

# 2020 Annual Report

## Windellama Public School



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# Introduction

The Annual Report for 2020 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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Windellama Public School

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## Message from the principal

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I would like to thank everyone who has been a part of the Windellama Public School journey this year. Firstly, I would like to express my sincere gratitude and thanks for the positive welcome into the school community. It was such a time of upheaval and uncertainty and I am so proud of the resilience and responsibility students and their families showed throughout the period of remote learning. It has been a year of so many changes, but I am so pleased to have had Miss Huntley join our small team this year- you are such an asset to the school. Mrs Hayes has worked tirelessly with the learning support team to maximise learning opportunities for our students and I thank her very much for her support teaching 3-6 this term. Mrs Ball has maintained our wonderful library space and brought some fabulous artwork in to the K-2 and 3-6 classrooms. The administration of the school has been in expert hands with Miss Burton and Mrs Alessi, and their positive presence and organisation to ensure everything runs smoothly is very much appreciated. To our support staff Ms Charnley, Mrs Warren and Miss Wyatt, thank you for the care you have shown our students and the importance you place on their learning. I would also like to congratulate Mr Webster, who has been successful in gaining the permanent role of General Assistant. A huge thank you must go to all the students of Windellama Public School. You have been so welcoming and I have loved getting to know each of you this year. You have worked through one of the most challenging years of your school life and your work ethic and resilience is to be commended.

## Message from the students

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2020 has been an interesting year at Windellama Public School. We have faced many challenges at school and at home. Learning remotely from home was difficult because of where we live but we rose to the challenge. Once we were back at school we were happy to see our friends. We were able to get back to normal education and our normal selves. At school we have welcomed our new teachers and some new friends. We are looking forward to the challenges that 2021 will bring.



School leaders Shkeira and Chase



## School vision

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>

### Self-assessment using the School Excellence Framework

| Elements   | 2020 School Assessment     |
|--|----------------------------|
| LEARNING: Learning Culture                             | Delivering                 |
| LEARNING: Wellbeing                                    | Delivering                 |
| LEARNING: Curriculum                                   | Delivering                 |
| LEARNING: Assessment                                   | Delivering                 |
| LEARNING: Reporting                                    | Delivering                 |
| LEARNING: Student performance measures                 | Working towards Delivering |
| TEACHING: Effective classroom practice                 | Delivering                 |
| TEACHING: Data skills and use                          | Delivering                 |
| TEACHING: Professional standards                       | Delivering                 |
| TEACHING: Learning and development                     | Delivering                 |
| LEADING: Educational leadership                        | Delivering                 |
| LEADING: School planning, implementation and reporting | Delivering                 |
| LEADING: School resources                              | Delivering                 |
| LEADING: Management practices and processes            | Delivering                 |

## 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)  |
|---|---|
| The identification and monitoring of student goals is an ongoing process. In 2021 all student progress will be tracked using the Literacy and Numeracy Learning Progressions. All staff will undergo professional learning in understanding and using the Literacy and Numeracy Learning Progressions in order to support students in setting effective and achievable learning goals | Casual Teaching staff<br><br>LaST<br><br><b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$10938.00)</li></ul> |

#### 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)  |
|---|---|
| Student attendance policy communicated to P&C and all parents via the school newsletter. Attendance rates show improvement, with 86.2% of students attending school more than 90% of the time.<br><br>Significant turnover of staff, with no staff trained in HOW2Learn. Quality professional learning to increase student engagement included Learning and Teaching in Innovative Learning Environments. | Teaching Staff<br><br><b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$3385.00)</li></ul> |

#### Process 3: Aboriginal cultural perspective

Embed teaching & learning programs with quality Aboriginal cultural content

| Evaluation   | Funds Expended (Resources)          |
|--|-------------------------------------|
| Teaching and learning programs show evidence of Aboriginal cultural perspectives. With COVID-19 restrictions in place, only limited consultation with Goulburn AECG has taken place. This will remain a priority in 2021 | Teaching Staff<br><br>Goulburn AECG |

## 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)   |
|--|--|
| <p>Student survey data has demonstrated that 100% of students valued schooling outcomes, are interested and motivated and are trying hard to succeed.</p> <p>Positive Behaviour programs are taught explicitly during weekly sessions, with high expectations for behaviour visible and evident.</p> | <p>LaST</p> <p>Teaching staff</p> <p>SLSO</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Integration funding support (\$8438.00)</li><li>• Socio-economic background (\$6672.00)</li></ul> |

#### 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) |
|--|----------------------------|
| <p>All staff engaged in professional discussion online with colleagues across the TREC network. There was little opportunity to meet for learning days and engage in collaborative practice in person due to COVID-19 restrictions in place for most of the year. At a school level, teachers worked collaboratively to develop learning plans and packs for students to continue learning from home to meet the explicit needs of individual students and families.</p> | <p>Teaching staff</p>      |

#### 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



**Progress towards achieving improvement measures**

| Evaluation   | Funds Expended<br>(Resources) |
|--|-------------------------------|
| Parents were given opportunities to be involved in school activities via online platforms throughout 2020. This did prove difficult to achieve and parent and community engagement will be a priority in 2021. |                               |

| Key Initiatives                                     | Resources (annual)   | Impact achieved this year   |
|---|--|---|
| <b>Low level adjustment for disability</b>          | <p>SLSOs</p> <p>LaST</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$15 547.00)</li> </ul>                              | <p>With the addition of integration funding we were able to employ an SLSO 5 days a week as well as an additional SLSO 2 days per week. This had a positive impact on the learning culture within the classroom as well as the achievement of personalised learning goals for all students.</p> <p>A learning and support teacher was employed for 1 day per week above allocation to support teaching and learning</p> |
| <b>Quality Teaching, Successful Students (QTSS)</b> | <p>Teaching staff</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$6 016.00)</li> </ul>                         | <p>Additional teacher one day per week allowed for Principal to be released from class to support the development and implementation of quality teaching and learning programs across the school.</p>   |
| <b>Socio-economic background</b>                    | <p>LaST</p> <p>Excursion expenses</p> <p>Computer equipment</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$41 397.00)</li> </ul> | <p>Employment of Learning and Support Teacher one day per week above original allocation to support the development of positive behaviour programs and monitoring of student wellbeing.</p> <p>Excursion costs were paid, ensuring all students had access to quality learning experiences.</p> <p>Laptops were purchased to assist students to complete learning from home effectively.</p>                            |

## Student information

### Student enrolment profile

|          | Enrolments |      |      |      |
|----------|------------|------|------|------|
| Students | 2017       | 2018 | 2019 | 2020 |
| Boys     | 9          | 13   | 18   | 11   |
| Girls    | 14         | 16   | 16   | 14   |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2017 | 2018 | 2019 | 2020 |
| K         | 96.8 | 97.9 | 88.7 | 94.7 |
| 1         | 96.1 | 89.6 | 94.2 | 93.5 |
| 2         | 94.6 | 95.1 | 90   | 97.6 |
| 3         | 95.7 | 94.9 | 87.6 | 98.9 |
| 4         | 94.9 | 95.8 | 86.8 | 94.5 |
| 5         | 91.4 | 94.2 | 88.7 | 97.3 |
| 6         | 93.5 | 79.1 | 87.1 | 95.5 |
| All Years | 95.3 | 92.5 | 89.1 | 96.1 |
| State DoE |      |      |      |      |
| Year      | 2017 | 2018 | 2019 | 2020 |
| K         | 94.4 | 93.8 | 93.1 | 92.4 |
| 1         | 93.8 | 93.4 | 92.7 | 91.7 |
| 2         | 94   | 93.5 | 93   | 92   |
| 3         | 94.1 | 93.6 | 93   | 92.1 |
| 4         | 93.9 | 93.4 | 92.9 | 92   |
| 5         | 93.8 | 93.2 | 92.8 | 92   |
| 6         | 93.3 | 92.5 | 92.1 | 91.8 |
| All Years | 93.9 | 93.4 | 92.8 | 92   |

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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)                    | 1.31 |
| 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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

| Staff type     | Benchmark <sup>1</sup> | 2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.30%                  | 6.30%   |
| Teachers       | 3.30%                  | 2.80%   |

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|                                       | 2020 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 156,498                 |
| <b>Revenue</b>                        | 645,404                 |
| Appropriation                         | 635,931                 |
| Sale of Goods and Services            | 2,123                   |
| Grants and contributions              | 7,134                   |
| Investment income                     | 216                     |
| <b>Expenses</b>                       | -654,040                |
| Employee related                      | -551,565                |
| Operating expenses                    | -102,476                |
| <b>Surplus / deficit for the year</b> | -8,637                  |
| <b>Closing Balance</b>                | 147,861                 |

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

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

|                         | 2020 <b>Approved SBA</b> (\$) |
|-------------------------|-------------------------------|
| <b>Targeted Total</b>   | 56,275                        |
| <b>Equity Total</b>     | 57,714                        |
| Equity - Aboriginal     | 771                           |
| Equity - Socio-economic | 41,397                        |
| Equity - Language       | 0                             |
| Equity - Disability     | 15,547                        |
| <b>Base Total</b>       | 500,822                       |
| Base - Per Capita       | 8,177                         |
| Base - Location         | 14,103                        |
| Base - Other            | 478,543                       |
| <b>Other Total</b>      | 16,564                        |
| <b>Grand Total</b>      | 631,376                       |

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## 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 participated in Tell Them From Me surveys at the end of 2020. This data demonstrated that 100% of students valued student outcomes, are interested and motivated and were trying hard to succeed. The average score for advocacy at school was slightly below the mean and will be a priority area in 2021.





# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.