

Winmalee Public School Annual Report



2016



4436

Introduction

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

Mrs Sharon Gordon

Rel. Principal

School contact details

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School background

School vision statement

At Winmalee PS staff, students and the community work together to deliver a rich and diverse learning environment that nurtures the whole child. Our aim is to provide diverse educational experiences and opportunities that will engage and challenge all students to learn, discover and critically examine their world in order to become creative, informed and resilient individuals.

School context

Winmalee Public School has a long and proud tradition of providing quality public education to the Winmalee community. Our students benefit from a broad, stimulating and innovative curriculum delivered by dedicated staff. There is a focus on fostering individual abilities and interests through sporting activities, academic programs and expression is encouraged through CAPA. The school has programs that build self-esteem, ensuring responsible behavior and a strong sense of civic pride.

At Winmalee Public School there are many programs and initiatives that are part of our school. These include: PSSA Sport and Winmalee Cup, Gardening Club, SRC

Junior and Senior Dance, Choir, Band, Strings and Recorder Groups

Premier's Reading Challenge

Public Speaking Competitions and Debating

Robotics Group

In 2016 the school has been able to implement research based initiatives in our school. These have included:

* Engagement of an instructional leader to enhance practice in teaching literacy and numeracy.

*Engagement of a LaST to support our Aboriginal students.

*Engagement of an instructional leader to enhance effective practice when using ICT.

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" our school is working at Sustaining and Growing. There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. We have established "Connect Café" a regular, meet with the school community, session where teachers share school programs and explain how parents can work on similar strategies at home. Our school implements a whole-school approach to wellbeing under the Kids Matter framework and our school has clearly defined behavioural expectations as evidenced through our revised PBL /Welfare policy. Students care for self and others. The school has significant extra-curricular learning opportunities including the creative and performing arts.

The school analyses internal and external assessment data to monitor, track and report on student and school performance. The school is aware of trends in student achievement levels and currently we have strategies in place to

increase the number of students achieving in top bands for literacy and numeracy.

In the Teaching element our school is working at Sustaining and Growing we have well– managed classrooms with well–planned teaching taking place with minimal disruptions to core learning times. The school leadership team regularly engages the school community in reflection on various data sets. This informs key decisions as evidenced in whole school TPL and collaborative planning. We draw on professional capital within our staff to further develop our professional community as evidenced through allocated funding to relieve teachers to work with others. Processes are in place to provide mentoring and coaching as evidenced in a K–2 instructional leader. Where there is a particular focus on embedding explicit teaching of literacy and numeracy. Eg L3and TEN.

In the Domain of Leadership the school seeks and addresses feedback on school performance through surveys and discussions with community. As evidenced through changes in reporting to parents procedures. In regards to the School Plan all staff are committed to the strategic directions. Monitoring and reviewing processes are embedded as evidenced through milestones documentation. Systematic annual staff performance and development reviews are conducted as evidenced in P.D.P documentation and mentoring systems are in place for early career teachers and aspiring executive teachers. The school has productive relationships with a number of universities and have provided practicum placement for many university students.

There are opportunities for students and the community to provide constructive feedback on school practices and procedures including “Tell Them From Me” survey tools and annual School Satisfaction surveys. Results from our surveys reflect that the community is positive about our educational provision. The school uses collaborative feedback and reflection to promote and generate learning and innovation as evidenced through the analysis of survey data and adjusted School Plan. Strategic financial management is used to gain efficiency and to maximise resources needed to implement the School Plan including purchase of robotics equipment, extra texts and I Pads.

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

Community and Organisational Effectiveness

Purpose

Enhance organisational effectiveness and strengthen community partnerships through the implementation of effective communication frameworks and school planning. Planning that is in partnership with an informed school community.

Overall summary of progress

School events were well attended by parents and community members. School events such as Connect Café, Grandparents Day, Sport Carnivals, Open Day, Winmalee Cup were supported by and attended by many members of our school community. Parents assisting in the classroom and attending our weekly assemblies has been regular. The School's Facebook page has an ever increasing number of followers and teachers are using apps to improve after school communication.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increased number of parents and caregivers participating in school activities, including well-attended P&C Meetings.	There has been an increase in parents and caregiver participation in school activities. Including strong attendance at Whole School events and in-class support.	Funds to organise events and carnivals.
Continued productive interaction with Winmalee High School.	Winmalee PS and Winmalee HS continue to work together as part of the same learning community. Both of these schools have a consistent approach to PBL and comprehension teaching.	Teacher casual relief days for transition visits.
Continued productive and regular partnership with local schools	Winmalee PS continues to benefit from a productive working partnership with the Mid Mountains Learning Community.	N/A

Next Steps

A continuation of effective and varied communication channels will be used. We will be having a focus on connecting learning at home and at school using the Community Grant funding. Parents and caregivers will be provided with resources to use with their children at home to assist in mastery of numeracy and literacy concepts. Including THRASS spelling charts and TEN numeracy activities. Information sessions for parents on how to use the THRASS chart at home will be delivered.

Continued collaboration with Mid Mountains Schools in combined Staff Development Days, Principal Planning meetings and sporting events.

Strategic Direction 2

Learning for All

Purpose

All school community members have the opportunity to engage in curriculum that is sufficiently flexible to meet the diverse needs of our students. Teachers engage in individualised, team and shared professional learning for the 21st century. The capacity to develop learning within our wider school community.

Overall summary of progress

All teachers' Professional Development Plans are aligned to School Plan and Australian Professional Standards. Teacher professional learning has been provided to support achievement of goals in teachers' Professional Development Plans. Extra LaST support and instructional leadership has been provided to support the implementation of revised pedagogy which focuses strongly on explicit teaching and data driven teaching across K–2. L3 pedagogy has been implemented in Kindergarten classrooms. Further to this instructional leadership, mentoring was provided to facilitate the implementation of technology and further embed super six metacognitive comprehension teaching strategies across K–6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff will have Professional Development Plans which are aligned to Australian Professional standards. 100% of teachers demonstrate that they meet The Australian Professional Standards for Teachers	100% of teachers have Professional Development Plans which are aligned to the Australian Professional Teaching standards. All teachers are demonstrating their accomplishment of Australian Professional Teaching standards.	TPL – 3 casual teaching days to support teachers in their PDP writing and feedback session.
Teaching and Learning programs will incorporate digital technology, differentiation, KLA integration.	Programs and teaching and learning activities include increased use of authentic and effective use of technology. Differentiation has been achieved through aligning teaching to student needs as identified through ongoing assessment and rigorous use of literacy and numeracy continuums.	–QTSS funding to enable extra teacher training and support in technology. –Low level disability funding to enable instructional leadership to implement L3 and TEN. –Literacy/Numeracy funding to purchase Mathletics.
Increase the proportion of students in the top two NAPLAN bands by 8%	For reading in Year 3 there was an increase of 24% for students achieving in top two bands! For numeracy there was 10% more students achieving in the top two bands. In reading in Year 5 the number of students achieving in top two bands plateaued and in numeracy there was an increase of 3%.	QTSS funding Low level disability funding Literacy and numeracy funding.

Next Steps

- * Further support for teachers in their use of whole school data collection and tracking systems for literacy and numeracy.
- * Expand on robotics programs and coding programs across the school.

* Continued implementation of the school's "Bump it Up" plan.

* Teacher professional learning provided on TEN, TOWN and effective feedback strategies.

Strategic Direction 3

Fostering Success and Wellbeing

Purpose

To work across the school community to foster a positive culture based on the three expectations of being Safe, Respectful, Learners and community members. Supporting PBL to achieve a culture where success is valued and strong character is developed. To develop a dynamic school-wide professional team of teachers and leaders who have personal collective efficacy and responsibility for the high educational outcomes and well-being of all students.

Overall summary of progress

As per data collected in SENTRAL and through teacher observation classrooms are focussed on learning. Our Positive Behaviour for Learning (PBL) team have continued to effectively lead the school in PBL practices ensuring consistency in delivery across the school. Our Kids Matter team have provided professional learning to all staff on Modules 1 and 2 and all staff have been trained in Circle Time.

A team of teachers have trained in Project Based Learning and trialled STEM units for BOSTES.

Teachers have been trained in 8 Ways ATSI pedagogy and yarning circles have been implemented into classroom practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Classrooms focussed on learning with less behavioural interruptions. A reduction of referrals reported through SENTRAL	In 2016, 309 students received zero or one minor referral. This is 84% of our students. In 2015, 75% received zero or one minor referral. This positive decrease in referrals reflects the positive impact our well-being programs are having on student engagement.	Equity Funding– PBL Initiatives ATSI Funding– 8 Ways training
Data informed, rich tasks are highly visible in all staff teaching and learning programs.	Teachers are using literacy and numeracy data to drive their teaching programs. Project based learning in classes across the school. Robotics Group set up.	TPL funding– Project based Learning Action Research.
Student welfare programs are current and implemented consistently across the school.	The School's Welfare Policy has been re-written in 2016. Inclusion of updated anti-bullying, Kids Matter Framework and PBL are a feature.	Equity Funding– \$4000.00

Next Steps

Further Implementation of Kids Matter modules with all staff needing to be trained.

Professional Learning– Future focussed learning/flexible learning spaces.

ATSI plan.

Revised Peer Leader Program.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All students provided with individualised learning plans and ATSI LaST support ensuring effective implementation of plans. Aboriginal students are demonstrating strong progress in literacy and numeracy.</p> <p>8 Ways Aboriginal pedagogy implemented.</p>	<p>\$9618.00</p> <p>8 Ways Training—\$2000.00</p> <p>3 Days PLP Meetings—\$1200.00</p> <p>Extra LaST Support—\$4500.00</p> <p>SLSO \$1400.00</p> <p>K–2 Offset Costs \$500.00</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$500.00)
Low level adjustment for disability	<p>Students supported directly – to access the curriculum within the classroom context. Implementation of intervention programs to identified students K–6. Multilit Reading Tutor 3 days a week.</p> <p>Extra LaST support.</p> <p>Purchase of literacy and numeracy resources.</p> <p>Purchase and maintenance of technology.</p> <p>SLSOs hired to support identified students.</p>	<p>\$30504.00</p>
Quality Teaching, Successful Students (QTSS)	<p>Collaborative practices developed across the school led by the employment of a casual teacher to release our Technology Coordinator from her on–class role. As an instructional leader the focus for 2 terms was to assist teachers in meaningfully integrating technology into teaching and learning. When surveyed teachers provided positive feedback on this support.</p>	<p>QTSS Funding— Extra teacher support.</p>
Socio–economic background	<p>Funds were allocated for professional learning around explicit, systematic and integrated literacy teaching. Stages of teachers were released from class to undertake TPL on English teaching including the “Focus on Reading” course.</p> <p>SLSO's were employed to support the delivery of support programs.</p> <p>Continuation of Multilit Reading Tutor Program. LaST leading the program.</p> <p>Appointment of a temporary teacher who worked in the role of instructional leader. This teacher supported K–6 with the explicit teaching of literacy and numeracy. Including L3 and TEN. When surveyed, teachers provided positive feedback on this support.</p>	<p>\$20604.00— Instructional Leader and SLSO</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	189	188	190	182
Girls	185	185	195	180

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95	96.4	94.8	93.7
1	93.3	95	94.6	93.6
2	95.6	93.8	93.9	94.9
3	94.9	95.1	94.1	94.1
4	94.8	94.9	95.2	92.8
5	95.9	94.5	94	94.7
6	94.4	96.2	93.5	93.8
All Years	94.9	95.1	94.3	93.9
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)	12.19
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration & Support Staff	2.92
Other Positions	0.14

*Full Time Equivalent

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

Winmalee PS strongly supports teacher quality through strategically planned, rigorous and evidence based professional learning which is aligned to the School Plan and teachers Professional development Plans. sessions.

Teacher professional learning is differentiated to teacher and student need. For example our teachers in K–2 engaged in explicit instruction for reading, writing and TEN (Targeted Early Numeracy training.) An instructional leader was appointed using LaST allocation and QTSS funding.

Professional learning enables teachers to meet identified student needs and is aligned to strategic directions in the School Plan. Throughout 2016 professional learning has focused on improving the use of data and differentiating the curriculum in the area of reading and writing. All teachers have completed "Focus on Reading" professional learning. There has been a continued focus on collaborative planning and the development of collective efficacy.

A guest presenter was contracted to deliver professional learning on the components of an effective literacy block. In Stage 2 and Stage 3 teachers focussed on writing in the middle years.

ATSI 8 Ways pedagogy training occurred across the school.

All teachers were led through early modules of Kids Matter and Circle Time training.

The plotting and tracking of students on literacy and numeracy continuums and the use of PLAN reports was revised with all teachers.

Teaching and SASS staff completed their annual CPR, Anaphylaxis and Emergency Care.

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.

Income	\$
Balance brought forward	178 898.56
Global funds	294 900.33
Tied funds	300 489.93
School & community sources	123 138.59
Interest	3 593.76
Trust receipts	13 093.85
Canteen	0.00
Total income	914 115.02
Expenditure	
Teaching & learning	
Key learning areas	27 766.38
Excursions	36 617.97
Extracurricular dissections	21 578.81
Library	3 015.74
Training & development	295.11
Tied funds	240 948.92
Short term relief	81 795.13
Administration & office	54 106.79
School-operated canteen	0.00
Utilities	42 876.23
Maintenance	11 129.65
Trust accounts	17 842.42
Capital programs	44 915.45
Total expenditure	582 888.60
Balance carried forward	331 226.42

The information provided in the financial summary includes reporting from <insert date> to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	398 899.95
(2a) Appropriation	353 244.39
(2b) Sale of Goods and Services	4 049.38
(2c) Grants and Contributions	40 832.55
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	773.63
Expenses	-248 836.25
Recurrent Expenses	-248 836.25
(3a) Employee Related	-136 233.72
(3b) Operating Expenses	-112 602.53
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	150 063.70
Balance Carried Forward	150 063.70

	2016 Actual (\$)
Base Total	2 272 885.35
Base Per Capita	20 587.47
Base Location	0.00
Other Base	2 252 297.88
Equity Total	152 945.16
Equity Aboriginal	9 618.05
Equity Socio economic	20 604.32
Equity Language	400.00
Equity Disability	122 322.79
Targeted Total	169 300.01
Other Total	60 729.69
Grand Total	2 655 860.21

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.

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.

Financial summary equity funding

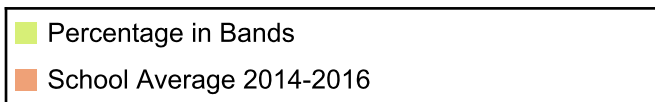
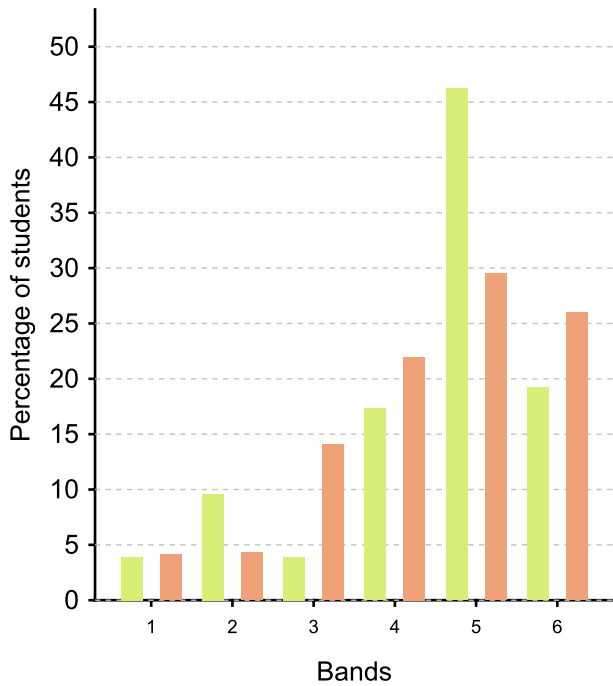
The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

School performance

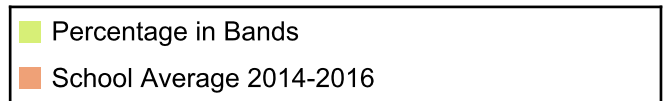
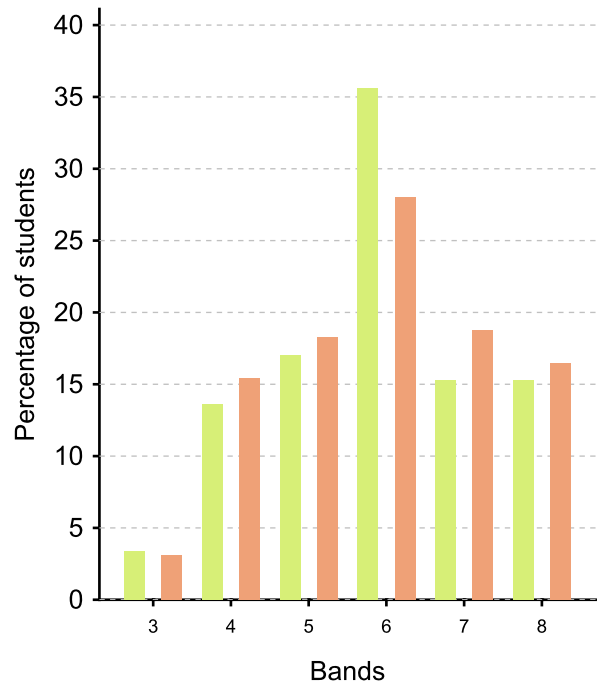
NAPLAN

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.

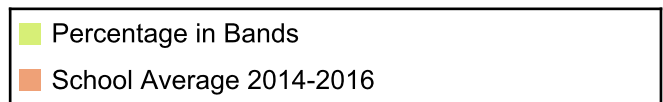
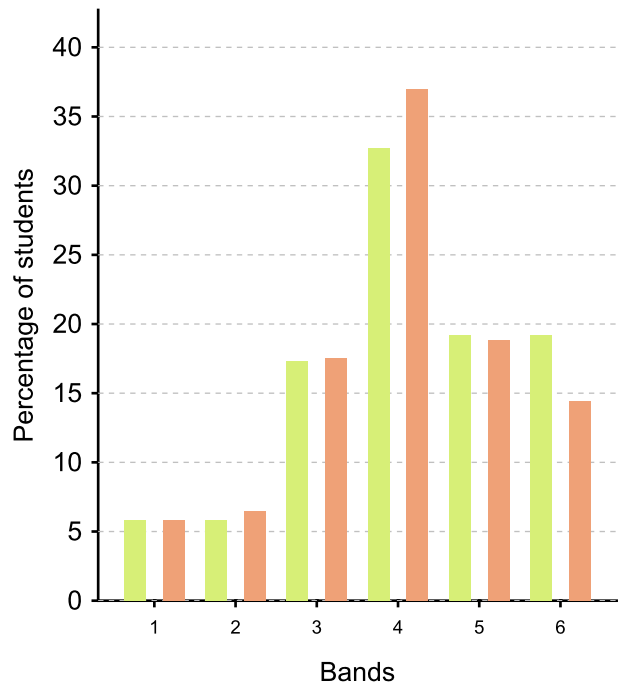
Percentage in bands:
Year 3 Reading



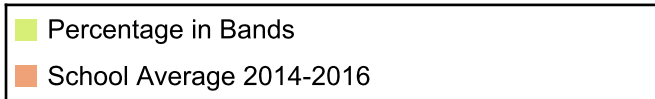
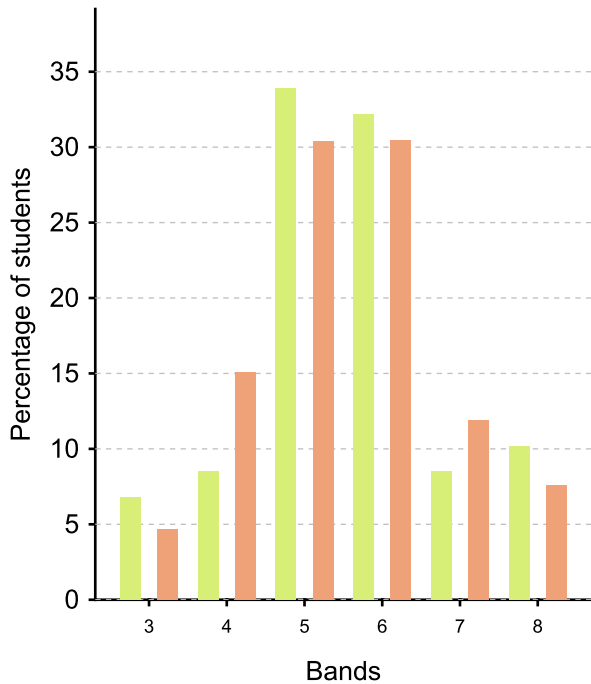
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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

"TELL THEM FROM ME"

Students with Positive Behaviour at School

Winmalee Public School prides itself on their effective use of Positive Behaviour for Learning and Wellbeing frameworks which underpin our school practices. 87% of students indicated they had positive behaviour at school 4% above the state average.

Students with Positive Relationships

82% of students indicated they have friends at school they can trust and who encourage them to make positive choices. This demonstrates the effectiveness of student welfare policies and the explicit teaching of social/emotional skills through our school's scope and sequences.

Students with Positive Behaviour at School

Winmalee Public School prides itself on providing a safe and respectful learning environment. 87% of students indicated they do not get into trouble for disruptive or inappropriate behaviour. This is above the government average of 83%.

Student Participation in Extra-Curricula Activities

A wide variety of extra-curricula activities are offered by experienced and talented teachers at Winmalee Public School. 44% of students indicated they take part in art, drama, music or school Student Leadership committees. This is equal to the government average.

Moving Forward:

In 2017 target stages have initiated a homework approach clearly linked to classroom content through THRASS Spelling program and integration of stage Science content.

Winmalee Public School Community Survey

90% of the parent community either agrees or strongly agrees that Winmalee Public School is a friendly school – tolerant and accepting of all students. In addition, this is supported by the results in the "Tell Them From Me" survey indicating 87% of students had positive behaviour at school 4% above the state average. 89% of the parent community agree or strongly agree that Winmalee Public School has supportive welfare programs.

95% of the parent community either agrees or strongly agrees that the school adopts new technology to engage learners. This is a continuing process further enhanced by the purchasing of additional technology easily accessible to the community via a home/school funding grant.

Data from both the "Tell Them From Me" survey and "Winmalee Public School Community Survey" (91%) support the community view that the school offers a wide range of challenging and enriching extra curricula programs.

86% of parents indicated that the school meets the English learning needs of their child. 80% of parents indicated that the school meets the Numeracy learning needs of their child.

Policy requirements

Aboriginal education

Throughout 2016 teachers continued to work closely with parents and caregivers of Aboriginal students to refine and implement learning plans. ATSI perspectives and texts were included across the curriculum. Aboriginal culture was recognized and the contributions and customs of Aboriginal people were celebrated. ATSI 8 Ways pedagogy was shared by trained teachers across the school. An additional LaST was appointed to work with Aboriginal students ensuring successful implementation of learning plans.

Multicultural and anti-racism education

An understanding of our cultural diversity is included in History and English programs. Multicultural perspectives are incorporated into all Stages across the school.