

Wollondilly Public School Annual Report



2016



4438

Introduction

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

Mr Stephen Armstrong

Rel. Principal

School contact details

Wollondilly Public School

Newton & Hoskins Sts

Goulburn, 2580

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

wollondill-p.School@det.nsw.edu.au

4821 4496

Message from the Principal

Wollondilly Public School is an excellent example of Public Education. There have been many ways to celebrate the outstanding achievements of our students in all areas. Our Wollondilly Robots Vex Robotics Team were successful in winning 5 awards at the National Vex Robots competition. This has won them the right to compete at the Vex Robotics International competition in Louisiana in 2017. Our Girls' Hockey team won The P.S.S.A State hockey championships throughout the year competing against many other teams across N.S.W.

I would like to acknowledge the outstanding professionalism and commitment of our staff that have been extremely busy with the process of gathering data to successfully negotiate the pathway through an External Validation this year. Evidence gathering and analysing of data using the School Excellence Framework as our base, has given us guidance for future planning for our students. Our technological upgrade to include wireless network was improved across the school site, facilitating access to the internet and intranet and mobile devices. I pads were purchased, and processes and systems for managing these items were implemented. This has been a real positive to the students of our school. Programs have been enhanced by the use of this technology across all K-6 classes. We strive for excellence with improved communication to our parents through the use of our SeeSaw app. Communication to our parents has never been stronger.

Steve Armstrong

Rel. Principal

School background

School vision statement

We will develop students who are responsible, confident, creative, innovative, problem solvers, critical thinkers and honest, reliable citizens, who can add value to society – locally, Nationally or Internationally.

School context

Wollondilly public School is located in the rural city of Goulburn and serves a diverse population. There are currently 328 students who attend the school, representing several different nationalities. The school population includes 21 Aboriginal students. We have an Early Intervention Support class catering for pre-school aged students with special needs and an IM support class that caters for students with a mild intellectual disability. We have strong community support and are proud members of the Goulburn Community of Public Schools.

A number of new, innovative research based initiatives across our school . These have included:

1. a planning day every term for the Executive team to plan professional learning for staff, to develop term schedule for assessment and reporting.
2. a planning day every term for stage teams to gather and analyse evidence, monitor progress and impact, plan next steps, share best practice, design units of work and contribute to consistency of teacher judgement, teacher practice and assessment
3. enhanced technology purchases to improve learning in the classroom, in partnership with the P & C
4. employed SLSO's to support the learning of our Aboriginal students and support the school to build stronger partnerships with the community.

These programs were introduced in 2015 and our aim is to embed and consolidate our improvements through ongoing support for staff and a culture of high expectations of our students in the 2015 – 2017 school plan.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

In the domain of Learning the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

In the domain of Teaching the school's self-assessment is consistent with the evidence presented in three elements and is validated using the School Excellence Framework. In the element of;

- Collaborative Practice the evidence presented indicates the school is operating at the Delivering stage
- Professional Standards the evidence presented indicates the school is operating at the Delivering stage

In the domain of Leading the school's self-assessment is consistent with the evidence presented in two elements and is validated using the School Excellence Framework. In the element of;

- School Planning the evidence presented indicates the school is operating at the Delivering stage
- School Resources the evidence presented indicates the school is operating at the Delivering stage.

Our self-assessment and the external validation 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>

Literacy Committee Report 2016

Achievements:

- Implementation of Wollondilly Public School K–6 Spelling document K – 6
- Stage 1 – successful completion of L3 OPL
- Successful completion of Phase 2 of Focus on Reading.
- Review of reading resources gaps across years 3–6. Purchase of \$1500 of reading resources to meet identified gaps and instructional needs for students across 3–6.
- Purchased Connections reading kit to support implementation of Focus on Reading in 2016 and beyond.
- Implementation of Sound Waves into each classroom across the school K–6

Technology Committee report 2016

Achievements:

- the technology team installed wifi in every classroom and administration area out of the school budget.
- A\$10 technology levy was applied to the Term 2, 3 and 4 accounts and this has enabled the purchase of 15 iPads and a Mac Mini server. The income from the levy has also been used for credit in the Apple Volume Purchase Program (VPP) to enable the purchase of educational apps.
- A 20 device iPad sync and charging station was also purchased. This was jointly funded by the P&C and the school. The station allows for daily charging of the iPads and syncing of apps through the use of the Apple Configurator program.
- The school iPads have been made available for use in all classrooms. Students have been using the iPads during small group learning in Maths and Literacy and to create projects through the use of content creation apps. The iPads have proven to be an engaging classroom learning tool.
- An iPad app request form was developed for staff to request paid apps. Teachers are required to justify the educational relevance and benefits of the app. The ICT committee then meets to review and approve requests.
- Our 14 point eT4L computer equipment roll out allocation was used to obtain 18 HP model Windows Desktop computers and 2 new monitors. The new computers replaced existing IWB computers in most classrooms and the library. Two computers were also allocated to the administration area and 1 to the school hall.
- Existing IWB computers were reallocated as student computers in most classrooms. This has ensured that most classrooms have 3 dedicated student computers.
- Most Lab computers were upgraded from 2GB to 4GB RAM.
- Information on the school website, particularly in the 'Curriculum and Activities' and 'Library' tab was updated to reflect current practices and programs at Wollondilly.
- Six staff attended a Microsoft certified professional development session in the use of Office 365 and One Drive.
- Ongoing professional development in the use of One Drive and Office 365 has been provided to all teaching staff. This has enabled staff to successfully use One Drive as a file storage facility, to share documents and to collaborate on documents using One Note.
- Two staff attended the two day 'Love Learning' Conference and participated in workshops which focused on current ICT initiatives in education.
- All teaching staff have been in-serviced in the use of Skoolbag. Seasaw is now successfully used in most classrooms to document student learning and to share student achievement with parents and carers.
- Professional development has also been provided in the use of quality educational iPad apps.
- Staff are continuing to implement the school ICT Scope and Sequence. In addition, the ICT committee developed a checklist of the ACARA ICT capabilities in most KLA's and this has been provided to staff for use in their teaching and learning program.
- One staff member took over the role of school Computer Coordinator and has engaged in self-paced professional learning to enable effective management and co-ordination of school IT systems and the facilitation of staff PD in ICT.
- DoE technology initiatives and professional readings continue to be shared with staff.

Strategic Direction 1

A culture that promotes learning

Purpose

To create an engaging, inclusive and positive learning environment where all stakeholders are valued and work collaboratively, to improve student outcomes.

Overall summary of progress

- Personal Learning goals in literacy – Teachers tracking students on the Literacy Continuum for at least 1 marker. All staff are regularly using PLAN to track students in their class to inform their programming and teaching. Students able to identify where they are on the Literacy Continuum and what their current learning goal is for literacy. Data collection for literacy K–6 for reading, writing and comprehension. At the end of the year we were able to compare data to base line data.
- Community/Parent Engagement – This year we have conducted Meet and Greet, introduced Skoolbag application and conducted parent/teacher three way interviews. We updated the website to include newsletters, information and notes. We ran a recruiting drive to encourage more community volunteers to sustain our Multi Lit program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student behaviour referrals reduced by 20%.	Student behaviour referrals reduced (Sentral data indicates less negative behaviour referrals))Playground practices reviewed. All teachers able to enter data on Sentral.	\$1000 Socioeconomic background funding
All students able to identify and communicate their learning goals in Literacy and Numeracy	Data walls in every classroom for literacy Data collection K – 6 for reading and comprehension.	\$1780 Socio– economic background funding

Next Steps

Professional learning in behaviour management and updated PBL skills and procedures is planned for 2017.

All students identified as 2 clusters below the year level (at end 2016) to gain learning support in 2017. Whole school review of Welfare/ discipline policy – School Focus Group

Students identify goals for reading, writing and numeracy in 2017

Train all teachers in How 2Learn professional learning

Strategic Direction 2

Explicit improvement agenda—school planning, implementation and reporting.

Purpose

To ensure data evidence informs teaching and learning which leads to student improvement, effective use of resources, clear explicit goals and improved communication with all stakeholders.

Overall summary of progress

All teachers have data walls in classrooms to track student progress in literacy – reading and comprehension

PLAN data is updated every 5 weeks for every student

Aboriginal students identified who fall 2 clusters below for literacy and given support

Parents regularly receive updates on student progress through review meetings, transition meetings orientation sessions and phone calls

Term schedules compiled and distributed to all teachers, at beginning of each term, for assessment & reporting K – 6, programming and Professional Learning Plans

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased number of students performing above grade level in literacy and numeracy	Hand over of up to date data for 2017 teacher with every student profile sheet L3 data indicates students performing above state average Only one Aboriginal student achieving at well below grade expectation in literacy	\$5732 Aboriginal funding \$6518 English language funds \$17138 Low Socioeconomic funds
Increased parent/community engagement	An increase in number of parents attending Meet & Greet functions parent / teacher interviews, high school information sessions and more new Kinder enrollments attending orientation Two staff attended training to improve community engagement and communication	\$394 Disability funds

Next Steps

Consistent teacher judgement sessions to follow common assessment tasks each five weeks – to be included on Term schedule

Ongoing and new training in L3 for teachers K – 2

Training teachers Yrs 3 – 6 in Focus On Reading

Continue to investigate ways to improve community involvement and communication

Monitor progress of all Aboriginal students

Strategic Direction 3

Learning and Development–Expert teaching team.

Purpose

To ensure individual teacher's needs are met through professional learning opportunities and that professional learning is aligned to the school plan.

Overall summary of progress

The implementation of the new Performance and development framework has led to staff engaging in much deeper reflection of their teaching practices against the Quality Teaching Framework and national teaching standards.

Teachers have all completed their own Professional Development Plan for semester 2 in 2016

All teachers have completed a minimum of 10 hours professional learning in 2016

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers professional development plans align to school plan and teaching standards for accreditation	L3 training (all K – 2 teachers), Focus on Reading training (2 in–school trainers)	8000.00
All staff have undertaken a minimum of 10 hours PL aligned to school Plan.	Teachers developed goals collegially and collaboratively– 2 goals at stage level and 1 personal goal for Semester 2 in 2015	5000.00

Next Steps

Focus of Reading – Select another staff member to attend training (Term 1) in Focus on Reading to replace trained teacher who left

Continue training K– 2 teachers in L3

Train all teachers K – 2 in TENS for numeracy

Train teachers Yrs 4 – 6 in Writing in the Middle years

Adjust School Plan to include new Professional Development Plan procedures – new improvement measure for Strategic Direction 3

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Aboriginal background funding All students have an individual learning plan and are making progress across the literacy and numeracy continuums. Their progress is plotted on data walls and updated every 5 weeks. Increasing numbers of parents are being involved in the development of ILPs. Attendance of Aboriginal students continues to be above average state level.	\$13,750
English language proficiency	A range of strategies have been incorporated in the school's communication with parents/ community from culturally diverse backgrounds. This has included parent get togethers and workshops, focus groups and apps for communication. As a result, these strategies are strengthening parent & community engagement. SLSO's employed to assist students in classrooms with literacy activities	\$6516 Strategic Direction
Low level adjustment for disability	All students requiring adjustments and learning support are catered for within class programs and other whole school strategies.47 students were referred for learning support. Multi Lit literacy program has seen the training of 12 parent/ community volunteers and as a result student engagement has increased for those students accessing this program.	\$36,724 Strategic direction 1
Socio-economic background	All teachers K – 2 undertook training in L3 for literacy. 2 teachers trained for Focus on reading Yrs 3– 6.School leadership teams completed workshops for consistent teacher judgement, assessment and reporting and developing Professional Development Plans	\$18,553 Strategic Direction 1 \$20000 Strategic Direction 3

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	202	201	190	178
Girls	158	154	152	161

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.5	95	94.6	94.9
1	96	94.2	95.1	93.1
2	96.1	95.5	95.9	95
3	95.9	94.4	95.9	94.6
4	95.4	95.5	94.8	94.8
5	96.2	96.1	94.8	94.7
6	94.8	94.4	95.4	93.4
All Years	95.7	95	95.2	94.3
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)	4
Classroom Teacher(s)	13.23
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	1
School Administration & Support Staff	4.54
Other Positions	2.93

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Wollondilly Public School has 2 teachers from Aboriginal backgrounds.

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	15

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Wollondilly Public school staff in 2016. With the release of a different funding model and research supporting teacher quality being the single largest indicator of student success, this was a focus area for us

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

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	220 043.38
Global funds	265 236.28
Tied funds	176 309.77
School & community sources	92 855.88
Interest	3 774.95
Trust receipts	23 931.24
Canteen	0.00
Total income	782 151.50
Expenditure	
Teaching & learning	
Key learning areas	21 141.17
Excursions	31 803.54
Extracurricular dissections	84 038.94
Library	5 484.01
Training & development	7 558.77
Tied funds	256 805.88
Short term relief	94 360.28
Administration & office	68 689.52
School-operated canteen	0.00
Utilities	73 056.65
Maintenance	25 486.95
Trust accounts	25 859.68
Capital programs	0.00
Total expenditure	694 285.39
Balance carried forward	87 866.11

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name

in the Find a school and select GO to access the school data.

Wollondilly Public School's NAPLAN results for Aboriginal students shows value-added results for literacy and numeracy. Norta Norta funding has resulted in the employment of an SLSO to facilitate the Multilit and support programs to Aboriginal students to ensure the achievement of Aboriginal students match or better the outcomes of all students.

Personalised Learning Pathways are collaboratively developed and regularly monitored to ensure the achievement of Aboriginal students match or better the outcomes of all students.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. In 2016, the school sought the opinions of parents/carers, students and teachers about the school. Their responses are presented below:

The majority of students feel that they are the school's main concern; new students are made feel welcome and that the school encourages everyone to learn.

Most parents feel that school leaders usually have a positive influence on the school culture and that parents usually support what is happening at the school.

The majority of parents feel that the school encourages everyone to learn.

Most teachers felt that the school recognizes and celebrates achievement; that teachers support what is happening at school and that the school culture supports a sense of ownership of the school.

Policy requirements

Aboriginal education

- Ensure the provision of the employment of a SLSO continues to affect the outcomes for Aboriginal students.
- Continue to raise awareness through effective communication within the school of the achievement of Aboriginal students.
- Foster community engagement through the development of a Goulburn Community Of Public Schools (GCOPS), with a view to developing the MGoals program.
- Commence the MGoals program. This program encourages schools to collaborate with their local Aboriginal community in building a local community website resource to share and

celebrate local history, cultural information and programs that are being run in support of Aboriginal Education.

- Develop professional learning for staff on Aboriginal Education.

Multicultural and anti-racism education

We are committed to ensuring every student is aware of the multicultural diversity of our school this year we have thirty three students who identify as coming from a non English speaking background. In 2016 harmony day was celebrated across the whole school community. A special assembly was held and classes all presented a power point around their understanding of cultural diversity. The event developed the empathy and understanding of other various cultures, in our students. An interactive performance workshop by a visiting African drumming and dance group was very engaging for all student. A range of strategies have been incorporated in the school's communication with parents/carers and community members from culturally diverse backgrounds. These included; an LED screen to display school events in the office foyer and a community noticeboard. As a result these strategies are strengthening parent and community engagement in school activities. The Anti-Racism Contact Officer (ARCO) spoke to students and staff during the year to build understanding of cultural diversity and Anti-racism initiatives in the school community.