

Wyndham Public School

Annual Report



2017



3525

Introduction

The Annual Report for **2017** 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

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Message from the Principal

2017 was a great year, highlighted by a diverse range of learning experiences and students excited by their learning.

Changes within the department, including the introduction of LMBR (Learning Management and Business Reform) and the introduction of the new budgeting tool meant the challenge of meeting the needs of the school, attending mandatory training sessions and time spent working on understanding the new system, was a massive challenge which impacted on myself, as Relieving Teaching Principal, and the Relieving SAMs. Despite striving for consistency, time out of the classroom and school can have an impact on everyone involved. Fortunately, we have a wonderful team at Wyndham Public School who work closely together to create the best outcomes for our students all of the time. Our shared concern for all students, ensure staff network effectively to implement effective teaching and learning, and wellbeing programs.

At Wyndham Public School we are committed to providing an education that will positively influence their lives and provide opportunities for a successful future and believe that each child has the capacity to make their mark on the world.

I look forward to working with everyone again in 2018.

Heather Bell

Relieving Principal

Message from the school community

For the last couple of years Wyndham School P&C have been madly raising money to get a shade sail to cover the lunch tables. Last year, finally saw this dream come true with a grant from Club Grants NSW and money raised from the Pambula Motorfest and many P&C raffles and market days. We raised enough money to get the sail over the lunch tables and also replace two sails over the playground and this year replace the shade sail over the sand pit. The P&C also purchased sand to refill the sand in the sand pit, tractor stools for the Year 3 – 6 class and a picnic table for the Stephanie Alexander Kitchen Garden Program. We also have a big year planned with the school celebrating 150 years which should be a great day. I would like to thank everyone who assists, putting in hard work, cake making and raffle ticket selling to help us raise funds that help support our great little school.

P&C President Mandy Hansford

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.

In 2017, we found that our school's on balance judgement when considering the evidence across the domains of Learning, Teaching, and Leading, we were overall, Delivering.

The next step to be pursued in all areas is to ensure that the School Excellence Framework themes are evident in the 2018–2020 School Plan.

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:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

This year we became an EAFS school. 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. Reading level data for Years K–3 was collected every 5 weeks and Reading, Writing and Comprehension PLAN data was collected every 10 weeks. Years 4–6 were also tracked on the Numeracy and Literacy continuums with data updated every 10 weeks.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Every child moves along the numeracy and literacy continuum in a strand commensurate with the National standards.		Students were able identify and set Literacy and Numeracy goals and identify what they needed to do to achieve their goals to ensure growth along the Numeracy and Literacy Continuums.
• All students, staff and parents have engaged in the coaching process to develop personalised learning programs.		Students have learnt how and why to set learning goals with their class teacher but it has proved challenging to get parents and staff involved due to a large number of other commitments
• Tracking and reviewing of students receiving support needs will promote consistency and better communication between stakeholders.		All students with learning needs have an individualised learning plan which is shared between all stakeholders to ensure consistency.

Next Steps

Future directions for 2018

- Professional development to support the introduction of the National Literacy & Numeracy Progressions and PLAN2
- Staff and students use learning intentions and success criteria for their learning.
- Every student will use feedback to set individualised learning goals

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, future focused learners. Training included EAfS training, and Literacy workshops. Wyndham Public School also again combined with two other local schools, 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)	Funds Expended (Resources)	Progress achieved this year
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		All students have moved along the Literacy and Numeracy continuums and are developing in their skills to think critically and problem solve. Teachers
Wyndham School utilises PLAN software to plot progress in literacy and numeracy to inform teaching and learning.		All staff are trained in using the Literacy and Numeracy Continuums and are able to use this data to record student progress on PLAN.
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.		Teachers are using current pedagogies, such as, How2Learn, in the classroom as evident in their classroom practice.
All staff are aware of the Disability Discrimination Act 1992 (DDA) by completing online courses.		80% of all staff have completed the Disability Standards e-learning modules due to change in staff.

Next Steps

Future directions for 2018:

- Future focused projects utilising Project Based Learning and STEAM.
- Visible Learning
- EAfS support and training

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

2017 ended with staff, parents, carers and students feeling positive and happy to be a member of the Wyndham Public School community. In 2017 Wyndham Public School continued to run 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. Students are consistently engaged when participating in this program and are always courteous and well mannered when interacting with our volunteers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Wyndham Public School is a safe and welcoming place where all students feel happy and supported.		Surveyed students and parents indicated that they agreed or strongly agreed that Wyndham Public School is a safe and welcoming place where all students feel happy and supported.
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 transitioning students successfully participated in all of the transition to school and transition to High School activities offered.
Kids Matter certification awarded to Wyndham Public School after 3 years.		Wyndham Public School is yet to apply for accreditation after completing all of the four components of the KidsMatter training in 2017.

Next Steps

Future Directions for 2018

- Continue to support the local preschools and High Schools with our joint Transition programs.
- Promote KidsMatter , apply for Accreditation
- Community engagement to support student learning and wellbeing.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$772 <ul style="list-style-type: none"> • Aboriginal background loading (\$772.00) 	Initial assessment was undertaken to be able to track progress of Aboriginal student. Unfortunately our only Aboriginal student left our school early in Term 1. Excursion was undertaken to Jigamy Farm to participate in NAIDOC Activities.
Low level adjustment for disability	\$12,475 <ul style="list-style-type: none"> • Low level adjustment for disability (\$12 475.00) 	Employing an SLO on Fridays allowed for the needs of students with support to be identified and assisted as required.
Quality Teaching, Successful Students (QTSS)	\$1,727 <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$1 727.00) • Socio-economic background (\$273.00) 	Successfully worked with the Early Action for Success (EAfS) Instructional Leader to ensure all students made progress in Literacy and Numeracy.
Socio-economic background	\$33,342 <ul style="list-style-type: none"> • Socio-economic background (\$33 342.00) 	Employment of additional teacher time for 1.153 days to operate a Year 3–6 class in addition to the K–2 class, for 4 days a week allowed for more targeted teaching and support for those students who required it, resulting in all students making progress in Literacy and Numeracy.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	9	12	9	9
Girls	11	11	12	12

In 2017, we began the year with an enrolment of 23 students which dropped to 21 students early in Term 1. Throughout the year we welcomed three new families and enrolled four new students in Wyndham Public School. We ended the year with a total enrolment of 25 students.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	89.5	91.9	94.4	88.1
1	89.4	89.4	93.8	91.8
2	91.7	91.6	95.6	92.2
3	98.2	90.7	85.6	89.8
4	86.4	96	90	89.8
5	67.9	86.8	96.4	90.7
6	94.2		90.3	90.7
All Years	91.2	91.3	91.7	90.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2		93.4	93.3
All Years	94.8	94.1	94	93.9

Management of non-attendance

In 2017, attendance was heavily impacted on by serious illnesses circulating throughout the school and wider community.

The attendance of all students was monitored daily. All children with unexplained absences had notes sent home requesting explanations for their child's absence.

This process was repeated if the note was not initially returned. Absences deemed of concern were referred to the Home Liason Officer. Regular reminders were sent home on the schools fortnightly newsletter.

Regular attendance is encouraged with the acknowledgement of one hundred percent attendance for the term at end of term assemblies with certificates and ice cream vouchers.

Structure of classes

In 2017, Flexible Equity funding, Integration funding and Disability funding were used to fund additional teaching time so that a K–2 class and 3–6 class could operate 4 days a week, Monday to Thursday. On Friday, the school ran a K–6 classroom with a SLO (Support Learning Officer) providing additional support for the teacher in the classroom.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.56
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

*Full Time Equivalent

We currently have no Aboriginal staff employed at Wyndham Public School.

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

All teaching staff received their NESA accreditation in 2017. All teachers were approved as Proficient.

All staff were offered opportunities for Professional Learning. All staff completed the Mandatory trainings which included CPR, Anaphylaxis, Child Protection and Code of Conduct. SAM's and Principals completed mandatory and voluntary training for LMBR, EFPT and HR Payroll. Other training included EAfS training, L3 and How2Learn.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

A significant amount of the budget was utilised for additional staffing and casual relief for professional development days.

Receipts	\$
Balance brought forward	42,415
Global funds	41,550
Tied funds	33,248
School & community sources	3,199
Interest	404
Trust receipts	426
Canteen	0
Total Receipts	78,827
Payments	
Teaching & learning	
Key Learning Areas	2,318
Excursions	352
Extracurricular dissections	2,009
Library	847
Training & Development	10,794
Tied Funds Payments	18,362
Short Term Relief	1,614
Administration & Office	8,833
Canteen Payments	0
Utilities	1,784
Maintenance	1,206
Trust Payments	327
Capital Programs	0
Total Payments	48,447
Balance carried forward	72,795

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	142,937
Appropriation	136,311
Sale of Goods and Services	0
Grants and Contributions	6,393
Gain and Loss	0
Other Revenue	0
Investment Income	233
Expenses	-70,890
Recurrent Expenses	-70,890
Employee Related	-50,313
Operating Expenses	-20,577
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	72,047
Balance Carried Forward	72,047

	2017 Actual (\$)
Base Total	314,018
Base Per Capita	3,209
Base Location	9,535
Other Base	301,274
Equity Total	46,589
Equity Aboriginal	772
Equity Socio economic	33,342
Equity Language	0
Equity Disability	12,475
Targeted Total	9,500
Other Total	15,500
Grand Total	385,608

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Tracking expenditure became challenging with the introduction of the LMBR system, which often meant for a period of time, we were using the old system and the new system. We tended to err on the side of caution with our expenditure last year resulting in a substantial amount of money rolled over in our school and community funds.

This funding will be utilised for school improvements.

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.

At Wyndham Public School two Year 3 and three Year 5 students were eligible to sit the NAPLAN assessment tests in Grammar & Punctuation, Reading and Writing in 2017. 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 two Year 3 and three Year 5 students were eligible to sit the NAPLAN assessment tests in Numeracy in 2017. 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.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2017, parents and Kinder to Year 6 students participated in school surveys. 95% of students surveyed indicated that they were motivated and interested in learning and put in high levels of effort. Students also felt that expectations were high and that they were making effective use of their learning time. Overall students were very positive about their learning and the school environment.

85% of families responded to the Parent Survey. The parent survey results indicated that there was a high level of satisfaction with the school programs, the running of the school and felt there was good communication between teachers, parents and the school. Some parents indicated that they felt unsure as to whether parents and community members, were supportive of student learning. Parent and community involvement in student learning will be a focus of the new 2018–2020 School Plan.



Policy requirements

Aboriginal education

Aboriginal perspectives are included in all learning programs from K–6. Personalised Learning Plans are developed for Aboriginal and Torres Strait Islander students in consultation with the students and their parents, to individualise learning so students are engaged in learning. However, from mid Term 1 we had no identified Aboriginal or Torres Strait Islander students enrolled at Wyndham Public School. 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. Book Week activities, held in Term 3, featured an Aboriginal Storyteller where students and staff learnt local Aboriginal words for variety of Australian birds and animals.



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. These were wonderful opportunities to encourage inclusivity and tolerance while playing and working together.

Other school programs

Stephanie Alexander Kitchen Garden Program In 2017, we successfully continued to engage 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. Our five dedicated parent and community members have continued to support our Stephanie Alexander Kitchen Garden Program enabling it to successfully run at Wyndham Public School. Students, supported by our volunteers, participate in both kitchen and gardening programs with high levels of engagement.