

# Wyndham Public School Annual Report



2018



3525

## Introduction

The Annual Report for **2018** 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.

2018 was a massive year for Wyndham Public School! In the first half of the year I convened two Selection panels for two vacant non teaching positions in the school. The outcome of these panels saw two permanent appointments; Alan Seaman was appointed as our School Administration Manager (SAM) and Martin Harris appointed as our General Assistant (GA).

After many months of preparation by a small, but very dedicated team, we celebrated our 150th Centenary. It was a wonderful day of celebration of education at Wyndham Public School and was enjoyed by the whole community. A huge thank you to everyone who supported our day in some small way!

This year was also about providing opportunities and learning experiences for our students. These experiences included building and flying drones, learning circus skills, performing on stage, visiting a Pioneer Museum and attending a Science Fair. We also had the opportunity to be one of the first schools in the state to have STEM Share Kit from the DET STEM Share Library which meant lots of fun building and learning to code robots!

Overall, it was another wonderful year for both the staff and students of Wyndham Public School and it has been a privilege to be in the Relieving Principal role working with an amazing, dedicated team and such fantastic students.

Heather Bell

Relieving Principal

### School contact details

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## School background

### School vision statement

Wyndham Public School students strive to: DREAM, BELIEVE, ACHIEVE, to become successful, confident and creative individuals, and active and informed citizens.

### School context

Wyndham Public 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 seeks to provide a quality, future focused, education for all students in a safe and caring environment, developing their individual potential so that they may lead productive and successful lives. We have an ongoing commitment to the achievement of excellence and the pursuance of a culture where learning is valued by all. We are committed to providing opportunities for all students across a broad range of aspects, including academic, sporting, cultural and citizenship.

The school has a small, but dedicated and hardworking Parents and Citizens' Association (P&C). The community at large, are very supportive and are 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 2018, we found that our schools on balance judgement, when considering the evidence, across the domains of Learning, Teaching, and Leading were overall Delivering.

Our next step is to ensure our School Plan Milestones are being met to make certain that we are sustaining and growing and moving towards excellence across all areas of Learning, Teaching and Leading at Wyndham Public School.

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:

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

## Strategic Direction 1

### Teaching, Leading and Learning

#### Purpose

The whole school community works collaboratively to ensure that high quality teaching and learning, promoting student achievement and growth, is clearly evident across the school. Our school will provide a learning environment that promotes evidence based practice, innovation and reflection which leads to culture of continuous improvement. This is supported by effective school leadership, ongoing evaluations, targeted professional learning, the strategic use of resources and active community engagement.

#### Overall summary of progress

2018 was our second year as an EAfS Phase 2 school under the Small Schools Strategy and this was our first year using PLAN 2 and the new Literacy and Numeracy progressions. All students in K–2 were tracked on the Numeracy and Literacy progressions using a variety of assessment tools and the data updated at regular intervals. Reading level data for Years K–2 was collected every 5 weeks and Phonological Awareness, Phonic Knowledge and Word Recognition, Fluency, Understanding Texts and Creating Texts data was updated regularly on PLAN2 using the Literacy Progressions. In Mathematics, data was tracked for Quantifying Numbers Additive Strategies, Number Patterns and Algebraic thinking using the Numeracy Progressions in PLAN2. Limited data was tracked on PLAN2 for Years 3–6.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 80% of students will be demonstrating the expected growth, per semester in Literacy and Numeracy across the Literacy and Numeracy Learning Progressions.	\$20,823 – employed LAST additional 1 day per week \$26,423 – Employed SLSO 12hrs per week \$6000 Professional development	Students in the K–2 class are meeting this milestone. Students in 3–6 are working towards achieving this milestone.
100% of staff and students will use learning intentions, success criteria, formative assessment, feedback and learning processes to achieve syllabus outcomes.	\$5,182 Professional development	All staff are using learning intentions and success criteria in the classroom and working on developing effective formative assessment practices and learning how to provide timely, effective feedback.

#### Next Steps

##### Future directions for 2019

- Parents, staff and students will work together to ensure every child has a PLP and learning goals in place and is able to engage in a 3 way conference with their parents and teacher to review their learning goals and progress.

## Strategic Direction 2

### Connections

#### Purpose

To ensure student wellbeing is catered for through whole school processes where there is a collective responsibility for student learning and success which is shared by parents, staff, students and the wider community, supporting students to fulfil their potential. Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school, a place, where they will be respected, valued, encouraged, supported and empowered to succeed.

#### Overall summary of progress

Overall, with the celebration of our 150th centenary in 2018, parents and community members made a massive contribution towards supporting and celebrating education at Wyndham Public school.

It was a positive reflection of our school community and the people that support us.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of parents participating in surveys and providing feedback to the school by 10 percent.		<p>Due to a large number of factors there is no evidence to show that more parents are participating in surveys.</p> <p>Parents regularly provide feedback to school staff on a regular basis. Staff are seen as being friendly and approachable and parents freely express any concerns they may have.</p>
Increased percentage of parent and community members contributing to programs that support student learning, for example, STEM, by 50%.		<p>In 2018, we commenced working on setting up structures for student learning such as Project Based Learning, which will then provide opportunities for parents and community members to become more engaged and contribute to student learning.</p>

#### Next Steps

##### Future directions in 2019

- To put structures in place to collect, analyse and use data to monitor and refine a whole school approach to wellbeing and engagement, to improve learning by engaging parent and community members.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	\$24,732	<p>LAST was employed 1 day per week to work with children identified with support needs. Evidence showed that most students made improvement in their areas of need.</p> <p>SLSO was employed in the 3–6 classroom 12hrs per week supporting classroom routines, supporting learners that required assistance and running a MultiLit program with students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$3,852	<p>Release was provided for K–2 teacher to work with EAfS Instructional Leader to assess, record data and plan resulting in more focused explicit teaching at students' point of need.</p> <p>Release was provided for professional discussions following classroom observations.</p>
<b>Socio–economic background</b>	\$32,381	<p>Funding provided release for Principal to allow for Instructional Leader activities including teacher observations, planning, assessing and tracking of students, professional dialogue with the EAfS Instructional Leader.</p> <p>Provided flexibility for release teacher to take K–2 class when L3 training was happening so that the K–2 class had consistency when their teacher was absent. Greater stability in K–2 classroom was evident as a result.</p> <p>LAST was employed for an additional 1 day per week to work with children identified with support needs. Evidence showed that most students made improvement in their areas of need.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	12	9	9	12
Girls	11	12	12	14

In 2018, we commenced the year with an enrolment of 26 students. There were 12 boys and 14 girls.

Throughout the year we had one family move away and we welcomed two new families to our school.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.9	94.4	88.1	90.6
1	89.4	93.8	91.8	90
2	91.6	95.6	92.2	94.4
3	90.7	85.6	89.8	92
4	96	90	89.8	87.3
5	86.8	96.4	90.7	88.6
6		90.3	90.7	88.7
All Years	91.3	91.7	90.8	90.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6		93.4	93.3	92.5
All Years	94.1	94	93.9	93.4

### Management of non-attendance

In 2018, attendance rates showed that we had improved on rates from the previous year in the lower years, however attendance rates declined in the upper years and this was an ongoing concern.

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 Liaison Officer. Regular reminders were sent home on the school's fortnightly newsletter.

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.29
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*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	
Postgraduate degree	

### Professional learning and teacher accreditation

All teachers employed during 2018 have a current Proficient accreditation with NESA.

All Staff were offered opportunities for Professional Learning. All staff completed the Mandatory trainings which included CPR, Anaphylaxis, Child Protection and Code of Conduct training. SAMs and principals completed mandatory and voluntary training for EFPT, SAP and HR Payroll. The principal also attended Network meetings, Small Schools Network Meetings, Rural & Remote STEM Conference, SCLC Meetings and PPA meetings and PPC Conference. Other staff were involved in L3 (Language, Learning and Literacy) training, Writers Workshop and Working with the New Science & Technology Syllabus.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	72,047
<b>Revenue</b>	530,926
Appropriation	522,333
Sale of Goods and Services	310
Grants and Contributions	7,546
Gain and Loss	0
Other Revenue	0
Investment Income	737
<b>Expenses</b>	-521,608
Recurrent Expenses	-521,608
Employee Related	-459,804
Operating Expenses	-61,804
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	9,318
<b>Balance Carried Forward</b>	81,365

In 2018 Principals and SAMs underwent mandatory training to utilise the new EFPT (Budgeting tool). All income and expenditure was planned for utilising this tool. However, as we were still learning to understand the tool and how to utilise it in relation to SAP where all our income and expenditure is dealt with and ongoing changes in both systems we weren't able to accurately track our spending. As a consequence, we tended to be cautious with our spending last year resulting in a substantial rollover of funds.

We pay a significant amount of money each year for sewage pump outs. The excessive number of pump outs has been, and continues to be an ongoing issue for our school and we have been working with Asset Management to find a resolution for this problem.

We utilised a significant amount of our Equity funding to employ an additional teacher an extra day to alleviate the problem of consistency with casuals on the K-2 class for the 12 days of L3 training and additional time for Principal release for planning and instructional leadership. A Learning Support teacher was employed an additional day a week and an SLSO employed 12 hrs per week to provide learning support for students

across the school.

A large proportion of these funds were School and Community funds and will be targeted for school and classroom improvements to improve educational outcomes of our students as identified in our 2018-2020 School Plan.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	430,423
Base Per Capita	4,061
Base Location	9,675
Other Base	416,687
<b>Equity Total</b>	57,113
Equity Aboriginal	0
Equity Socio economic	32,381
Equity Language	0
Equity Disability	24,732
<b>Targeted Total</b>	12,494
<b>Other Total</b>	3,931
<b>Grand Total</b>	503,962

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.

This year, students at Wyndham Public School sat the NAPLAN paper test. Students will transition to online NAPLAN testing in 2019.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

At Wyndham Public School four Year 3 and four Year 5 students were eligible to sit the NAPLAN assessment tests in Grammar & Punctuation, Reading and Writing in 2018. 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 Four Year 3 and Four Year 5 students were eligible to sit the NAPLAN assessment tests in Numeracy in 2018. 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.

Due to the small cohort of students that participated in NAPLAN testing, data on student performance cannot be reported on. The reporting of information must be consistent with privacy and personal information policies.



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2018, students indicated that they were motivated and interested in learning, but some students felt that their ability to learn was affected by the behaviour of others and expressed that they didn't always feel safe at school. Students also felt that expectations were high and that they were making effective use of their learning time. Overall, students were positive about their learning and the school environment.

The parent feedback 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 were concerned about behaviours of some students and the influence that these students had on others. As a result, the School Fair Discipline was reviewed, updated and shared with students and parents. Parents were invited to have input into this review. Parents are always well represented at whole school events such as Book Week activities, Easter Activities and Whole School assemblies.

Parent and community involvement in student learning is a focus of the new 2018–2020 School Plan and we are working towards making this happen.



## 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, we had no identified Aboriginal or Torres Strait Islander students enrolled at Wyndham Public School during the first part of the year. NAIDOC was celebrated at the end of Term 2 at school where all students in K–6, experienced a range of activities from Aboriginal history, stories, art and games.



### 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 enjoyed 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 2018, 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.

At the end of 2018, the P&C purchased four metal garden beds and the students, with the assistance of our parents/community members and our GA, have created wicking beds so our garden will survive long, dry spells without rain and constant need for watering.

Our 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.