

Windsor Public School Annual Report



2017



3459

Introduction

The Annual Report for **2017** 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.

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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 at all 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 160 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.

The school has a newly established leadership team with the appointment of two substantive Assistant Principals through merit selection.

An Instructional Leader has also been appointed to the Leadership Team for the duration of this plan. 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 DoE syllabus.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 are using PLAN data for planning and tracking purposes in 5 weekly cycles, which is also reflected in classroom programs and assessments. This continues to create opportunities to identify and execute differentiated learning in classrooms.

With the appointment of an Instructional Leader to the executive team commencing this year, the school has been able to implement effective classroom observations and mentoring to assist with quality teaching practice. This has formalised feedback for teachers to apply differentiated practice to maintain student engagement.

'Learning Walks' have also been implemented as a means of the Principal and Instructional Leader to interact directly with students to informally assess the level of learning taking place across the school.

Learning and Support processes have continued to improve through effective monitoring and planning of student progress in Literacy and Numeracy. The introduction of a Literacy Intervention program has ensured that targeted students receive appropriate support to maximise engagement to improve their learning outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
* Improved learning outcomes for students through the development of 21st Century learning competencies. All students are actively engaged in lessons that reflect problem solving, collaboration and creative and critical thinking * Improvements in assessment data and tasks. Tasks are reflective of higher order thinking and differentiation. All students produce assessment tasks that are reflective of the higher order thinking skills and differentiation that is embedded into all teaching practice.	\$22,633 (Disability – SLSO wages) \$22,027 (Aboriginal Edn) \$1541 (English Language) \$7387 (Computer) \$6167 Numeracy/Literacy	<ul style="list-style-type: none">• All classes K–3 are involved in Early Action for Success• 67% of Kindergarten students have achieved reading level benchmarks• 84% of Year 1 students have achieved reading level benchmarks• 88% of Year 2 students have achieved reading level benchmarks• 52.4% of Year 3 students in top bands for reading compared to state 50.2% of state• 19% of Year 3 students in Band 6 for writing compared to state 14.9%• 43% of Year 3 students in the top two Bands for Numeracy which equals state• Intervention Program designed and implemented with significant growth in student sight word knowledge• 7.7% of Year 5 students in top band compared to no students in 2015 and 2016.

Next Steps

Teachers to involve students and parents in planning to support learning and share expected outcomes.

The school has systems in place to support teacher consistent evidence-based judgement and moderation of assessments

improve opportunities for student engagement through project-based learning, with emphasis on middle and higher achieving students

Formalised formative and summative assessment practices established.

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

The leadership team at Windsor Public has changed dramatically with three members being appointed to their respective roles in 2017. This has impacted significantly on the school culture, as the leadership team have had to become familiar with specific portfolios in terms of curriculum and welfare while leading teams in continuums and focus areas of writing (Seven Steps) and STEM.

The team has managed to develop and implement a school scope and sequence for assessment and reporting which has ensured the effective practice of assessment and recording of data.

Staff have also participated in professional learning in L3 and Early Action for Success strategies, which have resulted in effective teaching practice and learning in classrooms.

Quality Teaching, Successful Students (QTSS) has been formally implemented for the executive to complete lesson observations within their teams, with constructive feedback based on the teacher standards. This practice has led to an improved collaborative practice to improve student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>	<p>\$12,473 (Professional Learning)</p> <p>\$7,746 (RAM Equity)</p>	<p>100% of teaching and learning programs reflect elements of the School Excellence Framework</p> <p>Professional Development Plan schedule implemented for all teaching and non-teaching staff.</p> <p>The capacity of teaching and non-teaching staff improved through the implementation of individual PDPs.</p> <p>Through leadership opportunities, staff members led the implementation of STEM and Seven Steps in Writing</p> <p>Targeted Teacher Professional Learning through Early Action for Success, fortnightly meetings built the capacity of K-3 staff.</p> <p>EaFS five weekly Data Checks and Data Talks were successfully implemented enabling teachers to regularly identify and address the differentiated needs of students.</p> <p>Five weekly focused EaFS Action Plans implemented to address the needs of all students.</p>

Next Steps

To continue to embed evidence-based practices into teaching and learning.

To continue to support and mentor teachers through collaborative established practices

To embed and enhance systems and collaborative practices for collecting, analysing and using data to inform teaching and learning practice.

To ensure there is collaboration across school, stage and committees to develop shared understanding of curriculum knowledge, data, feedback and other information about student progress and achievement.

Strategic Direction 3

Community and Engagement

Purpose

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

Overall summary of progress

The learning community of schools continues to develop with transition and linkage programs being in place for feeder schools. Student governance needs to become a focus over the pursuing years.

At the local level, our school has maintained an inclusive culture that supports positive behaviour. Our school effectively supports learning through a supportive staff who maintain high expectations for students to succeed.

We continue to engage community through additional programs – Coffee Club and Story Time which encourage community to become part of our school community. Considerable funding has been utilised on school promotions to increase the public profile of our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Stream-lined flexible processes that deliver services and information to strengthen community engagement.	\$3,700 (Aboriginal Edn RAM)	Opportunities for parents to become active members of school-based committees and initiatives through events such as Mums in School, Dads in School and Kindergarten Parent Helpers.
Increased practices and processes about the school's functioning to promote ongoing improvement.	\$1,750 (Admin)	
Strong links exist with communities of schools to support the school's programs.	\$7,925 (RAM Equity)	Instructional leader has established a network with other instructional leaders in neighbouring schools to attempt to develop proactive connections between local schools and the broader community.
Collegial networking of a strong community of local schools with a common shared vision for learning.		
A positive culture of learning exists across the school among students, staff and parents.		

Next Steps

To establish 'communities of practice' and networks that assume shared responsibility for promoting individual and collective measures for the on-going growth and development of the school.

To build a systemic organisational culture that is creative and innovative to promote achievement and foster wellbeing for every student.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$25, 727 – Equity Loadings Strategic Direction 1	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. 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.
English language proficiency	\$1,541– Equity Loadings Strategic Direction 1 \$124,310 – EAfS Initiative \$6,167 – Literacy/Numeracy	A range of strategies have been used to implement a Literacy Intervention program, for targeted students. Intense professional development for K–3 staff under EAfS initiative.
Low level adjustment for disability	\$114,050 – Equity Loadings. 0.9 staffing Strategic Direction 1	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.
Quality Teaching, Successful Students (QTSS)	\$13,306 QTS (RAM)	Executive teachers released to mentor classroom teachers, complete lesson observations in relation to personal development plans.
Socio–economic background	\$117,306 RAM Equity All Strategic Directions.	Additional in–class support; intensive professional development to imbed School Excellence Framework;
Support for beginning teachers		

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	99	100	85	75
Girls	91	92	82	82

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.9	95.7	93.6	95.4
1	94.9	93.5	95.2	92.5
2	96.2	94.4	93.7	94.1
3	94.9	92.5	94.8	95.3
4	93.2	94	93.6	95.3
5	92.7	93.1	95.2	91.6
6	93.9	93.2	91.6	93.3
All Years	94.6	93.8	94	93.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	5.73
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	2.02
Other Positions	0

*Full Time Equivalent

Two members of staff have Indigenous background.

Teacher qualifications

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

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

Workforce information

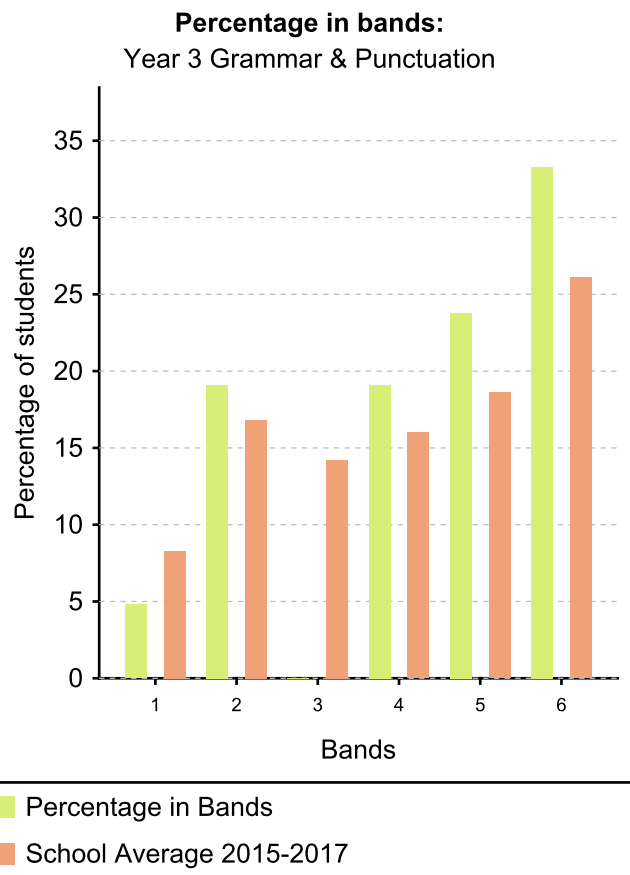
	2017 Actual (\$)
Opening Balance	205,073
Revenue	2,027,905
Appropriation	1,948,057
Sale of Goods and Services	11,079
Grants and Contributions	66,246
Gain and Loss	0
Other Revenue	0
Investment Income	2,523
Expenses	-2,025,535
Recurrent Expenses	-2,025,535
Employee Related	-1,768,172
Operating Expenses	-257,364
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	2,369
Balance Carried Forward	207,442

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.



Financial summary equity funding

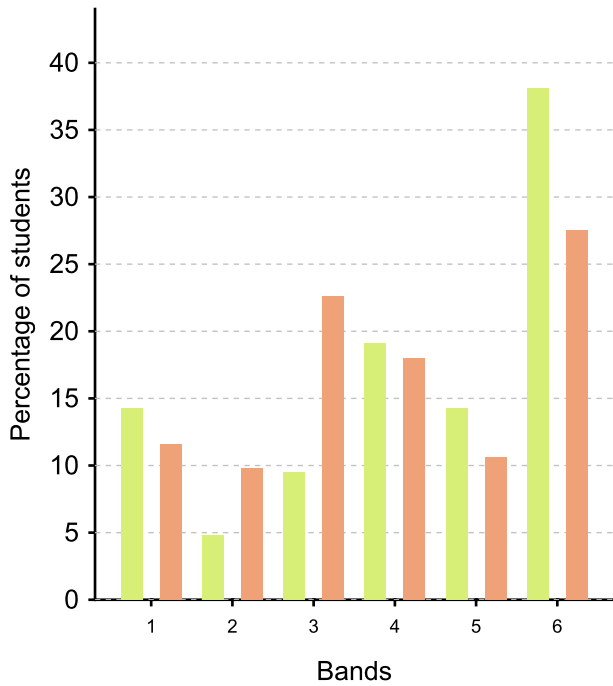
The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,311,241
Base Per Capita	25,522
Base Location	0
Other Base	1,285,719
Equity Total	258,624
Equity Aboriginal	25,727
Equity Socio economic	117,306
Equity Language	1,541
Equity Disability	114,050
Targeted Total	17,721
Other Total	305,753
Grand Total	1,893,339

Band	1	2	3	4	5	6
Percentage of students	4.8	19.1	0.0	19.1	23.8	33.3
School avg 2015-2017	8.3	16.8	14.2	16.0	18.6	26.1

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

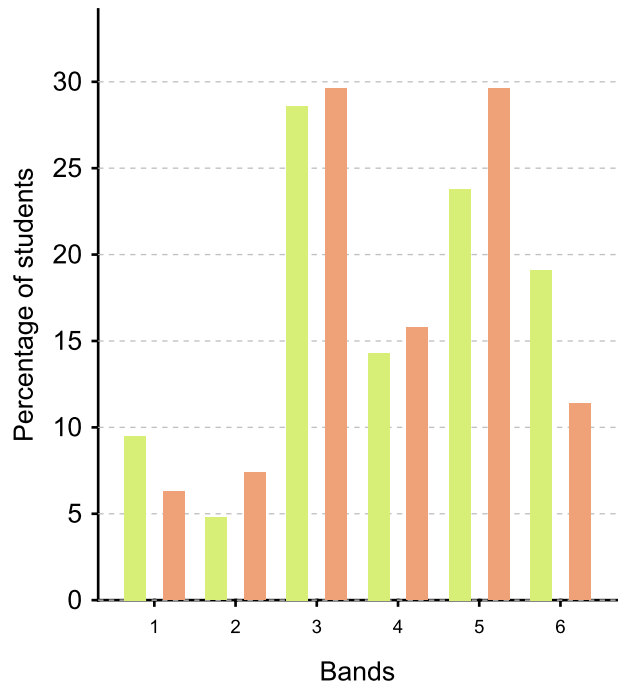
**Percentage in bands:
Year 3 Reading**



Band	1	2	3	4	5	6
Percentage of students	14.3	4.8	9.5	19.1	14.3	38.1
School avg 2015-2017	11.6	9.8	22.6	18.0	10.6	27.5

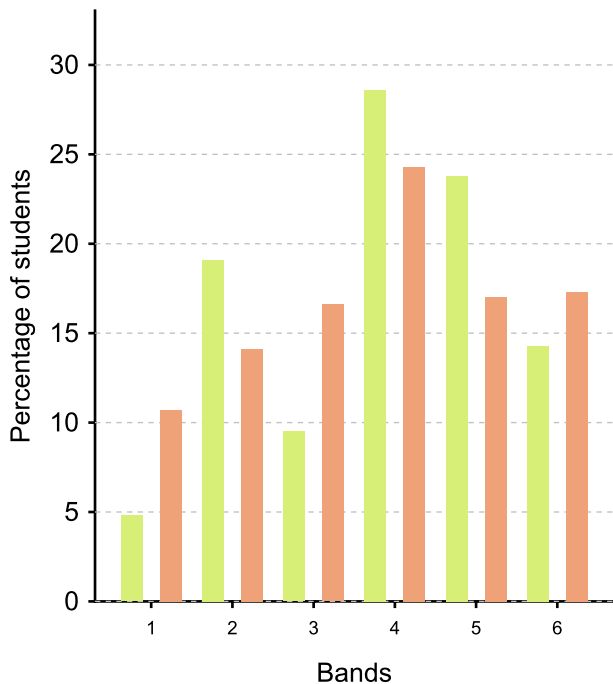
Band	1	2	3	4	5	6
Percentage of students	4.8	19.1	9.5	28.6	23.8	14.3
School avg 2015-2017	10.7	14.1	16.6	24.3	17.0	17.3

**Percentage in bands:
Year 3 Writing**

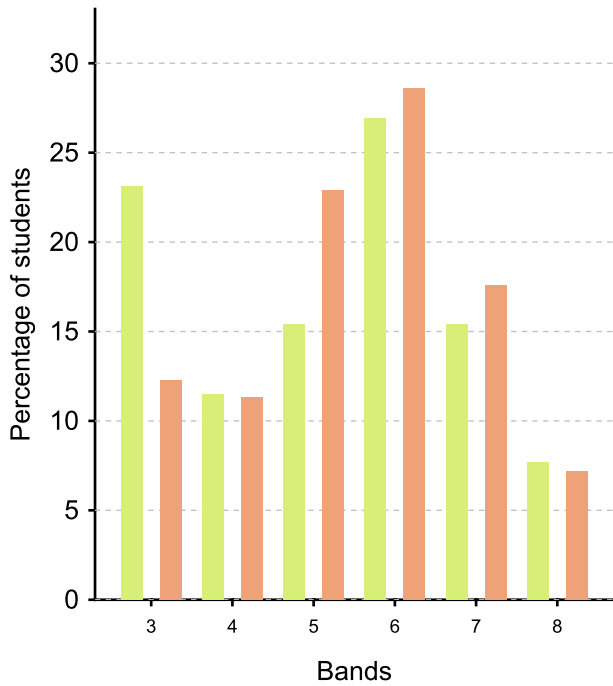


Band	1	2	3	4	5	6
Percentage of students	9.5	4.8	28.6	14.3	23.8	19.1
School avg 2015-2017	6.3	7.4	29.6	15.8	29.6	11.4

**Percentage in bands:
Year 3 Spelling**



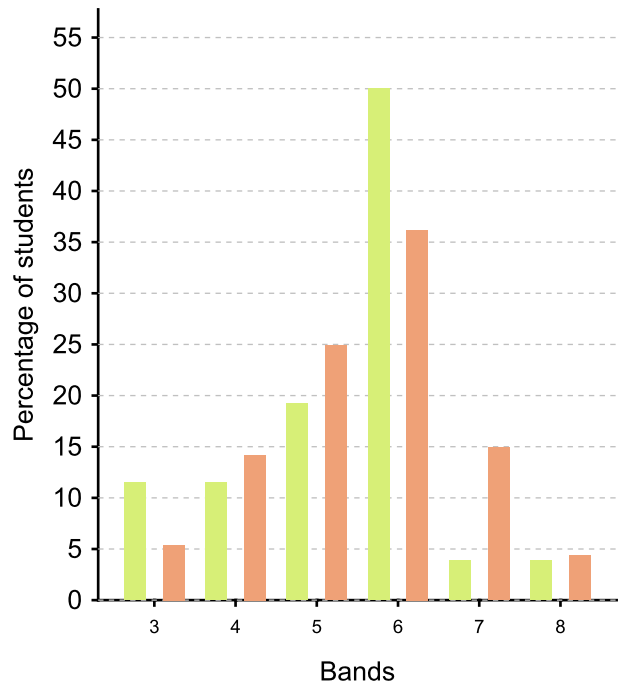
Percentage in bands:
Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	23.1	11.5	15.4	26.9	15.4	7.7
School avg 2015-2017	12.3	11.3	22.9	28.6	17.6	7.2

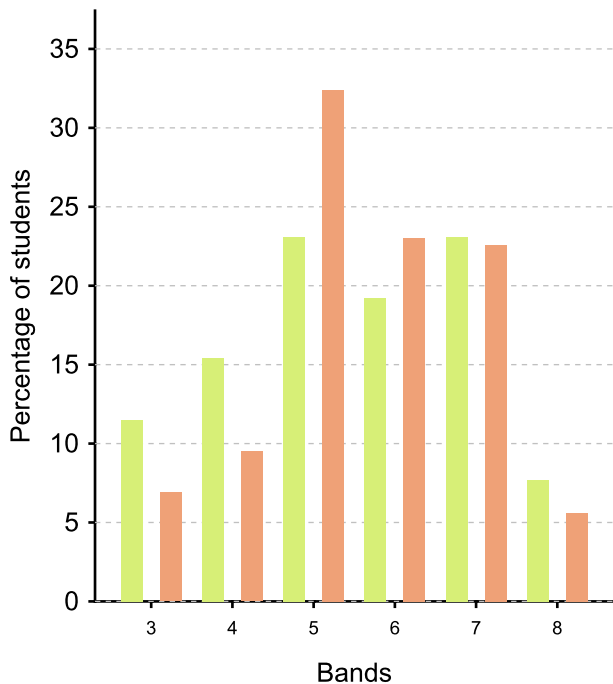
Band	3	4	5	6	7	8
Percentage of students	11.5	15.4	23.1	19.2	23.1	7.7
School avg 2015-2017	6.9	9.5	32.4	23.0	22.6	5.6

Percentage in bands:
Year 5 Spelling

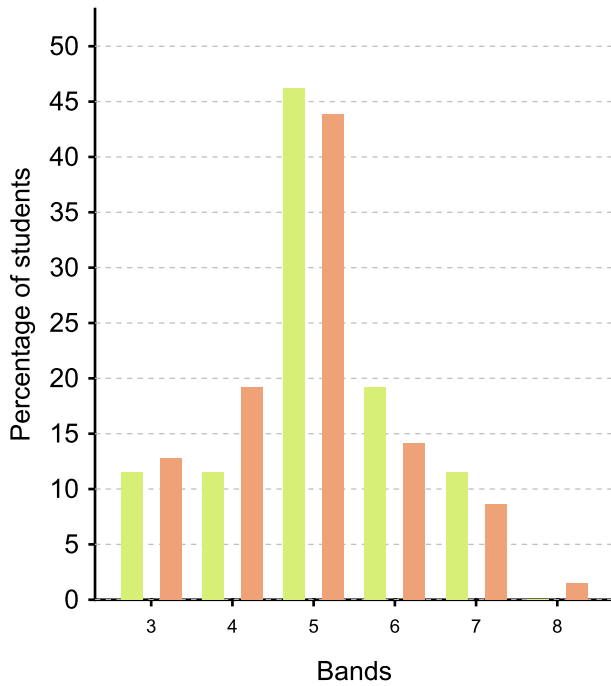


Band	3	4	5	6	7	8
Percentage of students	11.5	11.5	19.2	50.0	3.9	3.9
School avg 2015-2017	5.4	14.2	24.9	36.2	14.9	4.4

Percentage in bands:
Year 5 Reading

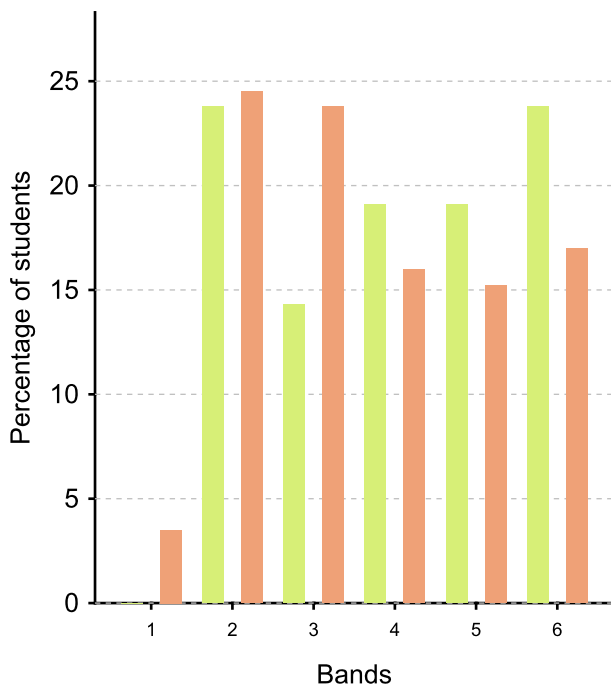


**Percentage in bands:
Year 5 Writing**



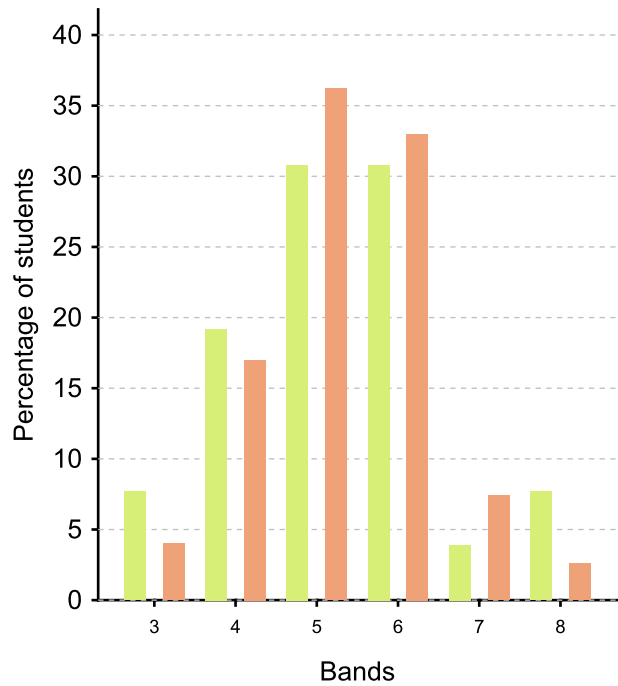
Band	3	4	5	6	7	8
Percentage of students	11.5	11.5	46.2	19.2	11.5	0.0
School avg 2015-2017	12.8	19.2	43.9	14.1	8.6	1.5

**Percentage in bands:
Year 3 Numeracy**



Band	1	2	3	4	5	6
Percentage of students	0.0	23.8	14.3	19.1	19.1	23.8
School avg 2015-2017	3.5	24.5	23.8	16.0	15.2	17.0

**Percentage in bands:
Year 5 Numeracy**



Band	3	4	5	6	7	8
Percentage of students	7.7	19.2	30.8	30.8	3.9	7.7
School avg 2015-2017	4.0	17.0	36.2	33.0	7.4	2.6

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> 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. This is done through The Learning Bar and Tell Them From Me surveys.

Key findings from the research suggest:

At the primary level, teachers need to be aware of early signs of disengagement. Students who are prone to becoming disengaged tend to have a low sense of belonging at school, display poor social behaviours, and lack interest in their school work.

Students who are intellectually engaged are more likely to feel confident in their skills and challenged in their classes. Students who lack confidence in their skills are more than one-and-a-half times as likely to suffer anxiety problems during primary school.

Schools vary in their levels of engagement, with some of this variation attributable to five 'drivers of student outcomes': quality instruction, teacher-student relations, classroom learning climate, expectations for success, and student advocacy.

81% of students are socially engaged with positive relationships, however 49% of students compared to 63% in NSW Govt. norms show positive homework behaviour. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework.

Increasing the intellectual engagement of students will require a change in classroom practice as classrooms will need to challenge and alter some of the long-standing structural features of teaching arrangements, approaches to instruction, school and class schedules, the ways students are grouped for instruction, and assessment strategies.

Student Outcomes and School Climate

*69% of students feel accepted and valued by their peers and by others at their school; the NSW Govt. norm is 81%.

*81% of students have friends at school they can trust and who encourage them to make positive choices; the NSW Govt. norm is 85%.

* 89% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future; the NSW Govt. norm is 96%.

* 89% of students do not get in trouble at school for disruptive or inappropriate behaviour; the NSW Govt. norm is 83%.

*90% of students try hard to succeed in their learning; NSW Govt. norm is 88%.

* 63% of students are interested and motivated in their learning; NSW Govt. norm is 78%.

*30% of students were confident of their skills but did not find classes challenging; NSW Govt. norm is 26%.

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 learning 8.3 out of 10; the NSW Govt. norm is 8.2.

Relevance – Students find classroom instruction relevant to their everyday lives.

* In this school, students rated relevance 7.9 out of 10;

the NSW Govt. norm is 7.9.

Rigour – Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.

* In this school, students rated rigour 8.5 out of 10; the NSW Govt. norm is 8.2.

Students who are victims of bullying

37% of students are subjected to physical, social, or verbal bullying, or are bullied over the internet; NSW Govt. norm is 36%.

Positive teacher-student relations – Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

In this school, students rated this 8.4 out of 10; the NSW Govt. norm is 8.4.

Positive learning climate – Students understand there are clear rules and expectations for classroom behaviour.

In this school, students rated this 6.5; NSW Govt. norm 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 this 8.6; NSW Govt. norm is 8.7.

Focus on Learning Teacher Survey

The survey focused on eight drivers of student learning: leadership, parent involvement, inclusive school, technology, teaching strategies, data informs practice, learning culture and collaboration.

Results were indicative of the establishment of a new leadership team this year showing that both leadership and collaboration were rated below the NSW Govt. norms.

In comparison to 2016 survey results, inclusive school (8.6) and teaching strategies (8.2) has shown growth.

The areas of significant positive growth were technology rating 8.0 compared to 6.7 in NSW Govt. norms. Parent involvement rated 7.6 compared to 6.8 in NSW Govt. norms.

With the development of the 2018–2020 school plan, collaborative practice will become a fundamental area for improvement under Quality Teaching and Leadership (Strategic Direction 2).

In rating the four dimensions of classroom and school practices: challenging and visible goals, overcoming obstacles to learning, quality feedback and planned learning opportunities; staff rated

planned learning opportunities which involve an intentional transfer of skills and knowledge as 7.9 which is marginally higher than the NSW Govt. norm of 7.6.

The three remaining dimensions were consistent with NSW Govt. norms.

Partners in Learning Parent Survey

Unfortunately, the report provided results based on data from only 19 parents who participated in the survey from a cohort of approximately 150. The school was rated above NSW Govt. norms in supporting positive behaviour ; however in supporting behaviour through the prevention of bullying the school was rated at 5.9 out of 10 which cannot be supported by data as there are no formal notifications of such incidents.

The school will, however further develop social skills programs focusing on anxiety and resilience in the implementation of Strategic Direction 3 – Connected Communities and Wellbeing in the 2018–2020 school plan.

Policy requirements

Aboriginal education

Windsor Public School received Aboriginal background funding in 2017. The school used part of the funding for the following programs and resources:

- * Dedicated week of learning experiences and celebration for NAIDOC Week.
- * Indigenous Infusion with Walangari – a performer/cultural artist during NAIDOC Week.
- * A dedicated week to plan and review personal learning plans for Aboriginal students and parents.
- * Attending Allowah Day with Assistant Principal and all Stage 3 Indigenous students.

During 2017 the school Aboriginal Committee ensured that the integrated units of work across science, history and geography, that were related closely to the new scope and sequence, had an Aboriginal Perspective within each term and each stage group. As a result of this, teachers across the whole school were secure in the knowledge that an Aboriginal Perspective was evident in their teaching and learning sessions throughout the entire year and not just a focus during NAIDOC Week. This year, The personal learning plans for Aboriginal students were developed at the start of Term 2 in consultation between the classroom teacher, the student and parents. This enabled students, parents and teachers 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.

This year Windsor Public School re-joined many of the local area primary and high schools in attending Allowah Day at Yellomundi Regional Park as part of Reconciliation Week. The Assistant Principal and four of the six Indigenous students in Stage 3 attended the day of cultural activities and workshops.

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 held a multicultural incursion for K-6 on African Drumming during 2017

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.