

Winmalee Public School Annual Report



2018



4436

Introduction

The Annual Report for 2018 is provided to the community of Winmalee Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Principal

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School background

School vision statement

At Winmalee Public School we, in partnership with the community, provide engaging, evidence based educational experiences that will challenge students to reach their full potential and participate in their world as creative, informed and resilient community members.

School context

Winmalee Public School has a long and proud tradition of providing quality public education to the Winmalee community. Our students benefit from a broad, stimulating and innovative curriculum delivered by dedicated staff. There is a focus on fostering individual abilities and interests through sporting activities, academic programs and expression is encouraged through Creative Arts. 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 was able to implement research based initiatives in 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.

Throughout the 2018 school year Winmalee Public School implemented aspects of each of the three strategic directions of the school plan.

Strategic direction 1 – "Know Your Students" looked at using different assessment strategies and these strategies impact the teaching and learning cycle. Learning intentions and success criteria were trialled in several classrooms and professional learning was undertaken by all staff in the area of formative assessments. Staff also used summative assessment tasks as a guide for the development of future learning tasks. After reflecting on the achievements throughout the year the school has placed themselves as delivering on the School Excellence Framework.

Strategic direction 2– "Quality Teaching and Learning" looked at how teaching and learning programs were delivered across the school. All staff participated in professional learning based on the Quality Teaching Framework, specifically the elements of Deep Knowledge and Deep Understanding. After reflecting on school and NAPLAN data the staff also implemented the "Soundwaves" spelling program, "Seven Steps of Writing Success" program and the iMaths program. Implementing these program across the school from K–6 allowed staff to have a common language and successful scaffold when teaching spelling, writing and mathematics, as well as looking at Deep Knowledge and Deep Understanding. After reflecting on the achievements throughout the year the school has placed themselves as delivering on the School Excellence Framework.

Strategic direction 3 – "Productive Partnerships" looked at how effective the school is at engaging with the school community and an increased focused on positive education both at school and in the home. Staff and students participated in Social Emotional Learning days and the Positive Behaviour for Learning matrix was reviewed and revised by staff to ensure that it reflects the values of the school. Parent information sessions on several wellbeing issues were held and the strong connections already established with the local community hub were maintained. All staff participated in professional learning that focused on positive education and wellbeing practices and this professional learning was then implemented by classroom teachers. After reflecting on the Tell Them From Me survey results, stage 3 classes also had a stronger emphasis on student engagement at school. After reflecting on the achievements throughout the year the school has placed themselves as Sustaining and Growing on the School Excellence Framework.

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

Know your students

Purpose

To create a learning environment where all students have a strong foundation in Literacy and Numeracy. Students display confidence in their ability to reflect on their learning. Teachers use evidence based strategies to know their student's learning needs and where to take them next.

Overall summary of progress

Throughout the school year staff undertook lots of professional learning in the area of assessment and syllabus knowledge. Professional learning on the aspects of writing was conducted and a stage matrix was developed by each stage to ensure that there was consistency amongst staff when assessing writing and a common language was used by staff when delivering writing. Members of the strategic direction team – "know your students" also implemented aspects of formative assessments in their classrooms and aspects of visible learning was also implemented across the school. As a "Bump it Up" school PAT testing was also undertaken by students as a summative assessment tool. The data from these tests was then broken down into teaching aspects and explicitly taught by staff. This approach resulted in 90% of students showing improvement when completing the PAT testing at the end of the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching and learning programs use student driven data to ensure improvement in the areas of literacy and numeracy	\$2000 from professional learning budget consumed for staff to attend outsourced professional learning sessions. School based professional learning sessions at nil cost were also held	All staff have participated in professional learning sessions on how to utilise data in teaching and learning programs. A more formalised approach is to be undertaken in 2019
100% of students are tracked on the Literacy and Numeracy progressions and are 'on track' in PLAN 2 data	\$2500 was used from the professional learning budget to release staff to attend professional learning sessions on this. School based professional learning sessions were also held at nil cost to the school	All Kindergarten classes are entering data on PLAN2. Other staff are using tracking sheets to monitor students
Increase the proportion of students in the top two NAPLAN bands by 8%	School based staffing was used to release a teacher from classroom teaching. This teacher then worked with small groups of targeted students in years 2–6.	This target was reached in 2018. There was an 8.8% increase in the top two bands from 2017 NAPLAN results

Next Steps

During the 2019 school year there will be a greater emphasis on all staff using formative assessment strategies to guide the teaching and learning cycle. Team members of strategic direction 1 "Know your students" will be the leaders in this area and will show the rest of the staff different ways to gather formative assessment data. It will be expected that all staff are implementing formative assessment strategies by the end of the school year. Throughout the year staff from this team will be released to develop and implement professional learning sessions on analysing various forms of summative and formative assessment strategies, as well as developing a deep understanding of the Literacy and Numeracy Progressions and how they can be used to enhance school based learning. Throughout the school year there will also be a greater emphasis on students setting their own learning goals and using this to enhance their learning and set high expectations for themselves.

Staffing allocations will also be used to release teachers each week to participate in data talks. This time will be used for staff to analysis the data they have collected and work with a peer to link it to their teaching and learning program and determine appropriate lessons to be implemented to ensure high expectations are maintained throughout the year.



Strategic Direction 2

Quality Teaching and Learning

Purpose

To create a learning environment that is stimulating and engaging through the use of targeted research-based pedagogy and learning programs and to improve student outcomes in strategically identified areas of learning.

Overall summary of progress

Throughout the 2018 school year staffing allocations were used to release Assistant Principals to provide instructional leadership in the areas of writing and mathematics. Demonstration lessons were conducted in writing where the focus was on how to engage the reader when creating a piece of written text. These lessons were conducted across the school from K–6. The demonstration lesson resulted in the professional learning of all staff in the "Seven steps to writing success" program and the professional learning of an Assistant Principal in the coaching course linked to the program. Staff in years 2–4 participated in demonstration lessons in the area of mathematics and collaborated with the Assistant Principal on how to best differentiate learning in the classroom and how to successfully implement targeted group based learning in the classroom. The targeted approach to mathematics was also supported by the implementation of 'iMaths', which allowed teachers to present a success criteria and learning intention to the students. A review of the current mathematics scope and sequence was conducted, and as a result a new scope and sequence was developed that linked "iMaths" to the syllabus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers have deep knowledge and deep understanding of the teaching and learning cycle	Nil cost as training was provided by executive staff in afternoon professional learning sessions	All staff participated in the professional learning session. There has also been an increase in professional dialogue in this area
95% of students K–6 are 'on track' in PLAN 2 data	\$1500 on casual cost to replace staff who participated in external professional learning sessions on PLAN 2. \$300 for external professional learning sessions	The school is in the implementation phase of entering data in PLAN 2
100% of staff implement John Hattie evidence based research into their teaching and learning practice	Nil cost as teachers participated in professional learning run by the school	80% of staff are using success criteria and learning intentions in their teaching and learning
Bump it Up Increased number of students achieving in the top two NAPLAN performance bands by 8%	\$20 000 to top up staffing in order for an Assistant Principal to run English and Mathematics group for targeted students. \$20 000 of QTSS staffing to release an Assistant Principal one day per week to run Mathematics demonstration lessons for staff	The school achieved the 8% increase of students in the top two NAPLAN performance bands

Next Steps

As a "Bump it Up" school there will be continued emphasis on increasing the amount of students performing in the top two bands. Staffing allocation will again be used to provide targeted interventions for identified students in year 2 –6 in the areas of English and mathematics. Staffing allocations will also be used to provide targeted support for students who are identified as higher achievers in mathematics, along with releasing teachers to participate in data talks with executive teachers.

Staff will also be undergoing extensive professional development regarding effective feedback with the help of a Quality Teaching Advisor. This professional learning will look at effective feedback between staff, teacher to student and student to student. Staff will also be given the opportunity to participate in quality teaching rounds, where extensive professional learning about the quality teaching framework, effective feedback and lesson observations will take place.

Implementing the Literacy and Numeracy progressions as a formative assessment tool will also be a focus for Winmalee Public School in 2019.



Strategic Direction 3

Productive Partnerships

Purpose

To increase community engagement in school activities so that our students grow into resilient citizens.

Overall summary of progress

Throughout the 2018 school year there was a significant emphasis on building positive partnerships and the overall wellbeing of the school community. During events such as Harmony Day, NAIDOC week, and Bully No Way! day the school conducted learning events that allowed the community to work together to promote and increase the understanding and significance of the things that make people different and the things that they have in common. The school ran parent information sessions on anxiety and how to manage anxiety when it occurs. The whole school participated in Social Emotional Learning (SEL) competencies and the PBL team evaluated the current PBL matrix and in consultation with the entire staff, revised the school behaviour matrix.

The school held community events such as Grandparents Day, Education Day concert, NAIDOC day concert and Presentation day assemblies. These events allowed the school and community to celebrate significant events together and resulted in significant community attendance at each event. During these events community members were surveyed on many different aspects of the school and the overall feedback returned showed that the school was performing well in the areas that were surveyed.

Staff participated in several professional development sessions on effective wellbeing practices and these in turn were incorporated into our PBL systems and classroom teaching practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parental/community engagement in school activities.	\$300 for catering	There was a significant community attendance at all school activities this year
All key stake holders have a clear and unified vision for the school	Nil	Staff undertook professional learning on a new school vision and this was communicated through newsletters and P&C
Increased percentage of students being able to articulate their SEL competencies, strengths and resilient language based on surveys and interviews.	\$300 for resources	Parents completed surveys at the start of the year. Years 4–6 students participated in the Tell Them From Me surveys at the start and then at the end of the year. Students in K–6 participated in SEL days.

Next Steps

Throughout 2019 there will be a greater emphasis placed on resilience for the whole school community. Staff revised training in circle time skills and strategies and these will be implemented in all classrooms K–6 on a weekly basis. Parents will be surveyed at the start of the school year on topics such as student engagement, resilience, and school perceptions. The results will collated and then strategies implemented based on these results. At the end of the year parents will again be surveyed to see if the implemented strategies have been successful. Parent information sessions will be conducted throughout the year and circle time strategies will be filmed and shared through the school website and Facebook page so that parents who are unable to engage with the school on a regular basis still have access to school based strategies.

A new PBL matrix will be implemented at the start of the 2019, along with new signage that will convey the PBL expectations in a clearer way.

Strong and positive partnership will also be an ongoing focus for the school. Parents will be surveyed on the most effective way to communicate with them and the school will promote the new school app that will increase communication with the community.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$16,320	A school learning support officer was employed throughout the year to provide support for our Indigenous students in the areas identified in their PLPs Funds were also used to release staff to collaborate with students and parents in the development of PLPs
Low level adjustment for disability	\$44,066 – flexible funding \$104,113 – staffing allocation	The flexible funding component of the low level adjustment for disability was used to employ SLSO to provide targeted support both in the classrooms and on the playground for identified students
Quality Teaching, Successful Students (QTSS)	\$62,671	Quality Teaching, Successful Students (QTSS) funds were used to release executive teaching staff in order to provide mentoring and demonstration lessons in the areas of mathematics and writing
Socio-economic background	\$34,227	Socio-economic background funds were used to support the Sports in Schools program for all students in the school. Funds were also used to purchase resources for students and provide economic assistance for targeted families.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	190	182	184	185
Girls	195	180	178	174

All though the student enrolments were fairly stable throughout the school year, the school did receive 10 new enrolments at various points in the year. Enrolments at the end of the school year saw Winmalee Public School with an enrolment of 360 students. The leaving year 6 cohort was a fairly large cohort of 62 students, however the school did retain enough student enrolments to keep the 14 classes for the 2019 school year.

The 2019 school year will see 2 straight Kindergarten classes and the other 12 classes are stage composite based.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.8	93.7	94.7	94.3
1	94.6	93.6	95.1	93.3
2	93.9	94.9	93.9	92.9
3	94.1	94.1	95.1	93.1
4	95.2	92.8	93.9	93.2
5	94	94.7	93.4	93.3
6	93.5	93.8	93.8	91.4
All Years	94.3	93.9	94.2	93
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	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

School attendance and engagement is a high priority for Winmalee Public School. Student and families that require support in regular attendance are supported through the school in a number of ways. Regular phone contact is made to families for students who have attendance concerns. Support is also provided through the Learning and Support Team and by implementing attendance passports so that attendance can be monitored. If school based strategies are unsuccessful then the help of the Home School Liaison Office will be sought.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.81
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*Full Time Equivalent

None of the permanent teaching staff at Winmalee Public School identify as Aboriginal or Torres Strait Islander.

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 staff at Winmalee Public School engage with professional learning throughout the year.

Staff members completed professional learning in choir, recorder and string instruments. This professional learning was then implemented back at school in the form of performing arts groups. Staff also participated in professional learning sessions on coding, Literacy and Numeracy progressions, writing, critical and creative

thinking, science, Google classrooms, creative arts, Mathematics, the School Excellence Framework and positive education.

All staff at Winmalee Public School have been accredited at the proficient stage, with one staff member finalising the accreditation process at the beginning of the year.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	166,218
Revenue	3,085,657
Appropriation	2,912,650
Sale of Goods and Services	6,356
Grants and Contributions	163,523
Gain and Loss	0
Other Revenue	0
Investment Income	3,128
Expenses	-3,049,083
Recurrent Expenses	-3,049,083
Employee Related	-2,664,510
Operating Expenses	-384,573
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	36,574
Balance Carried Forward	202,792

Throughout the school year the school finances were closely monitored to ensure that all money spent was done to maximise student learning.

Equity funds were used to subsidise the Sports in Schools program so all students had the opportunity to participate in the program. Equity funds were also used to assist families in the payment of excursions and extra curricular events.

Educational programs such as Soundwaves, iMaths and Seven Steps to Writing Success were purchased using school funds. These programs were used by all students K-6 and provide summative assessment data on student learning.

School funds, along with donations from the P&C and Pinnaroo were used to construct a synthetic grassed area for the students to use all year round.

Throughout the year several staff members took long term sick leave which school funds were used to cover classes and the school renewed the SENTRAL licence.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,427,974
Base Per Capita	70,000
Base Location	0
Other Base	2,357,974
Equity Total	198,727
Equity Aboriginal	16,320
Equity Socio economic	34,227
Equity Language	0
Equity Disability	148,179
Targeted Total	82,396
Other Total	110,103
Grand Total	2,819,200

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

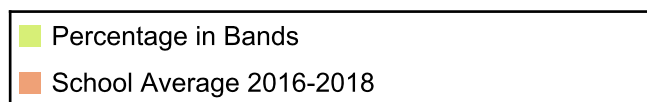
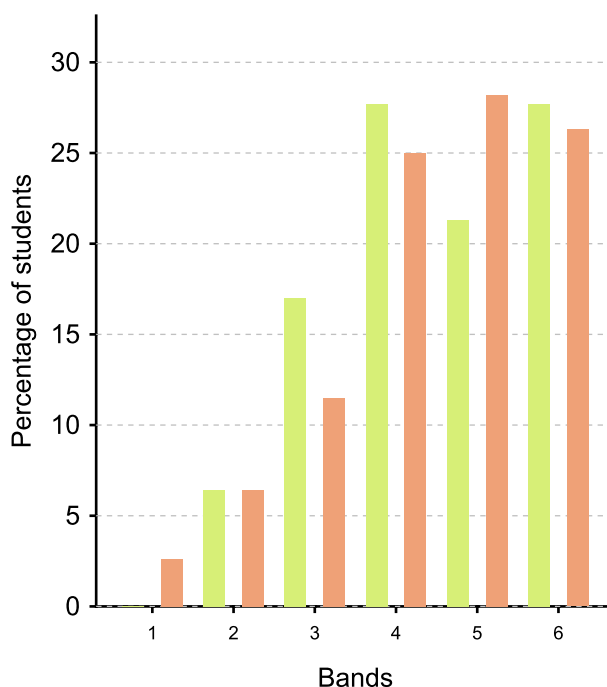
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

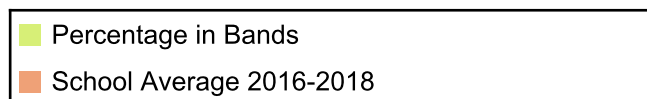
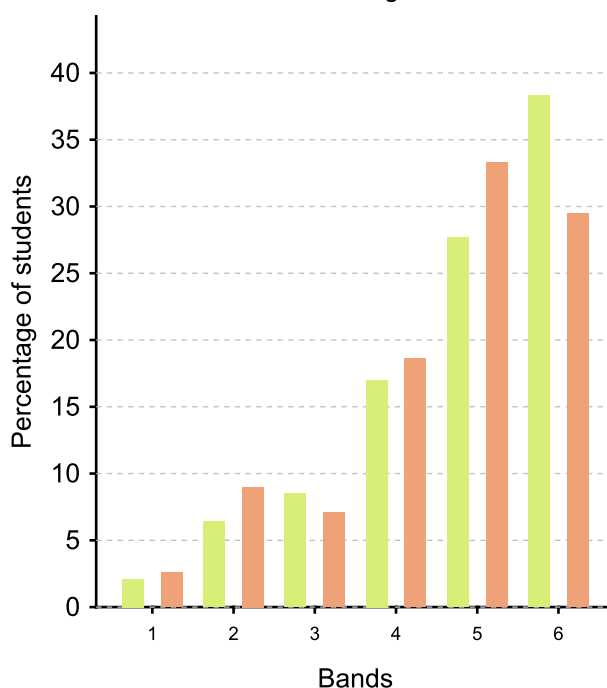
2018 Reading NAPLAN results showed that both Year 3 and Year 5 students significantly outperformed students from other like schools and students across the state. In Year 3 38.3% of Winmalee Public School students achieved a Band 6 for Reading compared to 25.5% of students from like schools. In Year 5 reading 20% of students achieved band 8 compared to 14.6% of students from like schools. In grammar and punctuation both Year 3 and Year 5 students performed higher than students from other like schools and students across the state. 28% of Year 3 achieved Band 6 and 16.7% of students in Year 5 achieved Band 8. Year 3 Spelling saw 49% of students achieving in the top 2 bands and Year 5 spelling saw 30% of students achieving in the top 2 bands. 34% of Year 3 students achieved Bands 5 and 6 for writing and 15% of Year 5 students achieving the same results in the area of writing.

Percentage in bands:
Year 3 Grammar & Punctuation



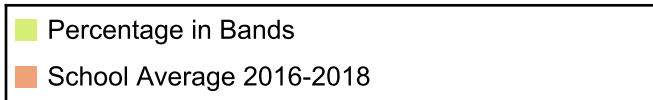
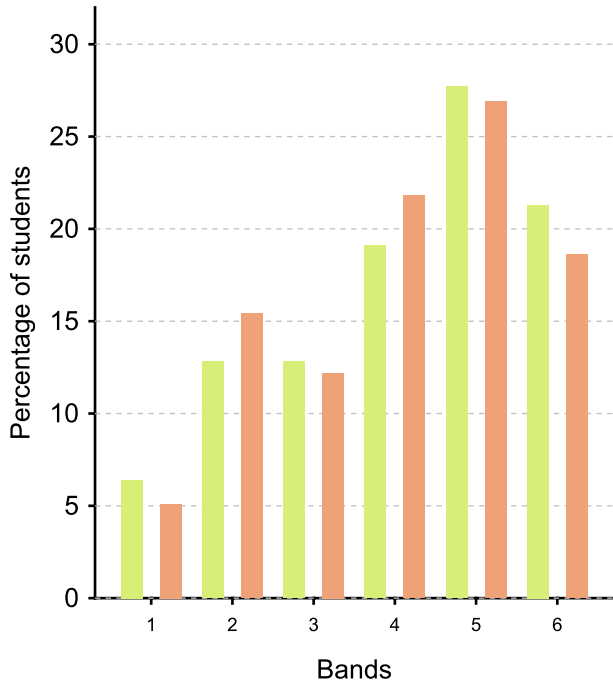
Band	1	2	3	4	5	6
Percentage of students	0.0	6.4	17.0	27.7	21.3	27.7
School avg 2016-2018	2.6	6.4	11.5	25	28.2	26.3

Percentage in bands:
Year 3 Reading



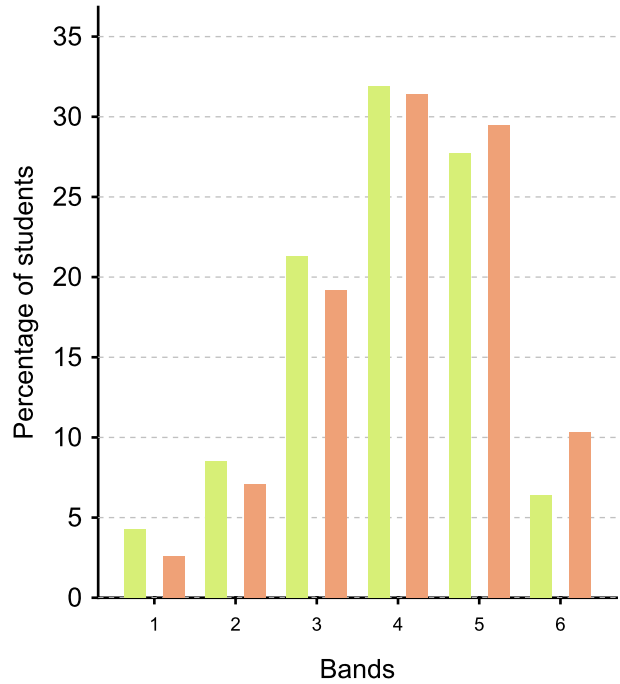
Band	1	2	3	4	5	6
Percentage of students	2.1	6.4	8.5	17.0	27.7	38.3
School avg 2016-2018	2.6	9	7.1	18.6	33.3	29.5

Percentage in bands:
Year 3 Spelling



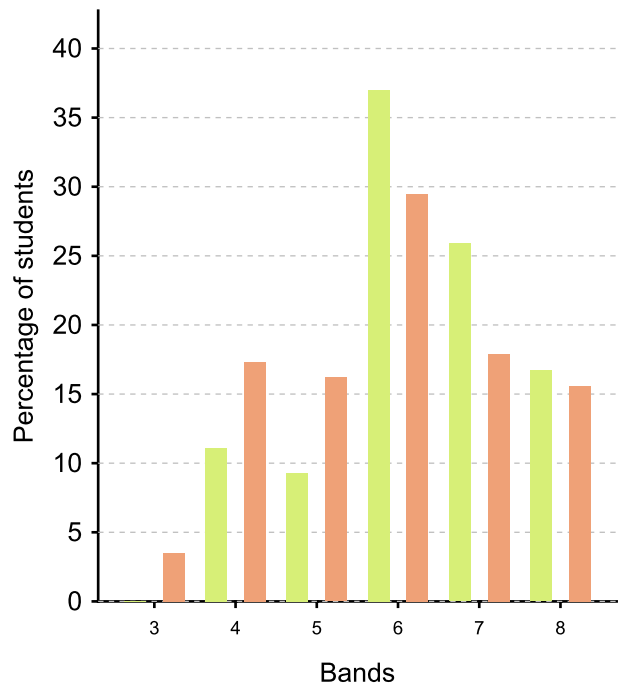
Band	1	2	3	4	5	6
Percentage of students	6.4	12.8	12.8	19.1	27.7	21.3
School avg 2016-2018	5.1	15.4	12.2	21.8	26.9	18.6

Percentage in bands:
Year 3 Writing



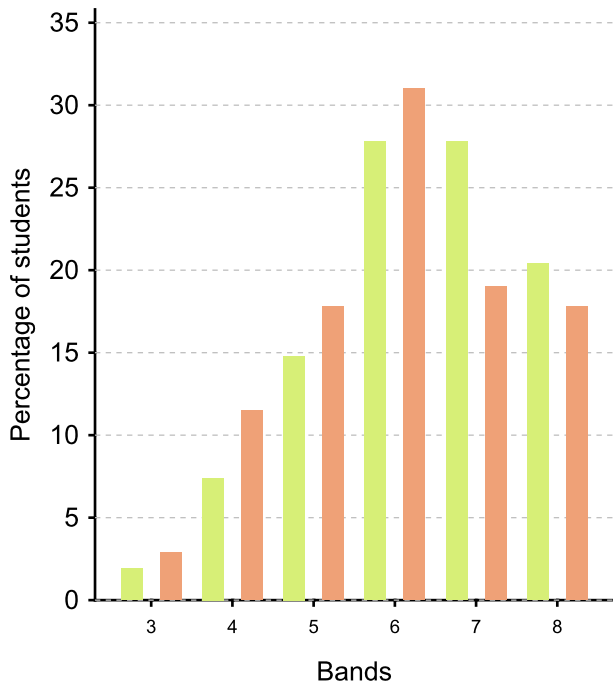
Band	1	2	3	4	5	6
Percentage of students	4.3	8.5	21.3	31.9	27.7	6.4
School avg 2016-2018	2.6	7.1	19.2	31.4	29.5	10.3

Percentage in bands:
Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	0.0	11.1	9.3	37.0	25.9	16.7
School avg 2016-2018	3.5	17.3	16.2	29.5	17.9	15.6

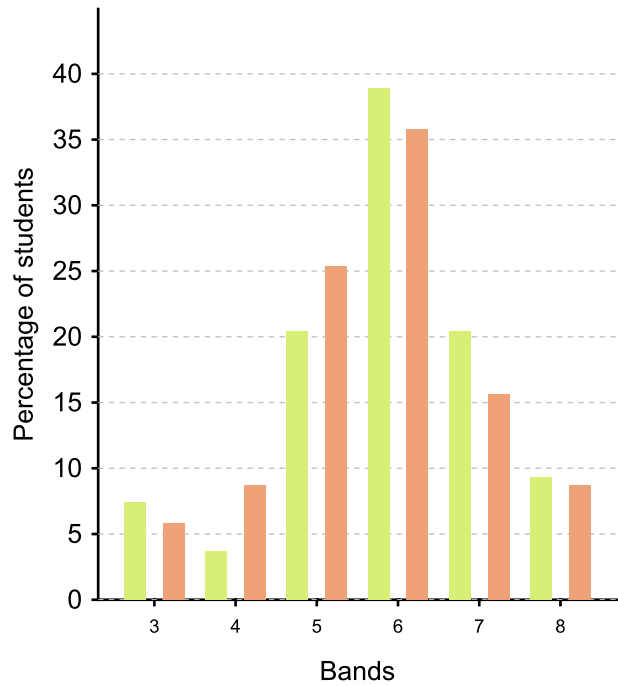
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	1.9	7.4	14.8	27.8	27.8	20.4
School avg 2016-2018	2.9	11.5	17.8	31	19	17.8

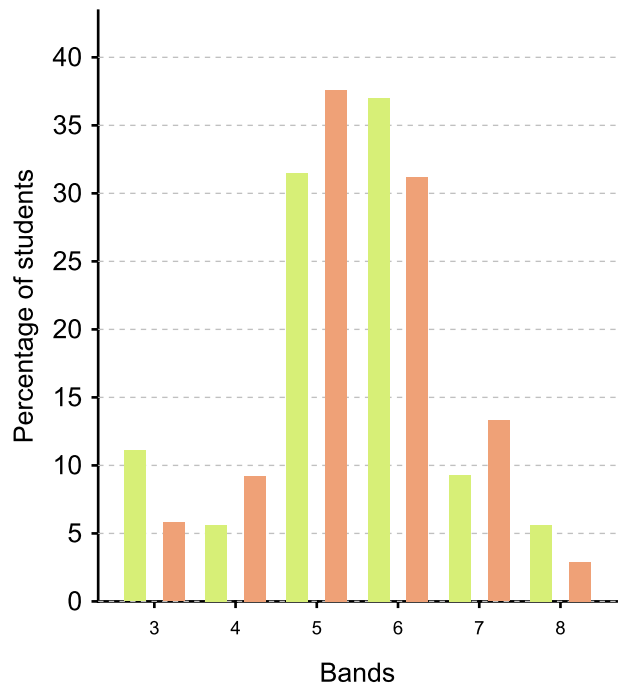
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	7.4	3.7	20.4	38.9	20.4	9.3
School avg 2016-2018	5.8	8.7	25.4	35.8	15.6	8.7

Percentage in bands:
Year 5 Writing



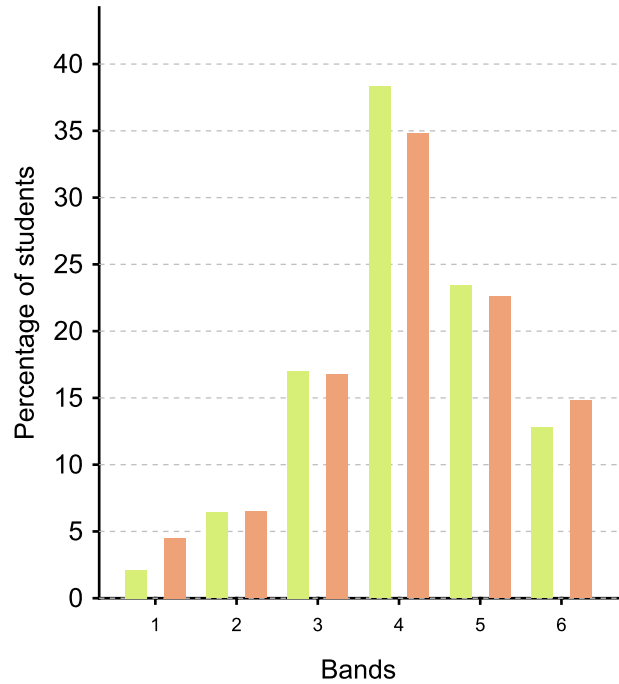
Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	11.1	5.6	31.5	37.0	9.3	5.6
School avg 2016-2018	5.8	9.2	37.6	31.2	13.3	2.9

Year 3 NAPLAN numeracy trend data indicates that students from Winmalee Public School outperformed students from other like schools and reduced the gap between the school and other schools across the state. Year 5 trend data indicated that students significantly outperformed students from other like schools and other students from state schools.

36% of Year 3 students achieved the top 2 bands for numeracy and 41% of Year 5 students achieved the same result.

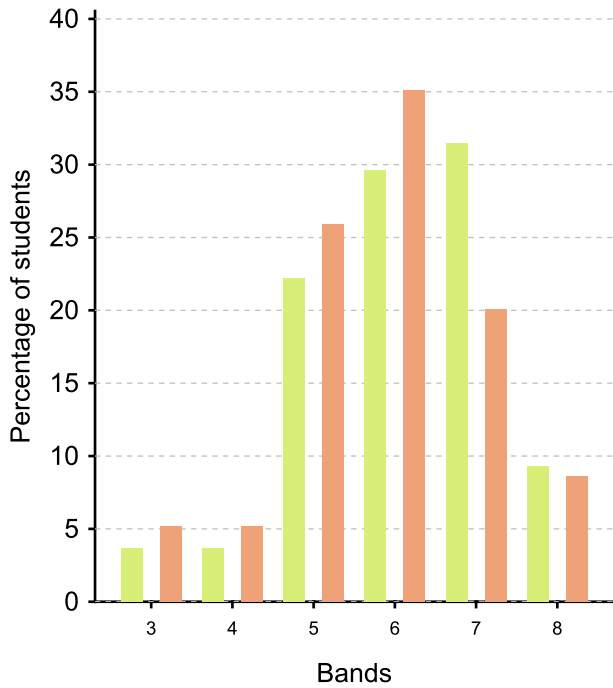
Percentage in bands:
Year 3 Numeracy



■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	2.1	6.4	17.0	38.3	23.4	12.8
School avg 2016-2018	4.5	6.5	16.8	34.8	22.6	14.8

**Percentage in bands:
Year 5 Numeracy**



■ Percentage in Bands
■ School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	3.7	3.7	22.2	29.6	31.5	9.3
School avg 2016-2018	5.2	5.2	25.9	35.1	20.1	8.6

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.>

Winmalee Public School has been identified as a 'Bump it Up' school and has been set a target of 8% growth of students in the top 2 bands for NAPLAN. Through targeted intervention and quality teaching the school was able to reach that target with an 8.8% increase of students performing in the tops to bands.

60% of Year 5 Aboriginal students achieved the top two bands for Numeracy, Grammar and Punctuation and Reading. 40% of Year 5 Aboriginal students achieved the top two bands for Spelling.

Parent/caregiver, student, teacher satisfaction

Community members were surveyed throughout the year in the areas of school interactions, growth mindset and school connectedness. 160 responses were received overall and the feedback was positive. 73% of people surveyed indicated that they feel very comfortable in approaching the school to discuss their child and 96% responded that they would attend information sessions provided by the school. The most common information sessions requested by parents were in the area of English skills, how to respond to anxiety and general information on behaviour management strategies. The most common form of communication used by people surveyed were class dojo and the seesaw app, with an 76% response rate. 52% of community members surveyed indicated that they felt their child had a growth mindset and or an optimistic outlook. When surveyed on how community members felt their child was connected to school, 88% responded that they felt their child had a positive connection to their teacher and 87% felt their child had a positive connection to their friends.

Students in years 4–6 completed the Tell Them From Me survey at the start and at the end of the year. The survey looked at social–emotional outcomes and how students see themselves as learners. 71% of students indicated that they have a positive sense of belonging and 92% indicated that they have positive relationships at school. 88% of students indicated that they value school outcomes and 83% of students feel that they display positive behaviours at school. When surveyed on expectations for success 80% of students in years 4–6 indicated that they felt teachers had high expectations for success.

Staff were also surveyed on how connected they felt to the school and how well staff collaborated with each other. 88% of staff indicated that they felt a strong sense of connectedness to the school and that 90% of staff feel motivated to provide extra–curricular opportunities for the school. 92% of staff also indicated that they collaborate well to achieve high academic success for the students



Policy requirements

Aboriginal education

Aboriginal Education is a high priority at Winmalee Public School. Throughout the year Personalised Learning Plan meetings were held. These meetings provided parents, students and teachers the opportunity to collaboratively set learning goals and developed strong and positive relationships to ensure student success. By incorporating Aboriginal and Torres Strait Islander perspectives across all key learning areas, all students were able to learn about the importance of Aboriginal Educations. A School Learning Support Officer was employed using Aboriginal equity funds . This staff member provided learning support for targeted students to ensure that they had equitable access to curriculum content.

Throughout NAIDOC week, all classes K–6 learnt about a prominent Aboriginal woman. All the research was collected into a book that was presented to a local Elder, the community centre, local members of parliament and the local police. Each class then presented their research in a community assembly that was well received by everyone.



Multicultural and anti-racism education

Multicultural education remained an ongoing focus for all staff and students at Winmalee Public School. Multicultural perspectives were addressed through out all key learning areas and in the school's Social Emotional Language days.

Harmony Day was celebrated by Winmalee Public School with each student celebrating their uniqueness while also celebrating the things that we all have in common.