Winmalee PS
Annual School Report

2011
Our school at a glance

Winmalee Public School students from Kindergarten to Year 6 benefit from a broad, stimulating and innovative curriculum, with an emphasis on literacy and numeracy.

Once again this year our school offered a wide variety of diverse programs and experiences for students. Many of our students in 2010 have enjoyed being part of a choir, a band, violin group, recorder group, dance group; some of these groups performed at the Opera House or at regional events. Gifted and Talented students took up the opportunity to participate in the Tournament of the Minds challenge and a Gifted and Talented Science Day.

Winmalee is a welcoming and friendly school community, providing enrichment programs to foster individual abilities and interests. The school has programs which build self-esteem, ensuring responsible behaviour and a strong sense of civic pride.

Students

375 students were enrolled at the end of 2011. Students at our school are highly committed and involved in extra activities beyond the classroom and within the wider community.

Student achievement in 2011

In addition to Naplan achievement, our school accomplished excellent results in the International Competitions and Assessments for Schools (ICAS) tests. From Year 3 to Year 6, 66 students participated and the results are highlighted below:

English Skills Results
- Year 3 1 credit
- Year 4 2 credits

Mathematics Results
- Year 3 1 distinction & 1 credit
- Year 4 1 distinction & 4 credits
- Year 5 1 distinction & 4 credits
- Year 6 1 credit

Science Skills Results
- Year 4 4 credits
- Year 5 1 distinction & 4 credits
- Year 6 1 distinction & 1 credit

Spelling Skills Results
- Year 4 3 credits
- Year 5 2 credits

Writing Skills Results
- Year 6 1 distinction

Messages

Principal's message

I would like to congratulate the Winmalee PS community for another year of taking opportunities and making achievements. The school is extremely effective due to the teamwork and contributions from parents and teachers, which provides the opportunities and support to all students.

The P&C and School Council worked hard throughout the year. The biannual school fete was an amazing success and saw nearly $26,000 raised as a result of the amazing contribution from parents, in partnership with the staff. I thank these groups, as well as all parents, for providing me with such a warm welcome and tremendous support throughout my first year here at this great school.

Our students enjoy coming to school. They participate and take opportunities, as well as contribute to our school, in order for them to achieve their best. The student’s work as school leaders, SRC representatives, peer support leaders, class buddies, in the garden, library, band, on the sporting field, or simply on the playground, allowing them to become effective citizens and sets a positive tone for the school.

Our teacher’s contribution to the success is the key to the success of our students. They work hard, work together and learn together. Our teachers and teachers’ aides are motivated, enthusiastic, committed and passionate. They go above and beyond the call of duty which provides students with a
wonderfully rich curriculum and loads of opportunities, both in and out of the classroom. The manner with which our teachers work is impressive. I thank them for their efforts and the results they achieve for our students.

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.

Mark Myles - Principal

P & C message

2011 was a busy year for the P&C. Thank you to our very supportive and dedicated P&C members and the community of Winmalee.

The P&C have continued to run both the school canteen and clothing pool. Our Canteen manager had many fundraising days to help boost profits for the year. The most successful fundraising day for the canteen was running the BBQ and canteen for the Winmalee Cup held at Summerhayes Park. The clothing pool has again supplied hats and library bags for all incoming Kindergarten students.

Coles ran their “Sports for Schools” voucher program this year in which the P&C decided to take part in again. For every $10.00 spent a voucher worth one point was given. The children in the school were very excited and keen to start collecting vouchers again, as they had seen the rewards from the previous year. The difference this year was the vouchers needed to be counted before sending them back to be verified. This very big task was taken on by two people. In the end, over 105,000 vouchers were counted. Teachers were asked to go through the “Sports for Schools” catalogue to choose sports equipment needed. Item will be delivered in February 2012.

Alongside of the Coles program, Woolworths ran a similar program instead of their Grants program. The difference between the two was Woolworths offered educational items in exchange for the vouchers. As our school is closer to Coles then Woolworths, not as many vouchers were collected. Even so, we were still able to order books with the vouchers we did collect.

This year’s fundraising coordinators organised an Easter egg raffle, Calendar Art, Mother’s day and Father’s day stalls. All initiatives raised needed funds for the school. The Calendar Art profits went towards the schools music program.

The P&C’s biggest achievement this year was running the schools second fete. The organisation for just one day started very early on in the year. A team of dedicated, hardworking parents worked hard throughout the year, along with the teachers and children of the school to bring to the community a fun filled, entertaining day once again. The fete offered entertainment of various groups within the school and community in the schools new hall. Six amusement rides were placed around the school to keep the thrill seekers of various ages entertained. Sixteen different stalls ran by the fete committee and volunteers provided a variety of items for the community to purchase. The day was a great success and raised around $24,000.00 for the school.

Winmalee Public School is lucky to have such a wonderful, supportive community with whom none of the P&C’s initiatives would be possible. Looking forward to what we can do for the school next year.

Narelle Hill (P&C President)

Student representative’s message

2011 was a very busy year. There were many fun times and so many opportunities for students to be involved.
Year 6 ran two discos in terms one and three. These raised lots of money for the Year 6 gift to the school. The gift will be painted games on the top playground for all to enjoy. Other fundraising events included the Fun Day, selling cakes, ice-creams and sodas and badges for the sports houses. At the school Fun Fair, Year 6 ran their own stall involving face painting, hair spraying and tattoos.

This year there were two dance groups that performed at the Joan Sutherland Centre. They did such a great job. The Senior Choir performed in a charity concert at the Sydney Town Hall. It was a wonderful night of music and singing. The strings and recorder groups also performed at the Sydney Opera House which was a magnificent event.

Winmalee Public School children also participated in the ANZAC Day march and the Vietnam Veterans’ march. The teachers were proud of the respect shown during the march and ceremony by our students.

Our school was involved in many competitions such as: public speaking, oral reading, Premier’s Spelling Bee, the ICAS exams, Tournament of the Minds, Murder Under the Microscope, Maths Olympiad and many sports such as netball, soccer and cricket. Our soccer team did very well this year and one of the netball teams came first in the Winmalee Cup.

Our new principal, Mark Myles came to our school in term one.

The captains and prefects had the chance to attend the Young Leaders Conference in Sydney. They heard many great people speak about leadership.

We would not be able to do all these amazing things without the support of our teachers.

2011 was certainly a great year for learning, fun, making friends and being involved in this amazing school.

Maddison Yalden and Andrew Peterson
School Captains 2011

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tbody>
<tr>
<td>Male</td>
<td>185</td>
<td>196</td>
<td>193</td>
<td>197</td>
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<tr>
<td>Female</td>
<td>178</td>
<td>165</td>
<td>189</td>
<td>178</td>
<td>193</td>
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</table>

Student attendance profile

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.
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>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>16</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Counsellor</td>
<td>0.275</td>
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<tr>
<td>School Administrative &amp; Support</td>
<td>2.922</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Staff retention

As a consequence of a position becoming vacant, Mrs Deborah Greenhill was appointed to our school from the commencement of Term 3. All permanent teachers retained their positions throughout 2011.

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>
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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>
<th>30/11/2011</th>
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<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
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<td>Global funds</td>
<td>212582.52</td>
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<tr>
<td>Tied funds</td>
<td>152475.56</td>
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<tr>
<td>School &amp; community sources</td>
<td>109483.82</td>
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<td>Interest</td>
<td>8617.85</td>
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<td>Trust receipts</td>
<td>22628.90</td>
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<td>Canteen</td>
<td>0.00</td>
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<td>Total income</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>36772.23</td>
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<tr>
<td>Excursions</td>
<td>34520.63</td>
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<tr>
<td>Extracurricular dissections</td>
<td>49645.94</td>
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<tr>
<td>Library</td>
<td>3478.63</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<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>49864.12</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
<td>38484.98</td>
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<tr>
<td>Total expenditure</td>
<td>596320.47</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>79750.45</td>
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</tbody>
</table>

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

Creative Arts

Our Creative Arts program has continued to build in 2011. Students and teachers have had the opportunity to extend their talents in established arts in addition to providing new experiences within the Creative Arts curriculum. The school continues to undertake the arts with a deep sense of commitment and enthusiasm. Our achievements this year include:

Choir

The Senior Choir joined the massed choir performance at the Children’s Charity Concert at The Sydney Town Hall in October. The event raised funds for Westmead Children’s Hospital – Burns Unit. They also performed at school assemblies and events.

The Kindergarten to Year 2 Choir participated in school performances and at the Winmalee Star Presentation Ceremony.

Dance

The Senior and Junior Dance Groups auditioned and were accepted ‘on the spot’ to perform at the 2011 Blue Mountains Nepean 20th Anniversary Dance Festival. Both dance groups competed at the Elite Dance Challenge Eisteddfod (schools section). The Junior Group received Highly Commended and the Senior Group receiving first place for their performances. Both groups were invited and attended the Winmalee High School Showcase. The Senior Group participated in a workshop with Winmalee High School dance students in Term 4 and performed at the Winmalee Star Presentation Ceremony.

Strings and recorder

Twenty four students performed at The Opera House playing descant, tenor and treble recorder in the Festival of Instrumental Music Concert.

The Strings Group performed at the Festival of Instrumental Music. A small number of students attended the Australian World Orchestra Workshop, Regional Music Camp and some students are members of the Western Sydney Regional String Ensemble. The String Group performed at selected school events.

Visual Arts

The students participated in Operation Art, selected submissions were sent for display at ‘The Armory’ in Homebush. The whole school participated in ‘Calendar Art’ demonstrating talents using many artistic techniques.

Band

The school band program continues to grow in numbers and show dedication and enthusiasm with before and after school rehearsals.

The whole school had the opportunity to attend the Murri Kulcha in Education Aboriginal Performance enhancing integration of Indigenous culture, environment, spirituality and reconciliation into our school Creative Arts Program.

All students from Kindergarten to Year 2 performed in our end of year Christmas Musical Concert in our new hall themed ‘Christmas around the World’.
Sport

Winmalee PS provides many opportunities for students to participate, enjoy and excel at all levels of Primary School Sport.

The highlight of the year was the incredibly successful Winmalee Cup that was held at Summerhayes in June. The day was spectacular as was the competition. More than 900 children from several local schools participated on the day. Sport, fun and participation were the absolute winners on the day.

There were many other successes throughout the year which saw children compete and participate at a school, district, region and state level.

Winmalee PS participated in NSW PSSA State Knockout competitions in cricket, netball and soccer – with the soccer team reaching the final within their district. We also entered teams into the Blue Mountains Greg Alexander and Royce Simmons Shields.

The three school carnivals were very well supported with maximum participation and enjoyment being a major consideration. We were very competitive at the Blue Mountains District carnivals and had students go on to represent us in swimming, athletics and cross country.

Gymnastics classes were conducted for all students in Term 4.

Friday sport activities covered a wide range of sports including, basketball, netball, newcombe ball, football, soccer, tabloids, kick-ball, dance and touch football.

Thanks go to those teachers and parents who volunteer many hours to train school teams.

Other

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)
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. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Programs for students with additional educational needs

At Winmalee PS we place importance on working collaboratively to ensure the educational needs of students are addressed and co-ordinated well. We have a learning support team which meets fortnightly to discuss and arrange assessments, programs and support for students of concern. This team consists of the Principal, Executive staff, School Counsellor, STLA and Reading Recovery teacher.

We promote a shared responsibility for discussing and meeting the needs of students with disabilities, learning and/or behaviour difficulties. This consultation process may involve only the class teacher and parent/carer, however in situations where the student has additional educational needs various members of the learning support team will also be involved.

Specialised programs are put in place to cater for students experiencing learning difficulties. These programs consider the educational needs identified through an appraisal process. They indicate the appropriate learning adjustments and accommodations required and effective teaching strategies for that student.

At Winmalee PS we regularly monitor student progress to ensure educational needs are being met. Their progress is tracked to evaluate the programs implemented and to direct future planning and programming.

This collaborative process has allowed students to experience success and feel supported in their education.

Spelling Mastery

The Spelling Mastery program has been running at Winmalee Public School for the past few years. This program offers intensive and explicit instruction in the conventions of English spelling whilst also developing an understanding of correct word-building strategies and the etymology of the English language. The program was introduced as part of our staff’s commitment to improving literacy outcomes for all of our students. Students attend Spelling Mastery lessons three times per week, for approximately 30 minutes per session. Students are placed in groups based on their current level of achievement in spelling.

2011 saw our first opportunity to fully assess the effectiveness of the Spelling Mastery program. For the first time we have had a group of Spelling Mastery students complete
NAPLAN tests in both year 3 and year 5. The results are certainly encouraging. Of all the students whose results could be tracked from year 3 to year 5, each one has demonstrated some significant improvement in spelling. The fifty students tracked achieved an average improvement of 98.9 points, compared to the state average improvement of 74.21. 84.8% of year 5 students achieved rates of improvement in spelling greater than or equal to the expected rates of growth. 58.7% of year 5 students scored in the 75 and above percentile band. Staff will continue to monitor the effectiveness of this program over the coming years.

Aboriginal education

The Department of Education and Training’s strategic direction is to ensure that Aboriginal Education is, “every body’s business”. Winmalee Public School as a learning community is passionate about implementing this direction.

To recognise the important of Reconciliation Week our school invited local Aboriginal elders and community members to our Reconciliation Assembly. This assembly started with Welcome to Country and was followed by the whole school listening to the Sorry Song. The school also launched our naming of the new BER hall with an Aboriginal name at this special assembly. The winning name and entry will be announced at the official opening of our new hall. Also during Reconciliation week 75 students entered a poem, painting or a self-created board game, one student also created a PowerPoint presentation with a focus on Reconciliation.

There were 2 children at Winmalee Public School who participated in the Norta Norta Program during 2011. The 2 children involved participated in an Individual program targeting areas identified after NAPLAN analysis within the areas of Literacy and Numeracy. Sentence structure, spelling and mathematical problem solving were explicitly taught.

Other programs

Environmental Education

Environmental Education has continued to be an important perspective for our community, in teaching and learning as well as in whole school sustainability initiatives. Winmalee Public School has been a progressive advocate in recognising the importance of having children involved in the development and participation in environmental programs. It is the contact school for the Blue Mountains School Environmental Network working in collaboration with Blue Mountains City Council.

During this year the school community further developed its Kitchen Garden Project by incorporating two more garden beds, increasing to five the number of productive herb and vegetable plots; planted out, maintained and harvested by the children. This area is offered as a lunchtime club known as the Kitchen Garden Crew for enthusiastic students who enjoy the opportunities that come with growing their own food. Special needs students accompanied by their teacher’s aides often enjoy the opportunity to visit this part of the school at lunchtime. The area is also used as a teaching resource for classes K-6 as an outside learning area.
This year the school established an Aboriginal Bush Tucker Trail by planting a number of indigenous plant species to showcase the types of plants that Aboriginal people would have eaten and used prior to European settlement. This is a new school initiative and will be further developed over the next two years, to also be used as an outdoor learning site particularly focusing on Aboriginal perspectives.

All Stage Two students participated in the Waste Watchers Program to enhance the children’s knowledge and understanding of how we as communities and individuals can be responsible citizens by looking beyond our own wants and needs. Each class worked with the instructor in identifying and classifying the types of waste and how it can be reused, recycled and composted. Our school has continued to maintain its involvement with Clean Up Australia Day, paper and cardboard recycling, toner cartridge recycling and council kerb side recycling from the staffroom.

Each year the school community strives to improve its level of environmental sustainability and decided this year to ask students from the School Representative Council to survey their own class to assess how the school could reduce its energy consumption. Based on their findings the school will next year promote an energy savings program that all students can use both at home and at our school.

Programs in technology

Students at Winmalee Public School are becoming confident and competent users of computer technology in a range of educational applications. Students have opportunities to use a range of information, communication and technology devices for learning, including the computer lab: providing one to one access to desktop computers, digital cameras and video cameras.

Winmalee also has an interactive whiteboard set up in every 2nd classroom that has enhanced the delivery of the curriculum in a fun and engaging manner. In 2012 we are planning to continue the installation of Interactive Whiteboards across the school.

This year the school implemented the use of ipads for special needs students. This program will continue to be evaluated into 2012. Ipads were also provided for the executive as a way of increasing productivity. They have proved very effective in school management.

Gifted and Talented Education

Gifted and Talented Education continued to be a priority this year. A team of 7 talented students represented our school at the Tournament of Minds Challenge. The children participated in the Language Literature Challenge. The children trained each week at school for 2 hours and then every Sunday. The children are to be commended for their dedication and wonderful way in which they represented our school.
Respect and Responsibility

Winmalee Public School has continued to provide a wide range of Student Welfare Programs so that students are positively engaged within the classroom and playground setting. The student welfare initiatives this year have included the continuation of peer support and structured lunch times, during second half of lunch. Year 5 students were trained as play leaders, which allowed them to help develop the social skills of younger students through the use of a variety of board and card games. This structured play time has also reduced the social isolation of some students. Our year 5 students undertook the role of ‘buddy’ to a kindergarten child during Kindergarten Orientation. This initiative will continue to support the new students in our school during 2012.

Winmalee Public School has continued to teach values and see their importance. The core values of: integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy, are imbedded in all programs run within the school. These values are taught both within the classroom setting, assemblies and reinforced and further promoted with our whole school student welfare program called the Winmalee Star. The Winmalee Star Program requires students to try their personal best within their classroom, while also participating in a number of school activities. Students are also encouraged to participate in local community events such as the ANZAC Day March and Foundation Day March. There were a record number of students who were awarded a Winmalee Star medal at the end of 2011. Student Welfare undertook a review process during 2011. Finding of the review can be found further on in this document under Key Evaluations.

Student Leadership

Students in all age groups are able to be involved in leadership opportunities. These include:

- Year 6 attended a Peer Support Leadership Training course conducted over two days to develop skills in leadership, managing a group of younger students, decision making, assertiveness, active listening and friendship building.

- Year 6 students led a successful Peer Support program with mixed aged groups to develop coping strategies, perseverance, resilience, showing gratitude to others and identifying personal strengths.

- School captains, vice captains and prefects attended the Young Leadership Conference sponsored by the Halogen Foundation, held at the Sydney Entertainment Centre to listen to speakers from many organisations about their experiences as leaders.

- Student Representative Council with members from all classes K to 6 met to discuss ways to improve our school and to discuss welfare programs.

- Year 6 demonstrated leadership skills when organising fundraising activities such as Icecream Soda Day, house badge designs, cake stall, discos, Fun Day and face painting and hair spraying at the School Fun Fair. The proceeds from these events enabled the school to have games painted on the playground surfaces to engage the students in active play.

- Year 5 students were trained to be play leaders to facilitate social skills for children from Kindergarten to Year 6, by playing games with children during lunch breaks.
Progress on 2011 targets

Target 1
To improve outcomes in writing a narrative as a text type K-6. NAPLAN results will show a 10% increase of students achieving in band 5 Writing (Yr3) and a 10% increase in band 7 Writing (Yr5).

Our achievements include:

- The creation and implementation of a whole school persuasive text focus which targeted specific skills such as audience, text structure, ideas, persuasive devices, vocabulary, cohesion, paragraphing, sentence structure, punctuation and spelling.
- The teaching staff attended an inservice course with the literacy consultant on a staff development day with other local schools to examine ways to improve students’ persuasive text writing.
- The teaching staff analysing 2011 NAPLAN writing results highlighting progress and the areas requiring development.
- NAPLAN results in writing in 2011 have shown that 76% of students in Year 3 achieved band 5 and band 6 compared to 60% across the state. In Year 5 70% of the students scored band 6, 7 or 8 compared to 57% across the state.

Future Directions
In 2012 we will continue to focus on improving student outcomes and skills in writing focussing on persuasive text and achieve improvement of 10% in bands 5 and 6 in year 3 and 10% in bands 7 and 8 in year 5. This will involve the monitoring of work samples on a stage and whole school basis and explicit teaching of the skills of persuasive writing.

Target 2
To improve Numeracy outcomes by 10% within the areas of Patterns, Algebra and Measurement. NAPLAN results will show a 10% increase in Band 5 and Band 6 in Year 3 and Band 6, 7 and 8 in Year 5.

Our achievements include:

- The teaching staff analysing 2011 NAPLAN Mathematics results highlighting progress and the areas requiring development.
- Class programs and weekly homework embedding Patterns and Algebra and problem solving strategies regularly.
- The Mathematics Committee members Staff preparing and delivering practical professional learning sessions, exploring how to create effective problem solving programs from Kindergarten to Year 6.
- Year 3 NAPLAN results show that Measurement, Space and Geometry will continue to be a focus within the strategic planning at Winmalee Public School. The percentage of students in Year 3 achieving at a Band 5 level remained consistent at 14.3% and there were 16.7% students who achieved band 6 while in 2010 this number was 21.3%. The school results showed that there has been a reduction in the number of children performing at a Band 4 level by 9%.
Year 3 NAPLAN results show that Patterns and Algebra needs to be a priority for programming and evaluation during 2012. The Band 5 results remained closed to 2010 performance with 11.9% in 2011 compared to 14.9 in 2010. 9.5% of Year 3 students were working at a Band 6 level in 2011 compared to 19.1 in 2010.

Year 5 NAPLAN results within the area of Measurement, Space & Geometry show significant improvement with the increase in the number of students performing in Band 7 and Band 8. The Band 6 results remained similar to 2010 with 32.7% attaining this band. In 2011 there was a 17% increase in the number of children performing at a Band 7 level from 5.2% in 2010 to 22.4% in 2012. There was a 3% increase in the number of students achieving Band 8.

Year 5 NAPLAN results show that Patterns and Algebra significant growth. There was a 19% increase in the number of students performing at a Band 6 level. A 10% improvement in the number of students attaining Band 7 and a 9% improvement in Band 8.

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 Educational Management (Student Welfare) and Curriculum (Mathematics).

Educational and management practice – Student Welfare

During 2011, Winmalee Public School developed a parent and student survey which focused on student welfare practices within the school.

Findings and conclusions

- 74% of parent responses indicated that their child was happy to come to school each day. Student responses had the same result.

- 96% of parents felt that their child was treated fairly by their teacher, with 88% of students saying the same. No parent indicated ‘rarely’ or ‘never.’

- 85% of parent responses indicated that their child was provided with opportunities to excel beyond the classroom. 90% of students indicated the same.

- 93% of parent and student responses indicated that students feel motivated to learn and feel that learning is important to them.

- 35% of students surveyed feel that they have sometimes been bullied. 22% of parent responses indicated the same.

- 97% of parents feel that their child is rewarded for positive behavior, with 15% of students saying the same.

- 2% of parents feel that their child does not try their best at school. 3% of students indicated that they don’t try their best.

- 92% of students and parents value the Winmalee Star.

Future directions

Student welfare initiatives currently being undertaken at Winmalee Public School will continue throughout 2012. Continued tracking of student academic and social behaviours will incorporate a new data based system. This will help staff to make informed decisions about what the needs of our students are and how to support them. By tabulating behaviour referrals a more proactive approach towards identifying problem areas, like bullying, can be incorporated. Minor alterations, to enhance the Winmalee Star program, will be introduced to further encourage participation and engagement in learning and safe practices within the school.
Curriculum Area Mathematics

Background
To further develop, plan and improve the school’s Mathematics program, surveys were conducted. A cross section of students in grades two to six, 10 staff members and 65 parents completed surveys. The surveys provided information about how Mathematics is taught in our school, as well as parent and student perceptions of how Mathematics is taught at Winmalee Public School.

Findings and conclusions
Student survey responses indicate:

- 54% of students mostly or always like learning mathematics while 27% sometimes like it.
- 63% of students never or rarely find Mathematics boring.
- 49% of students like to create new ways to solve mathematical problems.
- 41% of students mostly or always believe there is usually one right way to solve mathematical problems.
- 73% of students believe that Mathematics is important throughout their lives.
- 39% of students believe that are solving maths problems with other students in the class always or mostly while 31% thought this happened sometimes.
- 54% of students are always, most of the time or sometimes playing maths games.

Findings and conclusions
Parent survey responses indicate:

- 62% of parents believe that their child mostly or always likes learning Mathematics with a further 28% stating that their child sometimes likes maths. 10% of parents surveyed stated that their child rarely liked Mathematics.
- 24% of parents understand how to help their child at home with Mathematics using current methods always or mostly, 20% can help their child a lot, 23% of parents can sometimes help their child at home and 24% of parents can help rarely or never.
- 53% of parents always or mostly know what Mathematics is being taught at Winmalee Public School and a further 26% sometimes know.
- 75% of parent’s survey identified that their child is always or mostly provided with maths homework.
- 23% of parents would like training in how to help their child with mathematics.
- 89% of parents believe that Mathematics is important to everyday life.

Findings and conclusions
Staff survey responses indicate:

- 100% of teachers use the K-6 Mathematics Syllabus to inform their teaching program.
- 60% of teachers feel confident about teaching Mathematics always or mostly.
- 37% of teachers sometimes feel confident about teaching Mathematics.
- 100% of teachers are explicitly teaching problem solving weekly.
- 100% of teachers believe there are sufficient resources to teach Mathematics, however increasing the number of Interactive Whiteboard resources was identified as a need for the future.
- 75% of teachers feel really confident when programming for the area of Mathematics
- 37% of teachers feel they can confidently differentiate and ability group during Mathematics lessons.
- 37% of teachers feel the professional learning in Mathematics meets their needs sometimes.
Future direction in Mathematics

Mathematics will continue to be a priority at Winmalee Public School. The areas to focus upon are:

1. Teacher professional learning with a specific focus upon problem solving, Patterns and Algebra, curriculum differentiation using pretesting and working mathematically.
2. The school providing parent information sessions on how to help their child with mathematics at home and with developing a better understanding of the latest mathematical methods.
3. Providing the students within the school with further opportunities to solve problems utilising a number of strategies and while working within a collaborate group.
4. The school providing the students with mathematical fun days embedding in a problem solving, collaboration when solving problems and solving patterns.
5. Foster a risk taking philosophy when solving mathematical problems amongst our students.
6. The students need further work on finding missing numbers within a number sentence and using a rule to determine a higher term.
8. Reviewing how Measurement and Patterns and Algebra is taught and programmed for in Early Stage 1 and Stage 1.
9. Develop a Whole School Mathematics Scope and Sequence when implementing the National Curriculum.
10. Develop the Interactive Whiteboard skills required to enhance our school Mathematics program.

Professional learning

All teachers participate in professional learning activities to maintain their professional knowledge of current teaching theory and expertise in effective classroom practice. Teacher professional learning occurs formally during planned weekly meetings after school, during designated Staff Development days and at specific professional learning courses, with the aim of maintaining and improving teacher knowledge and skills while focusing on student learning needs.

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

Outcome for 2012–2014

To improve student Numeracy growth

2012 Targets to achieve this outcome include:

• To improve Numeracy outcomes by 10% within the areas of Patterns, Algebra and Measurement – a continuation of last year’s target.

• NAPLAN results will show a 10% increase in Band 5 and Band 6 in Year 3 and Bands 6, 7 and 8 in Year 5 – a continuation of last year’s target.

Strategies to achieve these targets include:

• Invite an external team of experts in to conduct a review of the things we do well and the things we can do better. Communicate the findings of the review and use them as a ‘blue print’ for the way forward.
Stage teams analyzing 2011 NAPLAN data to develop numeracy stage action plans to be implemented during 2012.

Increase annual budget to support school priorities in numeracy.

Provide opportunities for teacher professional development in mathematics.

Initiate professional learning opportunities that increase the use of technology to enhance student learning – this will be done as a result of increasing the amount of Interactive Whiteboards we have in the school.

Structure opportunities for teachers to collaborate for programming, lesson preparation and assessment.

Develop and teach whole school Mental Strategies targeting basic table and number facts.

School priority 2
Outcomes for 2012–2014

Improve teacher capacity and student outcomes in professional practice, teaching and learning.

2012 Targets to achieve this outcome include:

- Integrate the Quality Teaching Framework in classroom practice across Key Learning Areas.
- 100% of teachers provide evidence in their program of catering for individual student needs through providing a differentiated curriculum.

Strategies to achieve these targets include:

- Teaching programs and lessons will include elements of the Quality Teaching Framework being used to engage students and improve the effectiveness of lessons.
- Student Individual Learning Plans will be reflected in the teacher’s program.

- Provide professional development opportunities for teachers in the Quality Teaching Framework and curriculum differentiation in literacy and numeracy.

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.

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Mrs Karen Lynch – Assistant Principal
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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: