

Windsor Public School Annual Report



2016



3459

Introduction

The Annual Report for **2016** is provided to the community of **Windsor Public School** as an account of the school's operations and achievements throughout the year.

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

Mike Watson

Principal

School contact details

Windsor Public School

Dight St

Windsor, 2756

www.windsor-p.schools.nsw.edu.au

windsor-p.School@det.nsw.edu.au

4577 3168

School background

School vision statement

To foster an encouraging learning environment, that creates and promotes critical thinking through collaboration of all stakeholders in the learning community of Windsor Public School.

We expect students to be safe a tall times, to be tolerant and show respect to others, achieve the best they can whilst being resilient individuals.

School context

Windsor Public School is situated in a semi-rural community. It is a small school with a decreasing population (currently 194 students) with a small catchment area due to limited housing development.

The school serves a community that has strong family links and traditions from which enrolments are taken.

School staff has gone through a period of transition and now has a mixture of experienced and beginning teachers. This has enabled the school to begin change to programs and practices

Parents are supportive of school programs and the school has a dedicated, active P&C Association.

School staff prides ourselves in providing very strong and successful, positive welfare programs. Through the provision of excellent extra-curricular programs and initiatives, the school caters for the learning and social needs of the whole individual.

Windsor Public School embeds 21st Century learning skills into teaching and learning practice through the implementation of DEC syllabus

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, staff reflected on their classroom practice and leadership processes and the progress being made across the school as a whole, based on the expectations identified in the Framework.

In the domain of Learning, our efforts have primarily focussed on curriculum and learning, wellbeing and assessment and reporting. Staff felt that we were sustaining in providing positive learning opportunities for students. Teachers differentiate curriculum delivery to meet the needs of individual students and actively collect data and use this data to support student learning. Our curriculum delivery integrates technology, library information and services; and as a school we provide a range of extra-curricular opportunities for student development.

The fundamental importance of wellbeing is providing an outstanding culture of trust, respect and valuing each other. The results have been evident in the way that students are relating to each other; and the increased engagement of students in learning. Attention to individual learning needs has been another component of our progress throughout the year. Students with high learning needs are being identified early and their parents are increasingly involved in planning and supporting their learning. Our school maintains effective, school-wide practices for data collection and reporting which are used to monitor, plan and report on student learning.

Our focus in the domain of Teaching has been on collaborative practice, which staff believe we need to move beyond current delivery, to a more sustainable approach. Executive, staff and team meetings are used to review curriculum and to revise teaching and learning programs. Changes in teacher practice, including the use of technology, data analysis,

classroom observations, feedback and syllabus knowledge, has resulted in staff members developing evidence based practice through their reflections and evaluations of collective work.

In the domain of Leading, our priorities have been in the delivery of consistent management practices and processes. The new school leadership team is continuing to develop an organisational structure that will enable productive management systems, recognising that leadership development is central to the achievement of school excellence while building staff capabilities.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Active, engaged and successful learners

Purpose

Create and provide an engaged learning environment for students so that they are creative and critical thinkers. Students are actively engaged in their learning enabling them to experience success and become lifelong learners.

Overall summary of progress

All staff K–6 are using PLAN data for planning and tracking purposes in 5 weekly cycles, which has created opportunities to identify and execute differentiated learning to take place in all classrooms to maximise student engagement.

The development of a 'teacher mentor' has enabled formal lesson observations, with constructive feedback focusing on differentiated practice. All teaching staff have participated and this practice will continue as part of teacher professional development.

Learning and Support team processes have been enhanced to monitor and plan student progress in Literacy and Numeracy. This has enabled us to improve early identification and intervention to provide stronger, more focused support to individual students in partnership with their parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>* Improved learning outcomes for students through the development of 21st Century learning competencies.</p> <p>All students are actively engaged in lessons that reflect problem solving, collaboration and creative and critical thinking</p> <p>* Improvements in assessment data and tasks. Tasks are reflective of higher order thinking and differentiation.</p> <p>All students produce assessment tasks that are reflective of the higher order thinking skills and differentiation that is embedded into all teaching practice.</p>	<ul style="list-style-type: none">• SLSOs have been employed for additional in class support for identified students, which has improved engagement of previously disengaged students.• All staff K–6 are now tracking/plotting their students through PLAN data, with teacher programs reflecting 5 weekly cycles.• L3 intervention has proven successful with well over 50% of Stage 1 students achieving at above grade level in instructional reading in alliance with literacy continuum cluster levels.• Staff in Stage 2/3 have prioritised project based learning as a means of students developing skills in self-assessment and student directed learning.	<p>\$21,800 (Disability)</p> <p>\$78,600 (Equity)</p> <p>\$13,040 (Aboriginal Edn)</p> <p>\$3,020(English Language)</p> <p>\$7,200 (Computer)</p> <p>\$3,700 (PLAN Literacy)</p>

Next Steps

- continue to build on the improved learning and support team processes.
- improve opportunities for student engagement through project-based learning, with emphasis on higher achieving students
- continue to develop teacher capacities through mentoring processes.

Strategic Direction 2

Leaders and teachers leading quality learning

Purpose

Promoting leadership capacity of all leaders & teachers in leading quality learning to ensure student success.

Overall summary of progress

Quality teaching, assessment and the use of effective feedback have been a key professional learning focus in 2016. Staff have undertaken self reflection surveys, formal lesson observations and lesson study models to allow for collaborative feedback about best practice.

Due to significant changes in our school leadership team, attempts have been made to promote succession planning and leadership amongst existing staff and those in relieving executive positions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>* School Excellence Framework is embedded into all teaching and learning programs. Monitor the implementation of the School Excellence Framework, through the Australian Teacher and Performance Framework process and program reviews</p> <p>* Leadership of all staff is increased.</p> <p>Increased leadership capacity of staff through leading school based teams, self-directed learning and other Key Learning Areas.</p>	<ul style="list-style-type: none">• School Excellence Framework has been embedded in teaching through intensive coaching/mentoring by school executive through whole staff and individualised professional learning sessions.• In the areas of leadership, school planning, management practices and processes; the staff surveyed at delivering in most domains• Nominated staff were given leadership roles which developed their capacities for aspiring executive, while other teachers were developed in accordance to their PDPs.	<p>\$9,300.00 (TPL)</p> <p>\$8,550.00 (RAM Equity)</p> <p>\$4,080.00 (Beginning Teacher)</p>

Next Steps

- with the formation of a new substantive executive team, create organisational structures that enable management systems, structures and processes to work effectively, which generate cohesion, consistency and stability

Strategic Direction 3

Community and Engagement

Purpose

To engage students, staff and community in all aspects of schooling.

Overall summary of progress

With changes in management systems and reforms through the introduction LMBR, our whole school community has needed to be well informed through change in current practices relating to administration, which has had significant impact on administration processes for all. This has been challenging for school executive.

Learning and support team processes have been refined, particularly in the area of Nationally Consistent Collection of Data (NCCD) for identified students to create well informed communication processes between school and parents. This has enabled us to improve early identification and intervention to provide stronger, more focused support to individual students in partnership with their parents.

Results from Tell Them From Me surveys indicated an inclusive school, where parents feel welcome and are informed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Stream-lined flexible processes that deliver services and information to strengthen community engagement.	<ul style="list-style-type: none">The school has enhanced processes for the collection of data to implement processes of support for identified students through streamlining the structure for Learning Support. Detailed systems of communication to parents have been implemented through NCCD, ILP establishment etc.Staff have joined other schools in collegial TPL in an attempt to improve networking. This networking unfortunately requires more commitment to ensure sustainability	\$4,000 (RAM)
Increased practices and processes about the school's functioning to promote ongoing improvement.		\$3,850 (Aboriginal Edn)
Strong links exist with communities of schools to support the school's programs.		\$1,800 (RAM)
Collegial networking of a strong community of local schools with a common shared vision for learning.		\$3,200 (TPL)
A positive culture of learning exists across the school among students, staff and parents.		

Next Steps

- provide opportunities for parents to become active members of school-based committees and to have input into matters of school governance
- successfully establish a community of schools to enhance student learning and wellbeing
- develop proactive connections between local schools and the broader community

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All Aboriginal students have an individual learning plan, written in consultation with parents. The plans implement, where practicable, strategies to shift progress across literacy and numeracy continuums.</p> <p>Growth over time in NAPLAN for matched Aboriginal students in the areas of Reading, Spelling and Numeracy was well above state average and expected growth rates.</p>	<p>\$16,891.00 – Equity Loadings</p> <p>Strategic Direction 1</p>
English language proficiency	<p>A range of strategies have been used utilising in-class support through employing SLSOs to assist targeted students in guided literacy programs.</p>	<p>\$3,022.00 – Equity Loadings</p> <p>Strategic Direction 1</p>
Low level adjustment for disability	<p>Learning Support processes have been enhanced through employment of SLSOs to implement teacher directed, personalised and group support for targeted students K–6 in classrooms.</p> <p>The school has used Nationally Consistent Collection of Data (NCCD) to engage teachers in professional dialogue about how to cater for the varied needs of students in their classes and adjustments made to support individual student learning.</p>	<p>\$113,648.00 – Equity Loadings</p> <p>0.9 staffing allocation for support teacher</p> <p>Strategic Direction 1</p>
Quality Teaching, Successful Students (QTSS)	<p>Executive were released to mentor and develop professional learning registers with staff, focusing on teaching standards in alliance with Personal Development Plans.</p>	<p>0.131 allocation</p> <p>\$13,306.00 – QTSS (RAM)</p> <p>Strategic Direction 2</p>
Socio-economic background	<p>Additional in-class support for identified students through the acquisition of both human and physical resources.</p> <p>Intensive professional learning for all staff was sourced to embed the School Excellence Framework into all teaching and learning programs.</p> <p>Improved systems for communication to the school community have been introduced through purchasing stream-lined and flexible processes and services.</p>	<p>\$91,158.00 – RAM Equity</p> <p>Strategic Direction 1, 2 and 3</p>
Support for beginning teachers	<p>Additional release from face to face teaching given to new scheme/beginning teachers to work closely with an executive (coach) focusing on learning modules and teaching standards.</p>	<p>\$4,080.00 – Support for Beginning Teachers</p> <p>Strategic Direction 1/2</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	109	99	100	85
Girls	88	91	92	82

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95	95.9	95.7	93.6
1	95.5	94.9	93.5	95.2
2	96.1	96.2	94.4	93.7
3	93.3	94.9	92.5	94.8
4	92.7	93.2	94	93.6
5	94.2	92.7	93.1	95.2
6	93.4	93.9	93.2	91.6
All Years	94.3	94.6	93.8	94
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.59
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration & Support Staff	2.02
Other Positions	1.07

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Two members of staff have Indigenous background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Professional learning is an integral part of each staff member's professional development. All our teachers are committed to enhancing their teaching skills and attending quality learning experiences, which enhance their teaching. Apart from allocated Staff Development Days throughout the year, staff has attended weekly school-based professional learning each term. Key focus areas have been:

* Further development in understanding/implementing new syllabus

* Differentiation in the classroom

* Development of scope and sequences in key learning areas

* Development of individual professional development plans based on teacher accreditation processes

* Analysis of School Excellence Framework.

Staff has also attended extra-curricular professional learning off site.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	213 973.89
Global funds	131 866.08
Tied funds	212 867.70
School & community sources	48 445.97
Interest	3 220.68
Trust receipts	5 300.60
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	3 869.54
Excursions	12 906.56
Extracurricular dissections	14 635.40
Library	1 079.11
Training & development	710.88
Tied funds	189 262.30
Short term relief	14 469.30
Administration & office	25 294.49
School-operated canteen	0.00
Utilities	24 170.78
Maintenance	25 466.45
Trust accounts	4 072.92
Capital programs	14 725.00
Total expenditure	0.00
Balance carried forward	0.00

includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	334 174.73
(2a) Appropriation	306 862.12
(2b) Sale of Goods and Services	3 929.57
(2c) Grants and Contributions	22 850.98
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	532.06
Expenses	-129 101.68
Recurrent Expenses	-129 101.68
(3a) Employee Related	-80 103.60
(3b) Operating Expenses	-48 998.08
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	205 073.05
Balance Carried Forward	205 073.05

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

The information provided in the financial summary

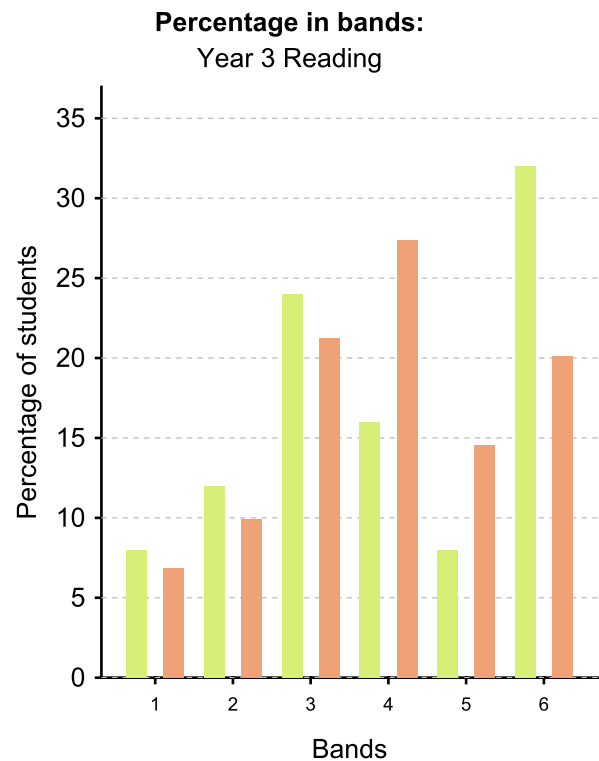
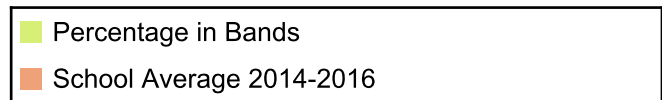
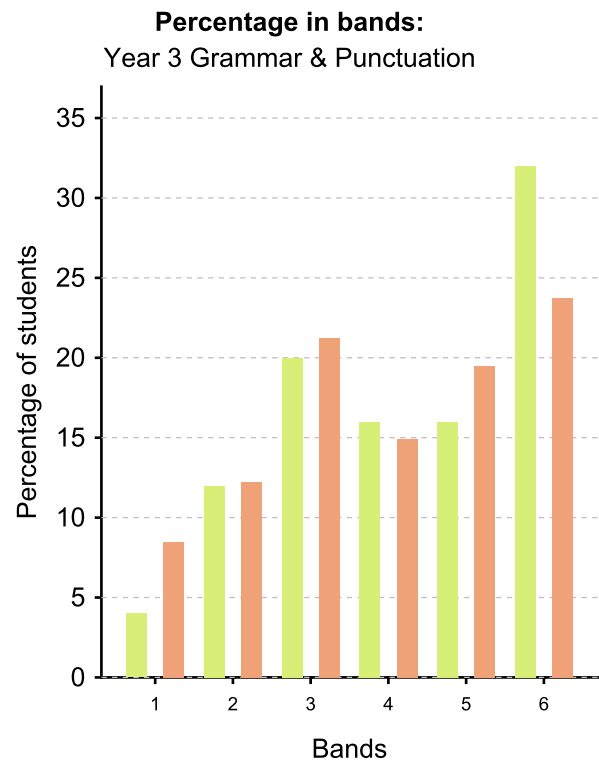
	2016 Actual (\$)
Base Total	1 292 448.49
Base Per Capita	10 403.73
Base Location	0.00
Other Base	1 282 044.75
Equity Total	224 718.48
Equity Aboriginal	16 890.65
Equity Socio economic	91 157.59
Equity Language	3 022.46
Equity Disability	113 647.79
Targeted Total	11 530.00
Other Total	173 030.17
Grand Total	1 701 727.13

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

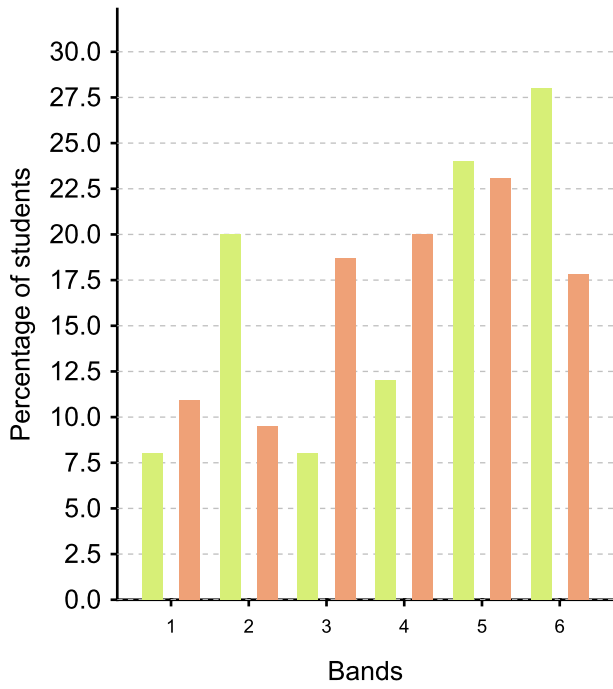
School performance

NAPLAN

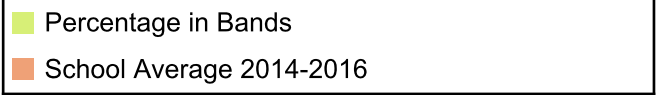
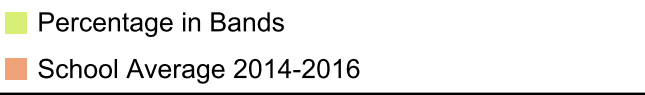
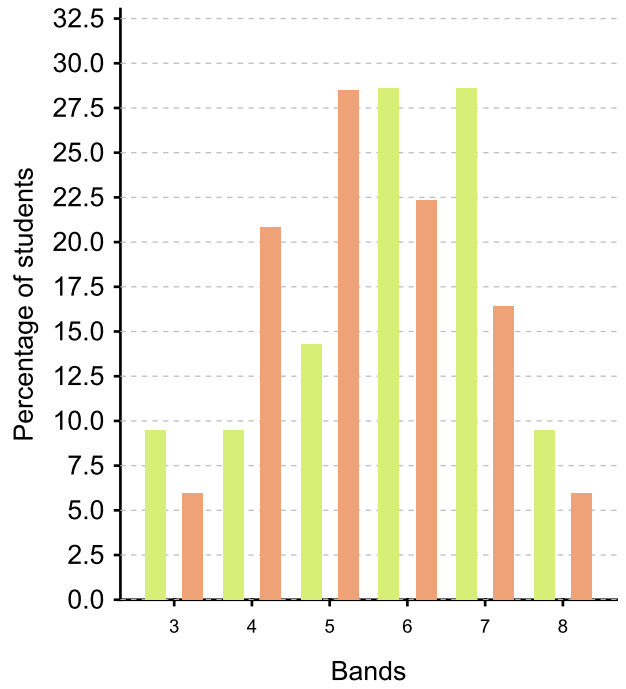
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



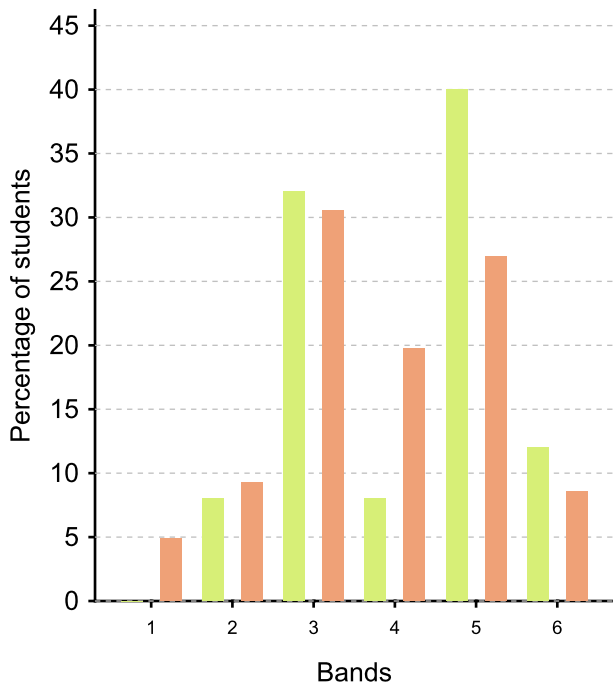
Percentage in bands:
Year 3 Spelling



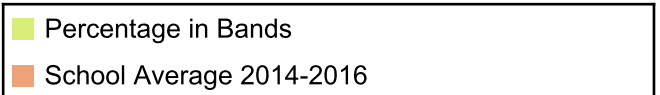
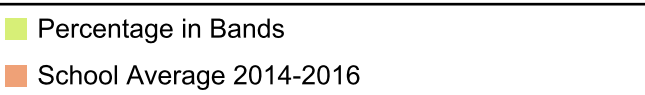
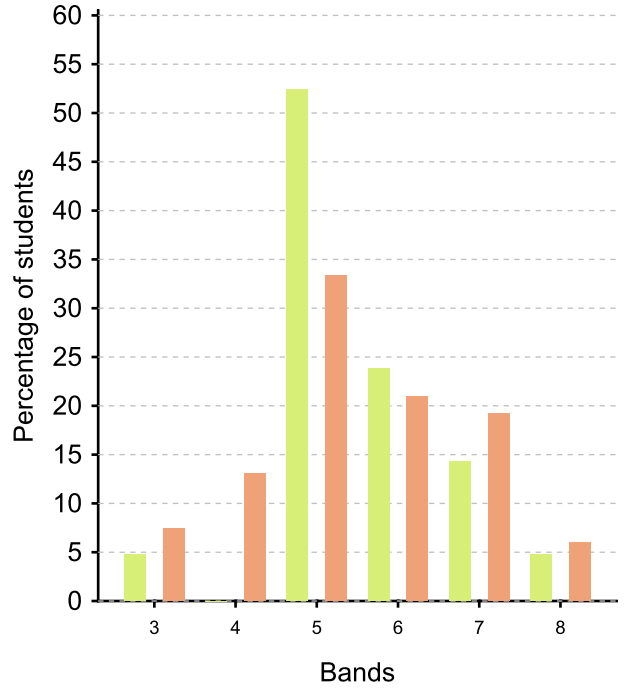
Percentage in bands:
Year 5 Grammar & Punctuation



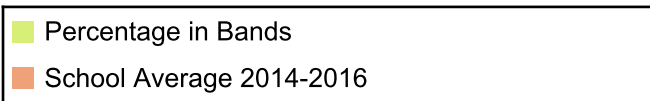
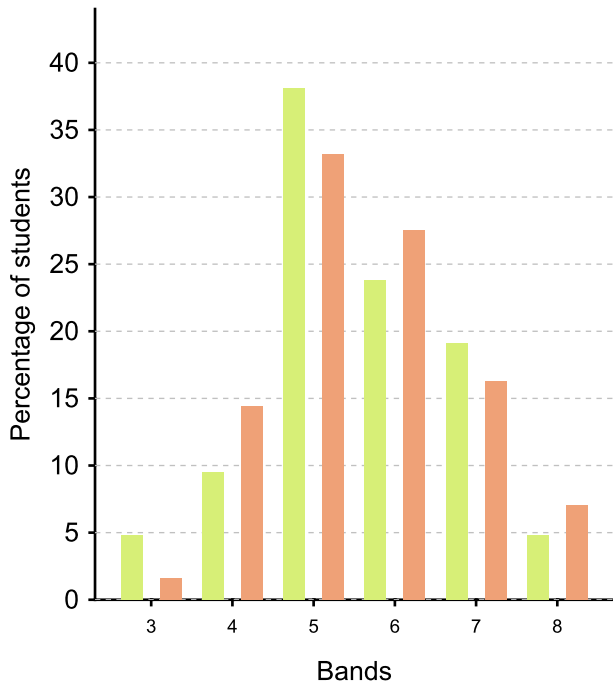
Percentage in bands:
Year 3 Writing



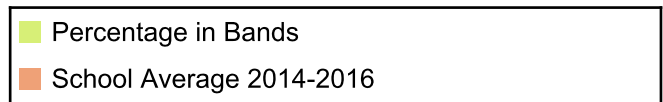
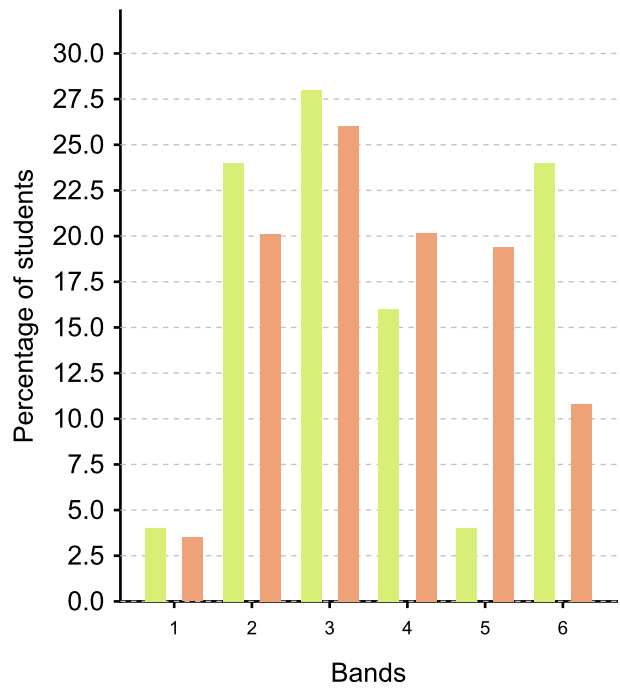
Percentage in bands:
Year 5 Reading



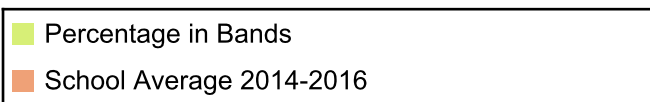
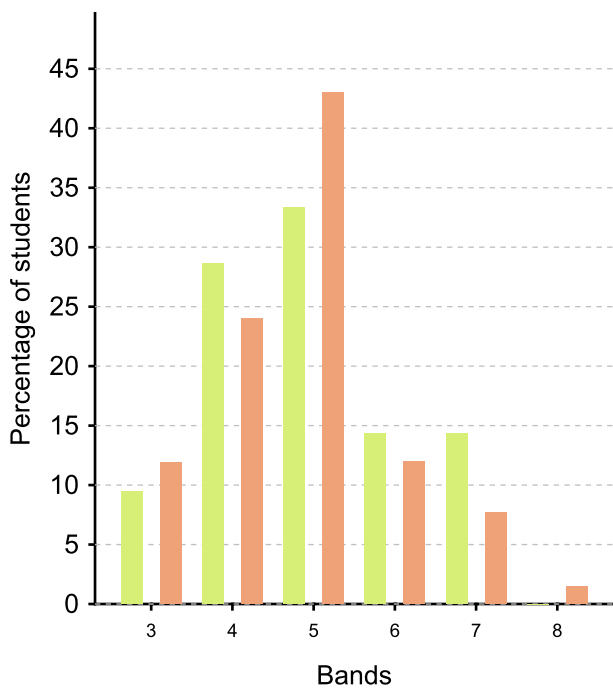
Percentage in bands:
Year 5 Spelling



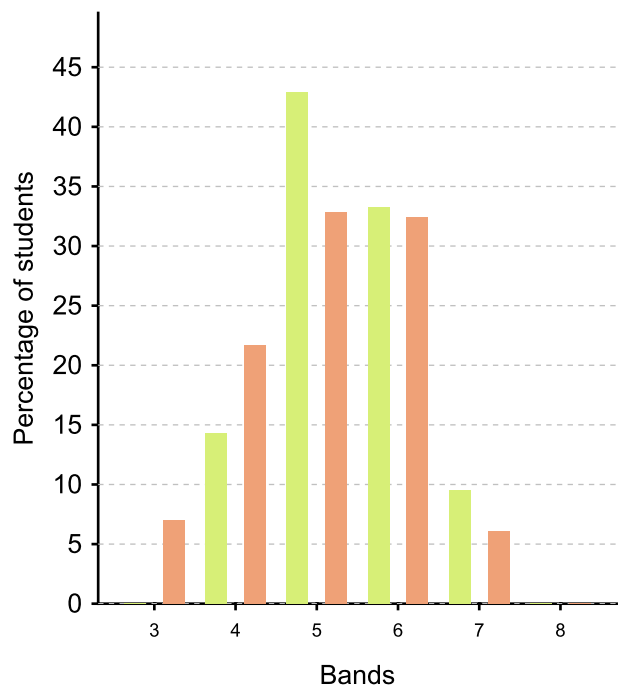
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Student engagement is a disposition towards learning, working with others, and functioning in a social institution. It includes students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning.

Recommendations from findings suggest:

Improving student engagement cannot be seen as solely the role of support personnel, such as counsellors; it needs to be viewed as a key role of classroom teachers. A substantial number of disengaged students have poor literacy skills. They need an intervention aimed at improving their basic reading and maths skills. Some of these students are disruptive in class and disrespectful with others. These students need short- and long-term plans for school success guided by school staff. Many students need help in developing positive friendships and resolving conflicts in constructive ways. A number of students who are disengaged suffer anxiety. The school can play a role in reducing anxiety by supporting programs designed to improve students' emotional resilience, by tackling issues concerning bullying and school safety, and by building effective family-school partnerships. These measures can dramatically improve levels of social and institutional engagement. Increasing the intellectual engagement of students is perhaps more difficult to achieve as it requires a marked change in classroom practice. Teachers will need to challenge and alter some of the long-standing structural features of schools, such as teaching arrangements, approaches to instruction, school and class schedules, the ways students are grouped for instruction, and assessment strategies.

The Tell Them From Me survey was also used to gain valuable information from Students (Years 4–6), Staff and Parents; with the following findings:

Student Outcomes and School Climate

- 79% of students in this school had a high sense of belonging; the NSW Govt norm for these years is 81%.
- In this school, 80% of students had positive relationships; the NSW Govt norm for these years is 85%.
- 96% of students in this school valued School Outcomes; the NSW Govt norm for these years is 96%.
- In this school, 95% of students had positive behaviour; the NSW Govt norm for these years is 83%.

· 89% of students in this school tried hard to succeed; the NSW Govt norm for these years is 88%.

· In this school, 49% of students had positive homework behaviours; the NSW Govt norm for these years is 63%.

· 24% of students in this school were victims of moderate to severe Bullying in the previous month; the NSW Govt norm for these years is 36%. This statistic has been reduced by 25% since 2015.

· 67% of students in this school were interested and motivated; the NSW Govt norm for these years is 78%.

· Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects.

· 51% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for these years is 53%.

Effective Learning Time

· Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

· In this school, students rated Effective Classroom Learning Time 8 out of 10; the NSW Govt norm for these years is 7.9.

Relevance

· Students find classroom instruction relevant to their everyday lives.

· In this school, students rated Relevance 7.6 out of 10; the NSW Govt norm for these years is 7.9.

Rigour

· Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

· In this school, students rated Rigour 8 out of 10; the NSW Govt norm for these years is 8.2.

Positive Learning Climate

· There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

· In this school, students rated Disciplinary Climate of the Classroom 7.1 out of 10; the NSW Govt norm for these years is 7.2. Expectations for success

· The school staff emphasises academic skills and hold high expectations for all students to succeed.

· In this school, students rated Teachers' Expectations for Academic Success 8.5 out of 10; the NSW Govt norm for these years is 8.7.

Recommendations based on the results indicate that:

– Students need to develop more conducive habits for homework completion; – processes need to be in place to reduce claimed incidents of bullying (though reported cases are somewhat reduced on the previous year).

There was minimal difference in school and state norms for the majority of outcomes screened.

Focus on Learning Teacher Survey: The teacher survey was divided into 6 main sections with the following charts representing responses on a 10 point scale. A score of 0 indicates strong disagreement, 10 indicates strong agreement. Only three drivers (teaching strategies, inclusive school & parent involvement) failed to show any significant growth from 2015. As a school we will address these through our strategic directions to ensure explicit feedback is given in classrooms, all learning needs are met and parental involvement in student learning is increased

The questions in the Focus on Learning survey ask teachers to consider whether they present:

1. challenging and visible learning goals for students, and if so, whether they enable students to achieve these learning goals through;
2. planned learning opportunities which involve an intentional transfer of skills and knowledge;
3. quality feedback that guides students' effort and attention;
4. support for students to overcome obstacles to achieving their learning goals (e.g., poor basic skills, unproductive learning strategies, low self-esteem, lack of perseverance, poor help-seeking behaviours). The scores for each of the Four Dimensions of Classroom and School Practices are scored on a ten-point scale.

Six out of eight drivers showed noticeable improvement from 2015, with 'Inclusive School' & 'Teaching Strategies' showing zero growth. Three dimensions showed marked growth with 'overcoming obstacles to learning' showing zero growth.

Adjustments to our strategic plan will need to show a shift in focus in teaching strategies that are flexible and cater for the learning needs of ALL students

Partners in Learning , Perspectives of Parents Survey:

The parent survey included 8 separate measures scored on a 10 point scale. Results suggest that parents feel welcome at Windsor Public and that our school is a safe school. Our school average is considerably below state in regards to overall support for learning given at home by parents. There is the need to encourage increased parental involvement in their child's school work and to also enlist parents to volunteer at the school and participate in school governance. This will become a focus in our strategic direction – Community and Engagement (connecting learning at home and school).

Policy requirements

Aboriginal education

Windsor Public School received Aboriginal background funding in 2016. Our plan included:

- * Dedicated week of learning experiences and celebration for National Aboriginal Day of Celebration
- * Teacher Professional Learning sessions focusing on incorporating Aboriginal Perspectives into teaching programs
- * Two dedicated weeks to plan and review personal learning plans for Aboriginal students.

During 2016 Aboriginal background funding enabled member of the school Aboriginal Committee to prepare Teacher Professional Learning sessions on programming. These committee members spent time over several days preparing resources, information and programming ideas, which were delivered to all school staff. As a result, teachers in the school were able to implement Aboriginal Perspectives into their teaching more easily. The Aboriginal Committee in the school were also able to spend time planning how the Aboriginal Perspectives could be incorporated into our new Integrated Units. As a result of this, teachers across the whole school were provided with teaching ideas for Aboriginal Education for Science and Technology, Geography and History. This year, three students and a staff member from Windsor Public School were able to attend a Sorry Day Service in Windsor. This was a great opportunity for the students as they were able to listen to Aboriginal Elders speaking about the importance of Sorry Day. The students were also able to plant a memorial tree along the bank of the Hawkesbury River, a significant place to the Aboriginal community in Windsor. The personal learning plans for Aboriginal students were prepared at the start of Term 1 in consultation between the classroom teacher, the student and their parents. These were then reviewed in Term 4. Students, parents and teachers were able to reflect on student progress throughout the year and establish the next steps for students to take in order to achieve the goal or set new ones.

Multicultural and anti-racism education

Each year Windsor Public School celebrates our multicultural community and our heritage in a variety of ways. During Term One, each class completed a unit of work on a given country. This unit culminated during Harmony Week as the school went on a 'World Tour', where the classes visited each other's classrooms to learn about the various countries and cultures studied. Students enjoyed learning national songs and dances; they dressed in national costumes and tasted foods from their country of focus. Throughout the year Multicultural Education was imbedded into the curriculum. Many forms of multimodal texts were used to provide engaging learning opportunities for the students.

Windsor Public School also participated in two public speaking competitions. Stage 2 and 3 students participated in The Multicultural Perspectives Public Speaking Competition and the Hawkesbury Primary Schools Public Speaking Competition. Our students performed particularly well, receiving a Highly Commended (Year 3 and Year 6) and first place in the Stage 2 competition (Year 4). Our school was represented by some outstanding talent this year and we are very proud to report that our Stage 3 speaker competed in the Regional Finals of the Multicultural Perspectives Competition and was also a grand finalist in the Hawkesbury Primary Schools Competition.