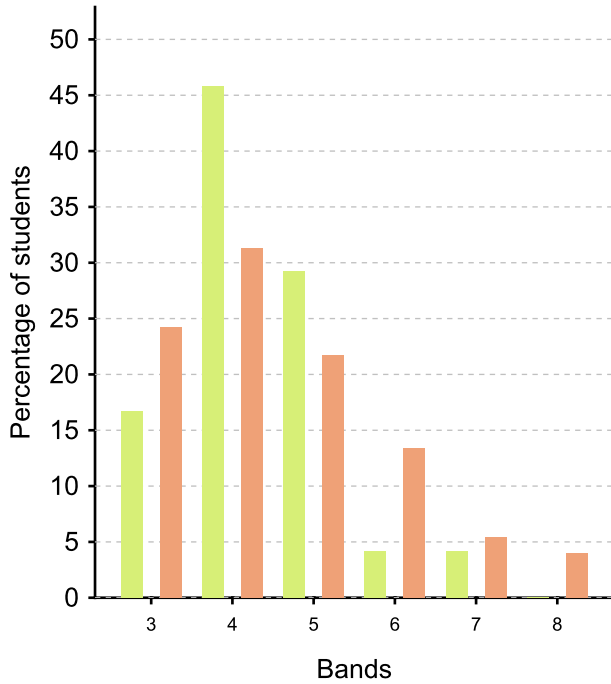
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing

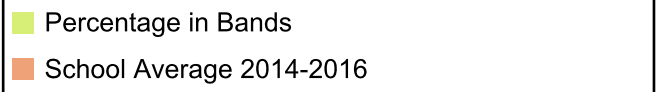
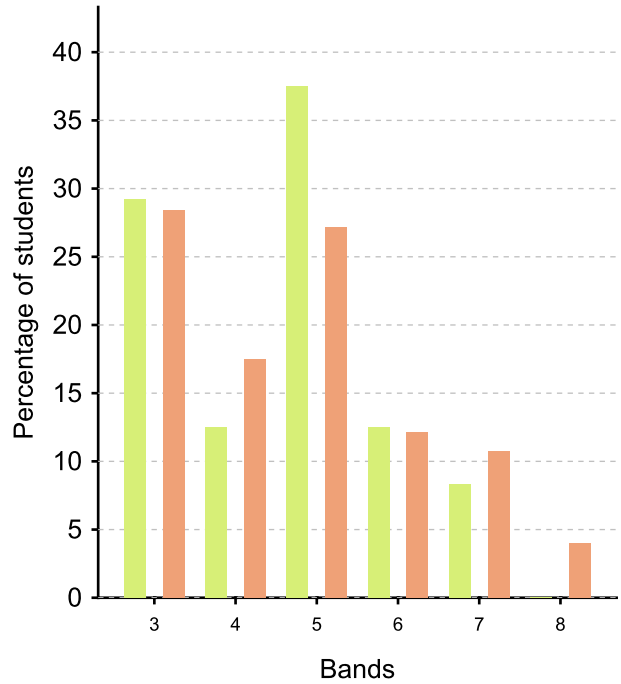


Percentage in Bands
School Average 2014-2016

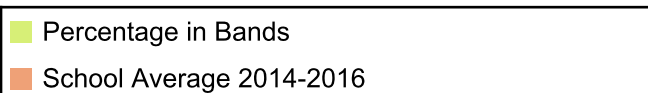
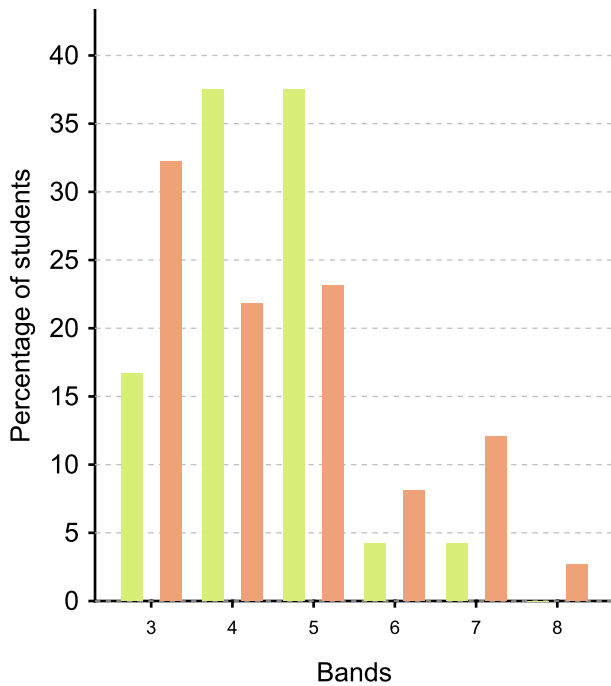
Percentage in bands:
Year 5 Reading



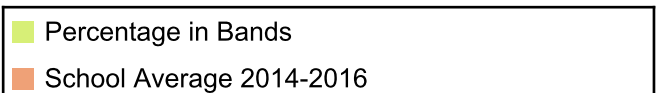
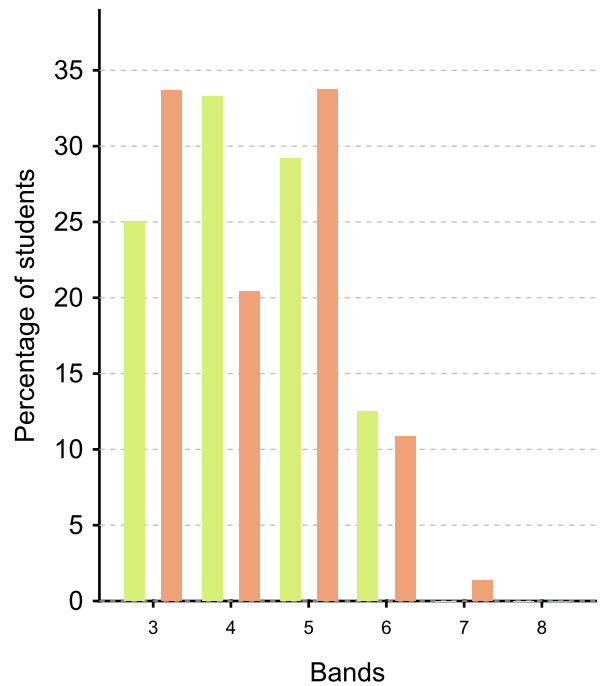
Percentage in bands:
Year 5 Spelling



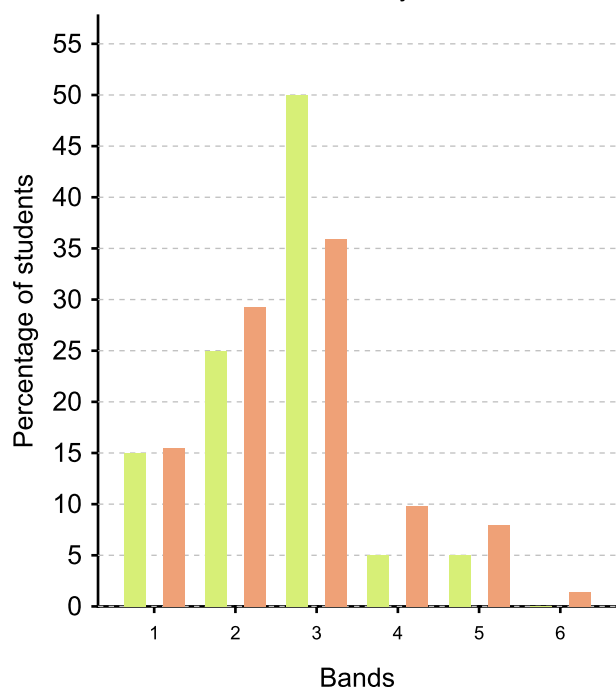
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy

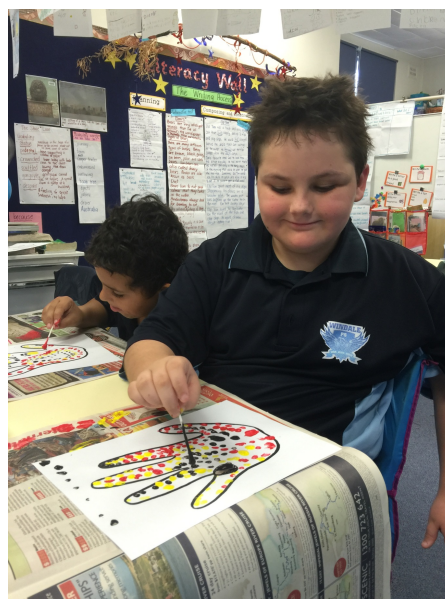
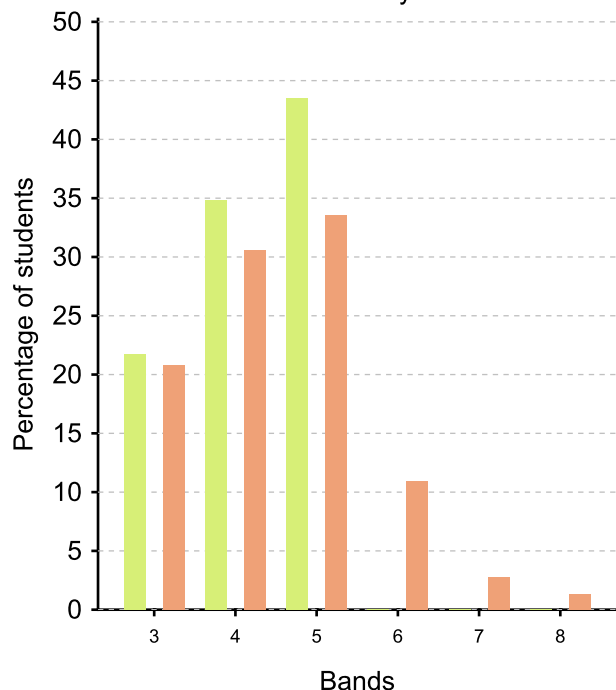


Policy requirements

Aboriginal education

For Aboriginal students to reach their full potential, it is vital that all stakeholders engage as a collaborative team focused on the achievement of improved learning outcomes for all students. The staff at Windale Public School ensure that Aboriginal perspectives are integrated across all Key Learning Areas with cultural guidance being provided through our Aboriginal Education Officer (AEO) and Minimbah Local AECG. NAIDOC Day was celebrated with the local community and was a huge success. This event was able to be run on a larger scale due to the successful submission for funding through Lake Macquarie City Council.

Percentage in bands:
Year 5 Numeracy



Multicultural and anti-racism education

All staff deliver teaching programs that promote respect for all cultures and recognition of the contributions that have been made to our society by different cultural groups.

Windale Public School has a staff member designated and trained as an Anti-Racism Contact Officer (ARCO). The ARCO monitors and addresses any incidents that may involve racial discrimination in any form.

In Year 3 Reading, almost 10% of our students achieved Band 5 and in Year 5 Reading the percentage of students in Band 7 was just below 5%. In Year 3 Numeracy, 5% of students achieved Band 5. There were no students in the top two bands in Year 5 Numeracy.