

Windellama Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Windellama 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.

School contact details

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School background

School vision statement

Windellama Public School is an engaging learning environment where an active school community supports and encourages participation in all educational programs and experiences. Our school continues to address the needs of all students, in a warm, caring and stimulating environment, embracing all Key Learning Areas whilst offering varying and exciting experiences in both the school environment and also extra curricula opportunities in a variety of contexts.

School context

Windellama Public School is 35 kilometres south east of the regional town of Goulburn. Through the provision of quality education we are positively shaping and developing the individual talents, interests and abilities of all students. The school seeks to provide student centred programs which are aimed at meeting individual student needs. Being part of the Small Schools network, Tablelands Rural Education Community (TREC) gives students a wide range of social, cultural and educational experiences whilst utilising school resources and staff expertise, as well as the valuable resources to be found in the local and wider community. Our culture is one of respect, responsibility and always striving for excellence.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Strategic Direction 1

Supporting Student Achievement with Quality Teaching and Learning.

Purpose

Deliver innovative teaching and learning programs to achieve optimal learning outcomes for individual students.

Improvement Measures

Student improvement aligns with the number of years they have been in attendance at school (1 year of schooling = 1 year of growth)

Students in the middle two bands (and students who would likely fall into this domain) of NAPLAN will be represented in the top two bands of NAPLAN the next time they sit the tests (data to be harvested from the Year 5 tests of 2018 Year 3 students and the Year 7 tests of 2018 Year 5 students).

Progress towards achieving improvement measures

Process 1: Personalised Learning

Students are active in identifying and monitoring personal learning goals (with a particular focus on literacy & numeracy).. Regular feedback is sought from them, which is part of the ongoing assessment of each student.

Evaluation	Funds Expended (Resources)
What do we need to do to strengthen this process and what changes need to be made going in to 2020? The identification and monitoring of student goals is an ongoing process. In 2020 all students will have Individual Learning Plans implemented after 3 way interviews with teacher, student and appropriate family members. The implementation of ILPs will be discussed at P & C and communicated through the school newsletter.	

Process 2: Student Engagement

Deliver quality student centred learning & self-regulated learning experiences. Staff are supported by professional learning including training in How2Learn.

School Attendance Policy published and communicated through the School Newsletter (milestone)

Evaluation	Funds Expended (Resources)
Are strategies we are using to improve attendance effective? Are they effective for 2020 cohort? Are we hearing the language of How2Learn in classrooms from students and staff? The targeted students no longer attend Windellama P.S. Strategies for 2020 need to adapt for a different cohort. The HSLO will still play a role in improving attendance. Weeks 5 and 10 each term have been identified for collating attendance data by SAM and SAO. How2Learn language is used in classrooms from staff and some students.	HSLO School staff

Process 3: Aboriginal cultural perspective

Progress towards achieving improvement measures

Process 3: Embed teaching & learning programs with quality Aboriginal cultural content

Evaluation	Funds Expended (Resources)
<p>Were students engaged in the teaching and learning?</p> <p>Can we better embed Aboriginal content across all KLAs?</p> <p>Students were generally engaged in the teaching and learning. Students were given more ownership of their learning through goal setting and feedback. In 2020 ILPs will be introduced for all students.</p> <p>In 2020 the school will utilise resources from the Narragunnawali program, consult further with the Aboriginal Education and Engagement Officer and work towards a school Reconciliation Action Plan.</p>	<p>Staff</p> <p>Quality teaching and learning programs</p>

Strategic Direction 2

Effective community networks.

Purpose

To create collaborative and engaging learning networks to support holistic wellbeing through social and emotional and cognitive practices for all students, staff members and community stakeholders.

Improvement Measures

An increased number of opportunities for students through collaboration.

Extra-curricula learning activities and learning programs across TREC.

Measuring of student/parent satisfaction with school and network initiatives.

Progress towards achieving improvement measures

Process 1: Student Wellbeing

Student resilience and wellbeing is supported through collaborative program facilitated in partnership with the school counsellor.

Design and implement our schools framework for Positive Behaviour for Learning in consultation with the community.

Evaluation	Funds Expended (Resources)
Are we seeing more positive behaviours recorded than negative? Over the year the negative behaviours recorded reduced in number and severity. Students were recognised for their good behaviours using the wellbeing program set in place. This program, with some small improvements, will continue to be used in 2020 as, on analysing the data from 2019, there has been a marked improvement in behaviour.	Learning and Wellbeing staff All staff

Process 2: Collaborative practice

Students participate in collaborative learning programs, integrated units and experiences across the learning networks including TREC and GCoPS

TREC Principals' network engages school staff to discuss curriculum, professional development and other activities across the TREC schools.

Evaluation	Funds Expended (Resources)
Do we have units that we use across all TREC schools? We are using common HSIE and Science Scope and Sequences across TREC with the view to implementing cross-school units in the future. In 2019 Windellama P.S. and Tirranna P.S. combined to perform at GCOPS. TREC principals and staff continued to meet regularly.	Staff Integrated units

Process 3: Community Engagement

Parents & Community members are involved in the shaping of school policy and have the opportunity to engage in a range of school-related activities

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Have we reviewed relevant policy documents to meet the needs of Windellama Public School?

In 2019 the school's homework policy was discussed at a P & C level. A revised structure was introduced with the view to revisiting this policy in 2020.

Staff

Parents and community members

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	Classroom teachers SLSO Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$13 519.00) 	With the addition of integration funding we were able to employ an SLSO 5 days a week as well as an SLSO 3 days a week in Term 4. Our students benefitted academically as shown by improved outcomes. As a whole school we aim to work on social/ wellbeing in 2020.
Quality Teaching, Successful Students (QTSS)	Relevant TPL courses Staff Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$5 122.00) 	Due to the unavailability of casual and temporary staff we could not fully utilise these funds. Looking forward to 2020, extra staffing will be sourced as early as possible.
Socio-economic background	Breakfast food Bus travel Excursion destinations Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$22 080.00) 	Most students took advantage of breakfast club All students attended excursions 90% students attended Term 4 camp 96% students attended swim scheme

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	8	9	13	18
Girls	12	14	16	16

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.5	96.8	97.9	88.7
1	97.6	96.1	89.6	94.2
2	98.6	94.6	95.1	90
3	93	95.7	94.9	87.6
4	91.9	94.9	95.8	86.8
5	94.6	91.4	94.2	88.7
6	96.1	93.5	79.1	87.1
All Years	95	95.3	92.5	89.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.3
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	110,830
Revenue	612,737
Appropriation	582,553
Sale of Goods and Services	1,980
Grants and contributions	27,426
Investment income	779
Expenses	-567,069
Employee related	-480,435
Operating expenses	-86,634
Surplus / deficit for the year	45,668

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	36,953
Equity Total	37,274
Equity - Aboriginal	0
Equity - Socio-economic	22,080
Equity - Language	0
Equity - Disability	15,194
Base Total	480,301
Base - Per Capita	6,805
Base - Location	12,456
Base - Other	461,040
Other Total	16,495
Grand Total	571,024

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of its community.

This year our school sought feedback through both formal (P & C meetings) and informal discussions. As a small school, these informal discussions are of paramount importance in the smooth running and efficiency of our school. Day to day conversations occur at our school between the teachers and teaching principal with our community where minor issues or questions can be addressed quickly and positively.

Students were surveyed to ascertain their reading preferences. 100% of students responded. 91% of students enjoyed reading. The students enjoyed a variety of reading material, including Marvel graphic novels, Babysitters Club series and Dr Seuss. Students who were reluctant readers were usually below grade level at reading.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.