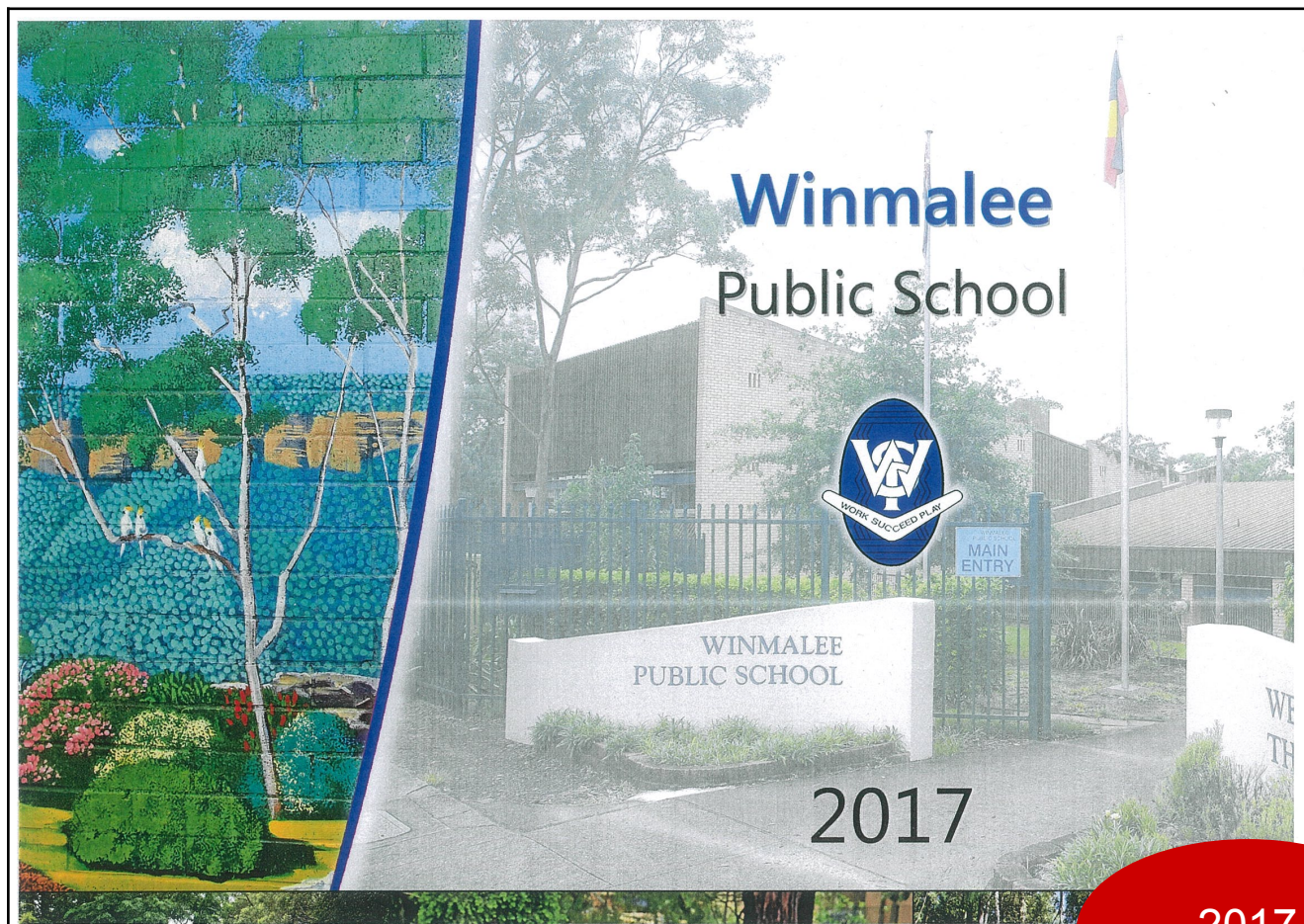


Winmalee Public School

Annual Report



2017



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Introduction

The Annual Report for **2017** 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 the 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.

Kim Curran

Acting Principal

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Message from the Principal

As the Acting Principal at Winmalee PS in 2017, I would like to extend an enormous thank you to the staff, students and the community for their support and hard work. What makes Winmalee so great is that it is a welcoming, friendly school community. We provide enrichment programs that foster individual abilities and interests. The school embeds programs which build self esteem, ensures responsible behaviour and a strong sense of civic pride.

It has been an amazing experience working with such a cooperative, dynamic and supportive learning community that has a truly student centred approach with every project undertaken. Teachers built their capacity to deliver the new pedagogies through a number of collaborative professional learning programs, while student learning was supported with a suite of learning interventions and the continued implementation of PBL classroom systems

One highlight from 2017 was the 'Fun Run with Colour'. This day was well attended by the community and there were many volunteers to ensure the day was a success. Another highlight was our school being recognised as a KidsMatter school for all the good work we do in this area.

The students at Winmalee Public School enjoyed a year of success in many extra–curricular activities. Winmalee's Creative and Performing Arts and sporting groups represented the school with pride and were ably managed and supported by a team of dedicated staff and community members who constantly strive to make a great school even better.

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 and academic programs and expression is encouraged through CAPA. The school has programs that build self-esteem, ensuring responsible behaviour 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 and a Robotics Group

In 2017 the school has been able to implement research based initiatives within our school. These have included the engagement of an instructional leader to enhance practice in teaching literacy and numeracy and a LaST to support our Aboriginal students.

The staff work collaboratively and productively with each other and the community to ensure the best outcomes are achieved for each student. Our school received recognition for it's exemplary work in whole-school wellbeing and for successfully completing the four components of the KidsMatter framework by becoming a recognised KidsMatter school.

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 area of Learning, there is school-wide, collective responsibility for student learning and success, with evidence of high levels of student, staff and community engagement. There are well-developed and current policies, programs and processes which identify, address and monitor student learning needs. The school has implemented evidence-based change to whole school practices resulting in improvements in wellbeing and engagement to support learning. Our school received recognition for exemplary work in whole-school wellbeing and for successfully completing the four components of the Kidsmatter primary framework by being accepted as a Kidsmatter School. Our school has clearly defined behavioural expectations as evidenced through our PBL/Welfare policy. The school has significant extra-curricular learning opportunities including the creative and performing arts.

In the area of Teaching, there is evidence that teachers actively evaluate, share and discuss learning from targeted professional development with other staff to improve whole school practice. Teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

In the area of Leading, the school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students. The school uses collaborative feedback and reflection to promote and generate learning and innovation.

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

For more information about the 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 have continued to be well attended by parents and community members. This year we held a Fun Run with Colour to raise funds towards the top playground. This event was a resounding success with approximately \$18 000 raised. The school Facebook page has continued to be a usual form of communication with parents and the wider community. There has been an expansion of ICT use with some teachers utilising See–Saw to showcase students' work in the classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased number of parents and caregivers participating in school activities, including well-attended P&C Meetings.	Funds to organise events and carnivals. Thrass charts purchased for home use.	There has been a continued increase in parent and caregiver participation in school activities. There was strong community attendance at whole school events and in class support.
Continued productive interaction with Winmalee High School.	N/A	Winmalee PS and Winmalee HS continue to work together as part of the same learning community. Programs based on Year 7 orientation are assisting in the smooth transition of our students into high school. Year 9 students help at our athletics carnival and run sport sessions with Stage 3 students. Yr 9 Duke of Edinburgh students complete their service medal by volunteering with our Breakfast Club 2 mornings a week.
Continued productive and regular partnership with local schools	N/A	Winmalee PS continues to benefit from a productive working partnership with the Mid Mountains Learning Community, Winmalee Community Hub and Pinnaroo.

Next Steps

We anticipate an increase in the use of Sentral and Google Drive to enable collaboration on, and sharing of documents among the staff for stage meetings, PDP's, policies and shared programming.

The success and popularity of the school Facebook page means it will continue as a main source of school communication and information. Events, reminders and student learning will all be part of the Facebook feed.

The continued promotion of the school website as a stable port of reference for policies, notes home and future dates for school based events.

Strategic Direction 2

Learning for All (Literacy/Numeracy)

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 staff have continued to successfully implement Performance and Development Plans (PDPs). Stage meetings to develop teaching programs and PDPs have also helped all staff to develop a collegial standard. Extra LaST support was provided to Aboriginal students to work towards 'closing the gap'. Instructional leadership has been provided to support the implementation of Targeted Early Numeracy (TEN) and Taking Off With Numeracy (TOWN) pedagogies. This year saw the introduction of Progressive Achievement Tests (PAT) for Reading and Maths as part of the 'Bump It Up' program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff will have Professional Development Plans which are aligned to Australian Professional standards, the School Plan and individual goals. 100% of teachers demonstrate that they meet The Australian Professional Standards for Teachers	Casual teaching days to support teachers in their PDP writing and feedback session.	All teachers developed PDPs which were negotiated with Supervisors and the Principal. All teachers meet the Australian Professional Standards.
Teaching and Learning programs will incorporate digital technology, differentiation, KLA integration.	TPL for 2 staff to attend Seven Steps to Writing Success. QTSS funding for teacher support. Literacy and Numeracy funding to continue to utilise Mathletics.	100% of Teaching and Learning programs have incorporated digital technology, differentiation, KLA integration and learning adjustments for identified students through the Learning and Support Team.
Increase the proportion of students in the top two NAPLAN bands by 8%	Funds expended in providing support for students accessing the curriculum have come from QTSS Funding, Low Level Disability Funding, Literacy and Numeracy funding and Reading Recovery allocation.	For reading in Year 3, there was an increase of 13% for students achieving in Band 6. For numeracy the number of students achieving in the top two bands plateaued. In reading in Year 5, there was an increase of 3% of students achieving in the top two bands and a 10% increase of students achieving in the top two bands for numeracy.

Next Steps

Reading and Numeracy will remain focus areas continuing into 2018 under the Premier's Priorities Bump It Up initiative. Spelling and Writing are also an identified area of need within our school and a Staff Development Day is planned to deliver Seven Steps To Writing Success TPL. An emphasis on TEN and TOWN pedagogies will continue throughout 2018. The role of the instructional leader will continue to work with identified students under the Bump It Up initiative.

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

Our Positive Behaviour for Learning team (PBL) have continued to ensure consistency in delivering PBL practices across the school. Moving from whole school universal expectations to classroom systems with a focus on maintaining a positive, consistent language. Our KidsMatter team have provided professional learning to all staff on Modules 3 and 4.

Social and Emotional learning and supporting students with mental health difficulties became a priority. A whole school SEL program was provided to all teaching staff incorporating Circle Time pedagogy. SEL whole school days were implemented where students worked in peer groups to enjoy targeted activities and teaching time to develop those core competencies and build a sense of belonging.

Students are continually and regularly provided with information and opportunities to help them develop and grow in a positive and nurturing environment as guided by the Department of Education's Wellbeing Framework for Schools and incorporating the school's Student Welfare and Wellbeing policy and programs. A selection of specific strategies include Circle Time, Life Education, Learning Support Team and School Counsellor intervention help support our student wellbeing and growth.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Classrooms focussed on learning with less behavioural interruptions. A reduction of referrals reported through SENTRAL	N/A	There has been a 50% reduction of overall behaviour referrals on SENTRAL from the end of 2016 to the end of 2017. Fortnightly PBL expectations are discussed in all classes.
Data informed, rich tasks are highly visible in all staff teaching and learning programs.	N/A	Teachers continue to use data informed, rich tasks to drive their teaching and learning programs. Collection at 5 weekly intervals of reading and writing data based on the continuum is used to identify students requiring intervention.
Student welfare programs are current and implemented consistently across the school.	\$500 for SEL day resources.	Two Social and Emotional Learning days were implemented each term. These days were well received by students and teachers. All Year 6 students participated in Peer Support Leader training. An increase of whole school SEL days implemented each term. 'Get Lost Mr Scary' and 'Cool Kids' programs conducted. Classroom teaching sessions regularly implemented.

Next Steps

The SEL days were a huge success and they will be continued next year. Next year, we plan to implement one SEL day per term

We will develop our whole school positive education strategy. We will seek to implement consistent classroom SEL lessons developing the five core competencies across the school.

The implementation of Soundwaves, iMaths and Seven Steps to Writing Success to provide a consistent framework around these KLA's.

A review of PBL classroom systems with further collection of data to guide the direction and implementation of this consistent language and practice.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>\$11,295</p> <p>3 days PLP meetings -\$1200</p> <p>Extra LaST support – 1 day per week terms 2 and 3.</p>	<p>Aboriginal students were provided with Personalised Learning Pathways (PLPs), ATSI and LaST support ensuring effective implementation of plans.</p> <p>Aboriginal perspectives encouraged and embedded in teaching programs.</p> <p>NAIDOC day was celebrated with students sharing culture, history and personal stories in peer groups.</p> <p>Several classrooms begin their day with Yarning Circles from 8 Ways pedagogy.</p>
<p>Low level adjustment for disability</p>	<p>\$133,438</p>	<p>Our Learning and Support Teacher is employed FTE 0.4 to work in a leadership capacity within our Learning Support Team, that includes the executive, all classroom teachers, School Learning and Support Officers, School Counsellor, identified agencies and the parent community as needed.</p> <p>The Learning and Support Teacher has engaged with each teacher to ensure appropriate learning adjustments in the classroom.</p> <p>These students are identified through our Learning Support Team processes. LaST and classroom teacher meet with parents to discuss appropriate supports and goals.</p> <p>Students identified under the Nationally Consistent Collection of Data receive appropriate support, particularly in the areas of Literacy, Numeracy and Student Wellbeing.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>\$28,034</p> <p>4 casual days to enable Stage teams to collaboratively plan.</p>	<p>An Instructional Leader was employed to target early literacy and numeracy with a focus on Early Stage 1 and Stage 1 staff increasing their knowledge of L3 and TEN .</p> <p>Teacher mentoring was also provided for Stage 1 with TEN and Stages 2 and 3 with TOWN.</p> <p>Targeted support was implemented in Stage 2 with a focus on writing.</p> <p>Collaborative practices enhanced by Stage teams working for half a day at the end of terms 3 and 4 to plan for the following term.</p>
<p>Socio-economic background</p>	<p>\$34,452</p>	<p>SLSOs were employed to support the delivery of support programs.</p> <p>Continuation of Multilit Reading Tutor Program. LaST leading the program.</p> <p>Financial support was provided to families who were experiencing financial hardship to allow their children to access curriculum activities and participate fully in school life.</p>

Socio-economic background	\$34,452	Additional support enabled students to receive instruction which encouraged them to achieve expected outcomes.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	188	190	182	184
Girls	185	195	180	178

Student enrolment has showed a slight decline over the last three years.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.4	94.8	93.7	94.7
1	95	94.6	93.6	95.1
2	93.8	93.9	94.9	93.9
3	95.1	94.1	94.1	95.1
4	94.9	95.2	92.8	93.9
5	94.5	94	94.7	93.4
6	96.2	93.5	93.8	93.8
All Years	95.1	94.3	93.9	94.2
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	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

While student attendance is at a high level, all students with problematic attendance are referred to the Learning and Support Team who implement support programs including:

- Counselling
- Morning transition programs
- Check in Check out
- Home School Liaison Officer support
- Family support

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	12.46
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.92
Other Positions	0

*Full Time Equivalent

We do not have any Indigenous staff members in our workforce.

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

Professional Learning was centred around quality teaching practice within the areas of Literacy (Spelling – Thrass) and Numeracy (TEN & TOWN) teaching strategies. 2018 will see the continued implementation of TEN and TOWN.

Three teachers are currently maintaining accreditation at the proficient level.

Student writing remained a focus area as a result of data collection, and the teachers were engaged in reviewing work samples in line with cluster markers on the Literacy Continuum.

All teachers were led through the latter modules of Kids Matter training. Our school received recognition of our exemplary work in whole-school wellbeing and for successfully completing the four components of the framework.

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

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2017 Actual (\$)
Opening Balance	150,064
Revenue	2,938,790
Appropriation	2,768,362
Sale of Goods and Services	9,870
Grants and Contributions	157,945
Gain and Loss	0
Other Revenue	0
Investment Income	2,614
Expenses	-2,922,636
Recurrent Expenses	-2,922,636
Employee Related	-2,588,268
Operating Expenses	-334,368
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	16,154
Balance Carried Forward	166,218

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,319,470
Base Per Capita	55,323
Base Location	0
Other Base	2,264,147
Equity Total	179,185
Equity Aboriginal	11,295
Equity Socio economic	34,452
Equity Language	0
Equity Disability	133,438
Targeted Total	73,408
Other Total	77,122
Grand Total	2,649,185

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.

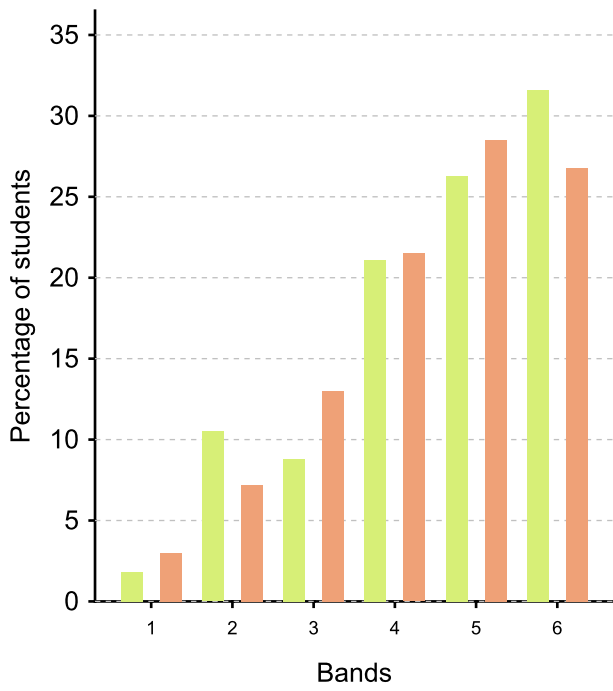
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

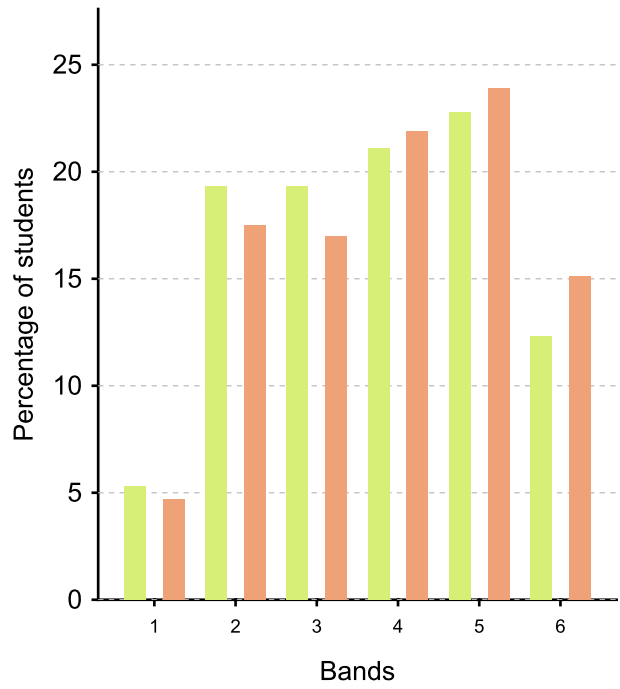
NAPLAN

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.

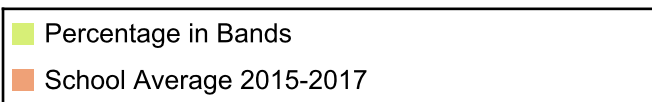
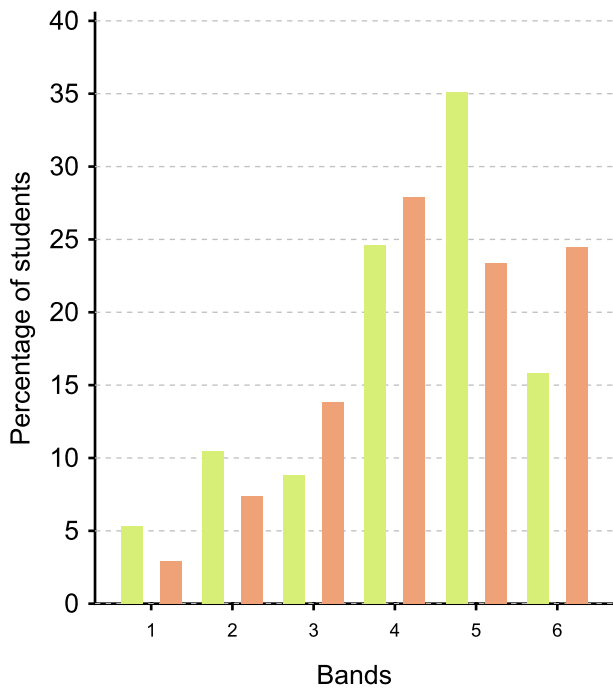
Percentage in bands:
Year 3 Reading



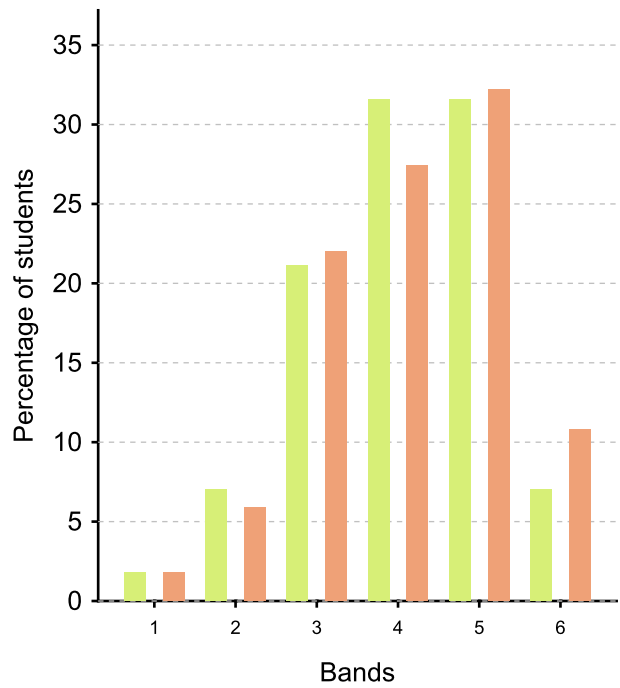
Percentage in bands:
Year 3 Spelling



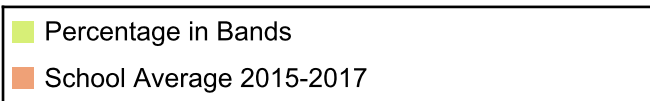
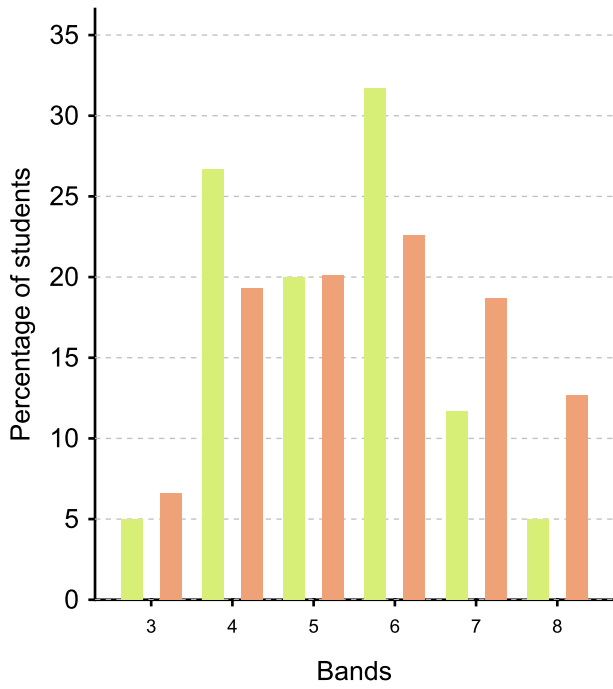
Percentage in bands:
Year 3 Grammar & Punctuation



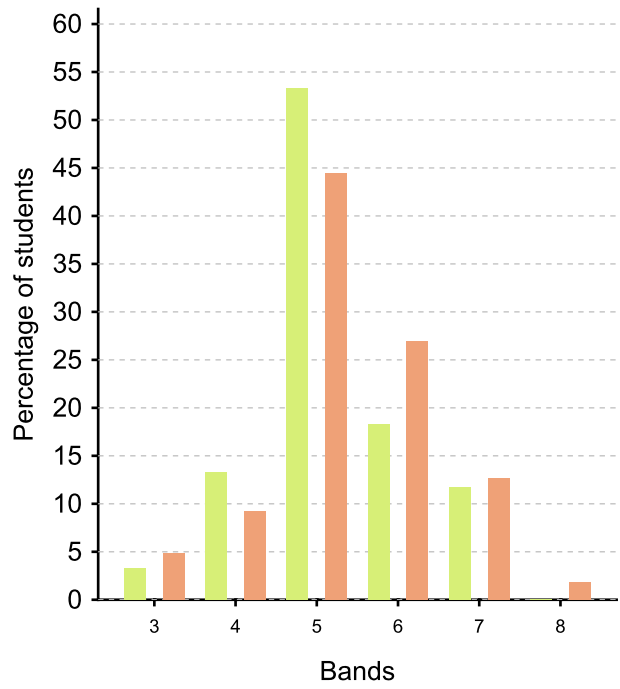
Percentage in bands:
Year 3 Writing



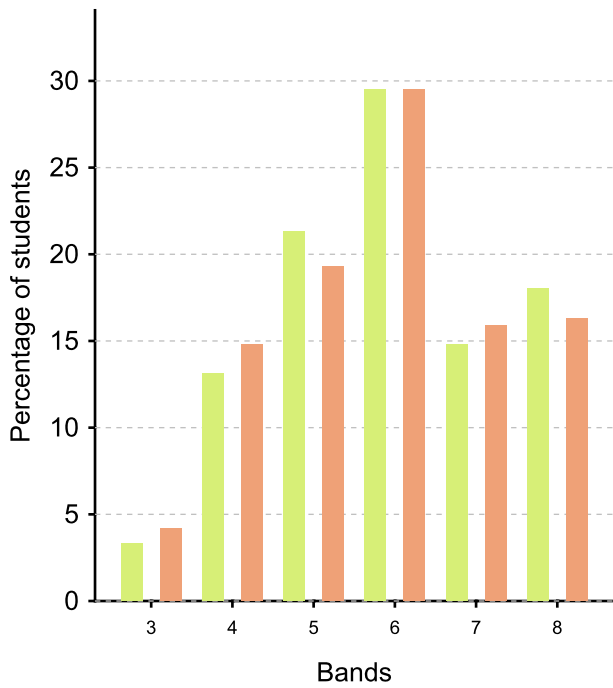
Percentage in bands:
Year 5 Grammar & Punctuation



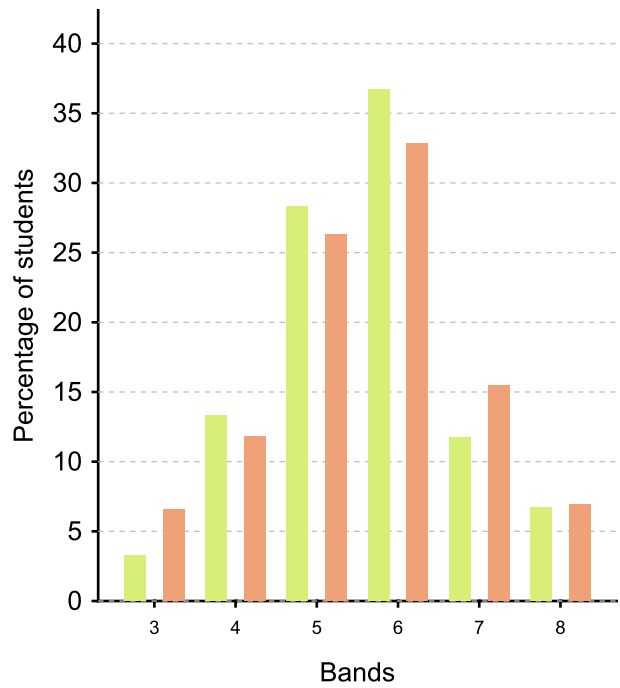
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent survey completed through Google Forms regarding homework.

Besides parent teacher evenings and termly reports, homework is by far the greatest opportunity to connect parents with what the child is learning and the progress they are making.

Homework must be purposeful and relevant to student needs and should not jeopardise the right of children to enjoy a balanced lifestyle.

53% of respondents to our survey would prefer for our students not to have homework. 38% of respondents believe that homework supports the student or supports a parents ability to understand how their child is achieving on the tasks that are set. Other parents don't mind home work if it is manageable and consolidates what is happening in the classroom.

Based on the survey results it was found that 61.2% of our students complete homework every week. Time and outside activities are the biggest impact on not completing homework.

A focus of the survey was to gain an understanding of the community's opinion and how the online programs of Mathletics and Bug Club support a student's learning at home. It was found that the programs are not well utilised at home and parents would prefer homework that was not device based. From the survey, and teachers' opinion, the school has decided to drop these programs for 2018 and look at other options.

Teacher survey completed through Google Forms regarding homework.

Teachers were asked to provide their opinions of the Bug Club and Mathletics programs. Staff felt that these programs were not being utilised to their full potential in the school or home environment.

Staff felt there needs to be a consistent approach to homework across the school. Some staff would like to offer project based homework, whilst others would prefer a small amount of homework that reflected what was being covered in the classroom.

The school SEL days were also evaluated by the staff. Overall staff found the program beneficial for students but felt there needed to be fewer focus days at certain busy terms.

Students complete 'Tell Them From Me' survey regarding their attitude to homework.

Our students in Years 4 to 6 completed two Tell Them From Me surveys throughout the year.

This year the has been a focus on evaluation and usefulness of homework across a whole community, including our students. The survey of students showed that in Year 4, 47% of our students had positive

homework behaviours. 20% of the students in Year 5 and 28% of students in Year 6, had positive homework behaviours. All three were below the norm for the state and show that our students are disconnected and not valuing homework.

Students who are socially engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. 67% of those surveyed felt they had a sense of belonging within the school. 79% were involved in a club or sporting group throughout the year and 88% felt they had positive relationships at school.

On a ten point scale 7.2 of our students are socially engaged and actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation.

On a ten point scale 7.3 of our students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.

Moving Forward

Bug Club and Mathletics subscriptions were cancelled as they did not meet school and home requirements. The school has moved forward with Firefly education programs including Soundwaves and iMaths. These programs can be accessed by students at home. The Staff Development Day for Term 2 will be focusing on 'Seven Steps To Writing Success' as this was an identified need when analysing NAPLAN data.

Stage 3 will trial project-based homework throughout 2018.

Policy requirements

Aboriginal education

Winmalee Public School incorporates programs designed to educate our students about Aboriginal history, culture and contemporary Aboriginal Australia, particularly within the History and Geography syllabi. Aboriginal perspectives are incorporated into the curriculum for all years. We celebrated a NAIDOC Day where students read a variety of texts, looked at artefacts and played Aboriginal games. They also learnt the skill of dot painting which was then utilised for a mural in the hall. We used some of our Aboriginal parents' skills to develop these activities.

Funding supported some direct work with Aboriginal students and their class teachers. This was to implement goals set through PLP meetings with parents.

Multicultural and anti-racism education

Multi-cultural perspectives are incorporated in teaching and learning opportunities across key learning areas, with opportunities for students to explore our diverse Australian culture.

Harmony Day was celebrated at Winmalee Public School once again in 2017 and will remain an annual event. This day is organised as a Social Emotional Learning day where peer leaders from Year 6 run activities on a rotational basis with their groups.