Windellama Public School
Annual School Report

2012
Our school at a glance

Students
The enrolment at Windellama Public School for 2012 rose to 33 students by the end of the year. There were 14 students in the K-3 class and 19 in the 3-6 class.
Special features of our school include a well-resourced physical environment; passionate and enthusiastic staff; an inclusive school supported by the community; a strong focus on Literacy and Numeracy; an effective and valuable music program; a focus on technology-based learning; a gardening program; and excellent sporting and student welfare programs. Windellama Public School is proud of the professional relationships created with staff, students and parents. We provide a positive learning environment where our students’ confidence is developed.

Staff
During 2012, Windellama Public School was serviced by one teaching-principal, and one newly appointed classroom teacher. The school has a part-time librarian. Under the Student Learning Support Trial, our school has a Learning and Support Teacher one day per week. A casual teacher (Ms Rosemary Chapman) was employed 8 hours per week for 20 weeks in the middle of the year to assist with learning support programs.

- **Principal**: Tony McCartney
- **Class Teacher**: Diana Murray
- **Teacher/Librarian**: Nancy Ball
- **School Administration Manager**: Julie Carey
- **School Administration Officer**: Sharon Alessi
- **Learning and Support Teacher**: Vicki Hayes
- **General Assistant**: Ray Carey

Significant programs and initiatives
Many successful programs were conducted throughout 2012 with several new initiatives being implemented:

- The school-funded recorder tutor continued with the highlight being the performance of 16 students at the Sydney Opera House as part of the Festival of Instrumental Music. The quality of student performance has dramatically improved after 12 months of weekly tuition thanks to a partnership with the Goulburn Conservatorium of Music. Our tutor, Miss Keva Abotomey has now diversified her tuition for several students who are now self-funding lessons in guitar, keyboard and treble recorder.

- The School Learning Support Team followed the successful Fast Forword program with a 20 week small group program for identified students requiring extra support in Literacy and Numeracy. A casual teacher was hired to work with the mainstream class whilst Mr McCartney worked with 7 students in the library for two 4 hour sessions per week. School assessment data indicates that all students in the small support group made significant skills improvements in reading and writing. Our Learning and Support Teacher, Mrs Vicki Hayes, provided weekly support to this group as well as providing support in the K-3 classroom for identified students.

- Mrs Hayes and Mrs Murray developed a school-based literacy assessment regime for teachers to use to gain regular data on student progress every 6 months.

- The school’s commitment to regular physical activity through the Premier’s Sporting Challenge produced some outstanding achievements. The school won the district athletics carnival P5 relay and attended the Regional Carnival. Many other students participated in a range of representative and gala sports activities.

- Regular contact with other small schools in the Goulburn area was maintained this year through sporting events, a writing day, a reading day, Young Leaders’ Day in Sydney
and regular professional learning days held with staff from the Goulburn Community of Small Schools (GCoSS).

**Student achievement in 2012**

In 2012 six Year 3 students participated in the NAPLAN Tests for Literacy and Numeracy. In 2012 three Year 5 students participated in the NAPLAN Tests for Literacy and Numeracy. Due to the small numbers of students completing these tests, school results for 2012 cannot be reported publicly. School results averaged over the past 3 years can be reported and indicate that Year 3 results tend to be slightly below state average in most areas assessed whilst the past 3 years of Year 5 results show above average improvements to be at or above state average in most aspects of NAPLAN. Individual students and their parents have received detailed reports of their own achievements.

**Messages**

**Principal’s message**

I would like to congratulate our students and staff on a fantastic year of learning. I am very proud of the fact that all our students, regardless of their age, have been given every possible opportunity to be challenged, achieve success and feel valued in our school.

Because we are a small community, I think it is very important that we take students out of the classroom environment, and expose them to as many different educational experiences as we possibly can. This year we have again managed to do an enormous amount of interesting activities. The Windellama P&C deserve a huge thank you for supporting our school throughout the year.

This is my last year at Windellama Public School as I have received a transfer to northern NSW. My four years at Windellama have seen some great changes with a new room erected and the installation of the connected classroom technology that enables students and staff to use interactive whiteboards and video-conferencing. More importantly however, are the fond memories I take with me about the people of Windellama. Students, staff and the community have maintained a great working relationship which I have appreciated as principal. I wish everyone great success in the coming years.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

**Tony McCartney**

**P & C Message**

After many years of association with Windellama P & C, I am now writing my final report. Once again the P & C has had fantastic support from members, parents, local community and the staff of Windellama Public School. This we have provided funds to purchase extra computers to give the children access to the latest in technology. We also provided more funds to continue updating the reading resources and as usual the books for Presentation Night. On behalf of the P & C I would like to take this opportunity to thank everyone who has had a positive impact on the learning of our children through the many school and community functions throughout the year. I would like to wish Windellama Public School and the P & C all the best for the future.

**Terry Hannan – P & C President**

**Student representative’s message**

Although Windellama’s students come and go, they all leave with similar thoughts of how much they enjoyed their time there. With teachers who have good humor and are excellent at their job, Windellama is a great place to learn. The Student Parliament also helps to fuel the happiness.

In 2012 the Student Parliament came up with many fun ideas and we held some great events. The Parliament has always been involved in fundraisers that help others and 2012 was no exception. We all enjoyed Crazy Hair Day in support of leukaemia research, Buzz Day to support diabetes research and fundraising for the children’s charity, Stewart House. The Student Parliament also raised over $200 through our work in the canteen. The Easter Fair, which started in 2010, is now an ongoing tradition and it is completely run by the Student Parliament. This year it was held on 5th April and it was the Parliament’s major fund raiser. It was also a lot of
fun for students and our community. As treasurer of the Student Parliament, I would class all these activities as successes. In November we combined the Windellama Cup with an old fashioned day. Everyone dressed up and participated in a mock 1800s school lesson. It was an idea put forward by the Student Parliament in 2011 and carried out very successfully in 2012. 2012 was a year to enjoy. I have loved being at Windellama for the past seven years and I had a great time being Prime Minister. I will miss the school deeply and I wish all students the best in 2013.

James Caulfield
Student Parliament Prime Minister

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>K</td>
<td>95.6</td>
<td>94.5</td>
<td>96.4</td>
<td>89.9</td>
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<td>1</td>
<td>94.2</td>
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<td>97.5</td>
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<td>2</td>
<td>90.2</td>
<td>97.9</td>
<td>97.1</td>
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<tr>
<td>3</td>
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<tr>
<td>6</td>
<td>98.6</td>
<td>98.4</td>
<td>91.5</td>
<td>89.2</td>
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<td>Total</td>
<td>95.5</td>
<td>96.2</td>
<td>96.3</td>
<td>95.2</td>
<td>91.6</td>
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The attendance rates for 2012 were significantly affected by a combination of multiple days of flood isolation early in the year, a large outbreak of chicken pox throughout the school and a severe flu which affected large numbers of students.

Management of non-attendance

Students and families receive prompt school support if attendance drops below the expected levels. Written reminders with follow-up phone calls usually resolve any non-attendance issues quickly. The school has a strong focus on regular recognition and reward of students with high attendance rates. This is highly valued by students and the community.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Classroom Teachers</td>
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<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>Total</td>
<td>3.125</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are no staff identifying as Indigenous at Windellama Public School.
Staff retention
A new classroom teacher, Mrs Diana Murray, commenced duties in 2012.

The principal, Mr Tony McCartney, has accepted a transfer to northern NSW in 2013. A relieving principal, Mrs Donna Edworthy, was appointed for Term 1, 2013, before a merit selection process for a new permanent principal takes place in Term 1, 2013.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
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</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
<td>3824.95</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>130881.49</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>11542.39</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
<td>12442.77</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>6781.77</td>
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<tr>
<td>Maintenance</td>
<td>10160.00</td>
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<td>Trust accounts</td>
<td>3132.10</td>
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<td>Capital programs</td>
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<td>Total expenditure</td>
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<tr>
<td>Balance carried forward</td>
<td>46237.84</td>
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A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the P&C Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts
Windellama Public School places high importance on the teaching and learning of the arts. Here are some highlights for 2012.

- The weekly recorder tuition program continued in 2012 with the highlight being the attendance of 16 students at the Festival of Instrumental Music at the Sydney Opera House. Students expertly played their three musical pieces as a part of an 800 strong recorder ensemble in the Concert Hall.

- The school presentation evening showcased the many artistic skills of students. Drama, public speaking, recorder-playing and singing skills were successfully performed.

- Students continued a long tradition of performing Christmas Carols at three retirement villages in Goulburn. This year’s performance involved excellent recorder, keyboard and guitar playing as well as superb solo singing.

- Several students attended Art Express lessons in Goulburn with favourable feedback from all students.

- Students in the Years 3-6 performed as a part of a massed choir for the Goulburn Community of Public Schools Concert as well as performing a combined small schools recorder piece.
• Students regularly contributed musical and dramatic performances at school assemblies throughout the year.

Sport

Students continued to demonstrate improving fundamental movement skills as a result of the Live Life Well @ School program. Here is a summary of achievements.

• All students participated in the annual Small Schools Carnivals for swimming, cross country and athletics.

• Students in Years 2-6 participated in the school swimming scheme with every student recording improvements.

• Students participated in a Cricket NSW gala day, the Goulburn Sport and Culture Expo, the annual Small Schools Sports Day at Taralga and the annual PSSA soccer gala day at Goulburn.

• The following students represented at district level for PSSA carnivals:
  o Swimming: Tahlia McGaw, Jayden McGaw, Lachlan Daniel, Jacinta Daly
  o Athletics: Beau Woods, Alexei Caulfield, Zac Allport, Cameron Woodgate, Brooke Woods, Brett Lewis, Michael Gerstenmeier, Austin Hannan, Jacinta Daly, Tin Vilnis.

• Kimberley Laidler, Austin Hannan, Jess Hunt and Michael Gerstenmeier represented the school at the Regional Athletics Carnival in Canberra in the P5 relay.

• All students again successfully completed the Premier’s Sporting Challenge with students receiving Gold Awards or Platinum Awards.

Other

• All students participated in the annual CWA project on Timor Leste and attended the presentation day at Tarago CWA.

• All students enjoyed a visit to the Tidbinbilla Nature Park near Canberra in November.

• Several students participated in the University of NSW Competitions with everyone gaining participation awards and some gaining credit and distinction awards.

• The Goulburn Community of Small Schools (GCoSS) joined together several times again this year with the highlight being the writing activity day.

• Year 5 and Year 6 students competently assisted staff in running the healthy recess program.

• The Student Parliament continued to work effectively with several fun days conducted for students as well as several fundraisers for worthy charities. The third annual Easter Fair was also successfully conducted by students with over $700 profit being made.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The following NAPLAN tables show school results averaged over the last 5 years based on skill band distribution for Windellama Public School students compared to the state average for 2012 and statistically similar schools in 2012. Individual details for each year group are not able to be reported as results are not available for less than 10 students.

**Reading – NAPLAN Year 3**

The average score for Year 3 Reading for the past 5 years continues to be below state average but with improvements in 2012.

**Numeracy – NAPLAN Year 3**

The average score for Year 3 Numeracy for the past 5 years continues to be below state average but with improvements in 2012.

**Reading – NAPLAN Year 5**

The average score for Year 5 Reading for the past 5 years is slightly above state average.
The average score for Year 5 Numeracy for the past 5 years is below state average.

Average Reading improvement from Year 3 to Year 5 for the past 5 years is below state average but overall performance for Year 5 students over the past 5 years is slightly above state average.

Average numeracy improvement from Year 3 to Year 5 for the past 5 years is slightly below state average.

**Significant programs and initiatives**

**Aboriginal education**

Although our school does not have any identified Aboriginal students currently enrolled, the Department’s Aboriginal Education Policy is fully implemented. Staff members have started the Illawarra and South East’s “No Gaps No Excuses” awareness training on the policy and include Aboriginal perspectives throughout their teaching and learning programs. NAIDOC week is celebrated every year at Windellama Public School with a variety of activities to celebrate the Indigenous culture of our land. In 2012, students studied Aboriginal Culture through a Blooms/Gardner’s activity grid before an excursion to a culturally significant site at Tidbinbilla. An Indigenous Ranger also gave a highly engaging presentation on the local Indigenous history and culture.

**Multicultural education**

Multicultural perspectives are regularly covered in all Key Learning Areas.

All students participated in the CWA’s study of Timor Leste this year. Students researched and produced a project or completed an art activity which was displayed at the Tarago CWA Hall. Students attended the Tarago CWA cultural day and participated in games and music pertaining to Timorese culture.
Progress on 2012 targets

Target 1 - Literacy

90% of students will achieve stage outcomes in Literacy and increased levels of Literacy achievements

- Year 5 literacy growth matches state growth.
- Most student writing, spelling and reading skills will be at or above stage outcome levels as measured on the literacy continuum.
- Students will increase their individual reading recovery benchmark levels by 5 or more.

Our achievements include:

- Year 5 students made excellent improvements this year as identified in 2012 NAPLAN results. When Reading, Spelling, Grammar and Punctuation scores were averaged and compared to the state average, Windellama Public School (80.9 point improvement) almost matched state growth (83.7 point improvement).
- 2012 saw an influx of 10 new students to the school with several of these students requiring extra learning support. In response, the school implemented some intensive learning support strategies including an extra teacher for 20 weeks for 8 hours per week. This allowed small group support for identified students. Overall, most students (70%) were measured to be at or above stage outcomes.
- At the start of 2012, there were 18 students working below the independent reader level on the Reading Recovery scale. Classroom teachers, support staff, volunteers and the Learning and Support Teacher conducted rigorous and regular reading skills support throughout the year with regular assessment of all student progress. 8 out of the original 18 students achieved independent reader status with the school average improvement being 6.5 levels per student.

Target 2 - Numeracy

90% of students will achieve stage outcomes in Numeracy and increased levels of Numeracy achievements

- Year 5 numeracy growth matches state growth.
- Most student numeracy skills will be at or above stage outcome levels as measured on the numeracy continuum.

Our achievements include:

- Year 5 students made an average improvement on their Year 3 numeracy results of 70.3 points which was below the stage average improvement of 96.6 points. Intensive support throughout 2012 has seen promising improvements on school-based assessments, particularly in the second half of the year.
- 2012 saw an influx of 10 new students to the school with several of these students requiring extra learning support. In response, the school implemented some intensive learning support strategies including an extra teacher for 20 weeks for 8 hours per week. This allowed small group support for identified students in numeracy. Overall, most students (78%) were measured to be at or above stage outcomes.

Target 3 – Teacher Quality

Strengthen teacher capacity to improve student learning outcomes

- Principal leads staff in knowledge acquisition of Australian Curriculum.

Our achievements include:

- Distribution of new draft documents at staff meetings with professional discussion about content and comparison to existing curriculum documents.
- Principal led a combined small schools workshop on Australian Curriculum using the NSW Board of Studies presentation material.

Target 4 - Technology

- Increased use of connected classroom resources to engage learners in technology.

Our achievements include:

- Use of video conferencing facilities to conduct GCOSS meetings
- Due to changes to staff in GCOSS schools over 2012 and changing priorities at Windellama Public School, the use of the connected
classroom resources with students was not able to be implemented.

Target 5 – Aboriginal Education

- All staff begins the Aboriginal Education Awareness Training and the Aboriginal Education Policy is reviewed.

Our achievements include:

- The Aboriginal Education Policy was reviewed early in 2012 at a staff meeting to ensure school teaching practice was in line with the policy.

- All staff began the “No Gaps, No Excuses” professional learning modules that have been developed by the Illawarra and South East Region. Module 1 was delivered by one of the region’s ACLO’s at a GCOSS school development day.

- All students attended a memorable excursion to Tidbinbilla Nature Reserve in the ACT in November. This area has cultural significance to the local Aboriginal community and an excellent cultural presentation by a young Aboriginal ranger provided students, staff and parents with a new appreciation of our rich Indigenous culture.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of School Culture and Science.

School Culture

Background

School culture was last evaluated in 2004. Since that time there has been a change of principal and 3 changes of K-2 teacher.

Findings and conclusions

All families and staff were provided with a short two page survey in Term 4. Eight families and two teachers returned the survey papers and the following information was collated.

- 100% of respondents agree that the students are the main concern at Windellama Public school and they all believe the students receive a good education.

- 100% of respondents agree that the school reports adequately to parents and that parents are given the opportunity to express interest or concern.

- 100% of respondents agree that the school is catering for the learning needs of all students.

Future directions

The second page of the survey asked parents and staff to nominate particular areas the school could prioritise over the coming years.

The areas of aspiration that were most nominated were:

- Focus on supporting students to realise their full potential;

- Recognise student achievement in a variety of areas, eg, academic, sporting, emotional, cultural;

- Ensure that the school supports fairness and justice for all;

- Engender a positive team and school spirit; and

- Promote the acceptance of individual differences.

The review of the student welfare and discipline policy in 2013 will be a good starting point to begin discussions with the school community to address several of the above aspirations.

Staff will be able to plan and implement specific personal development programs to promote these aspirations as happened in 2012 with the Month of Manners and the Month of Friendliness which were very successful activities.

Science and Technology

Background

Science and Technology was last evaluated in 2001. Since that time there has been a change of principal and 3 changes of K-2 teacher.
Findings and conclusions

All families and staff were provided with a short two page survey in Term 4. Eight families and two teachers returned the survey papers and the following information was collated.

- 100% of respondents agree that Science and Technology are important subjects.
- 100% of respondents agree that students enjoy hands-on Science activities.
- 100% of respondents agree that strong typing skills are important.
- 100% of teachers agree that they would like to learn more about the use of technology in the classroom.

Families were asked what aspects of Science and Technology their children enjoy. Here is a list of responses.

Practical experiments; balloon rockets with Mrs Wall; computers with Ms Chapman; the baking soda experiment; making PowerPoint presentations and seeing how a computer is made.

Future directions

- Discuss ways for K-2 students to have access to the 3-6 computer lab so that full lessons can be taught to the whole group.
- Investigate availability of professional learning opportunities within the local area, for example: expert staff from nearby schools who could share knowledge
- Investigate appropriate typing tuition programs to improve student typing skills.

- Professional Learning components at School Education Group meetings each term.
- School Learning Support Program briefings.
- Persuasive Writing Professional Learning Workshop.
- School Learning Support Teacher professional learning activities such as Dyslexia workshops, Every Student Every School workshops and briefings.
- Best Start workshops.
- Interactive White Board workshop held at Windellama Public School.
- Music tuition for staff provided while students were being tutored.
- Speech Pathology workshop to discuss the relationship between speech and literacy skills.
- Operation Art workshop.
- SASSPA Conference.
- Annual updates for CPR, OHS and Child Protection.

Staff also attended 5 School Development Days –

- Persuasive Writing workshop;
- OHS Workshops;
- Aboriginal Education Awareness training;
- Australian Curriculum orientation; and
- Spelling K-6 workshop.

Professional learning

Staff members participated in a wide variety of professional learning activities during 2012. Several activities are mandatory updates for staff each year whilst others arose through the school year that were seen as important additions to programmed professional learning activities.

Activities and workshops attended by staff included:

- Primary Principals’ Association Leadership Conferences.
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Literacy & Assessment

Outcome for 2012-2014

• Improved writing skills; and
• Improved demonstration of spelling competencies.

2013 Targets to achieve this outcome include:

• Year 5 literacy growth matches state growth;
• All student writing, spelling and reading skills will be at or above stage outcome levels as measured on the literacy continuum; and
• Students will increase their individual reading recovery benchmark levels by 6 or more.

Strategies to achieve these targets include:

• Best Start assessment data is used to improve literacy achievement of students in Kinder, Yr1 & Yr2.
• Plan and deliver quality literacy teaching programs which reflect analysis of assessment data.
• Explicit teaching of writing, with writing samples published in school newsletter and website fortnightly
• Spelling, grammar and punctuation taught explicitly in all classes

School Priority 3

Australian Curriculum

Outcome for 2012-2014

• Increased staff knowledge of National Curriculum to enhance learning outcomes of students.

2013 Targets to achieve this outcome include:

• Staff attend professional learning activities to prepare for implementation of the syllabuses

Strategies to achieve these targets include:

• Staff become familiar with documents through sessions in staff meetings and staff development days.
• Use new documents to practise programming and see how the Australian
Curriculum fits with current classroom practices.

- Provide support for curriculum sharing practices between small schools group GCOSS.

School Priority 4

Engagement and Attainment

Outcome for 2012-2014

- Increased use of connected classroom resources to engage learners in technology.

2013 Targets to achieve this outcome include:

- Students will use connected classroom strategies and resources at least once per term with peers in GCoSS.

Strategies to achieve these targets include:

- Organise regular training sessions for staff and students in the use of Interactive Whiteboard, Brigit and Video Conferencing facilities.
- Attend ‘virtual excursions’ to orient students and staff to the resources.

School Priority 5

Aboriginal Education

Outcome for 2012-2014

- Increased staff awareness of Aboriginal history & strengthened application of the Aboriginal Education Policy.

2013 Targets to achieve this outcome include:

- All staff complete the Aboriginal Education Cultural Awareness Training and the Aboriginal Education Policy is reviewed.

Strategies to achieve these targets include:

- Access to Professional Learning for staff in the areas of Aboriginal issues and cultural competencies.
- As available, Aboriginal performance and cultural enrichment groups visit the school.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Tony McCartney – Principal
Diana Murray - Teacher
Nancy Ball - Teacher
Julie Carey – School Administration Manager
James Caulfield – Prime Minister of the Student Parliament
Terry Hannan – P & C President

School contact information

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Fax: 02 48445265
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School Code: 3457

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: