

2020 Annual Report

Winmalee Public School



4436

Introduction

The Annual Report for 2020 is provided to the community of Winmalee Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

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. 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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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%

Overall summary of progress

All the improvement measures that were set in the school plan were achieved this year. There has been a strong focus on data driven practices across the school and all teachers use data sources to not only plan for student learning but to also track student achievement. The introduction of Collective Teacher Efficacy days has seen a significant shift in a sense of shared responsibility for overall student learning, and teachers having a deep knowledge of the Literacy and Numeracy Progressions not only as a way to track student learning, but to also provide direction for future teaching and learning activities.

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)
At the end of the 2020 school year staff were surveyed about the Collective Teacher Efficacy days and the data talk sessions. All staff responded that the Collective Teacher Efficacy days were extremely beneficial and that there was a need to continue them in the next school planning cycle.	<p>The Quality Teaching, Successful Student (QTSS) staffing allocation was used to release executive members so that they could lead the Collective Teacher Efficacy days as well as the data talk sessions.</p> <p>Professional learning funds were used to release stage teams so that they could participate in the Collective Teacher Efficacy days and data talks. These sessions improved teacher data literacy.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$63661.00)• Professional learning (\$4000.00)

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
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>All classes across the school have embedded success criteria and learning intentions into their everyday classroom practice. This has resulted in students having a clear understanding of what they are learning, and teachers having a structured framework for providing effective feedback to students.</p> <p>By analysing summative assessment such as PAT, Soundwaves spelling data and student's writing assessment data, staff were able to increase their effective use of data analysis.</p>	<p>Quality Teaching, Successful Students staffing allocation was used for Collective Teacher Efficacy Days for assessment moderation.</p> <p>School based professional learning was conducted after school with no additional cost to the school.</p> <p>A yearly subscription was made to purchase online PAT tests, Soundwaves program and the Seven Steps to Writing Success program</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$1990.00)• Literacy and numeracy (\$1035.00)• Literacy and numeracy (\$1990.00)

Next Steps

2021 will see the start of a new school planning cycle. Data driven practices will still be a focus for staff as will the participation in Collective Teacher Efficacy days. Staff were surveyed at the end of the 2020 school year to get feedback on this initiative. All staff stated that the days were very productive and that they wished for them to continue in the 2021 school year.

Strategic Direction 2

Quality Teaching and Learning

Purpose

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

Improvement Measures

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

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%

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

Overall summary of progress

As a school there is a strong commitment to both student and staff achievement. All staff participated in professional learning based on the Quality Teaching Framework and the effective use of success criteria and learning intentions in the classroom. By implementing success criteria and learning intentions both students and staff could easily demonstrate their deep knowledge and deep understanding of lesson content.

This deep knowledge and deep understanding was evident in the increase of students achieving in the top 2 bands for NAPLAN. By the end of the 2018-2020 school planning cycle there were 54.07% of students achieving in the top two bands. This was an increase of 15.35% from the 2015-2017 school planning cycle.

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)
The implementation of success criteria, learning intentions and learning goals was very success during the 2020 school year. While all teachers are addressing deep knowledge, deep understanding and higher order thinking in Mathematics in a variety of ways, the 2021 school year will see a more consistent approach to this	All the professional learning was conducted after school and online

Process 2: Consistent Teacher Judgement

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

Evaluation	Funds Expended (Resources)
There was an increase of 4 teachers who participated in the Quality Teaching Rounds this year. This approach has led to an increase in consistent teacher judgement when delivering lesson content. The Collective Teacher Efficacy days has led to an increase of consistent teacher judgement when looking at student assessment and achievement.	QTSS and professional learning funding as mentioned in Strategic Direction 1 annual Milestone reflection

Next Steps

The 2021 school year will see the introduction of Collaborative Practice days on a fortnightly cycle. This will allow teachers to analyse student data at a deeper level and apply learning strategies to target an identified need. The use of success criteria and learning intentions will also be a continued and sustained practice so that deep knowledge and deep understanding is effectively embedded into all areas of teaching and learning.

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.

Overall summary of progress

The 2020 school year saw a more creative way to engage the community due to COVID 19 NSW Health guidelines. There was a stronger need to use social media platforms to engage with the community and to still foster that sense of resilience across staff, students and parents. Through the use of online remote learning parents were able to engage more with their child's learning and clearly see the achievements made by their children. SEL activities were still able to be completed, however they were done so in COVID safe way. This still allowed for students to use SEL language and implement strategies learnt through this process.

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)
While COVID 19 restrictions made it difficult for the school and community to interact in ways of the past, the school was able to quickly adapt and develop ways to keep regular and ongoing contact with families.	Paper resources for remote learning packs Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$1000.00)

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)
While 2020 saw an increased need for resilience and wellbeing the students, staff and parents demonstrated a growing sense of resilience when engaging in the changing climate of the year. Student returned to school and quickly returned to the routine of school.	SEL day resources Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$600.00)

Next Steps

The 2020 school year clearly demonstrated the need to vary the way the school engages with the community as face to

face interactions are not always guaranteed. The school will streamline the way it uses the many forms of communication so that messages are not being sent out in multiple formats.. There will also be a focus on increasing community collaboration in the area of student achievement. This will be achieved by sharing student goals with parents.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$19 424.00) 	Students successfully worked with the School Learning Support Officer to achieve their Personalised Learning Pathway goals. Parent meetings were conducted over the phone due to COVID 19 NSW Health guidelines
Low level adjustment for disability	\$109, 384 - Learning and Support Teacher \$37,412 - School Learning Support Officer \$3,000 - casual release for classroom teachers Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$109 384.00) Low level adjustment for disability (\$37 412.00) Low level adjustment for disability (\$3 000.00) 	All students were catered for under this model and staff were also able to collaborate together. The Learning and Support teacher also provided extra support in the area of mathematics when the students returned for the remote learning phase.
Quality Teaching, Successful Students (QTSS)	Quality Teaching, Successful Students staffing allocation Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$63 661.00) 	This method of utilising Quality Teaching, Successful Students funds proved to be very beneficial to not only teachers, but also to students. Staff capacity in the areas of English and Mathematics, data analysis and effective classroom practice improved.
Socio-economic background	Excursion subsidy - \$1000 Staffing for COVID ratio's - \$10,000 Technology upgrade K-6 - \$36,000 Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$1 500.00) Socio-economic background (\$10 000.00) Socio-economic background (\$36 000.00) 	The technology upgrade has been of significant benefit to the stage 2 and 3 students. They are now able to successfully implement Google classrooms and class websites into everyday learning. By employing the extra casuals during Term 1 staff and students were able to work closer together to complete remote revision learning tasks.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	184	185	175	179
Girls	178	174	175	185

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.7	94.3	95.4	96.4
1	95.1	93.3	92.5	94.8
2	93.9	92.9	92	93.7
3	95.1	93.1	94.3	92.9
4	93.9	93.2	93	93.8
5	93.4	93.3	93.2	94.2
6	93.8	91.4	92.1	94.6
All Years	94.2	93	93.1	94.3
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
Assistant Principal(s)	3
Classroom Teacher(s)	12.77
Literacy and Numeracy Intervention	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, 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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	416,854
Revenue	3,188,165
Appropriation	3,116,058
Sale of Goods and Services	4,123
Grants and contributions	67,109
Investment income	876
Expenses	-3,278,637
Employee related	-2,934,941
Operating expenses	-343,695
Surplus / deficit for the year	-90,471
Closing Balance	326,382

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.

	2020 Approved SBA (\$)
Targeted Total	143,200
Equity Total	207,538
Equity - Aboriginal	19,424
Equity - Socio-economic	38,319
Equity - Language	0
Equity - Disability	149,796
Base Total	2,543,829
Base - Per Capita	84,176
Base - Location	0
Base - Other	2,459,652
Other Total	173,079
Grand Total	3,067,646

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 to access the school data.

2020 NAPLAN

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

Parents and students were surveyed during the year using the Tell Them From Me survey. Overall students indicated that they were happy at school and that they had a strong sense of belonging and friendship with their peers. There was a downward trend in engagement data from years 4 to 6 and this will be a focus for the 2021 school year.

Only 10 parents completed the parent Tell Them From Me survey and not all the survey questions were answered. This made it very difficult to obtain reliable data. The P&C also surveyed parents, with only 14 responses given. Again not all questions were answered by parents. From what information that could be obtained from both surveys parent indicated that overall they were happy with the school and saw a need for an increase in technology which the school addressed.

Staff were surveyed using the What Works Best survey and the School Excellence Framework. There was strong consistency between staff across both the surveys. Effective feedback and collaboration were areas of identified improvement in the What Works Best Survey. All staff indicated that the school experienced growth across of the three domains of the School Excellence Framework.

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.