



Winterfold Primary School
**Annual School
Report 2013**





Introduction

Throughout 2013, Winterfold Primary School (WPS) promoted optimum learning opportunities and aimed to empower our students to access the curriculum, have a positive attitude towards learning and be resilient to changes and challenges. We aimed to develop in our students a real commitment to life long learning so that they will become valued members of the wider community after their time at WPS.

This report provides parents and members of the wider community with information about the events, activities and performance of Winterfold Primary School during the period January – December 2013. It also outlines the school's successes and strengths and makes recommendations for future improvement. It is envisaged that this report will be examined along with student reports, learning programs, newsletters and other school documents in order to gain maximum benefit and an overall perspective of the school's performance.

School Features

Winterfold Primary School is located in the South Metropolitan Region. It is situated to the south east of Fremantle and is close to South Fremantle Senior High School and Challenger TAFE. The school community is very diverse and supportive and our enrolments have continued to increase. We achieved Independent Public School status in 2012 and throughout 2013. We have continued to use many flexibilities to support student learning. The school has on site an Administration building, new Library, Computer Room, a Performing Arts Centre, 9 Primary classes, a Preprimary, a Kindergarten, a canteen and a new large Undercover Area. We also offer the services of an Outside School Hours Childcare facility. At the end of 2013 it became apparent that our increasing enrolments necessitated bringing a purpose-built Preprimary transportable classroom into the school in 2014

School Enrolment Profile

The enrolment figures for December 2013 of 279 included 48 Preprimary and 30 Kindergarten students. Over the last few years, there has been a gradual increase in our enrolments, with a spike in 2012. It is possible that this is as a result of achieving IPS status, as a number of parents have cited this as a reason to enrol at the school though our reputation in the wider community remains strong.

Staff Profile

The school has a stable and experienced teaching staff and our IPS flexibilities mean that we have been able to further strengthen our staffing profile. The teachers are supported by an experienced team of Education Assistants and other high quality School Support staff. All teaching staff met the professional requirements to teach in Western Australian schools. Additionally; all staff met DOE Professional Learning requirements during 2013.



Student Attendance

Winterfold Primary School historically compares favourably with the state average, with minimal fluctuations. This is in-part due to a school wide approach to maximise attendance each day.

Year	1	2	3	4	5	6	7
2010	95%	93%	95%	95%	94%	93%	95%
2011	86%	92%	93%	90%	91%	94%	89%
2012	92%	94%	95%	93%	93%	94%	93%
2013	92%	95%	93%	90%	90%	90%	92%
State 2013	93%	93%	93%	93%	93%	93%	92%

In 2013 our attendance targets for our Aboriginal students remained solid and obtainable. 61% of our Aboriginal students attended regularly compared to the rest of Western Australia which sat on 41%. Additionally students that were tagged as 'indicated' or at 'moderate' risk were 7% below the state average and we halved the state average for Aboriginal students that were deemed at severe attendance risk.

No too dissimilar to 2012, we had a range of students that went on vacations throughout the school year. However in saying that, our overall student attendance sat at 91.7% which compared favourably with 'like schools' and the state average.

Parent Participation

Winterfold is fast gaining notoriety for its parent enthusiasm and involvement

- Our P&C can be thanked for fostering the links between school and the surrounding community. At any school social events including the swimming and athletics carnivals, parent participation is ensured. Many stalls are manned by P&C parents and many of the items that are for sale have been homemade. Every second year Winterfold holds an Edu Dance program, which is heavily subsidised by the P&C. On the night of the Edu Dance concert the P&C recouped their investment by conducting a sausage sizzle where more than 400 parents attended. Accordingly each year the P&C conduct mother's / father's Day breakfasts, Easter Raffles, which are all well patronised by the school community.
- Winterfold invites parents in through their classroom open afternoons, Literacy Professional Development talks, Early Bird Reading Programs and a Fathers' evening. Throughout the course of the year each classroom has an open door policy where at any time, parents can ring and make an appointment to meet with their child's teacher.
- Being that Winterfold is an Independent Public School we have a very healthy, robust School Board. The parents on the Board have input into all Winterfold's policies, can comment on academic rigour and are required to ratify the School's budget.

Student Services

This area is always very high on Winterfold's priority list. It is our goal that every student feels safe when they enter our grounds. Each term we have regular staff meetings where student services gain top billing. Regular conversations revolve around student management and welfare. We feel that it is vital that student wellbeing is a staff-wide concern and is not just limited to one or two key players.

It is not uncommon for regular case management to involve, parents the Principal / Associate Principal and a range of outside

agencies. This wrap around model ensures that the individual student receives the best possible support.

Winterfold's in-house student support service include the Principal and Associate, Learning Support Coordinator and School Psychologist. Where needed we can extend this team to include the Primary Behaviour Centre, various specialist Visiting Teachers and our Retention and Participation Officers.

Each week a 'mini assembly' is conducted where its primary purpose is to reinforce good behaviour, remind the students of the school rules (respect, responsibility, reliability, kindness and safety) and where examples of good behaviour are rewarded.

As indicated, never underestimate the positive power of the teacher / student relationship, which is why we ensure every staff member across the school knows every child and has empathy and background knowledge of their current circumstance.

School Priorities/Programs

The school priorities were set in 2012 and will continue to run until 2014.

They include:

- Literacy
- Numeracy
- Science
- Student Services

Our specialised programs include Phys-Ed, LOTE (Italian), Music, Instrumental Music (Years 6 – 7), Primary Extension and Academic Program (Years 5 – 7) and targeted support and programs for our English as a Second Language / Dialect students.

Pastoral Care

As indicated in Student Services, Winterfold staff take their pastoral care very seriously. Regular meetings are scheduled between the Principal and the Associate Principal who divide the pastoral care from Kindergarten to Year 2 and from Year 3 to 7 accordingly. This approach means the case load is manageable where targeted intervention can occur, where each student has the opportunity to have their concern heard and where they feel what they say will be valued and addressed. Operationally staff regularly meet with the appropriate Admin staff member where concerns are aired and actions taken. Across the junior end of the school to Year 4 a PATHS (Promoting Alternative Thinking Strategies) program is conducted, addressing such issues as cohesive play strategies, how to effectively work in teams and resiliency strategies. The upper school years are catered for on a class-by-class basis through each teachers' Health program. Parent support is vital and is fostered to ensure a common message occurs not only at school, but also in the student's home.

School Performance Information

At the start of every year Winterfold conducts a parent teacher information afternoon where academic programs are discussed and student expectations are outlined. We believe it is vital that parents / carers and students receive a consistent, clear and common message about the academic performance that is expected.

As the year progresses Winterfold conducts open class learning journeys, where parents /carers can see first hand the work their child is producing. At the conclusion of each semester a student report will be sent home outlining their academic standing and their attitude to school work. If the students are in Years 3, 5 and 7 each May they will sit a NAPLAN Test which will test their Literate and Numerate understanding.

Throughout the year every parent / carer is afforded many opportunities to meet with their child's teacher to discuss any queries or concerns they have about their child's education.

NAPLAN

Each year in May all schools across the state in years 3, 5 and 7 sit the National Assessment Program in Literacy and Numeracy (NAPLAN). Winterfold is very lucky that it has dedicated Specialist Teachers in both Literacy and Numeracy, where on a weekly basis, meet with all the teaching staff to plan and cater for every individual student. Through the Improving Literacy and Numeracy Partnership Program, the funding that has been afforded to Winterfold has been directed to improve student performance in both the middle and upper ends of the learning continuum.

Literacy & Numeracy 2012 - 2013

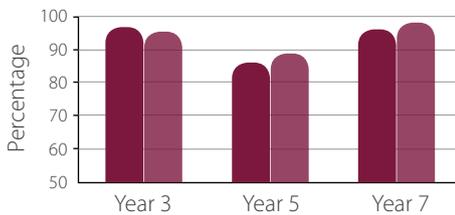
The figure below is a comparison table (2012 – 2013) of the percentage of students in Years 3, 5, and 7 at or above the National Minimum Standard.

	Year 3		Year 5		Year 7	
	'12	'13	'12	'13	'12	'13
Numeracy	89%	95%	90%	86%	100%	66%
Reading	89%	88%	88%	87%	90%	97%
Writing	95%	93%	70%	74%	93%	90%
Spelling	89%	78%	78%	74%	96%	90%
Punctuation & Grammar	89%	85%	75%	87%	93%	86%

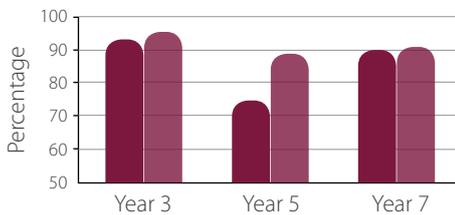
Literacy & Numeracy – Like Schools

The graphs below compare Winterfold PS against 'like schools' (ie; schools that have the same socio-economic index) in relation to students attaining the national minimum standard and above in Numeracy, Writing and Reading.

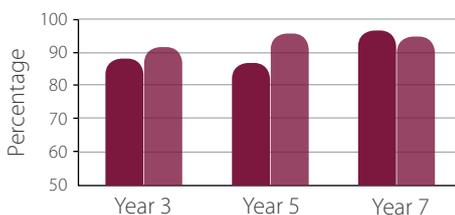
Numeracy



Writing

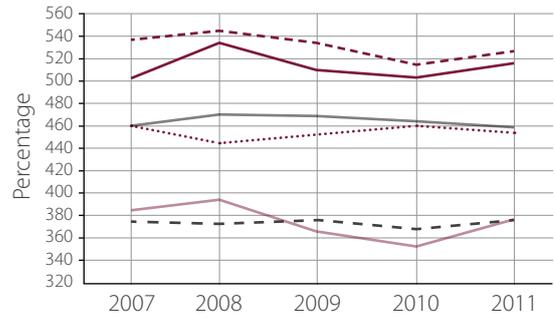


Reading



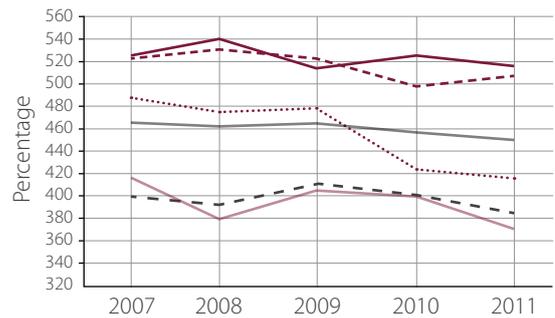
WPS Like School

NAPLAN Numeracy Results - Longitudinal



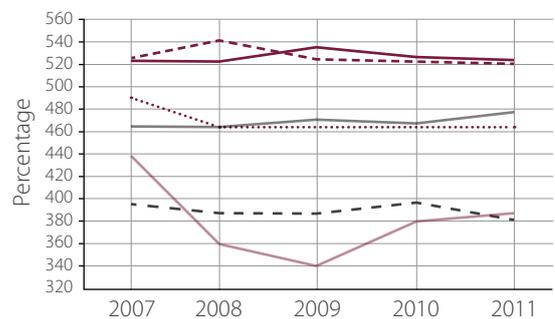
NAPLAN Literacy Results - Longitudinal

Writing



NAPLAN Numeracy Results - Longitudinal

Reading



Year 3 School Year 5 School Year 7 School
Year 3 Like Schools Year 5 Like Schools Year 7 Like Schools





Student Performance – Western Australian Monitoring Standards in Education Relative Assessment

The setup of the WAMSE tests are very similar to the NAPLAN test, however these tests explore the students knowledge in the areas of Science and Society and Environment. The Year 5 and 7's are tested and the testing occurs each August. Results go home with the students semester 2 reports.

Science / Society & Environment

	Science			Society & Environment		
	2011	2012	2013	2011	2012	2013
Year 5	3	2	3	2	2	3
Year 7	2	3	2	2	2	2

1 - Above expected 2 - Expected 3 - Below Expected

The WAMSE table below indicates the percentage of Winterfold PS students in the top 20% and middle 60% and the comparison with 'like schools'

Science / Society & Environment

	Science Winterfold 2013	Science Like Schools 2013	S&E Winterfold 2013	S&E Like Schools 2013
Year 5				
Top 20%	9%	14%	12%	13%
Middle 60%	50%	58%	44%	60%
Year 7				
Top 20%	25%	12%	25%	16%
Middle 60%	50%	62%	54%	62%

Curriculum Implementation

1. English

Winterfold has maintained a full time Literacy Specialist whose role is to:

- Work alongside colleagues in the classroom
- Collaborate with teachers in planning and implementing teaching and learning programs
- Work with teachers to identify student literacy needs
- Model effective teaching strategies
- Collect and analysis data and collaboratively set and monitor targets for improvement

This has led to greater parity of literacy achievement across all groups of students whilst focusing on the implementation of the Australian Curriculum utilising First Steps in English.

Through this collaboration and from teacher judgement, literacy outcomes across all years have continued to strengthen.

Successful strategies/outcomes include:

- Implementation of structured daily literacy blocks
- Focus on oral to written approach to language
- Implementation of Diana Rigg Phonic Scope and Sequence
- Regular assessment of individual student's reading recovery levels
- Guided Reading program across all year levels
- Consistency of teacher judgements through moderation
- Cracking the Code Program in Kindergarten
- Targeting student learning at current levels
- Community links were developed through Parent information sessions, 'Better Beginnings' through the State Library and Early Bird Reading

Recommendations:

- Continue implementation of Australian Curriculum English
- Develop a conscience for the standard and presentation of all written work
- Focus on handwriting and introduction of cursive writing in year 3
- Provide extension opportunities for students talented in English



2. Numeracy

Winterfold has maintained employment of a Numeracy Specialist teacher (0.8 FTE)

Whose role is to improve student outcomes by:

- Working along side colleagues in the classrooms
- Supporting teachers with up to date strategies in order to facilitate the implementation of Australian Curriculum
- Model and promote First Steps in Mathematics within the classrooms
- Collaborate with classroom teachers for planning, assessing and moderation across phase year groups
- Continue to raise the numeracy profile within the school community in order to improve student outcomes
- Monitor student achievement across the school by collecting data and collaboratively setting targets
- Deliver professional learning current best practise in numeracy

Successful strategies/outcomes include:

- Implementation of best practice in Numeracy teaching
- Maintaining (0.8) Numeracy Specialist appointment
- Consistency of teacher judgements through collaborative planning
- Whole school summative assessment to assure consistency and moderation across year levels
- Parent information sessions to support parents to support their children at home
- Implementation of the Ten a Day Strategy from years 1-7.

Recommendations:

- Continue implementation of Phase 1 Australian Curriculum Mathematics
- Continued teacher collaboration for planning, assessment and moderation
- Support staff to move towards reporting on student achievement in the Phase 1 Australian Curriculum Mathematics

3. Technology and Enterprise

Throughout 2013 staff and students at Winterfold continued to participate in Technology and Enterprise activities across many of the learning areas. This cross curricular incorporation of T & E activities into other learning areas is an intrinsic part of the teachers' learning program and provides a base for meaningful and relevant activities whilst recognising the time constraints that we as teachers experience.

The following examples are just some of the Technology and Enterprise activities that were undertaken at Winterfold Primary throughout 2013.

Many of the junior classes based their T & E activities on the theme they undertook for the term. Bean bags were designed and made for physical education lessons based on Jack and the Beanstalk. A variety of substances were used to fill these bags, which required measuring the differing mass of each substance and promotion of the comparative language required to describe mass and volume. As part of their Health program, children followed up a unit of work titled 'Myself' by designing and sewing a large cushion featuring themselves and their interests and strengths. Other children made and decorated clay pigs based on Charlotte's Web.

In middle primary, classes were engaged in designing, building and appraising straw towers. They made egg parachutes to test the strength of various materials and designs. This was part of their Science program on Natural and Processed Materials.

Upper primary classrooms were involved with an English program centred on Newspaper in Education. Based on this, the children designed, made and appraised newspaper boats. In conjunction with their Health program they designed brochures on Resilience. Children also designed and made board games that used the 4 mathematical operations, addition, subtraction, multiplication and division.

Some of the children showcased their work at South Fremantle Senior High School's Art Show, Art Blast at the Fremantle Town Hall and in the front office.

In 2014 we will continue to integrate Technology and Enterprise across other curriculum areas. These activities present themselves as ideal opportunities to assess the children's understanding, give practise in working collaboratively with other class members and encourages the development of oral language.

4. Science

It was another busy year for the Winterfold staff in their endeavour to make Science one of our key Teaching and Learning priority areas. Early in Term one, our Science Coordinator attended the 4-day PL on 'Science and the Australian Curriculum' and later presented to the staff, sharing a variety of resources. Also, in terms one and two, all staff from PP to Year 7 worked alongside a SciTech presenter who modelled with each class the Investigation Process. We also had a Whole School Science Incursion, using our UCA to have SciTech present to each class Space topics in their mobile space dome.

Midyear, and as a result of our staff enthusiasm, SciTech Personnel approached the school to see if we were interested in becoming a partnered school whereby WPS would promote Science with the support of SciTech and Azure Capital. Late in the year, this partnership was launched with a special Science Assembly with students demonstrating some of their own investigations. This partnership should run through to mid-2014 and will see the students of WPS participate in a variety of Science activities involving SciTech personnel and also in subsidized class visits to SciTech.



We have continued to purchase Teaching Resources in general and, specifically, those that are aligned with the Australian Curriculum. We have also purchased one more digital microscope for the older students and another Dino-lite microscope for the younger students. Next year will be an exciting year, with a new Science Co-ordinator and team, and with our continued participation as a partnered school with SciTech and Azure Capital in our promotion of Science as a Priority subject at WPS.

5. Drama

In 2013 we continued with the importance of providing opportunities for students from years 1 to 7, to gain confidence by speaking out to an audience. Our students displayed this confidence when in front of both small and large audiences. Risk taking was discussed with shy and hesitant students and great success came from these discussions. We saw more students participate and therefore become more confident within themselves.

The play Aladdin was purchased and performed in 2013. We saw a new innovation of providing a 50 minute timetable allowance for "Production" which allowed the teachers to select from all senior year 6 and 7 classes. This worked well and ensured those involved in the production were committed and dedicated to the rehearsal. The final performance was a professionally conducted performance and the students excelled in the acting and technical qualities of the show.

The Drama Journal was continued and is considered an important part of reflecting on the activity completed. The students participated in their journal activities, which allowed them the time of reflection. They were taught to critique their own and other students' performances. The journal provided a tangible, concrete evaluation of their experiences in drama.

Continuation of the use of lighting was very popular with all classes and created a more professional and serious element to the drama activity.

6. Art

Throughout 2013 Winterfold has continued to maintain art projects and successfully implement the new initiatives outlined by the school board.

The staff and students have shown their natural artistic abilities and incorporated many art projects into other learning areas. The art budget consumes a lot of expensive materials and requires a lot of planning to assess the most appropriate way to resource this learning area. Three individual store areas have been set up to supply junior, middle and upper primary with their own art consumables. This has proven to be effective in that it shares the responsibility and maintenance of art equipment.

In 2012 the school board suggested that the school should source and employ an independent body to reside and undertake art projects at Winterfold. The aim was to develop students' skills, techniques and further promote art within the school community. An artist in residence was sourced and employed by the school throughout 2013 to work with the upper primary students on a variety of projects.

All year levels have exhibited some form of their art work into the wider community. The exhibitions included Art Blast at the Fremantle Town Hall, South Fremantle Senior High School and in the front office at school.

In 2013 the existing art room at Winterfold became a working classroom and this was problematic for the classroom teachers to realistically maintain successful art programs. It was proposed that the old canteen be revamped and become a working area that could

cater for art and other learning areas that require space and wet areas to work in. This was completed at the end of 2013 and is now used regularly by classes to undertake a range of different projects.

New initiatives for 2014:

- In 2014 it has been proposed that on the success of the previous Winterfold art exhibition in 2011 that a similar event be held at school in late November to showcase our students work. This event is to include all other art forms that come under this umbrella
- The Art coordinator in collaboration with relevant staff members will continue to source and supply art consumables for each store area
- The new Art room is to be painted and stocked with basic equipment to ensure lessons can be transitioned easily

7. Music

The main goals in Music Education in 2013 were to help students develop good singing technique and tone, to improve memory and listening skills, to explore musical concepts through movement and to build upon the progress made on recorders the previous year.

In 2013 we again held a music assembly. Students from many classes were involved, with classes combining to make larger ensembles. Songs were presented, accompanied by instruments, and soloists performed. This year also saw the initiation of a combined schools performance at South Fremantle SHS.

The local feeder schools learned the same four songs and combined in concert with the high school students in a massed choir and Japanese Taiko drumming spectacular.

In 2013 many music concepts were introduced and reinforced through movement activities, a method of music education called Dalcroze. As music concepts are often very abstract, they are taught initially by having the children express them through movement.

This allows students to attach a very real physical understanding to the written concepts. These activities were found to be very effective.

8. Kindy

Kindergarten 2013 was the first year that two Kindergarten classes attended Winterfold Primary School. Kindergarten in 2013 was a rewarding year shared by both children and teaching staff alike. Our time together was guided by the Early Years Learning Framework with a specific focus on the children 'Belonging, Being and Becoming'. The children were provided with opportunities to develop a variety of skills inclusive of both social/emotional wellness and academic outcomes in order to support them in a successful transition to school.

Learning experiences were supported by the Classroom Teacher, Education Assistant, Literacy Specialist Teacher and Numeracy Specialist Teacher. In 2013 the Literacy program "Cracking the Code" was introduced into the Kindergarten classroom. Assessment data from this program demonstrated that successful literacy improvements were attained by all students.

The dynamic classroom environment offered children the opportunity to become confident and creative individuals through a variety of learning experiences. Learning experiences were balanced to include active and quiet times, collaborative and independent work, indoor and outdoor activities, teacher directed and free choice play based education. In 2013 the children with the help from teachers and parent volunteers took responsibility of growing vegetables in the school's living garden. These activities provided the children with the opportunities to develop essential numeracy and pre literacy skills while making friends along the way. In order to increase their successful transition to school the Kindergarten children were provided with numerous opportunities to familiarize themselves with the school grounds. The children were actively involved in whole school activities such as assemblies, reward days, sports carnival day and awards day.



9. Italian

In 2013 all students from Years 1 to 7 studied the Italian language, with lessons varying in length from 40 to 55 minutes. The main focus of the program continued to be learning through listening, speaking and doing so learning activities included use of IT, team/pair/individual games, songs, movement, reading and writing tasks.

Students received maximum exposure to the language as most lessons were delivered almost entirely in Italian.

Learning experiences were structured to be sequential and build on previous learning. Students began their language learning through listening, responding and speaking tasks, progressing to viewing, reading and writing tasks in the upper grades. The majority of students participated with interest and enthusiasm in the lessons and most tasks and assessments were completed competently.

10. Garden Review

Our 'living Classroom' or community garden continues to be a popular attraction for both students and parents. Students continue to participate in some class activities involving the garden, and our lunch-time garden club has become a weekly event for many students from PP to year 7, many of whom like to regularly help plant, water, rake, look after the worm-farm, mulch and snack (e.g. on radishes and white mulberries)! The garden is also well-used on a drop-in basis for all students as a place to do something different and have a break from regular play routine.

Garden produce continued to be used for our school canteen soups and salads. In August, the students from Room 10 had staff from Bunning's work with them in the school garden. Brad and Lauren ran a workshop on garden maintenance and care, donating more than \$150.00 in soil improvers and seedlings. They also helped the students harvest the sweet potatoes that were later roasted and devoured as delicious wedges.

Hopefully, in 2014, we can get more parent support and involvement in garden-related activities as this will give our students more opportunities to have hands-on experiences in our 'Living Classroom'.

Making a Difference – Value Adding

Winterfold's Student Services team aims to provide a sound, responsive and well structured support system for all students. Along with the School Administration, the Learning Support Coordinator (LSC) consults and liaises with the School Psychologist, the Visiting Teacher Disability Services, Chaplain, outside agencies, AIEO, parents and teachers to address student needs. This ensures all students are able to access the curriculum. The LSC collaborates with teachers to promote inclusive practices for a diverse range of students, particularly those with disabilities or learning difficulties.

Professional Learning in areas such as Dyslexia, Auditory Processing, Down Syndrome and Autism are provided for teachers and education assistants, as well as specialised resources and technology. A school chaplain was appointed for 2012 to support parents, staff and students as necessary but unfortunately went on maternity leave in mid 2013. Alongside the classroom teachers and LSC, the education assistants form an integral part of Student Services and all members of the team collaborate to provide the best outcomes for students.

Successful student service based programs included:

- Ongoing pastoral care via classroom teachers, our AIEO School Administration LSC and school psychologist
- 1,2,3 Magic Behaviour Management program
- PATHS sessions in junior and middle primary classes
- Early identification of Students At Educational Risk
- Learning Support Coordinator
- Low level Behaviour Management strategies
- Principal and Associate Principal share the behaviour management issues, so a greater personal touch can be offered
- Principal monitors and manages the Junior Primary Kindy – Year 3
- Associate Principal monitors and manages the Senior Primary Year 4 - 7
- Student Leaders model good behaviours and the dialogue for making good decisions at whole school assemblies
- Record positive and negative behaviours through Integris
- Admin rewarded positive behaviours and work by students visiting their offices.
- Positive incentives for appropriate playground behaviour
- Whole school rewards the students doing the right thing by conducting a 'reward day' at the conclusion of every term



Recommendations:

- K – 5 continue and strengthen PATHS
- Admin to continue to track students exhibiting repetitive challenging behaviours by signing off after “Buddy Room”
- Implement a system that sees Blue Slips going home for a parent signature
- Maintain the contact with parents for negative AND positive behaviours

2013 Highlights:

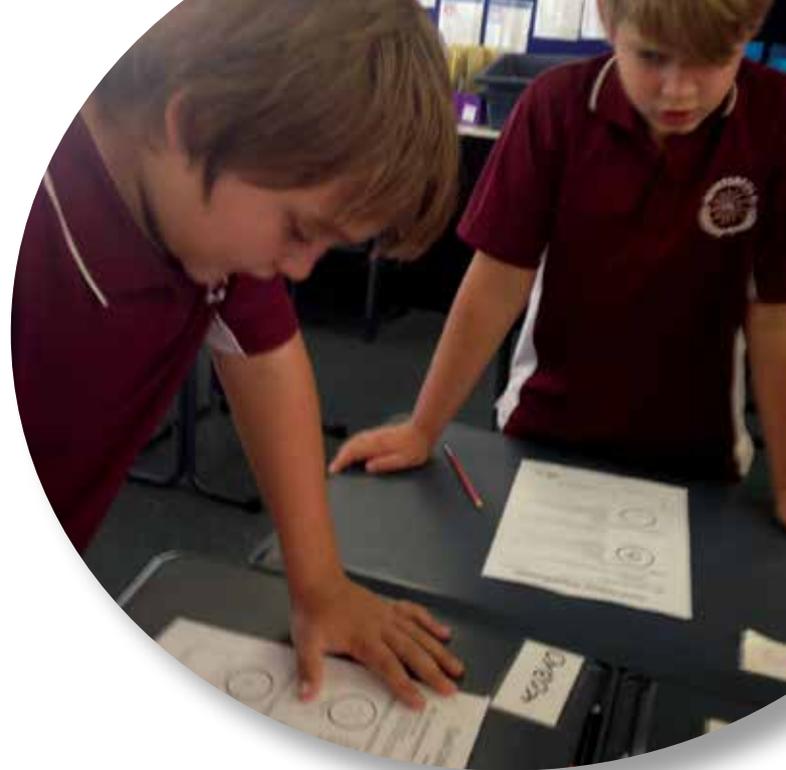
The following priority areas have been developed and as a result Winterfold continues to use the flexibilities provided by our IPS status to ensure optimal outcomes for our students. In particular, we utilise staffing processes to employ the best staff to work with our students.

Other highlights include:

- The continued strengthening of our Literacy and Numeracy programs under the leadership of our Specialist Teachers, which continues to be a highlight of our school
- Literacy Book Week, Little Learners and Early Bird Reading were great examples of additional events to support Literacy
- In late 2013, we surveyed staff, parents and students in relation to their satisfaction levels with Winterfold PS. Feedback from staff, students and parents indicated very high approval for our school. Results are noted elsewhere in this report
- As our English as an Additional language student numbers increase, we implemented an EAL program in the school overseen by a trained EAL teacher
- Instrumental music programs run at South Fremantle Senior High School continue strongly
- Our student attendance continues to be positive
- The school's strong, positive and effective collaboration with both the School Board and the P&C are of note
- Reward Days are always very popular with students
- Anti Drug and Alcohol Awareness Programs continue
- Mother's Day and Father's Day breakfasts were attended, in total, by hundreds of parents
- Our Edudance concert attracted around 400 guests and is the single biggest parent turnout to a school event in 9 years
- Year 7 Camp and Year 7 Graduation evenings were key highlights for these students and their parents
- Numerous class excursions to support the learning programs were arranged by our teachers
- Our annual Athletics Carnival, Interschool Athletics Carnival, lightning carnivals and Swimming Carnival were popular with students and well attended by parents

School Improvement

The following priority areas have been developed as a result of ongoing whole school self-assessment including the detailed analysis of NAPLAN data. Through the use of our Literacy and Numeracy Specialist Teachers, there will be an emphasis on identifying students at risk and the provision of support for teachers. This will be continued in 2014 to ensure that students identified as being strong achievers are also catered for.



English

Focus areas include:

- Implementing the Australian Curriculum using First Steps Strategies
- Continued use of Literacy Specialist to support staff in implementing best literacy practice and creating common understandings at Winterfold
- Implementation of daily literacy blocks across the school incorporating all strands of English
- Continued focus on phonological awareness – Cracking the Code in Kindergarten
- Implementation of Diana Rigg Phonic and Sight Word Sequence from PP-7
- Implementation of monitoring tools to regularly assess progress and establish future directions
- Continuing to focus on areas of need identified from 2013 NAPLAN data as well as teacher judgements

Mathematics

Focus areas include:

- Employment of Numeracy Specialist 4 days per week to utilise shoulder to shoulder modelling of effective teaching practises in Numeracy
- Assist teams of teachers with targeted pedagogical strategies that reflect the needs of their students
- Introduction and consolidation of Numeracy Blocks with all staff
- Introducing and examination of Maths monitoring tool to support gradual implementation of the Australian Curriculum
- Maintaining collaborative sessions for data analysis, forward planning and year level moderation
- From the data analysis set achievement targets for nominated groups of students
- Provide professional learning for staff in relation to current best practise in Numeracy

School and Community

Winterfold PS continues to go from strength to strength. It is fast becoming the school of choice with many students enrolling from outside our boundary. Each year over the past 5 years Winterfold's student numbers have increased annually by 10%, and the feedback we have received is (in part) due to our nurturing approach, individual case management, stable professional staff and strong and supportive community links. Needless to say this is all backed up by a strong, robust P&C and School Board.

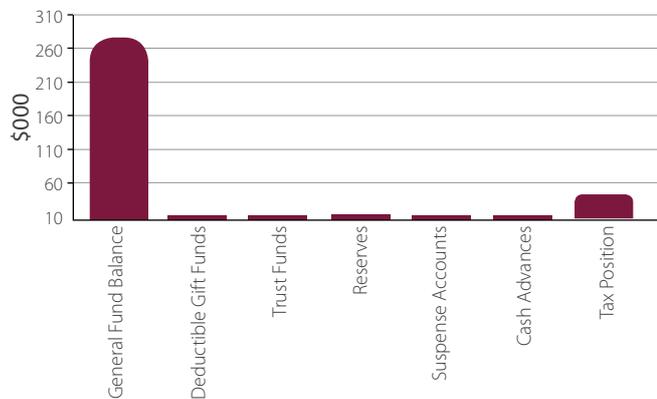
Education is an evolving commodity, where academic programs are constantly being adjusted, pastoral programs introduced to suit the changing needs of the current crop of students and community events reflect the enthusiasm and involvement of the parents. At Winterfold we will continue to meet the needs of our students, reflect community sentiments and strive to deliver well rounded students for the twenty second century.

Cash Position

Cash Position as at:

Bank Balance made up of:		\$316,129.24
1.	General Fund Balance	\$276,129.24
2.	Deductible Gift Funds	-
3.	Trust Funds	-
4.	Asset Replacement Reserves	-
5.	Suspense Accounts	-
6.	Cash Advances	-
7.	Tax Position	\$40,000.00
Total		\$316,129.24

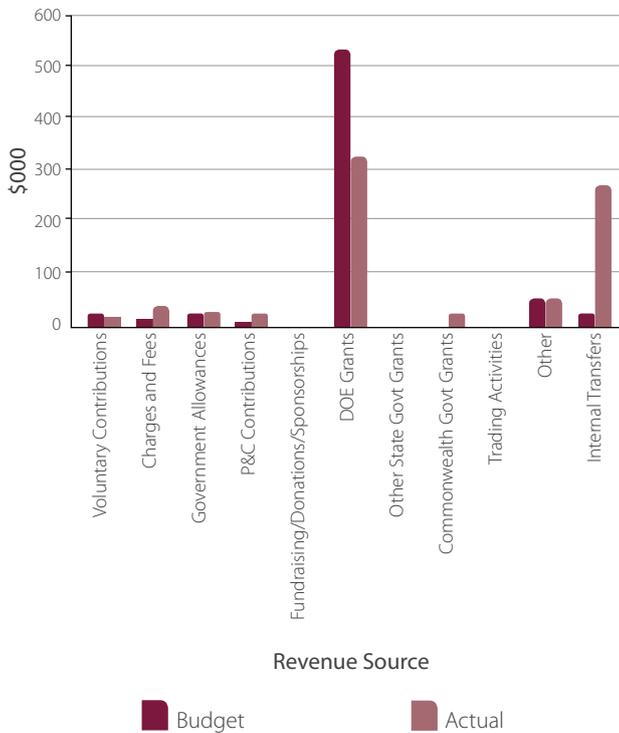
Cash Position



School Finances

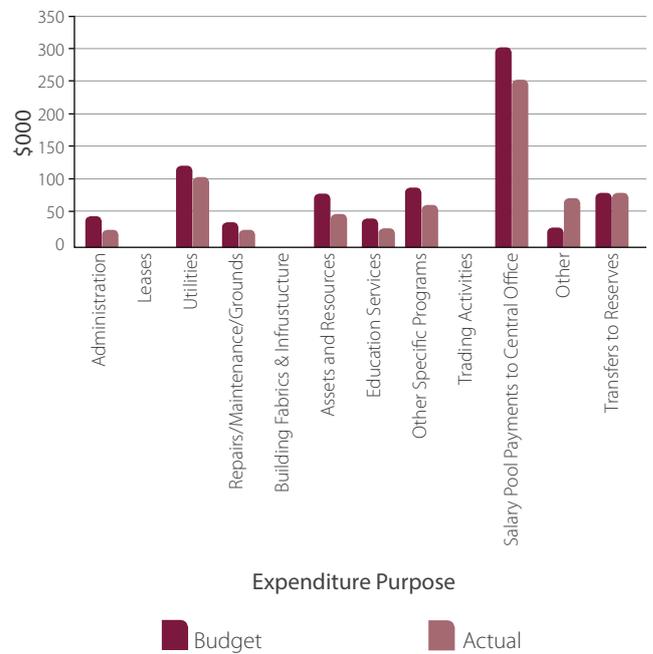
Revenue - Cash		Budget	Actual
1.	Voluntary Contributions	\$12,453.00	\$9,280.00
2.	Charges and Fees	\$4,654.00	\$19,662.91
3.	Government Allowances	\$7,515.00	\$7515.00
4.	P&C Contributions	\$4,000.00	\$11,085.00
5.	Fundraising/Donations/Sponsorships	\$332.00	\$332.50
6.	DOE Grants	\$528,235.00	\$321,083.87
7.	Other State Govt Grants	-	-
8.	Commonwealth Govt Grants	-	\$10,000.00
9.	Trading Activities	-	-
10.	Other	\$29,343.00	\$29,727.18
11.	Internal Transfers	\$21,709.83	\$273,839.62
Total		\$608,231.83	\$682,515.62
Opening Balance		\$204,130.00	\$204,129.52
Total Contingency Funds Available		\$812,361.83	\$886,645.14
Total Salary Allocation		\$2,449,590.00	\$2,449,590.00
Total Funds Available		\$3,261,951.83	\$3,336,235.14

Revenue - Budget vs Actual



Expenditure		Budget	Actual
1.	Administration	\$40,624.24	\$20,517.33
2.	Leases	-	-
3.	Utilities	\$110,610.00	\$50,481.83
4.	Repairs/Maintenance/Grounds	\$30,733.50	\$18,506.81
5.	Building Fabric & Infrastructure	-	-
6.	Assets and Resources	\$69,697.29	\$44,668.88
7.	Education Services	\$39,148.24	\$24,229.19
8.	Other Specific Programs	\$87,394.56	\$52,851.80
9.	Trading Activities	-	-
10.	Salary Pool Payments to Central Office	\$297,838.00	\$250,000.00
11.	Other	\$17,005.00	\$65,240.31
12.	Transfers to Reserves	\$72,000.00	\$72,000.00
Total Contingency Expenditure		\$765,050.83	\$598,496.15
Total Salary Expenditure		\$2,449,590.00	\$2,425,470.00
Total Expenditure		\$3,214,640.83	\$3,023,966.15

Expenditure - Budget vs Actual



Parent Satisfaction – Survey Results.

In late 2013, we surveyed our school community to establish the level of satisfaction they held for our school. In each of the areas we surveyed, the most positive and least positive results are shown below. The full survey results will be taken to the Board for consideration, recommendation and action.

School Environment

This school encourages a sense of pride in achievement and a sense of self worth.

- 43.5% Strongly Agree
- 50.0% Agree
- 2.2% Disagree
- 0.0% Strongly Disagree
- 4.3% Unable to comment

This school strives for high academic standards

- 11.1% Strongly Agree
- 71.1% Agree
- 11.1% Disagree
- 0.0% Strongly Disagree
- 6.5% Unable to comment

Quality of Teaching

Teachers at this school care about how my child is going

- 37.8% Strongly Agree
- 53.3% Agree
- 6.7% Disagree
- 0.0% Strongly Disagree
- 2.2% Unable to comment

There is effective behaviour management in my child's classes

- 20.0% Strongly Agree
- 60.0% Agree
- 11.1% Disagree
- 0.0% Strongly Disagree
- 8.7% Unable to comment

Communication

This school's staff are approachable and are willing to talk about my child's progress

- 52.3% Strongly Agree
- 43.2% Agree
- 2.3% Disagree
- 2.3% Strongly Disagree
- 0.0% Unable to comment

I receive helpful information about my child's progress and achievement levels

- 20.5% Strongly Agree
- 56.8% Agree
- 20.5% Disagree
- 2.3% Strongly Disagree
- 0.0% Unable to comment

Curriculum Outcomes and Responsiveness

All 11 questions in this area were strongly positive, with no identifiable strengths or weaknesses.

Conclusion

As a school community we are genuinely looking forward to continuing to utilising the flexibilities of being an Independent Public School to meet the needs that we identify in our students.

These include the ongoing implementation of the Australian Curriculum in the key areas of English, Mathematics, Science and History, the selection of the best staff to work with our students and working with our community to ensure an optimum learning environment for our students. At the end of 2013 it was evident that our student numbers would continue to grow as a result of new families and our strong reputation. We look forward to the exciting challenges that 2014 will present.



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