

Wollondilly Public School

Annual Report



2018



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Introduction

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

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

Wollondilly Public School has a population of 350 students 8% of whom identify as Aboriginal and Torres Strait Islander. The school currently has sixteen classes organised into stage teams that are led by five Assistant Principals. The education of these students is supported by a full time and a four day per week Learning and Support Teachers and six full time and part-time School Learning and Support Officers. The Aboriginal and Torres Strait Islander children are supported by a School Learning and Support Officer. The students are also supported by a two days a week school Psychologist. The staff is comprised of a stable mix of both experienced and early career teachers. The administrative staff is a very experienced team with extensive knowledge of and connection to the school community. The school is a dynamic learning community with dedicated staff committed to continual improvement of learning outcomes through quality teaching practices and programs. We work collaboratively and participate in action research in its richest form. The school, its students and their families enjoy a positive interrelationship. Our school is a Positive Behaviour for Learning school as we pride ourselves on being safe, responsible and respectful learners. Our school is well supported by the community, with a core groups of parents forming the Parents and Citizens committee.

Vicki-anne Stokes

Principal

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School background

School vision statement

Wollondilly Public School empowers students to achieve excellence through connected, collaborative, critical and creative learning experiences in a safe and supportive learning environment. We work closely in partnership with the school community, and together we strive to inspire and nurture students as flexible, self-reflective, responsible learners, resilient individuals and active global citizens for current and future learning landscapes.

We will ensure every child is known, valued and cared for and that every student, every staff member and every leader will improve each year.

School context

Wollondilly Public School is an innovative, dynamic and strongly inclusive primary school providing a quality education for over 350 students in the growing regional area of the Southern Tablelands. 5% of these students are from a language background other than English and 8% are Indigenous. We are committed to providing rich programs to develop skills in technology, critical thinking, problem solving, communication and collaboration to enable students to reach their full potential educationally, socially and emotionally. Our school is developing a culture of evidence based, data informed decision making and aims to build the capacity of all teachers to lead, improve learning and innovate. Wollondilly Public School enjoys strong community support and has an active and very supportive Parents and Citizens' Association.

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.

Learning

In the domain of Learning, the school was sustaining and growing in all elements except for Attendance where the school was excelling, major improvement from 2017 where we were working towards deliver in all elements. Positive and respectful relationships across the school community underpin a productive learning environment which supports high levels of engagement and high expectations for behaviour, achievement and success. The dedication of the school community in creating this learning culture is a key feature of our progress.

Individual learning is supported by a strategic and planned whole-school approach to wellbeing that has clearly defined expectations to create a positive, inclusive teaching and learning environment. Our students already have a strong sense of belonging, are well-behaved, happy, friendly and respectful. We have a very consistent approach to learning and behaviour, in line with the shared vision we have created.

The development of systematic policies, programs and processes are beginning to be utilised to identify and address student learning needs. Teachers are data informed and information about individual students' capabilities and needs, are used to plan for learning and to differentiate curriculum delivery. Our Learning and Support Team policies, practices and procedures create best practice.

There are processes to collect, monitor, analyse, plan and report student performance. Assessment data is beginning to be used to understand the needs of students, guide school planning and decision-making and report on progress.

Teachers have begun incorporating data analysis in their planning for learning. Assessment processes are used regularly to monitor student learning progress and identify skill gaps for improvement. The implementation of PLAN, Language, Learning and Literacy (L3), Numeracy and visible learning is deepening understanding of the learning progressions from K-6.

Teaching

In the domain of Teaching the school has also seen a great improvement. In 2017, in all elements of this domain, the

school was achieving at working towards delivery and delivering. In 2018, the school is sustaining and growing except individual learning needs. All classrooms are well-managed, with well-planned learning taking place. A school vision related to student engagement, including quality instruction, teacher student relations, classroom learning climate and teacher expectations for success, are rated highly by students and staff. Ongoing professional learning in these areas is supporting this vision.

Some work has been undertaken to develop new units of work for English, with teachers collaborating in stage group teams with the Instructional leader. The introduction of collaborative practice across the school has substantially strengthened our work in this area as teachers review the process of developing collective professional learning teams across the school. Teachers are actively engaged in professional learning and development at a school, stage and personal level. Professional learning activities focus on improved teaching methods and effective teaching strategies, with Visible Learning a priority program in 2017. The school has continued on this journey, refining and adapting the processes in 2018. Teachers are actively engaged in planning their own professional development to improve their performance through their Performance and Development Plans. Classroom observations, structured discussions and support for beginning teachers or those requiring accreditation, occurs within a performance development framework. There are pockets of instructional leadership practice linked to professional development, such as L3, embedded in practice. The leadership team strive to be instructional leaders to promote and model effective, evidence-based practice across K-6 teams.

Leading

There is a huge commitment to the development of collective, shared leadership and leadership capacity. Staff take on purposeful roles based on professional experience. Staff are provided with opportunities to lead essential teams, lead focus programs, projects or initiatives and mentor and coach others.

The school plan reflects the values, ideas and aspirations of the school community. Staff share commitment and responsibility for achieving its goals. Some monitoring, review and self-evaluation processes occur regularly as planned and required; the focus being continual school improvement. Milestones are considered every 5 weeks. Data analysis guides the school's learning goals and monitors progress towards them.

Strategic financial management is used to maximise the resources available to implement plans. Our school is resourced as adequately as possible with a small budget for teachers, students, teaching, learning and leading. Management processes and practices are beginning to be developed to provide information about the school and how it operates. Accountability practices are tied to school development and include open reporting to the community via the Annual Report and Annual Financial Statement. 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.

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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

High Quality Teaching

Purpose

Quality, explicit teaching and assessment practices that use research and evidence based strategies are essential for the development of rigorous personalised learning to ensure quality educational opportunities are differentiated to meet the needs of individual students. Educators and leaders work collaboratively to be equipped with the necessary skills to empower and inspire all students to reach their full potential through high expectations and effective feedback.

Overall summary of progress

In 2018 the schools primary focus was on quality teaching and visible learning. Professional learning for all staff was a priority and as a result, a strong pedagogical change occurred. Early intervention was a focus for professional learning with the implementation of individualised learning for all students. Support was directed where greatest needs occurred and students were provided with tiered intervention. Internal and external assessment provided the staff with a platform of what programming and planning should occur. Regular analysis of whole school data occurred every five weeks and supported the achievements of every student. Staff involved with quality collaborative practice with students at the centre of the learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase staff knowledge and confidence in implementing curriculum and innovative pedagogy(from baseline in 2016).	Language Learning and Literacy program implemented in early stage one and stage one. \$6000.00 Teacher Professional Learning \$9,000.00 Resources to support teaching and learning \$10,000 Learning and Support focus on students 1–6 who had the potential to move to the top two bands of NAPLAN in numeracy. 0.8 Learning and Support Teacher.	All staff have now implemented the basics of visible learning in their classroom and further professional learning is taking place to improve this. L3 is professionally developed through K–2.
100% of staff and students will use learning intentions, success criteria, effective feedback and learning processes to achieve syllabus outcomes in Literacy and Numeracy with a lens on the achievement of Aboriginal, ESL, support and low socio-economic backgrounds	\$9,000.00 Resources to support teaching and learning	All staff have now implemented the basics of visible learning in their classroom and further professional learning is taking place to improve this. Extra support given by 0.8 LAST to different groups across the school.
100% of teachers demonstrate that they meet The Australian Professional Standards for Teachers evidenced by Professional Development Plans.	Teachers PDP process reflects the standards.	All teachers are meeting the standards or are being provided support to meet the standards.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved scores for collaboration and learning culture to above average for similar schools.	\$100,000.00 for an Instructional Leader. \$20,000.00 for collaborative meeting time.	All teachers attend collaborative meetings with stage teachers to assess data and plan for next 5 week cycle.

Next Steps

Staff will continue to be provided with professional learning that will lead to improved student learning outcomes. Collaboration around teaching and learning practice will support high expectations and student engagement. A focus on early intervention will continue to be a focus and support in professional learning will be a priority in 2018 as well as researching how to move the pedagogical practices of our early intervention programs into Years 3–6. This strategy will focus the Learning and Support allocation towards those students working in the middle bands of NAPLAN. PLAN data will continue to be collected on a termly basis and data analysed every five weeks during collaboration meetings with the instructional leader. Equity funds will be dispersed amongst the strategic directions to ensure that improved student learning outcomes are the main focus of our school plan.

Strategic Direction 2

High Quality Learning

Purpose

Identifying the knowledge and skills of students is critical in developing personalised learning. Student learning and engagement are enhanced by high expectations for student achievement, and making the learning visible and meaningful for all students.

Overall summary of progress

Teachers have made progress in their implementation of formative assessment strategies. They have participated in high quality professional development in their knowledge and understanding of feedback. Visible Learning has been a focus of professional learning and this learning supplied teachers with the theory and practice of how to give effective, targeted feedback. Teachers are becoming confident in their use of Bump it Up Walls which is a formative assessment tool assisting students to self assess, and is used a highly engaging feedback tool.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students will use learning intentions, success criteria, effective feedback and learning processes to achieve syllabus outcomes in Literacy and Numeracy with a lens on the achievement of Aboriginal, ESL, support and low socio-economic backgrounds	\$8000.00 implementing Bump it up Walls and formative assessment.	Each class has embedded formative assessment to encourage the achievement of learning goals.
Increase each year in student growth identified through NAPLAN and PLAN data and Learning progressions.	\$20,000.00 for collaborative planning meetings	Stage meetings now focus on professional learning. Learning Support Team are included in the identification of target groups and contribute to the achievement of goals for students with increased NAPLAN and PLAN result data evident.

Next Steps

The school will continue to implement feedback strategies to make the learning clear for students. The aim is for all students to become independent and motivated learners able to articulate how they will achieve their learning goal. Teachers will become more adept at providing targeted feedback strategies for specific groups of students. In addition, they will have further development in using teaching and assessment strategies that will improve their capacity to be responsive to student data in Literacy and Numeracy.

Strategic Direction 3

High Quality Relationships – Connect, Thrive and Learn

Purpose

Inclusive, informed and engaged learning community. Develop, implement and support the cognitive, emotional, social, physical and spiritual wellbeing of all students and community through the continuation and improvement of Positive Behaviour for Learning practices and Kid's Matter initiatives.

Overall summary of progress

The implementation of the revised Positive Behaviour for Learning (PBL) program was the primary project of 2018. Staff were trained in the implementation of the program and taught the lessons to support the school wide matrix of expected behaviours. Lessons for students were revised and signage displayed. The Student Welfare policy was revised in line with the current PBL program and shared with all relevant stakeholders. The Attendance Policy was updated, implemented and revised in 2018 to align with current practices and procedures. A community liaison teacher has been engaged one day a week to utilise strategies to engage parents in the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff, students, families and relevant stakeholders have an understanding and engage with PBL.	Data analysis and Individual behaviour management plans designed and implemented. \$2000.00 casual release Teaching resources \$2000.00	Increase in the number of students demonstrating and understanding safe, responsible, respectful, learning in the classroom and playground to 95% of students as evidenced by PBL data from student management.
All teachers participate in educational networks.	Professional learning budget \$5,000.00	Groups such as accreditation, beginning teachers, sport, technology, STEM and learning progressions have all been accessed.
Data shows improvement in behaviour in all areas across the school.	\$5,000.00	PBL data indicated that 96% of students were safe, respectful, responsible learners.
Parent surveys indicate an increase in understanding of new curriculums and innovative pedagogy.	Surveys were written but they were not delivered due to technical issues.	No data available.

Next Steps

Continue to implement the Positive Behaviour for Learning program at Wollondilly Public School. With the support of the PBL team, design and implement lessons and plans for students. Monitor data monthly and celebrate success. Implement programs for Tier Two students as required. AP Welfare budgeted for in 2019. Continue with community liaison role.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background loading \$9534.00 to employ an SLSO.	Students had a PLP developed to meet their needs. PLP's were prepared in consultation with parents and teachers. A School Learning Support Officer (SLSO) was employed to monitor and support the implementation of these plans. This year we participated in activities to celebrate Harmony Day, NAIDOC Week and Reconciliation Week.
English language proficiency	\$100000.00 for extra teacher	Instructional Leader employed 4 days a week to engage teachers in Literacy improvements across the school. In 2018 writing was targeted.
Low level adjustment for disability	Low level adjustment for disability Learning and Support teacher \$81,700.00. School Learning and Support Officer \$29,000.00	Effective use of flexible funding and low level disability adjustment funding to provide learning and support for students K–6.
Quality Teaching, Successful Students (QTSS)	QTSS funds \$7141.00 to release teaching staff for collaboration and observation.	Staff were involved with the Instructional Leader promote the leadership of collaborative, evidence informed inquiry in ways that keep learners' progress at the centre.
Socio–economic background	Professional Learning (L3 and L3S1.) \$15,000.00 Resources \$20,000.00 School Learning Support Officer \$10,500.00 School Administrative Support \$8000.00	Professional Learning supports the early intervention program focus. Resources support the development of the programs. SLSO supports the tiered intervention of students to provide support in literacy and numeracy. SASS support the continued implementation of office procedures and the support of student welfare practices.
Support for beginning teachers	\$20000.00 for extra RFF to support beginning teachers.	Mentoring by an experienced permanent staff member . Visits to a number of schools in the local area . Beginning teacher network held at Wollondilly Public School for the region.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	190	178	169	174
Girls	152	161	134	148

Numbers of students at Wollondilly Public School have remained relatively steady over the past few years. Celebrating the success of the school via media and social media avenues will continue to support the profile of the school.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.6	94.9	95	95
1	95.1	93.1	94.1	94.4
2	95.9	95	95.3	94.7
3	95.9	94.6	93.2	94.9
4	94.8	94.8	96.4	94
5	94.8	94.7	93.7	94.1
6	95.4	93.4	92.2	94.2
All Years	95.2	94.3	94.3	94.5
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

In 2018, the attendance policy was adhered to and staff took on their specified roles to monitor and report back on attendance. Regular meetings held with the Home School Liaison Officer allowed for immediate follow up and action to be taken. Programs that encourage attendance has seen an improvement in some students attendance rate. The School Principal ran a weekly report for staff to identify the follow up required for

unexplained absences of students.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	17.63
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	5.54

*Full Time Equivalent

The staff at Wollondilly Public School is 84% female, 15.5% male. There is one staff member who identify as Aboriginal or Torres Strait Islander in the school's current workforce. The executive staff consists of a Principal and five Assistant Principals one of which is a relieving position. There are ten classroom teachers, one 0.8 and full time Learning and Support Teacher, one 0.8 Teacher Librarian and 7 School Learning and Support Officers. A full time Senior Administration Manager, one full time School Administration Officer and two part time School Administration Officer's make up the office staff, with 2 part time General Assistants.

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	20

Professional learning and teacher accreditation

This year, all staff participated in a range of professional learning courses that were aligned to the 2018–2020 school plan. These professional learning courses included compliance and innovative content that aimed to strengthen and develop current levels of knowledge held by staff. Examples of these PL sessions included a detailed presentation about Feedback. One new scheme teacher was successful in achieving accreditation, and 1 others complied with the maintenance phase according with the NSW Education

Standards Authority. All other staff have been given detailed information about the transition for Pre–2004 teachers to the maintenance cycle of the NSW Education Standards Authority. 3 teachers have applied to gain accreditation at higher levels.

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	252,038
Revenue	4,280,764
Appropriation	4,146,467
Sale of Goods and Services	14,002
Grants and Contributions	118,622
Gain and Loss	0
Other Revenue	0
Investment Income	1,672
Expenses	-4,159,192
Recurrent Expenses	-4,159,192
Employee Related	-3,737,657
Operating Expenses	-421,535
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	121,572
Balance Carried Forward	373,610

A new budgeting tool was used in 2018 to support the implementation of the school plan. All Strategic Directions were correctly budgeted for and their impact evaluated. The funds carried forward were due to an overestimation of the figure needed to cover short term relief. This money will be used in the new 2018–2020 School Plan to support the collaborative practice model to be implemented.

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	2,432,433
Base Per Capita	60,919
Base Location	2,895
Other Base	2,368,619
Equity Total	327,438
Equity Aboriginal	19,173
Equity Socio economic	83,176
Equity Language	17,444
Equity Disability	207,645
Targeted Total	544,368
Other Total	657,105
Grand Total	3,961,344

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

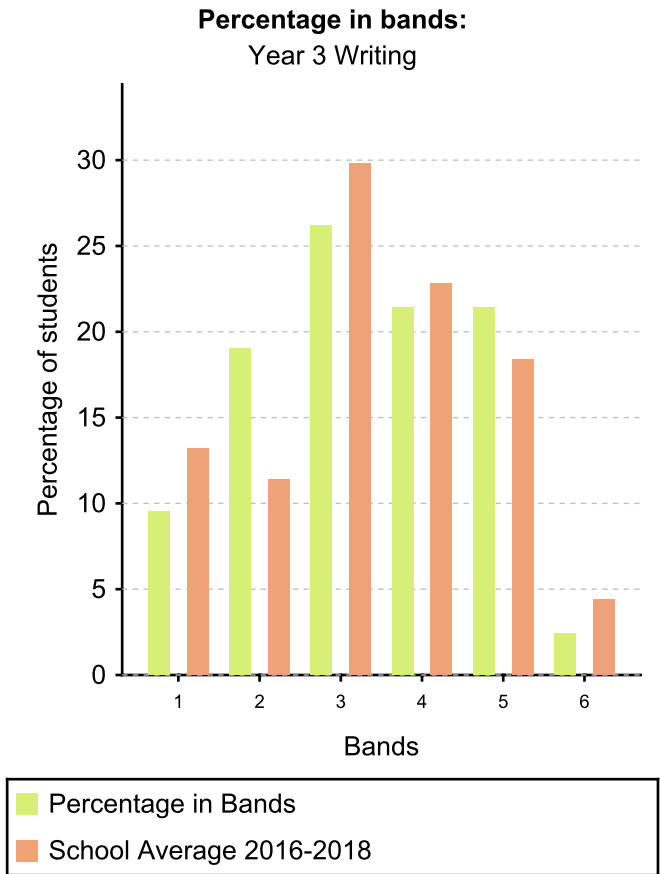
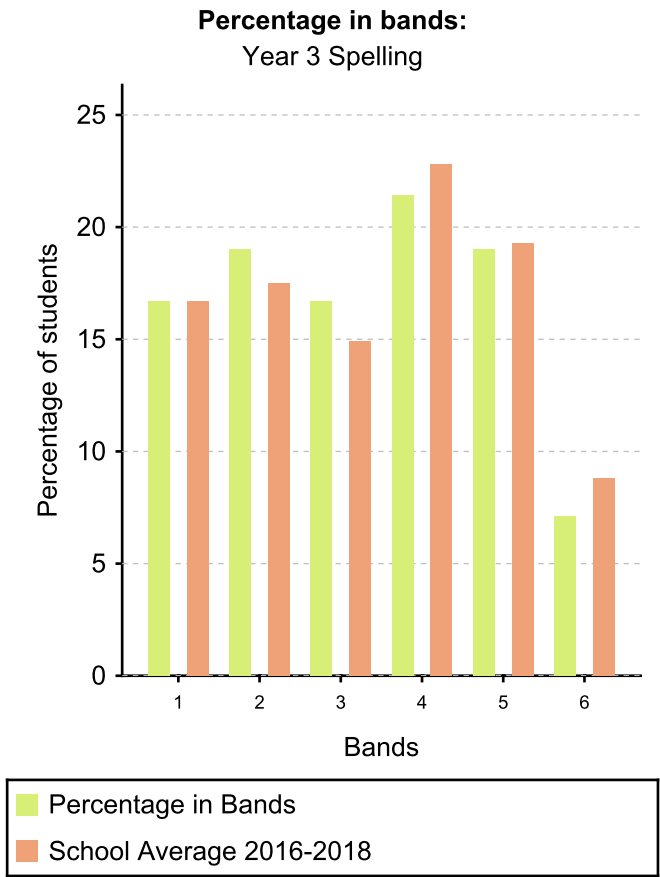
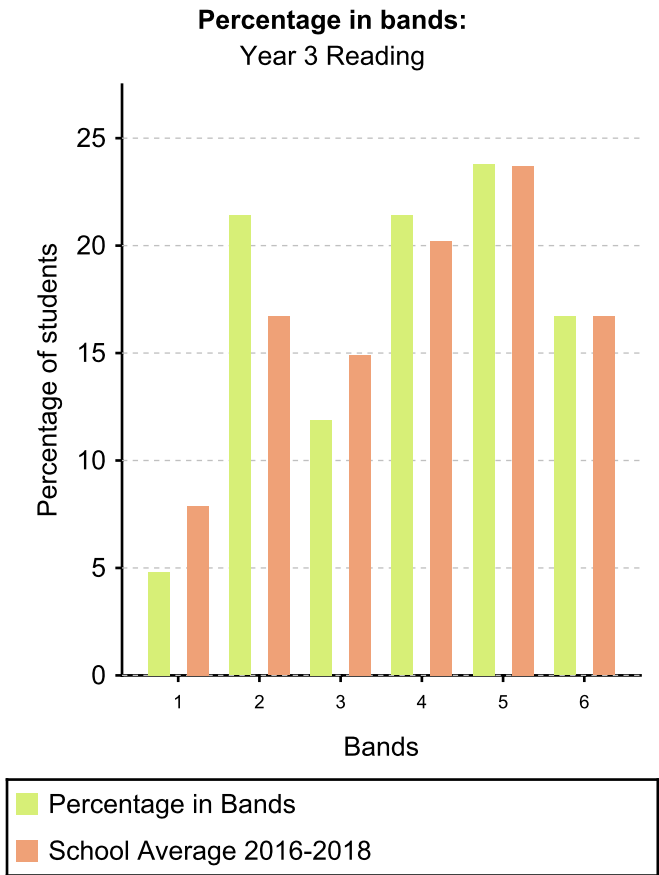
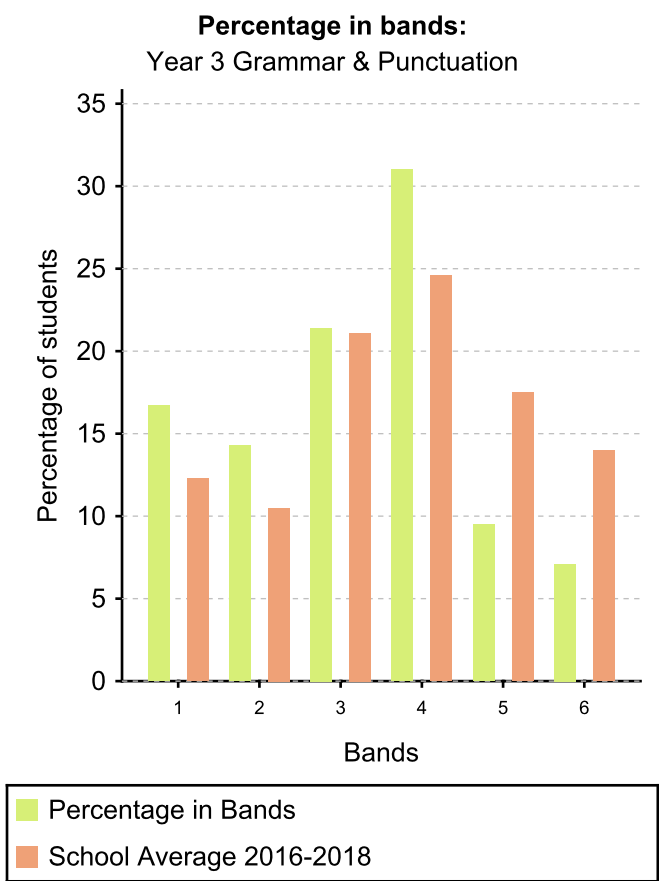
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

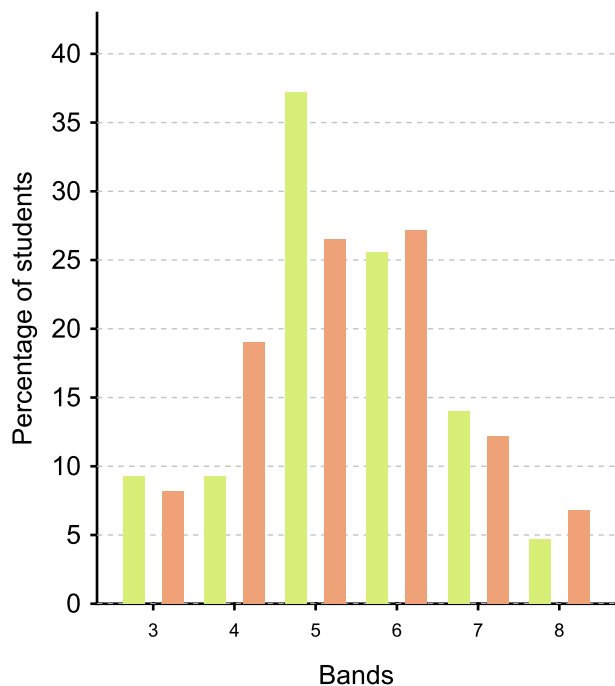
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

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. After careful analysis of previous NAPLAN results, the school embarked on a journey to develop the skill of writing. Professional learning for teachers has been significant and in school data has

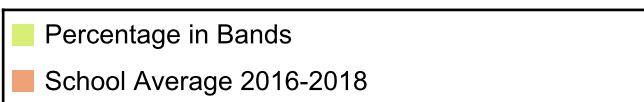
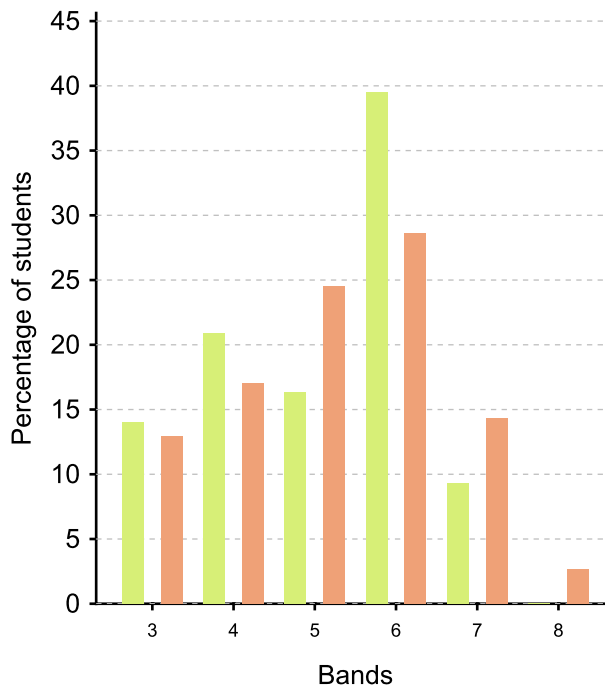
been positive. The NAPLAN data shows and increase in writing and the school has maintained the percentage of students achieving the top 2 bands.



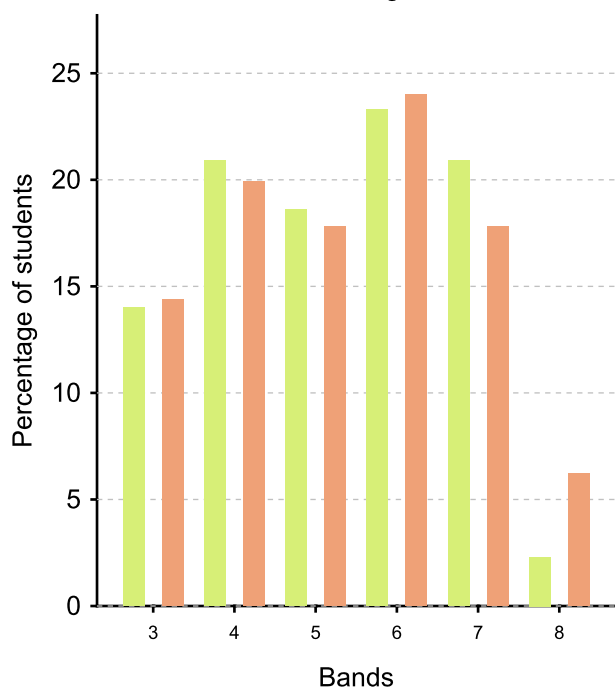
Percentage in bands:
Year 5 Grammar & Punctuation



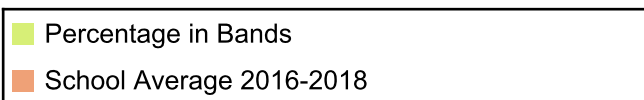
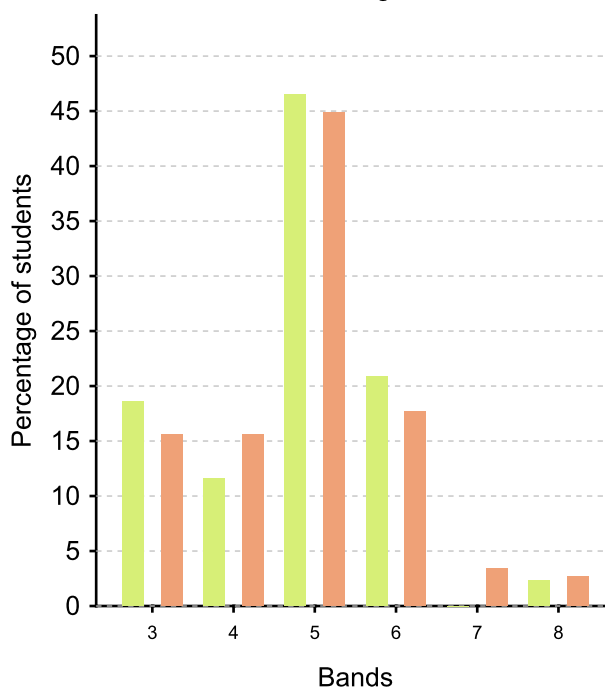
Percentage in bands:
Year 5 Spelling



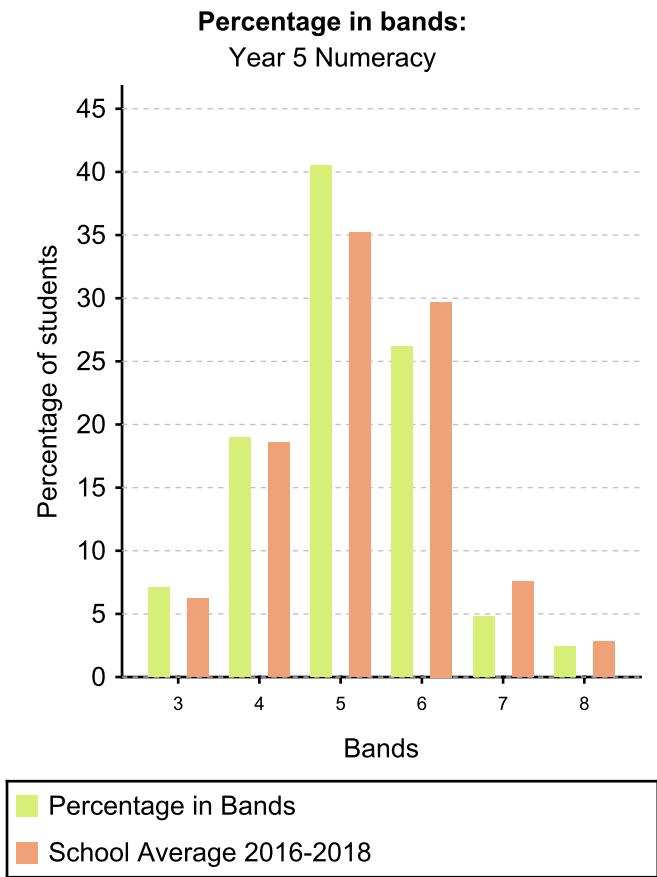
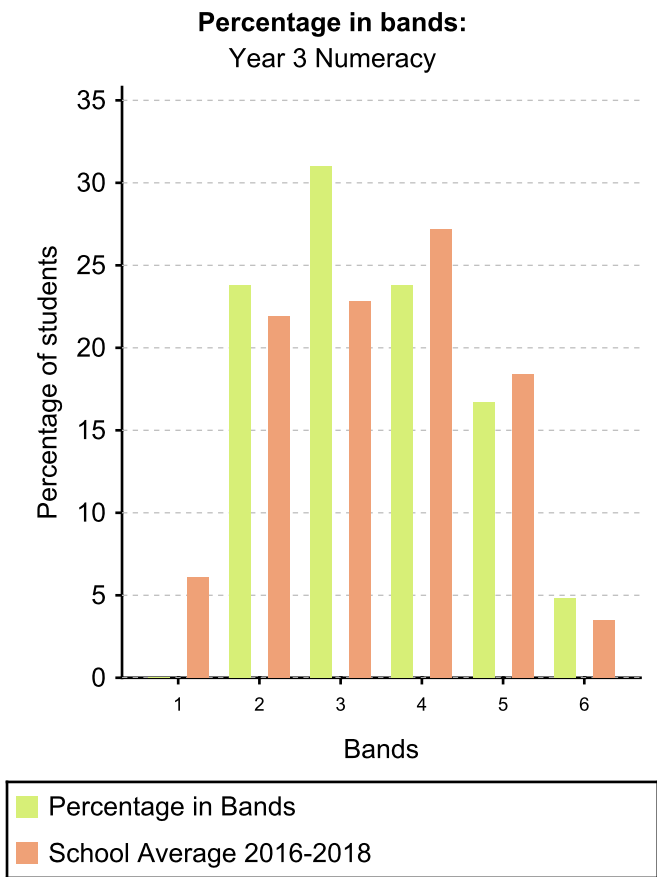
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Numeracy will become a focus for 2019 and beyond in an attempt to increase these results. A LAST teacher has been employed 0.8 capacity to support students in all bands to increase their knowledge in the working mathematically strand. Numeracy results across the school have also continued to improve as the students are provided with differentiated programs that support their individual needs. Staff were provided with ongoing



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.>

Wollondilly Public School Premier, aligns with the Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

Parent/caregiver, student, teacher satisfaction

As part of our school plan and strategic direction of Quality Relationships, a review of the school's student welfare policy was conducted. Students, teachers and parents had opportunities to provide feedback on the school's reward system and discipline policy. Methods to gather the opinions from the school community were undertaken. Each year the school seeks the opinions of parents, students and teachers about the school. Utilising data from the Tell Them from Me Survey, we set processes in place to improve two significant areas of student satisfaction. The first area; Students with positive relationships –Students have friends at school they can trust and who encourage them to make positive choices. The second area targeted was; Students with positive behaviour at school–Students that do not get in trouble at school for disruptive or inappropriate behaviour.

Policy requirements

Aboriginal education

Wollondilly Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education. Our school promotes respect for the traditional culture of Aboriginal people by Acknowledging the traditional custodians of the land at important gatherings and extending that respect to Aboriginal people present at these ceremonies. Teachers also integrate Aboriginal perspectives across Key Learning Areas so students can develop a deep knowledge and appreciation of Aboriginal culture. Further significance is promoted by the Aboriginal flag being flown at the front of the school . This year we ensured Personal Learning Pathways(PLP) were developed in partnership with parents, students and the class teacher. These plans were designed to improve educational outcomes and increase the participation of Aboriginal students, as well as provide support, guidance and monitoring for student success.

Multicultural and anti-racism education

Wollondilly Public School implements a culturally inclusive curriculum which reflects the cultural, linguistic and religious diversity of our society. These experiences allow students to successfully take part in a rapidly changing world where cross-cultural understanding and intercultural communications are essential. Teaching and learning programs foster students' understanding of culture, cultural diversity, racism and active citizenship. Staff, students, parents

and community members have worked hard to create a harmonious, tolerant and welcoming school environment. Wollondilly Public School celebrates diversity and proudly recognises and celebrates Harmony Day every year, using the opportunity to engage in discussions about our nation's history and character.

Other school programs

ASR – Technology

Achievements…

*The annual eT4L allocation was used to obtain 15 HP touch screen laptops. These will be used to support student learning in classrooms. The school has purchased a laptop trolley to store and charge these devices.

*The school was successful in winning a \$10 000 HP Kids Grant, which was used to purchase 22 HP Chromebooks. Year Six fundraising assisted with the purchase of a further 8 Chromebooks. The Chromebooks are being used daily in Stage 3 to facilitate independent learning activities through Google Classroom. A mobile laptop trolley was also obtained through the HP grant.

*The technology team have developed a plan to commence the replacement of failing Interactive Whiteboards and Projectors, with Interactive Panels. The school has now purchased one Interactive Panel for a classroom with further replacements to occur in classrooms during 2019.

*2017 has seen an increase in the use of the bank of iPads for each stage. iPads have been used as an effective and engaging learning tool during small group and independent learning tasks.

*Members of the school Technology Team attended professional learning in using iPads to engage students in the classroom, NSW DoE T4L awards where new and emerging technologies were showcased and supporting Digital Technologies through the new Science and Technology Curriculum. The technology team have facilitated whole staff professional learning in each of these areas, as well as ongoing learning in the use of specific iPad apps and the use of Sentral.

*Staff have continued to use the Seesaw Digital Portfolio app, to document student learning and experiences, to share with families. With the allocation of an iPad to each classroom teacher, students are now able to document their own learning and share it with their families through Seesaw.

*The Wollondilly Public School Facebook page has been a successful platform for celebrating and sharing student success, showcasing and advertising school events and disseminating information to our school community. Our page now has a total of 459 followers.

*Our school website was migrated to the new DoE AEM platform in September and is now live. The website is

currently being updated with new content.

*The Zuludesk Mobile Device Management platform is now being successfully used by our school IT team, to manage our fleet of 35 iPads. This has allowed for quick, remote deployment of apps to iPads and management of the fleet.

*Students have been provided with many opportunities to engage in technology– based interest groups during lunchtimes. Two VEX robotics kits were purchased by the school and Year 3–6 robotics teams formed. This group has met weekly during 2018, with students learning to design, construct and program the robots. Our VEX teams participated in an interest day at Goulburn High School and a VEX robotic day in the ACT, where students engaged in programming activities and friendly games with other schools. Other interest groups established this year include a Coding Club and Minecraft Education club, which have proven to be a popular lunchtime activity choice for many students.