

Winmalee Public School

2019 Annual Report



4436

Introduction

The Annual Report for 2019 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.

School contact details

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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

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation 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

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.

Improvement Measures

100% of teaching and learning programs use student driven data to ensure improvement in the areas of literacy and numeracy

100% of students are tracked on the Literacy and Numeracy progressions and are 'on track' in PLAN 2 data

Increase the proportion of students in the top two NAPLAN bands by 8%

Progress towards achieving improvement measures

Process 1: Data Informed Pedagogy

School wide collection and monitoring of data in literacy and numeracy to ensure increased student achievement.

Evaluation	Funds Expended (Resources)
All staff were utilising all the forms of data collection to monitor student achievement. This whole school approach along with participating in data talks and using summative assessments as formative assessment tools lead to an increase in professional dialogue and the school not only meeting but exceeding the 'Bump It Up' target by the end of 2019.	Soundwaves membership \$1,035 from Literacy and Numeracy funds iMaths membership \$1,035 from Literacy and Numeracy funds 'Seven Steps to writing success' \$1,990 from Literacy and Numeracy funds Staffing allocation used for data talks

Process 2: Assessment

Teachers routinely use evidence of learning, including a range of formative and summative assessments to inform their teaching, adapt their practice and meet learning needs of students.

Evaluation	Funds Expended (Resources)
All staff were utilising all the forms of data collection to monitor student achievement. Staff were utilising the skills to turn a summative assessment into a formative assessment which in turn provided feedback on student learning. This approach also led to an increase in student centred learning and also provided a successful scaffold for student feedback. By utilising the information provided by both summative and formative assessment the teaching staff and students were able to not meet 'Bump it Up' targets but also exceed them.	\$1000 from professional learning budget to provide casual relief for executive staff to work with regional support staff.

Next Steps

The 2020 school year will see a continuation of the successful practices of 2019. Success criteria, learning intentions, self-reported grades and feedback will continue to be the focus for not only team members of strategic direction team one, but for the whole teaching staff.

The school will also be implementing 'Collective Teacher Efficacy' days throughout 2020. Twice a term stage teams will meet with the executive team to share student data and to discuss student learning and achievement.



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.

Improvement Measures

100% of teachers have deep knowledge and deep understanding of the teaching and learning cycle

95% of students K–6 are 'on track' in PLAN 2 data

100% of staff implement John Hattie evidence based research into their teaching and learning practice

Bump it Up

Increased number of students achieving in the top two NAPLAN performance bands by 8%

Progress towards achieving improvement measures

Process 1: Quality Teaching Framework

All teachers implement the Quality Teaching elements of Deep Knowledge, Deep Understanding and Higher Order Thinking into everyday practice for teachers and students.

Evaluation	Funds Expended (Resources)
<p>The Quality Teaching Framework was implemented successfully across the school in a variety of ways. Whole staff professional learning was conducted on the meaning of and the successful implementation of deep knowledge, deep understanding and higher order thinking in a whole class setting. Deep knowledge, deep understanding and higher order thinking was also successfully implemented in targeted small learning groups, such as 'Bump it Up' groups and extension mathematic groups.</p> <p>Quality Teaching Rounds were also introduced during 2019. Involvement in Quality Teaching Rounds was voluntary and eight teachers participated in this form of professional learning. Participating teachers expressed that this form of professional learning was extremely valuable to their practice. A feedback session was presented to the whole teaching staff on the process at the end of 2019. An expression of interest was put out to staff, which resulted in 12 staff wanting to participate in the 2020 Quality Teaching Rounds</p>	<p>\$20,000 to provide an extra staffing day for extension maths groups and data talks. This money came from rolled over 2018 funds.</p> <p>\$6000 for casual relief for staff to participate in Quality Teaching Rounds which came from the professional learning budget</p> <p>Staffing allocation to provide targeted support to 'Bump it Up' students.</p> <p>\$1500 from professional learning budget for casuals to release staff to develop resources for the school.</p>

Process 2: Consistent Teacher Judgement

To provide consistent whole school practices for teaching in the areas of literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>Consistent teacher judgement was a strong focus in 2019 and it will carry over to 2020. Staff actively engaged with both the syllabus and the Literacy and Numeracy Progressions as a tool for consistent teacher judgement. These tools were also used to engage with professional discussions with colleagues and provided a consistent language to describes skills for learning. All staff were actively engaged in a variety of ways to display student learning using the progressions and the team members from strategic direction two were able to present to staff what they had achieved throughout the 2019 school year.</p>	<p>\$2000 from the professional learning budget to release staff to create resources for the whole school and scope and sequences.</p> <p>Staffing allocation utilised to release an executive member for data talks.</p> <p>School allocation used to release classroom teachers for data talks.</p>

Next Steps

During 2020 team members of strategic direction two will be trialling various teacher and learning strategies that have an effect size of more than 0.4. Success criteria and learning intentions linked to quantifying numbers, problem solving, activating prior knowledge, explicit teaching and developing strong and positive teacher–student relationships will be trialled in classrooms and then fed back to the whole teaching staff. PAT testing will also be undertaken in 2020. This data and the tracking of student achievement will enable staff to utilise summative and formative assessment and provide the data for consistent teacher judgement.

Strategic Direction 3

Productive Partnerships

Purpose

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

Improvement Measures

Increased parental/community engagement in school activities.

All key stake holders have a clear and unified vision for the school

Increased percentage of students being able to articulate their SEL competencies, strengths and resilient language based on surveys and interviews.

Progress towards achieving improvement measures

Process 1: Welcome to Winmalee PS

Establish workshops, forums and information sessions to increase stakeholders' understanding, participation and engagement with student learning, building inclusivity within the community.

Evaluation	Funds Expended (Resources)
School community events were extremely successful for Winmalee Public School. The unveiling of the school mural was held at the Grandparents day celebration. This day saw a significant attendance from the school community as did other community events such as Education week and NAIDOC celebrations. The overall responses from parent survey was that the majority of parents were happy with how the school communicated to the community and that they felt their child was engaged at school. Parents also indicated that they preferred to receive information electronically. From this response Winmalee Public School will spend the 2020 school year investigating other ways to communicate effectively with the community and to share student learning.	\$3000 for costs relating to the mural.

Process 2: Wellbeing and Resilience

Develop and implement group and whole school programs to explicitly teach social skills and enhance school wide wellbeing and resilience.

Evaluation	Funds Expended (Resources)
The PBL committee analysed PBL data throughout the year and noticed a shift in data after the targeted lessons were conducted. School leaders would also reinforce the PBL focus of the week at each morning assembly. This approach allowed students to hear the same focus from their peers as well as their teachers. Community events are always successful at Winmalee Public School. The focus for this engagement in 2020 is to increase parental engagement in other areas of the school, not just community celebrations. Based on parent feedback from not only the term one survey but also from the term four survey the school will look into utilising Facebook and other electronic communication to share student learning in a meaningful way so that it can then be transferred to the home environment.	\$300 for student resources for SEL days.

Next Steps

After reflecting on the term one parent survey and the term four parent survey, strategic direction three team members will explore different and more effective ways to share information with the community. Facebook will be utilised to demonstrate various learning strategies and projects happening at the school. This will be done so that parents who are unable to make it up to the school can still be a part of the school community and share in their child's learning. School information will also be distributed through emails, paper notes, Facebook and the Sentral parent portal app. The PBL committee will also work with staff to keep developing quality PBL lessons that reflect the needs of the students at Winmalee Public School



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$3000 for casual relief for PLP meetings</p> <p>\$3000 for mural resources, to cover staff and the cost of the artist</p> <p>\$11,788 to employ a SLSO</p>	<p>Of the 24 students who identify as Aboriginal and/or Torres Strait Islander all of the families collaborated with the school to develop successful PLPs. The Aboriginal background loading funded SLSO was able to provide targeted support for students so that they could meet the learning, social and cultural goals set out in their PLPs. The review meetings at the end of the year demonstrated that the students were able to meet at least one of the goals that was part of their PLP.</p>
Low level adjustment for disability	<p>\$109,384 – staffing of the Learning and Support Teacher position</p> <p>\$3000 to cover the cost of casual release for ILP meetings and integration review meetings</p> <p>\$38,3938 to cover SLSO staffing</p>	<p>The needs of students who required extra support both academically and socially were catered for through the low level adjustment for disability funds. Staff were able to collaborate with each other to ensure that the needs of their students were addressed in the most effective way.</p> <p>By utilising SLSOs in both the classroom and in the playground, the targeted students were able to have support provided for them in a variety of ways. Playground support allowed the students to have more than one staff member to go to for assistance and also to engage positive playground interactions. The SLSOs were also able to assist teaching staff in the implementation of students ILPs.</p>
Quality Teaching, Successful Students (QTSS)	<p>\$63,496 – staffing allocation for Quality Teaching, Successful Students funding</p>	<p>The QTSS funds played an invaluable role in the professional learning and support for the teachers at Winmalee Public School in 2019. The model used at the school allowed staff to have professional learning tailored to best meet their needs, which resulted in gains in student achievement. The QTSS funding also provided the opportunity for the school to participate in Quality Teaching Rounds (QTR). All participants in QTR stated that their professional practice had improved based on the professional dialogue that the rounds enabled to happen.</p>
Socio-economic background	<p>\$3,000 used for school mural</p> <p>\$1,000 used to subsidise whole school sports program</p> <p>\$4,000 to subsidise K–6 excursions</p> <p>\$2,000 for student assistance</p> <p>\$7,000 for student resources</p> <p>\$17,000 used for library upgrade</p>	<p>By utilising the Socio-economic background funds in a variety of ways, all students were able to have equal access to school learning. Students were able to be introduced to gymnastic skills by trained and qualified instructors, while also being able to use a variety of new and engaging pieces of equipment. Family assistance for group or excursion payments was also offered to families so that all students were able to participate in both incursions and excursions.</p> <p>By upgrading the library which is an area used by all students in the school, students were able to have a modern learning environment that was able to accommodate for a variety of collaborative and independent learning styles.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	182	184	185	175
Girls	180	178	174	175

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.7	94.7	94.3	95.4
1	93.6	95.1	93.3	92.5
2	94.9	93.9	92.9	92
3	94.1	95.1	93.1	94.3
4	92.8	93.9	93.2	93
5	94.7	93.4	93.3	93.2
6	93.8	93.8	91.4	92.1
All Years	93.9	94.2	93	93.1
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
Assistant Principal(s)	3
Classroom Teacher(s)	12.78
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

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	202,792
Revenue	3,261,266
Appropriation	3,035,052
Sale of Goods and Services	9,690
Grants and contributions	214,573
Investment income	1,951
Expenses	-3,047,204
Employee related	-2,717,337
Operating expenses	-329,867
Surplus / deficit for the year	214,062

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	130,771
Equity Total	203,788
Equity - Aboriginal	17,788
Equity - Socio-economic	34,818
Equity - Language	400
Equity - Disability	150,782
Base Total	2,469,720
Base - Per Capita	84,235
Base - Location	0
Base - Other	2,385,485
Other Total	189,842
Grand Total	2,994,122

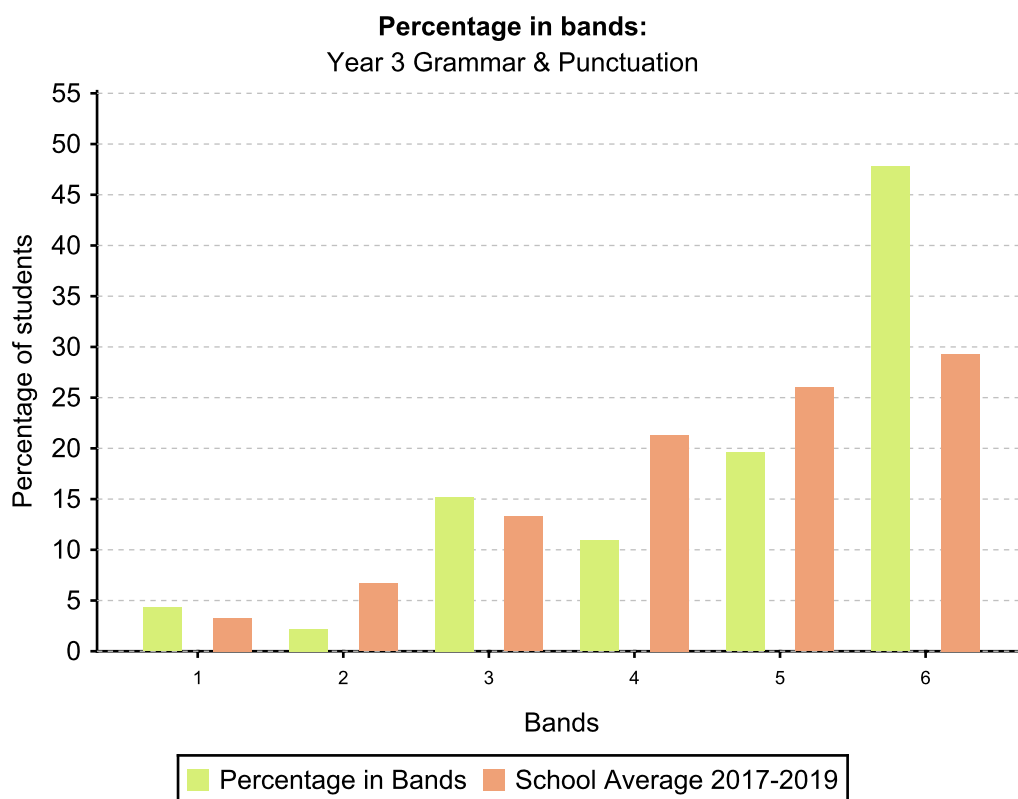
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

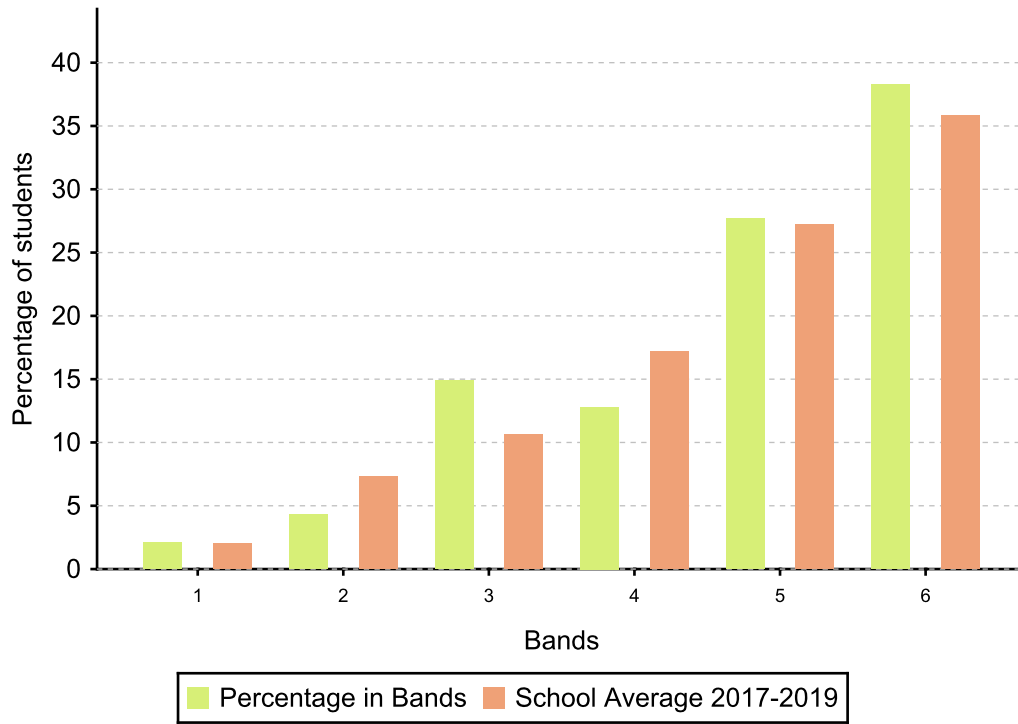
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

Literacy and Numeracy Graphs



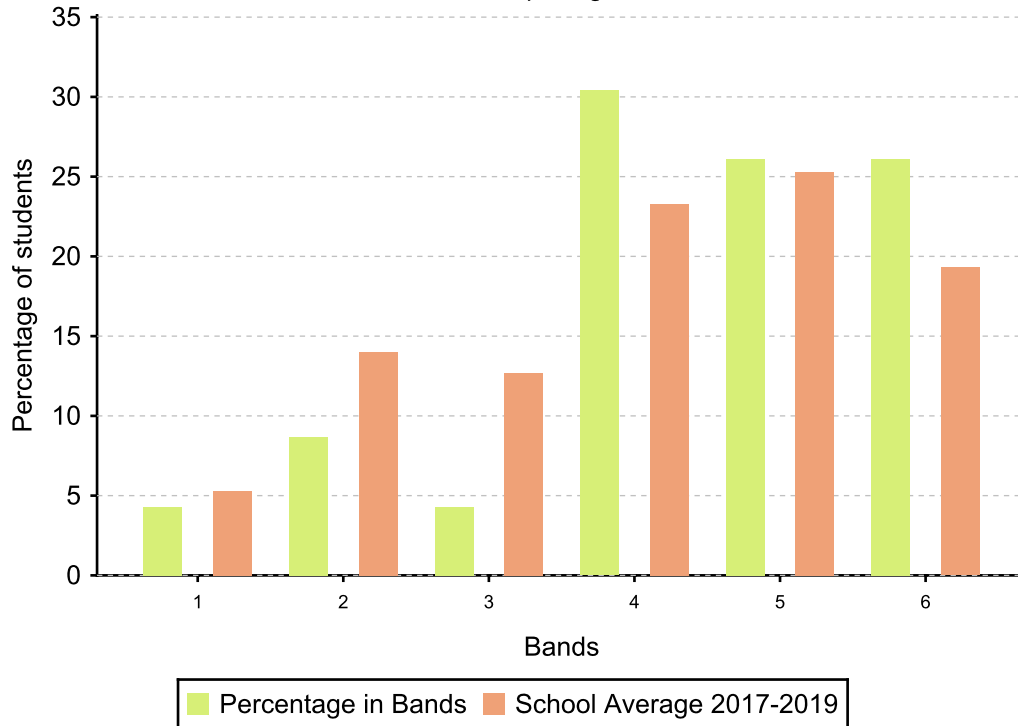
Band	1	2	3	4	5	6
Percentage of students	4.3	2.2	15.2	10.9	19.6	47.8
School avg -2019	3.3	6.7	13.3	21.3	26	29.3

Percentage in bands:
Year 3 Reading



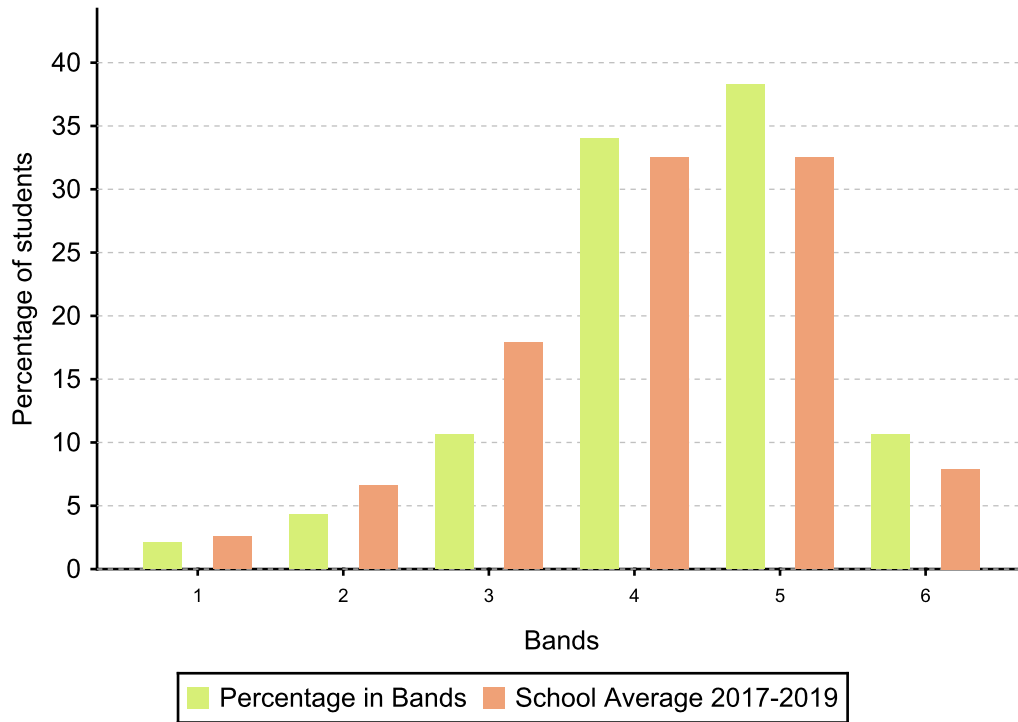
Band	1	2	3	4	5	6
Percentage of students	2.1	4.3	14.9	12.8	27.7	38.3
School avg -2019	2	7.3	10.6	17.2	27.2	35.8

Percentage in bands:
Year 3 Spelling



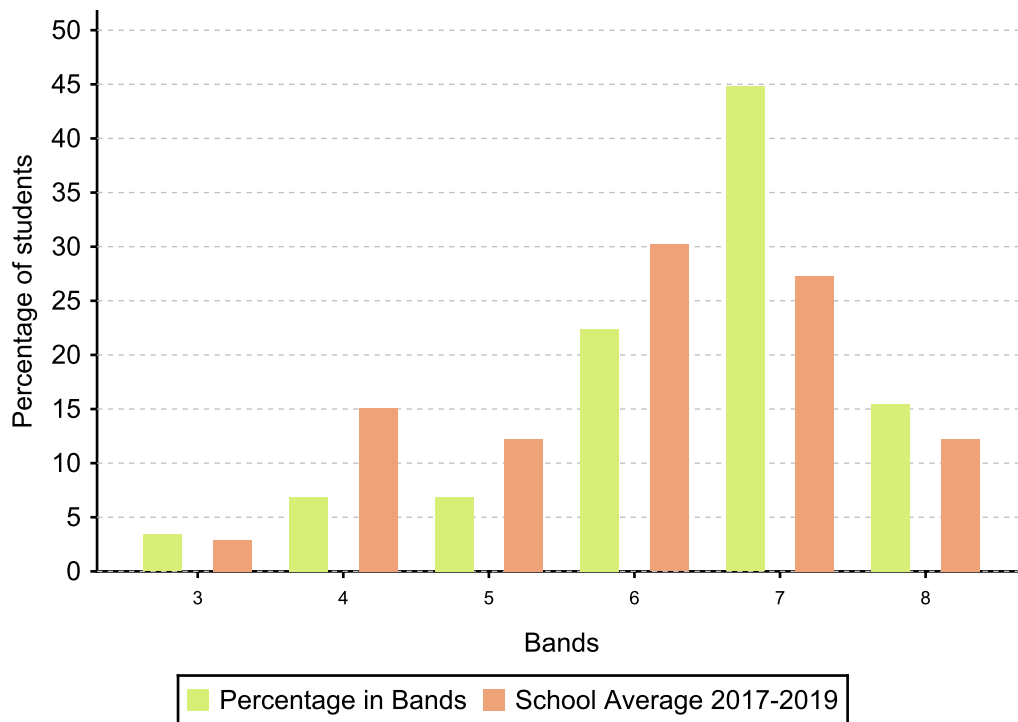
Band	1	2	3	4	5	6
Percentage of students	4.3	8.7	4.3	30.4	26.1	26.1
School avg -2019	5.3	14	12.7	23.3	25.3	19.3

Percentage in bands:
Year 3 Writing



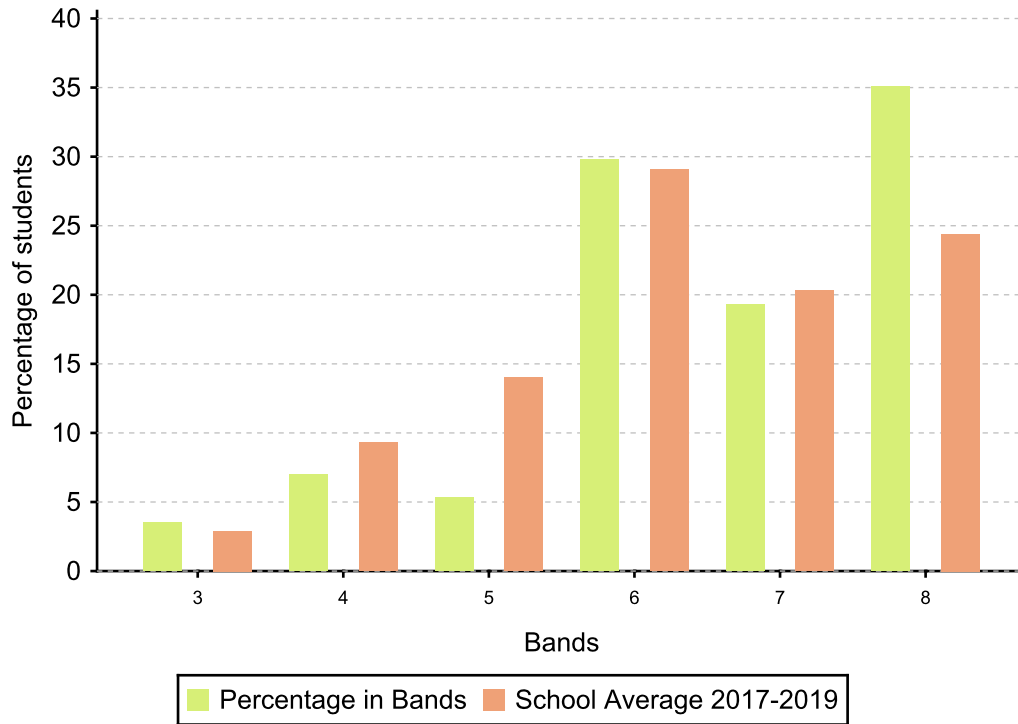
Band	1	2	3	4	5	6
Percentage of students	2.1	4.3	10.6	34.0	38.3	10.6
School avg -2019	2.6	6.6	17.9	32.5	32.5	7.9

Percentage in bands:
Year 5 Grammar & Punctuation



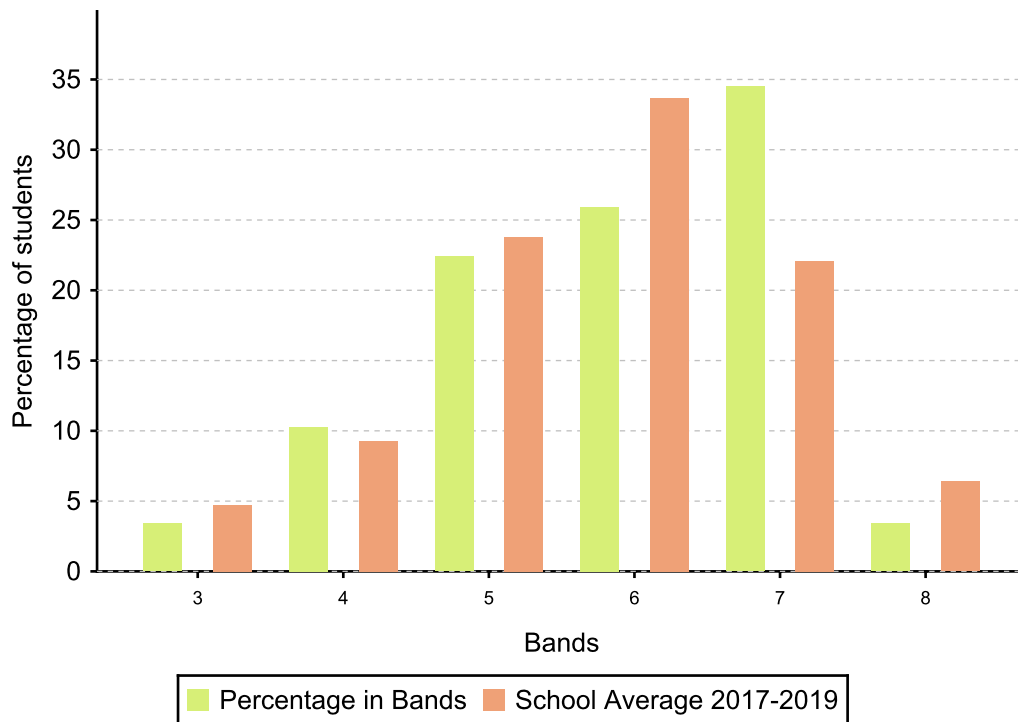
Band	3	4	5	6	7	8
Percentage of students	3.4	6.9	6.9	22.4	44.8	15.5
School avg -2019	2.9	15.1	12.2	30.2	27.3	12.2

**Percentage in bands:
Year 5 Reading**



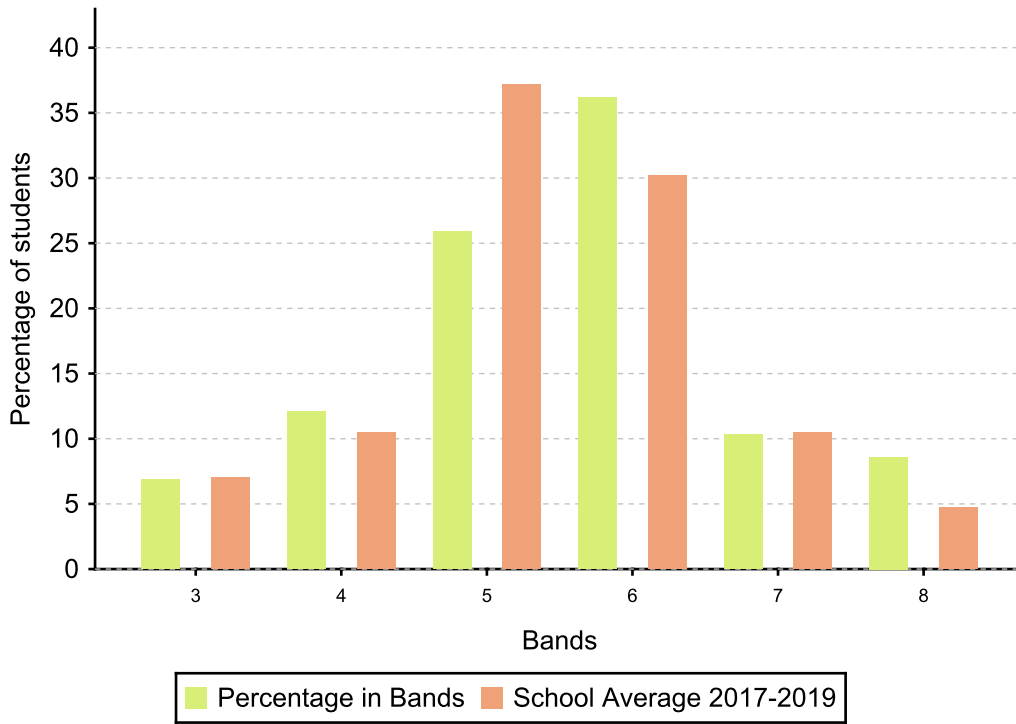
Band	3	4	5	6	7	8
Percentage of students	3.5	7.0	5.3	29.8	19.3	35.1
School avg -2019	2.9	9.3	14	29.1	20.3	24.4

**Percentage in bands:
Year 5 Spelling**



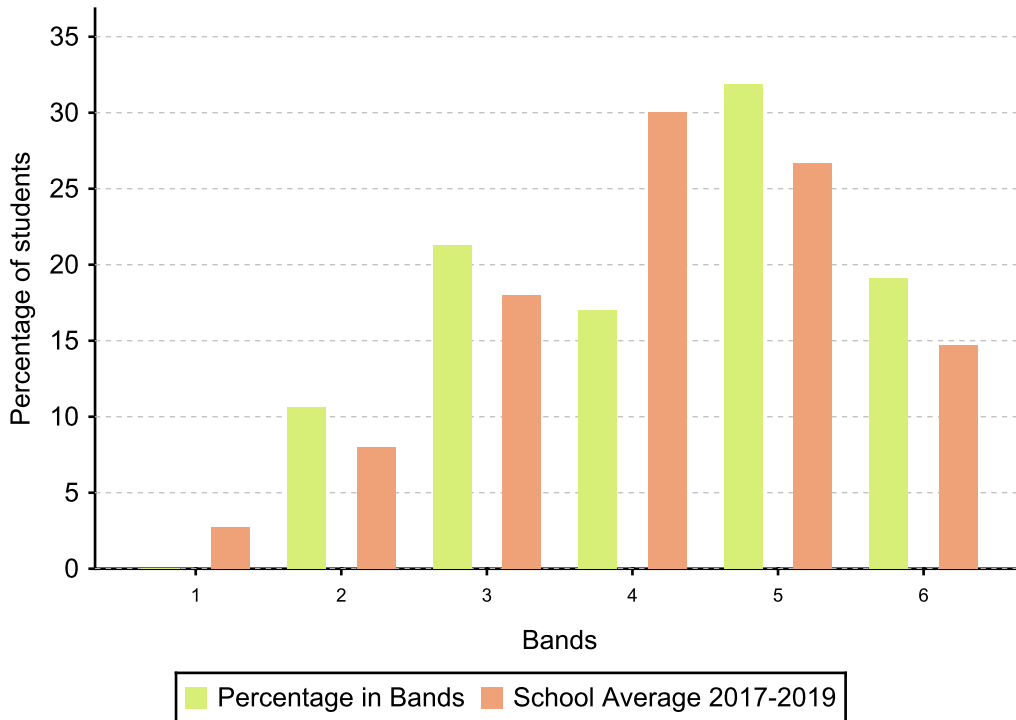
Band	3	4	5	6	7	8
Percentage of students	3.4	10.3	22.4	25.9	34.5	3.4
School avg -2019	4.7	9.3	23.8	33.7	22.1	6.4

Percentage in bands:
Year 5 Writing



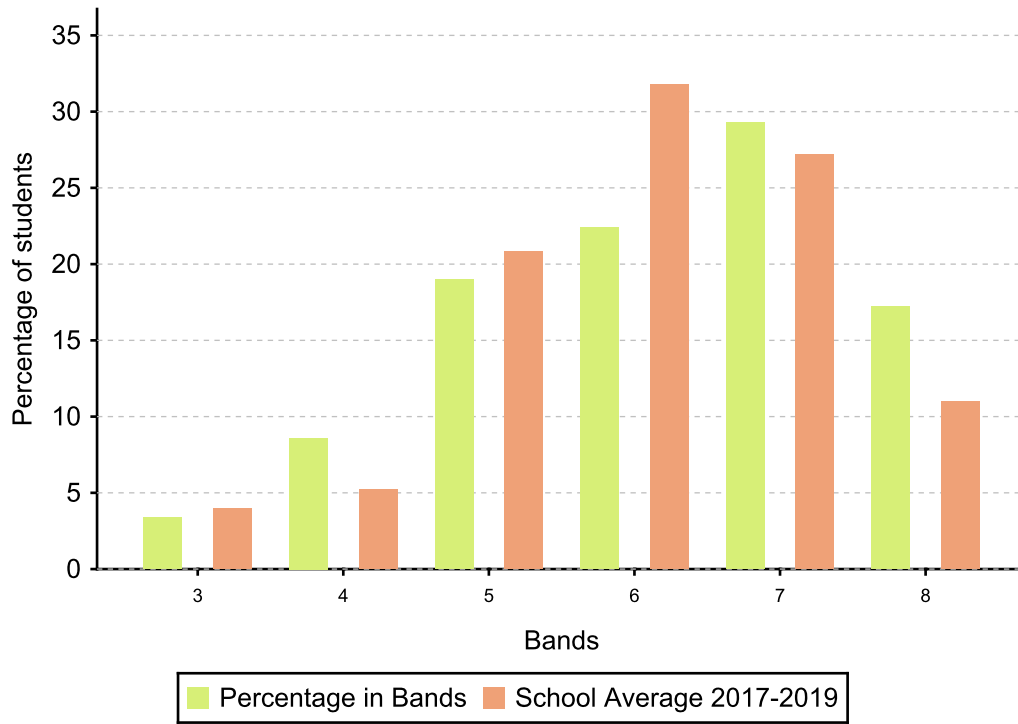
Band	3	4	5	6	7	8
Percentage of students	6.9	12.1	25.9	36.2	10.3	8.6
School avg -2019	7	10.5	37.2	30.2	10.5	4.7

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	10.6	21.3	17.0	31.9	19.1
School avg -2019	2.7	8	18	30	26.7	14.7

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	3.4	8.6	19.0	22.4	29.3	17.2
School avg -2019	4	5.2	20.8	31.8	27.2	11

Parent/caregiver, student, teacher satisfaction

Parents, students and staff were surveyed at different stages throughout the year with the school making adjustments to system practices based on this feedback.

Parents were surveyed at the start of the year and again at the end of the school year regarding school communication and engagement of their children at school. Initial parent survey results were very positive about how the school communicates with the community, and parents also felt that their children were engaged at school. Over 100 parents responded to the term one survey. In term 4 only 86 parents responded to the school communication survey. During term 4 the school had several issues regarding the third party software used to communicate with parents due to a software update. The school worked hard to rectify the situation with the third party software. The feedback to the term four survey was not as positive as in term one due to the software issue. In 2020 the school will utilise the parent survey from Tell Them From Me to gauge feedback.

Students in year 4–6 completed the Tell Them From Me survey in term one and term four of 2019. 60% of students indicated that they had a positive sense of belonging, 51% of students stated that they are interested and motivated to learn and 77% of students felt that they put effort into their learning. Upon reflecting on these results it was agreed on that the nature of what the questions were asking needed to be explained to the students prior to taking part in the survey. The results of these surveys were used to develop a stage three initiative called 'high school Fridays' to engage students. The results will also be used to plan for future student centred learning.

Staff were surveyed on their understanding of Quality Teaching and the Sports in Schools gymnastics program. All staff stated that they knew what Quality Teaching was and that they implement several elements in their teaching. In regards to the Sports in Schools program staff indicated that they felt more comfortable with qualified teachers teaching specialist gymnastics skills than if they had to teach the same skills. They also stated that the equipment supplied during sport time was of great benefit to the skill development in the students.





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.