Our school at a glance

Windellama Public School provides an innovative learning environment for local families and their children. The school currently supports the learning of 28 students with 2 fulltime teachers. The school is positively supported by the wider Windellama community with regular contact throughout the year at various school and community events. A whole-school ethos exists where the framework for learning is based on mutual support and cooperation by students, staff and parents.

Significant programs and initiatives

Many successful programs were conducted throughout 2011 with several new initiatives being implemented –

- A school-funded recorder tutor began a music education program in term 4. Students performed at several venues with very positive feedback. The program will continue in 2012.
- The School Learning Support Team implemented a new learning acceleration program called Fast ForWord. Staff were trained and five students were identified to engage with the daily online program. The program will continue in 2012.
- The school’s commitment to regular physical activity through the Premier’s Sporting Challenge produced some outstanding achievements. The school won the small schools athletics carnival aggregate trophy and Tina Richardson ran at the state athletics carnival at Homebush. 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, an excursion to a sports and recreation centre, a Music Aviva Concert, Young Leaders’ Day in Sydney and regular professional learning days held with staff from the Goulburn Community of Small Schools (GCoSS).

Student achievement in 2011

In 2011 six Year 3 students participated in the NAPLAN Tests for Literacy and Numeracy. In 2011 seven Year 5 students participated in the NAPLAN Tests for Literacy and Numeracy. Because of the small numbers of students completing these tests, school results for 2011 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 another very successful year of learning at Windellama Public School. 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. Our school is extremely well resourced and the staff strive very hard to give students a well rounded education. 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.

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

During this year the P&C have once again had the tremendous support of members, parents, friends, local community, teachers and staff of Windellama Public School. Once again major fundraisers such as the Fireworks and Auction Day and the Windellama Field Day proved to be very successful community events and provided much needed funds to continue to provide additional resources for students. This year we have been able to provide extra teacher resources, provide books for presentation night, purchase additional computer desks and subsidise the school camp to Point Wolstoncroft. 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. This support helps to make our small school the great school it is today.

Terry Hannan – P & C President

Student representative’s message

It has been a wonderful opportunity and great fun to be the Prime Minister of Windellama Public School’s Student Parliament. I have been at Windellama Public School since Kindergarten and have thoroughly enjoyed my primary school education in our small rural school setting. Throughout the year we have had many fundraisers that have been fun to participate in but they’ve also been educational. We have learnt about lots of the charities we have supported. This year our Student Parliament organised and ran the Easter Fair. It was a big hit and all money we made was donated to World Vision. At Windellama there are excellent teachers that are smart, funny and are great at teaching the students. This year alone there have been many exciting excursions like the 5 day camp to Point Wolstoncroft in term 4 which was a real highlight. We have enjoyed being with our fellow students from the Goulburn Community of Small Schools for our sporting activities, writing days and Musica Viva. Windellama is a very successful place and I hope it keeps running for many years to come.

Kieren Edworthy – Student Parliament Leader

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

The graph above demonstrates the excellent attendance rates achieved by students. The school’s average attendance rate of 95.2% is 0.9% higher than the state average. This is a slight decrease on 2010 figures due to a heavy influenza season this year.
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.

Structure of classes

In 2011, the two classes were divided into a Kindergarten/Year 1/Year 2 (K-2) class and a Year 3/Year 4/Year 5/Year 6 (3-6) class. The K-2 class was smaller which allowed for more individualised attention to students in the early years of learning.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.3</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.025</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.7</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>3.325</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are no identified Indigenous staff members.

Staff retention

Permanent classroom teacher, Mrs Donna Edworthy, accepted a promotion to principal of Tirranna Public School in July. Mrs Fiona McKillop has relieved in this position till the end of 2011. From the beginning of 2012, Mrs Diana Murray is appointed as permanent classroom teacher.

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>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>
Financial summary

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

Date of financial summary: 30/11/2011

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>70521.49</td>
</tr>
<tr>
<td>Global funds</td>
<td>51531.18</td>
</tr>
<tr>
<td>Tied funds</td>
<td>9752.20</td>
</tr>
<tr>
<td>School &amp; community</td>
<td>38537.08</td>
</tr>
<tr>
<td>sources</td>
<td></td>
</tr>
<tr>
<td>Interest</td>
<td>3138.55</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4394.80</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>177875.30</td>
</tr>
</tbody>
</table>

| Expenditure             |         |
| Teaching & learning     |         |
| Key learning areas      | 21842.67|
| Excursions              | 30027.01|
| Extracurricular dissections | 12775.23|
| Library                 | 1698.48 |
| Training & development  | 4976.71 |
| Tied funds              | 22481.16|
| Casual relief teachers  | 1872.89 |
| Administration & office | 24500.45|
| School-operated canteen | 0.00    |
| Utilities               | 6052.07 |
| Maintenance             | 6122.30 |
| Trust accounts          | 3640.66 |
| Capital programs        | 0.00    |
| Total expenditure       | 135989.63|
| Balance carried forward | 41885.67|

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts

Windellama Public School places high importance on the teaching and learning of the arts. Here are some highlights for 2011 -

- 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.
- The school verse speaking choir won their division at the Goulburn Eisteddfod for the third year in a row.
- Several students were successful in other sections at the Goulburn Eisteddfod including first places in Duologue/Trio, Poem for Two and News Reading.
- Students in the Year 3-6 class performed as a part of a massed choir for the Goulburn Combined Schools Concert.
- All students participated in a new recorder tuition program during term 4, thanks to a partnership with the Goulburn Regional Conservatorium.
- Windellama hosted an excellent Music Aviva concert which was also attended by our neighbours Tirranna PS and Tarago PS.
- 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 clinic, the Goulburn Sport and Culture Expo, the annual Small Schools Sports Day at Taralga, the annual soccer gala day and the annual rugby league gala day at Goulburn.
- The following students represented at district level for PSSA carnivals –
  - Swimming: Georgia Richardson, Tina Richardson and Kieren E.
Cross Country: Alexei Caulfield, Dana Williams, Lachlan Daniel, Brett Lewis, Kimberley Laidler, Tyler Penfold, Joel Paton and Jack Robertson

Athletics: Tina Richardson, Georgia Richardson, Kimberley Laidler, Shayley Woodgate, Cameron Woodgate, Kieren E and Austin Hannan

- Georgia Richardson also represented the school at the Regional Swimming Carnival in Dapto.
- Tina Richardson and Georgia Richardson also represented the school at the Regional Athletics Carnival in Canberra.
- Tina Richardson also represented the school at the State Athletics Carnival in Sydney.
- 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 Iceland and attended the presentation day at Tarago CWA.
- Students in the Year 3-6 class entered an environmental science competition called Murder under the Microscope involving 6 weeks of group investigation and online research.
- All students enjoyed a visit to Killalea Environmental Education Centre near Wollongong.
- Students in the primary class had a great time at Pt Wolstoncroft Sport and Recreation Centre in October.
- Several students participated in the University of NSW Competitions with everyone gaining participation awards and some gaining credit 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 second annual Easter Fair was also successfully conducted by students.

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)

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 3

The following tables show averaged results for 2008/2009/2010/2011 based on skill band distribution for Windellama Public School students compared to the state average for 2011. Individual year details are not able to be reported as results are available for less than 10 students.

Writing – because of the change in the Writing scale from Narrative to Persuasive in 2011, there are no averaged results for Windellama as there were less than 10 students to participate in this year’s test.
Averaged reading results for Year 3 for the past 4 years are slightly below state average.

Averaged spelling results for Year 3 for the past 4 years are below state average.

Averaged punctuation and grammar results for Year 3 for the past 4 years are slightly below state average.

Numeracy – NAPLAN Year 3

The following table shows averaged results for 2008/2009/2010/2011 based on skill band distribution for Windellama Public School students compared to the state average for 2011. Individual year details are not able to be reported as results are available for less than 10 students.

Averaged numeracy results for Year 3 for the past 4 years are below state average.

Literacy – NAPLAN Year 5

The following tables show averaged results for 2008/2009/2010/2011 based on skill band distribution for Windellama Public School students compared to the state average for 2011. Individual year details are not able to be reported as results are available for less than 10 students.

Writing – because of the change in the Writing scale from Narrative to Persuasive in 2011, there are no averaged results for Windellama as there were less than 10 students to participate in this year’s test.

Averaged spelling results for Year 5 for the past 4 years are in line with the state average.

Averaged reading results for Year 5 for the past 4 years are above state average.
Numeracy – NAPLAN Year 5

The following table shows averaged results for 2008/2009/2010/2011 based on skill band distribution for Windellama Public School students compared to the state average for 2011. Individual year details are not able to be reported as results are available for less than 10 students.

**Skill Band Distribution % – Year 5 Grammar and Punctuation**

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Average 2008-2011</td>
<td>5.9</td>
<td>5.9</td>
<td>17.6</td>
<td>29.4</td>
<td>35.3</td>
<td>5.9</td>
</tr>
<tr>
<td>State Average '11</td>
<td>8.0</td>
<td>10.0</td>
<td>22.1</td>
<td>22.4</td>
<td>22.6</td>
<td>14.8</td>
</tr>
</tbody>
</table>

Averaged grammar and punctuation results for Year 5 for the past 4 years are slightly above state average.

**Progress in literacy**

Student growth for the 3 years to 2011 cannot be reported for Writing because of the change in writing scale from Narrative to Persuasive.

- Reading – 3 year average school growth: 64.7
- Reading – 3 year average state growth: 74.0
- Spelling – 3 year average school growth: 92.1
- Spelling – 3 year average state growth: 75.4
- Grammar/Punctuation
  - 3 year average school growth: 86.8
  - 3 year average state growth: 82.7

**Skill Band Distribution – Year 5 Numeracy**

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Average 2008 – 2011</td>
<td>5.9</td>
<td>5.9</td>
<td>11.8</td>
<td>64.7</td>
<td>11.8</td>
<td>0.0</td>
</tr>
<tr>
<td>State Average ‘11</td>
<td>5.0</td>
<td>11.3</td>
<td>28.8</td>
<td>27.6</td>
<td>12.4</td>
<td>14.8</td>
</tr>
</tbody>
</table>

Averaged numeracy results for Year 5 for the past 4 years are in line with the state average.

**Progress in numeracy**

- Numeracy – 3 year average school growth: 129.8
- Numeracy – 3 year average state growth: 95.8

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards.

As per the Commonwealth’s National Education Agreement, 2009, results for Year 3 and Year 5 at Windellama Public School cannot be reported as there were less than ten students tested in each grade in 2011. Any students who did not achieve the minimum national standard for 2011 will be provided with a support program in the areas identified.

**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 received 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.

**Multicultural education**

Multicultural perspectives are regularly covered in all Key Learning Areas.

All students participated in the CWA’s study of Iceland 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 Icelandic culture.
Student Leadership

The Student Parliament continues to run effectively with the development of a variety of leadership roles for students. Students are using parliamentary procedures correctly and show respectful acceptance and support of decisions made by the parliament. Some highlights of parliamentary sessions in 2011 include –

- Motions passed to hold fundraisers for Stewart House, WORLD VISION Smiles Day, Jeans for Genes Day and Loud Shirt Day
- A successful Student Parliament Easter Fair conducted with a profit of $569
- A motion debated and passed to renew the sandpit roof. The principal is currently looking for best options for repairs to take place in term 1, 2012.
- The parliament passed a motion to include student profiles in the weekly newsletter. The Communications Minister, Kimberley Laidler, collected and submitted profiles and photos.
- Several special days were organised by parliamentary committees for the enjoyment of students such as the Monster Ball, Dress-as-your-future-job Day, Quiz Day and a soccer competition.

Students enjoyed the 2011 Monster Ball

The Peer Support program continues to provide a focus for applying skills learnt in personal development lessons. Older students act as mentors in daily fitness sessions and Buddy Reading. These lessons help to develop leadership skills whilst younger students learn the skills of respect and responsibility from their peers as well as their teachers.

Environmental Education for Sustainability

Students continued to explore the topic of sustainability in 2011. The school gardening and recycling programs were maintained and entry into a local council recycling program resulted in the school being awarded a free worm farm in recognition of the quality of the sustainable programs already in place.

Goulburn-Mulwaree Council Representative, Amie Friend, presented our school leaders, Kimberley and James, with a worm farm.

The Year 3-6 class participated in Murder Under the Microscope which is an interactive environmental education investigation. Students were asked to investigate an environmental problem and identify the factors that caused the ‘eco-crime’.

Students and staff are fully committed to reducing energy use throughout the school with regular monitoring of gas and electricity consumption. Students and staff ensure all energy-using appliances are turned off when not in use which resulted in a decrease of 2.6% in greenhouse gas emissions in 2011 compared to 2010.
Parent and Community Programs
The school’s P&C association continued its great support of the school in 2011 with the purchase of computer furniture and pinboards for the K-2 classroom. The annual fireworks and auction day proved a very profitable venture as well as the successful children’s activity centre conducted at the Windellama Small Farms Field Day.

A well-supported Mathematics information seminar was held in term 2 for parents and carers. Teaching staff explained how the Mathematics syllabus works and provided practical suggestions for support at home.

The school’s DEC-run playgroup continued to run smoothly with parents conducting art, craft and play sessions with the assistance of Goulburn SACC employee, Michele Stuart.

Progress on 2011 targets

Target 1 - Literacy
90% of students will achieve stage outcomes in Literacy and increased levels of Literacy achievements

Our achievements include:

- Over the past 4 years, 78.5% of students in Years 3 and 5 performed in the top 4 skill bands in overall literacy NAPLAN results with the best results coming in reading with 82% of students in the top 4 skill bands.
- Over the past 4 years, over 33% of Year 3 students and 43% of Year 5 students were in the top 2 literacy skill bands for NAPLAN.
- Over the past 4 years, NAPLAN reading results in Year 5 continue to be above the state average.
- This year, 80% of all students were reported to be at or above stage outcome levels in literacy.

Target 2 - Numeracy
90% of students will achieve stage outcomes in Numeracy and increased levels of Numeracy achievements

Our achievements include:

- Over the past 4 years, 81.5% of students in Years 3 and 5 performed in the top 4 skill bands in NAPLAN numeracy results.
- Over the past 4 years, 20% of Year 3 students and 11.8% of Year 5 students were in the top 2 skill bands in NAPLAN numeracy results.
- Over the past 4 years, NAPLAN numeracy results for Year 5 continue to be at state average.
- This year, 87% of all students were reported to be at or above stage outcomes in numeracy.

Target 3 - Teacher Quality
Strengthen teacher capacity to improve student learning outcomes

Our achievements include:

- A successful professional learning program conducted across the Goulburn Community of Small Schools (GCoSS) in the area of persuasive text writing. Teachers from 5 small schools worked together on strategies to support the learning and teaching of this text type. A successful Writing Day was held at Collector PS where students from the 5 schools worked with their age-appropriate peers on writing good persuasive texts.
- Teaching staff attended the ‘Seven Super Sentences’ in-service in term 2 with an immediate increase in engagement of students when the strategy was introduced in class. Teachers observed much more enthusiasm for daily writing, particularly from boys, as the ‘Seven Super Sentences’ strategy was consolidated.
- The GCoSS combined to engage with a state-funded mathematics program called ‘Leading Maths Learning.’ The program involved staff in exploring the Numeracy Continuum and assessing students against the standards of the continuum and then adjusting teaching and learning programs to target areas of need. Students were taught more explicitly to strengthen their numeracy skills. The program will continue in 2012.
Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of **School Management and Mathematics**.

Educational and management practice

School Management

Background
School Management was last evaluated at Windellama Public School in 2001. Since that time there has been a change of principal (2009) and 3 changes of K-2 teacher (2006, 2010 and 2012).

Findings and conclusions
Parents, teachers and students were surveyed using the School Map Best Practice Survey for School Management.

Some key responses across the survey group were –

100% of surveyed staff and parents 94% of surveyed students believe the school continually tries to improve its performance

100% of surveyed staff and parents and 94% of surveyed students believe the school cares about students and the discipline is fair.

100% of surveyed staff and parents and 94% of surveyed students believe student learning needs are met by the school.

Future directions
- Continue to find ways to improve the school newsletter as parents were happy with changes to the format in 2011.
- Promote use of and access to the school website which is updated regularly.

Curriculum

Mathematics

Background
Mathematics was evaluated last year and the self-evaluation committee was interested to evaluate strategies implemented in 2011.

Findings and conclusions
A detailed survey with 11 questions was conducted.

A summary of the findings is listed below.

Students
100% of students surveyed believe Mathematics is important.

Student surveys indicated that 100% of students enjoyed Mathematics although 25% said only sometimes.

Student surveys indicated that 100% of students enjoyed doing textbook work although 62% said only sometimes.

Student surveys indicated that 100% of students thought they had improved their number skills this year.

Student surveys indicated that 100% of students agreed they received help when needed although 19% said only sometimes.

Families
100% of surveyed families believe Mathematics is important.

75% of surveyed families believe the school provides useful reports about their child’s progress in Mathematics (an improvement of 11% on 2010 survey).

75% of surveyed families agree that the school has kept parents well informed about the teaching of Mathematics (an improvement of 20% on 2010 survey).

100% of surveyed families agree that their child has improved their ability to work mathematically this year (an improvement of 9% on 2010 survey).

Staff
All staff agreed that they have enough resources to teach Mathematics effectively and that students generally are achieving their age-appropriate syllabus outcomes.
Some teachers thought there could be more variety in reporting strategies for Mathematics.

Future directions

- Staff to continue to attend professional learning opportunities to improve their knowledge and teaching of Mathematics.
- Conduct additional parent workshops in 2012 to share useful strategies with parents to help with Mathematics learning from home.
- Staff to consider less use of text books and increase hands-on strategies in daily lessons.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- 100% of surveyed students stated that school is place they like to be and that the teachers treat them fairly
- 100% of surveyed students believe that the work they do is important for their future and they enjoy the work given
- 100% of surveyed students felt that they are accepted for who they are and that they learn to get along with each other
- 100% of surveyed staff and parents believe the school has targets and continually looks at ways to improve
- 90% of surveyed staff and parents believe the school is well organised

Professional learning

Staff members participated in a wide variety of professional learning activities during 2011. 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 –
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

Outcomes for 2012–2014

- Improved writing skills
- Improved demonstration of spelling competencies
- Increased levels of reading achievement
- Systematic use of the literacy continuum to improve quality of assessment and feedback

2012 Targets to achieve this outcome include:

- 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

Strategies to achieve these targets include:

- Explicit teaching of writing, with writing samples published in school newsletter and website fortnightly
- Develop a streamlined assessment template to record student progress along Literacy continuum during staff meetings and School Development Days. Implement literacy groups based on K-6 assessment data that focus on reading comprehension and writing.
- Apply to engage with Regional Consultancy Team to use Reviewing Spelling K-6 package.
- Regular assessment of reading skills using Benchmarking kit

School priority 2

Numeracy and Assessment

Outcomes for 2012–2014

- Improved performance of problem-solving activities in numeracy
- Systematic use of numeracy continuum to improve quality of assessment and feedback

2012 Targets to achieve this outcome include:

- 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

Strategies to achieve these targets include:

- Plan and deliver quality numeracy teaching programs which reflect analysis of assessment data.
- Classroom programs reflect the use of the Numeracy continuum for student groupings to cater for identified needs
- More formal written assessment practices used in Stages 1-3. This assessment data is used when reporting to parents
- Use Count Me In Too strategies to teach the Number strand and especially Place Value in K-4
- Problem-solving strategies are explicitly taught K-6.

School priority 3

Australian Curriculum

Outcomes for 2012–2014

- Increased staff knowledge of National Curriculum to enhance learning outcomes of students

2012 Targets to achieve this outcome include:

- Principal leads staff in knowledge acquisition of Australian Curriculum

Strategies to achieve these targets include:

- Staff become familiar with documents through sessions in staff meetings and staff development days
- Staff provided with access to Draft documents
School priority 4

Engagement and Attainment

Outcomes for 2012–2014

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

2012 Targets to achieve this outcome include:

- Introduce students to use of connected classroom equipment and resources with their peers in GCoSS

Strategies to achieve these targets include:

- Conduct an assessment of ICT skills of students K-6 using the technology skills checklist
- 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
- Devise shared units of work with our partner GCOSS schools which includes use of the Connected Classroom resources

School priority 5

Aboriginal Education

Outcomes for 2012–2014

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

2012 Targets to achieve this outcome include:

- All staff begin 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
- Staff will review the Aboriginal Education Policy in the context of our 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
Fiona McKillop - Teacher
Nancy Ball - Teacher
Julie Carey – School Administration Manager
Sharon Alessi – School Learning Support Officer
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School contact information

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