

Windsor South Public School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **WINDSOR SOUTH 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.

Peter Hayes

Principal

School contact details

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School background

School vision statement

At *Windsor South Public School* we promote wisdom, strength and personal excellence in an ever-changing world by providing a caring, supportive, safe and engaging learning environment where all students will achieve to their full potential. Students will become respectful, life-long learners who contribute positively to their community.

We provide high quality education in every classroom every day to inspire students to be:

- creative and confident individuals
- responsible and respectful citizens
- critical and creative thinkers
- innovative and resourceful problem solvers
- honest, resilient and optimistic students

School context

Windsor South Public School is based within a low socio-economic community in the Hawkesbury, and has an enrolment of 202 students, including 39% Aboriginal and Torres Strait Islander students. The whole school community interacts within a Respectful, Responsible and Safe learning environment consisting of 8 mainstream classes and an Early Intervention Unit.

An enthusiastic and collaborative staff are committed to achieving optimum student learning outcomes in a nurturing and caring environment. Quality teaching practice at Windsor South Public School demonstrates the implementation and monitoring of dynamic programs that are based on student needs, in a learning environment which aims for every student to reach their potential.

The school employs School Learning Support Officers and an Aboriginal Education Officer who all ensure that students have equitable access to support and are engaged in learning which has assisted in '*Closing the Gap*' between Aboriginal and non-Aboriginal students.

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.

In our selfassessment process the leadership team analysed a range of data sources to support our judgement of 'Sustaining and Growing' in the Learning domain. For the elements *Learning Culture, Wellbeing, Curriculum and Learning, Assessment and Reporting* the school selfassessed at the level of 'sustaining and growing'. For the element *Student Performance Measures* the school selfassessed at the level of 'delivering'.

In our selfassessment process the leadership team analysed a range of data sources to support our judgement of 'Sustaining and Growing' in the Teaching domain. For the elements *Effective Classroom Practice, Data Skills and Use, Learning and Development* and *Professional Standards*, the school selfassessed at the level of 'sustaining and growing'. For the element *Collaborative Practice* the schoolselfassessed at the level of 'excelling'.

In our selfassessment process the leadership team analysed a range of data sources to support our judgement of 'Sustaining and Growing' in the Leading domain. For the elements *Leadership, School Planning, Implementation and Reporting, School Resources* and *Management Practices and Processes* the school selfassessed at the level of 'sustaining and growing'.

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

Inspired Teaching

Purpose

To increase quality of teaching and learning opportunities to equip our students with the knowledge, skills and values of 21st Century Learners.

Overall summary of progress

Our focus on teaching quality has enabled us to achieve high standards and consistency of teaching.

The peer coaching program has provided a forum for teachers to identify their professional needs and plan strategies for addressing them in collaboration with the High Achieving Teacher who is accredited at "lead" teacher level.

Teachers have developed a collaborative environment for formal and informal self-evaluation as well as peer evaluation. Using peer observation and feedback teachers have developed high level skills in lesson delivery analysis and have acknowledged the process has greatly enhanced their self analysis.

Our programs of professional development have ensured teaching pedagogy and curriculum content is consistent with the new Australian standards.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students achieve positive growth in NAPLAN in both English and Mathematics.	100% of students demonstrated growth in English. Improvement rates ranged from 6 to 210 points. 95% of students demonstrated growth in Numeracy. Growth rates ranged from -22 to 249 points	Highly Accomplished Teacher (\$141337), LaST(0.6 \$61,213), teacher release(\$25000) School Learning Support Officers(\$50000)
80% of K-2 students achieving at or above cluster / Stage expectations in Literacy and Numeracy.	70% of students achieve cluster / stage expectations in Literacy and 60% in Numeracy.	Highly Accomplished Teacher (\$141337), LaST(0.6 \$61,213), teacher release(\$25000) School Learning Support Officers(\$50000)

Next Steps

School Learning Support Officers case load will be determined by the learning support team instead of allocated to classes. Support programs will be based on collected data.

Facilitate video analysis of teaching practice

Continue to build on teaching practice through peer coaching

Strategic Direction 2

Successfully Engaged Learners

Purpose

To provide a safe and positive learning environment where students are engaged and supported to reach their full potential.

Overall summary of progress

Structures are in place including the Academic Excellence Initiative, a Social Skills Intervention Program and PBL to ensure a consistent learning environment. The school ensures all students use strategies which will provide equitable access to education programs.

Students are encouraged and, where necessary, guided in developing their own educational and behavioural goals enhancing the level of engagement in learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students who have an identified disability have an Individual Learning Plan to inform staff of individual student needs and learning goals.	All students with disabilities have an individual learning plan. A successful program of professional learning to inform teachers on how to provide opportunities for students to connect, succeed and thrive	Highly Accomplished Teacher (\$141337), LaST(0.6 \$61,213), teacher release(\$25000) School Learning Support Officers(\$50000)
100% of students have a clear understanding of PBL school wide expectations and rules.	Student, parent and staff survey analysis indicates an improved school 'tone'. Local high school reports year 7 students from Windsor South PS are very positive about their primary school learning and extra-curricula activities undertaken Data indicates reduction in behaviour referrals.	Highly Accomplished Teacher (\$141337), LaST(0.6 \$61,213), teacher release(\$25000) School Learning Support Officers(\$50000)

Next Steps

Promote PBL guidelines through newsletter , school app and facebook page

Program to teach students refining own goal setting with greater emphasis on academic achievement

Strategic Direction 3

Productive Partnerships

Purpose

To support student learning by building meaningful partnerships with parents, students and the community.

Overall summary of progress

Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement. Parents have an understanding of what their children are learning and receive regular information about how to support their child's learning. The school has established active partnerships and works collaboratively to ensure continuity of learning for all students

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved parental attendance at school based information sessions and celebration days.	125% improvement on parent attendance to parent/teacher information days. Continued high attendance to P&C and Coffee Club	Teacher release \$25,000 catering \$2000

Next Steps

Increase parent education sessions focussing on Australian curriculum. Continue local pre-school and high school transition programs.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students have appropriately completed Personalised Learning Pathways. The school Aboriginal community has representation on the local Aboriginal Educational Consultative Group as well as increased number of participant sin the Windsor South Public School Aboriginal parent group. The QUICKSMART program data indicates all student have improvement beyond the 10% target.	School Learning Support Officer, Aboriginal Education Officer, Teacher Release <ul style="list-style-type: none"> Aboriginal background loading (\$74 188.00) NORTA NORTA (\$2 390.00)
Low level adjustment for disability	An established process of identifying individual literacy and numeracy learning needs and implementing remedial action is in place. Assessment of progress is ongoing and the process managed through the learning and support team.	Support teacher, School Learning Support Officer <ul style="list-style-type: none"> Low level adjustment for disability (\$79 770.00)
Quality Teaching, Successful Students (QTSS)	The initiative requires additional time/funding to be allocated in 2017 budget. Some students have not maintained improvement rates according to school based student performance measures.	0.06 Teacher <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$6 213.00)
Socio–economic background	High quality teacher development programs are established and the school hosts early career and executive teachers from others schools as the professional development initiatives. Parent participation is high with initiatives such as the Coffee Club and musical support groups.	Highly Accomplished Teacher Catering <ul style="list-style-type: none"> Socio–economic background (\$141 337.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	82	78	89	95
Girls	67	67	68	73

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.7	94.9	89.6	94
1	92.9	92.8	92.7	88.6
2	91.1	92.6	91.3	93.2
3	95.1	93.5	91.1	93.2
4	92	95	89.9	90.8
5	90.5	89.6	91.8	85.7
6	85.7	90.2	90.2	93.8
All Years	91.8	92.8	90.9	91
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

Management of non-attendance

Attendance initiatives include prize draws on a termly basis.

Executive staff work with the Home School Liaison Officer to contact and assist families with high frequencies of absenteeism.

Where a student is away for three consecutive days without notification the school initiates contact with the home

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.59
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Counsellor	1
School Administration & Support Staff	3.52
Other Positions	0.1

*Full Time Equivalent

The Aboriginal education officer is the sole Aboriginal member of staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	76
Postgraduate degree	24

Professional learning and teacher accreditation

Intensive internal professional development is coordinated by the High Achieving Teacher and executive staff.

Staff also participate in external departmental and private provider professional learning.

The High Achieving Teacher is accredited at 'Lead' level, four teachers are at 'proficient' level.

The school hosts a 'Supporting Early Career Teacher' group open to all teaching staff in the Hawkesbury and surrounding directorates. This group is coordinated by the High Achieving Teacher, Mrs Belinda Bristol.

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	156 391.16
Global funds	135 808.32
Tied funds	417 335.71
School & community sources	24 280.00
Interest	3 325.70
Trust receipts	1 631.00
Canteen	0.00
Total income	738 771.89
Expenditure	
Teaching & learning	
Key learning areas	26 437.95
Excursions	7 176.23
Extracurricular dissections	14 730.20
Library	1 631.02
Training & development	0.00
Tied funds	165 263.34
Short term relief	20 428.84
Administration & office	22 798.04
School-operated canteen	0.00
Utilities	16 015.04
Maintenance	13 920.44
Trust accounts	846.55
Capital programs	0.00
Total expenditure	289 247.65
Balance carried forward	449 524.24

The information provided in the financial summary includes reporting from 30 November 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	430 070.47
(2a) Appropriation	418 298.84
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	11 374.10
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	397.53
Expenses	-289 079.26
Recurrent Expenses	-289 079.26
(3a) Employee Related	-245 699.79
(3b) Operating Expenses	-43 379.47
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	140 991.21
Balance Carried Forward	140 991.21

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 management is undertaken by the finance committee with staff and parent representation parent and the principal and School Office manager. various areas of responsibility are allocated an annual budget based on school direction and identified needs. the school is further financially supported by the P&C.'s fund raising activities.
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- additional funding is set aside for major grounds improvements and computer upgrades.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	1 300 379.53
Base Per Capita	8 452.78
Base Location	0.00
Other Base	1 291 926.75
Equity Total	453 663.03
Equity Aboriginal	76 578.33
Equity Socio economic	296 630.84
Equity Language	684.33
Equity Disability	79 769.53
Targeted Total	190 204.12
Other Total	131 372.52
Grand Total	2 075 619.20

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

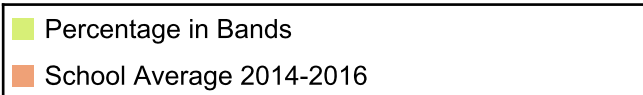
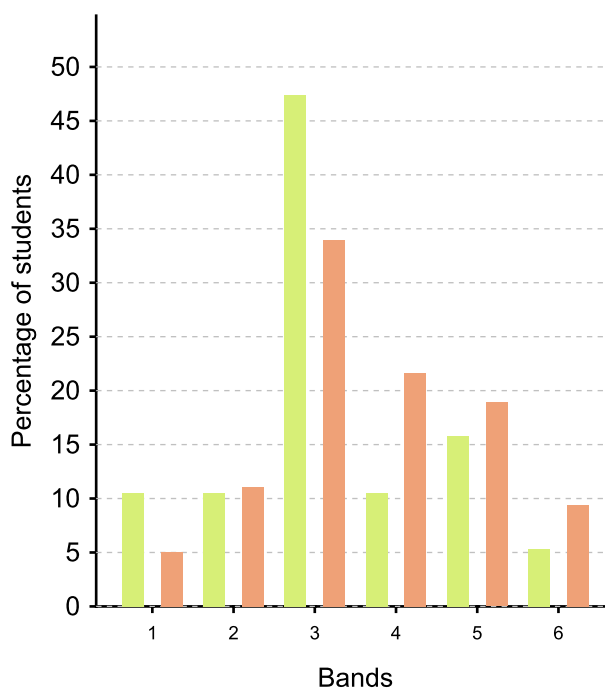
NAPLAN

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.

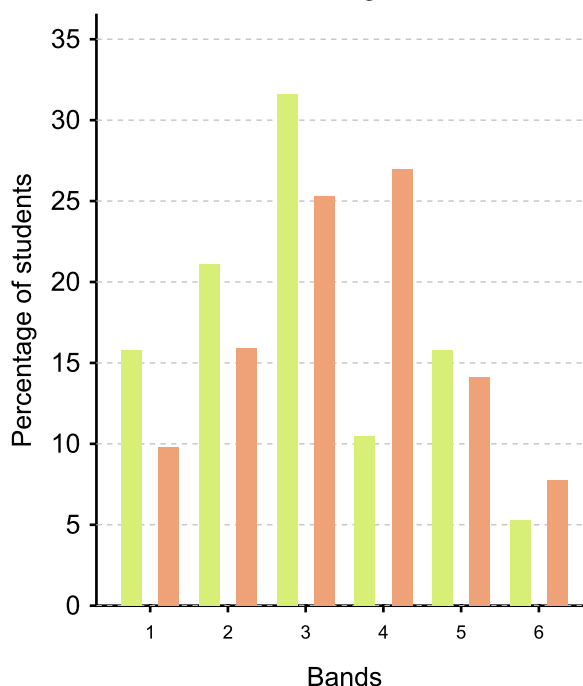
NAPLAN data for year 5 shows positive trends in Literacy with 65.2% of students achieving expected growth in spelling.

NAPLAN data for year 3 indicates that 79% of students achieved the top 3 bands for writing and grammar and punctuation.

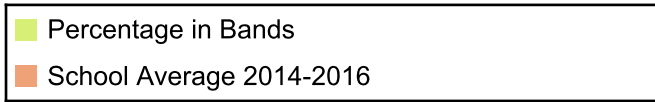
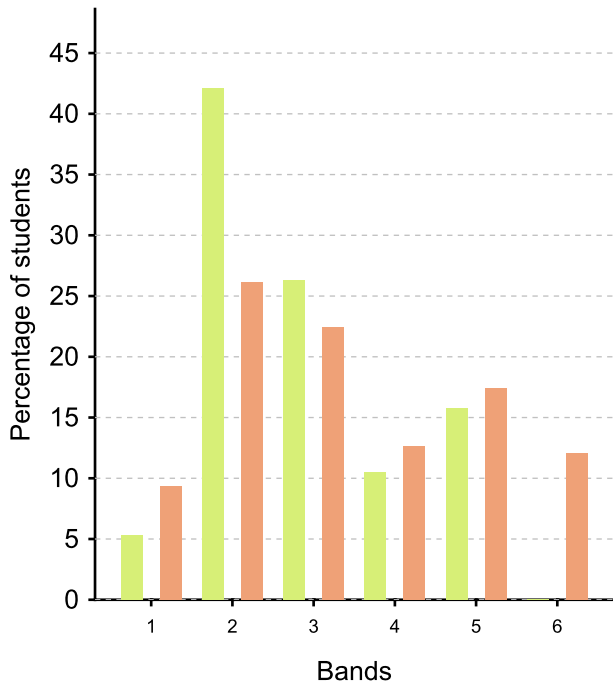
Percentage in bands:
Year 3 Grammar & Punctuation



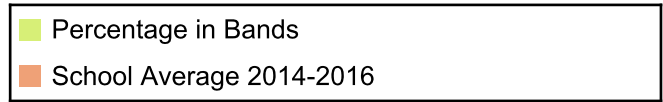
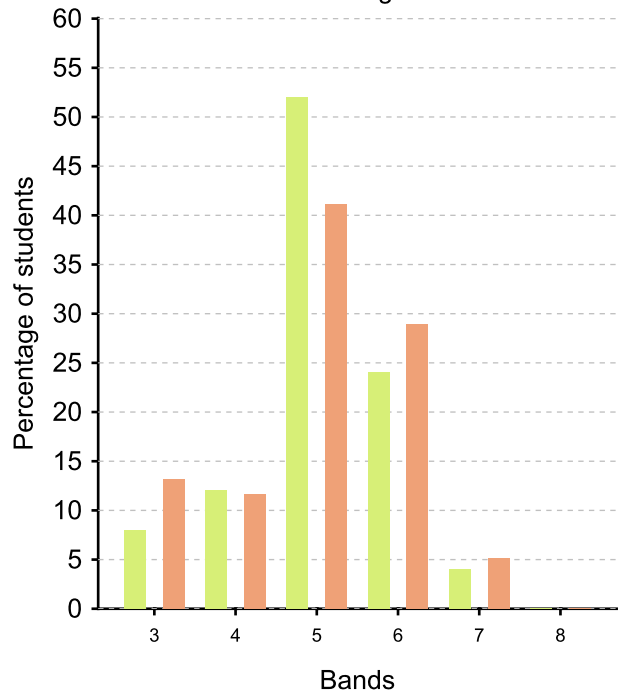
Percentage in bands:
Year 3 Reading



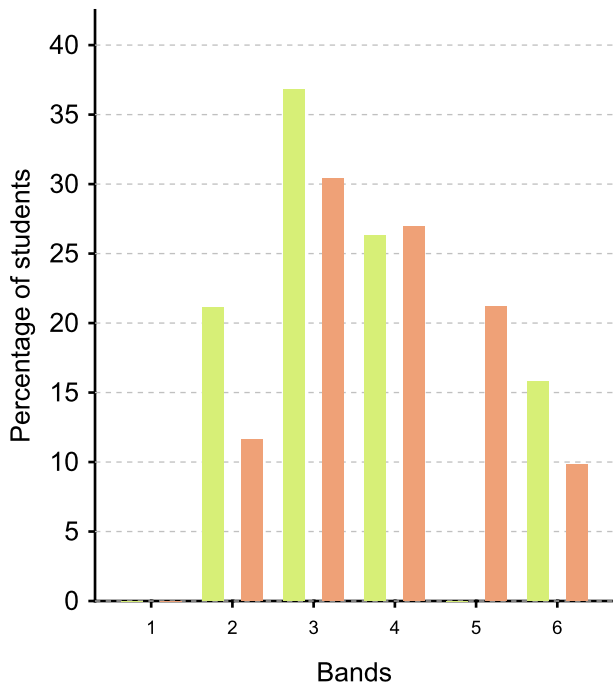
Percentage in bands:
Year 3 Spelling



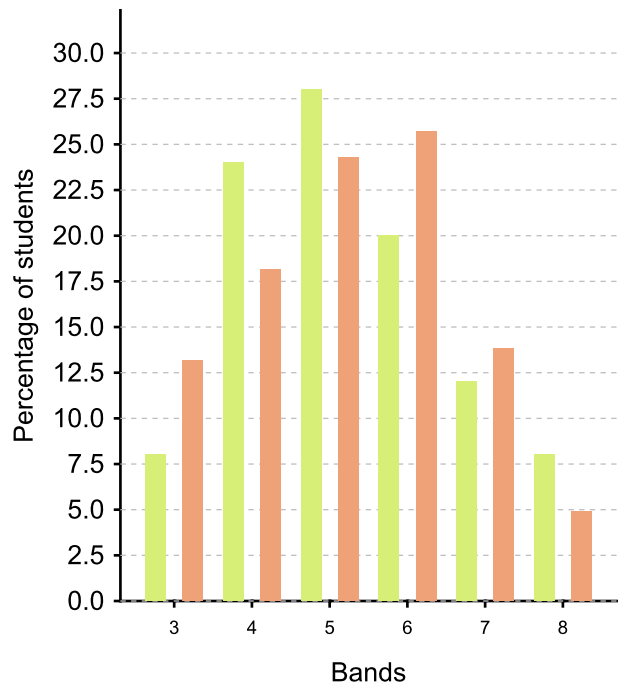
Percentage in bands:
Year 5 Writing



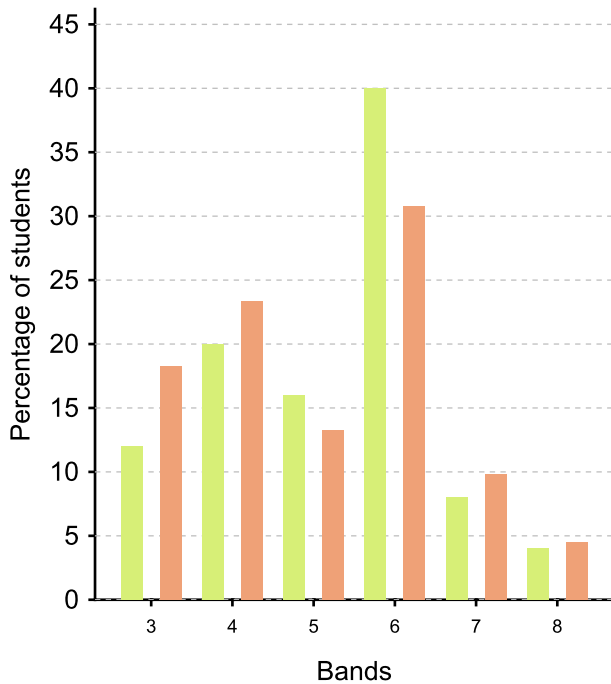
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Spelling

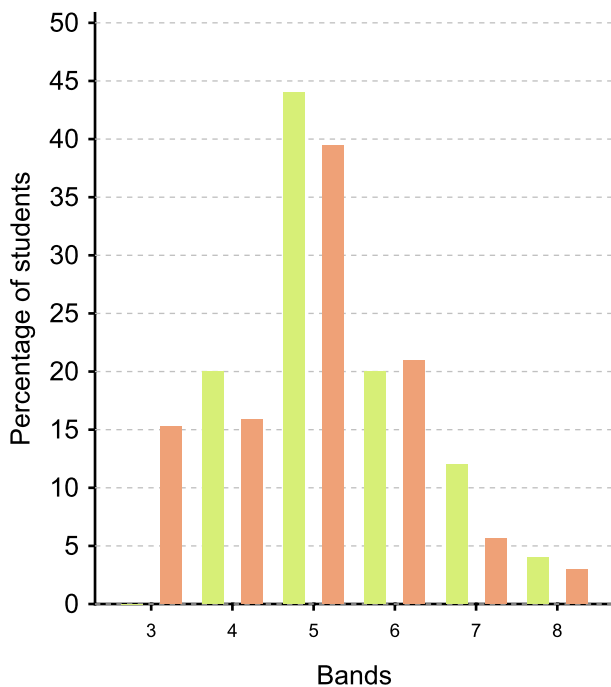


Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2014-2016

52.4% of year 5 students demonstrated expected growth in Numeracy.

79% of year 3 achieved the top 3 bands in numeracy

<You may choose to use this text box and statement to

refer readers to the My School website:

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.>

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Aboriginal Year 3 students in the top band increased from 0 to 14.3% in writing.

The number of Aboriginal Year 5 students in the top two bands of both grammar and numeracy has increased from 0 to 25%

Parent/caregiver, student, teacher satisfaction

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

In 2016, the school sought the opinion of parents/carers, students and teachers about the school. Their responses are presented below:

- The majority of parents/carers see the PBL values of responsible, respectful and safe as the key environment that they would like their child to experience at Windsor South Public School.
- Parents/carers see the school addressing individual learning and behaviour needs.
- They support continuous acknowledgement of all achievements, academic or otherwise.
- The majority of Parents/carers believe they have a strong partnership with the school improving their child's education.

Policy requirements

Aboriginal education

In 2016 Windsor South Public School enhanced parent input in Aboriginal education by including several members of the local Aboriginal Education Consultative Group (AECG) as well as Aboriginal parents in our school Aboriginal Education committee.

39% of students at Windsor South Public School identify as Aboriginal.

In 2016 the school's Bush Tucker garden and community mural was expanded with a program training students in maintaining this facility.

Aboriginal education across the whole school community has been experienced across curriculum areas through literature, art, craft, dance and drama.

NAIDOC Day celebrations were undertaken by the whole school and accessed by the wider community.

Multicultural and anti-racism education

The school places major significance on the delivery of programs which promote racial harmony and tolerance. The school utilized significant calendar dates, such as international Harmony day to increase student awareness and is opportunistic in promoting multiculturalism perspectives across the curriculum.

The enrolment of a small number of families with diverse cultural backgrounds has allowed opportunities for further multicultural studies. The school works with these families to promote a multicultural day.

Teachers participated in professional learning and included strategies for embedding multicultural and anti-racism education into their teaching and learning programs.