

Windale Public School

Annual Report



2017



3893

Introduction

The Annual Report for **2017** is provided to the community of **Windale 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.

Ms Cindy Sadler

Principal

School contact details

Windale Public School

Kilfera St

Windale, 2306

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

windale-p.school@det.nsw.edu.au

4948 8864

School background

School vision statement

We believe Windale Public School should be a safe and friendly environment which nurtures happy and confident students.

Our 21st Century vision is to create opportunities, for the present and into the future.

This vision is closely aligned to Melbourne Declaration, with a 2015 to 2021 lens. Further, our vision is aligned within the "Melbourne Declaration on Educational Goals for Young Australians" (December 2008), in which schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians. To this end Windale Public School shares this responsibility with students, parents, carers, families, the community and other education providers.

Our vision is further underpinned by six core values which are:

1. Respect, for ourselves
2. Respect, for others
3. Respect, for our environment
4. Responsibility, for our learning
5. Responsibility, for our behaviour
6. Quality, give your personal best.

Finally, we believe that education is central to the role in building a democratic, equitable and just society that is cohesive, culturally diverse, and that values Australia's Indigenous cultures.

Our mission is to Dream, Believe, Achieve.

School context

Windale Public School is an urban school located in a suburb of Lake Macquarie. The school is situated in a multicultural community with a high number of students identifying as being of Aboriginal or Torres Strait Islander descent. The school serves a low socioeconomic community and has a strong focus on high expectations of students and teachers, quality relationships, creativity, sport and innovation in education. The school is home to a School as Community Centre (SaCC – Milabah) with one full time facilitator. The school also has a DoE Preschool facility. Windale Public School is a proud member of the Waiyarang Community of schools comprising four primary schools and one state high school.

A dedicated team of qualified staff is committed to improving educational outcomes for all of its students. The school has developed a strong culture and professional growth. Teachers are highly engaged professionally and 21st Century learning technology has been widely embraced across the school. The school's staff is committed to achieving quality educational outcomes across all key learning areas. Our teaching and learning programs encourage children to be Safe, Respectful and Responsible in line with our Positive Behaviour for Learning expectations.

At Windale Public School our mission is to Dream, Believe and Achieve from Preschool to Year Six for all students. All staff strive to provide students with the skills, knowledge and values necessary for success in education and in life. The school works closely with all families to discover and develop the potential of every child. Windale Public School is a participant in Language, Learning and Literacy (L3), Focus on Reading (FoR), Early Action for Success (EaFS), is a Positive Behaviour for Learning (PBL) school, a member of the Dare to Lead coalition of schools, a member of the Minimbah Aboriginal Educational Consultative Group (AECG), an active participant in Lake Macquarie City Council initiatives and has a partnership agreement with the Bahtabah Land Council. The school is proudly supported by many local agencies.

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.

In the domain of Learning, the school's focus has been Learning Culture, Wellbeing and Curriculum and Learning. Windale Public School rated itself as Delivering. In Curriculum and Learning there is a heightened awareness and increased accountability towards personalised and differentiated learning to ensure every student will achieve their personal best. Collection of student data occurs on a five weekly cycle with intervention timetabling adjusted in response to analysis of data demonstrating emerging student need. All staff have purposeful Performance and Development Plans aligned to the 2015–2017 School Plan which are reviewed regularly with executive staff.

In the domain of Teaching, the school's focus has been Data Skills and Use and Collaborative Practice. Windale Public School rated itself as Delivering. Internal and external data is recorded, monitored and critically analysed by all staff through five weekly planning cycles specific to school initiatives and used to determine future teaching and learning practices to meet individual student need.

In the domain of Leading, the school's focus has been Leadership and Management Practices and Processes. Windale Public School rated itself as Delivering. Professional practice involves active engagement within the Waiyarang Community of Schools at stage, executive and whole school level.

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

Consistent, high quality educational practices to meet the needs of 21st Century learners

Purpose

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities.

Overall summary of progress

- The school continues to self-assess and critically reflect on practice to ensure the continued focus on high quality differentiated teaching and learning to meet the changing needs of today's learners.
- All staff have actively participated in professional learning to build staff capacity in delivering literacy, numeracy and wellbeing programs that are continually responsive to individual student need.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• School learning and support processes updated and K–6 intervention timetabling aligned with data informed decision making• Increased school attendance rate	<p>Assessment of data collected</p> <ul style="list-style-type: none">• PLAN• PLAT• NAPLAN• Instructional Reading Levels K–6• Attendance• SENTRAL entries• Suspension data	<p>Ongoing collection and critical analysis of quantitative and qualitative data by all staff members which has informed the creation of timetabling based on student need rather than equity of time across the school.</p> <p>Attendance rate has risen from 89% in 2016 to 89.3% in 2017.</p>

Next Steps

In 2018, Windale Public School will continue to focus on timetabling across the school based on student need. In line with the five weekly data collection cycle, timetable changes will be made in response to fluid and flexible focus areas as determined by the critical analysis of learning and wellbeing data sources to determine everchanging student need.



Strategic Direction 2

Developing quality teaching and leadership

Purpose

To promote, build and sustain the professional learning of all staff members by creating systems for teachers and leaders to learn from each other for continual development.

Overall summary of progress

- The school continues to self-assess and critically reflect on practice to ensure the continued focus on high expectations and quality differentiated teaching for all students in all classrooms on a daily basis.
- All staff are provided with further opportunities to develop their leadership capabilities within the school and beyond.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Effectiveness of change in teacher professional practice assessed using the Guskey Thermometer tool• 100% of teaching and non teaching staff produce and implement a Performance and Development Plan with goals aligned with the school plan	\$14909 Professional Learning funds	<p>All staff completed surveys of professional learning where appropriate and other surveys via Google forms. Staff also completed professional learning surveys specifically for Waiyarang Community of Schools initiatives such as K–2 and 3–6 Network Days and combined Staff Development Days.</p> <p>100% of teaching and non teaching staff produced a Performance Development Plan as guided by the Performance Development Framework and supported by their supervisor with goals aligned to strategic directions in the 2015–2017 School Plan.</p>

Next Steps

In 2018, the development of a Windale Public School Teaching Handbook will remain a high priority to ensure consistency in expectations, programming and planning across the school. Collaborative professional learning initiatives will also continue to be a focus with regular sessions timetabled for supervisors to mentor staff and build capacity.



Strategic Direction 3

Developing a cohesive community environment that values high expectations, engagement and achievement

Purpose

To build inclusive collaborative teams and school networks through quality community partnerships.

Overall summary of progress

- The school continues to self-assess and critically reflect on practice to ensure the development of a positive learning environment where all stakeholders are active participants in the focus of improved learning outcomes for all students.
- The PBL committee meets on a regular basis to ensure continuity of expectations across the school and lessons are explicitly taught each week that are responsive to emerging needs as established by analysis of student wellbeing data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Improved communication and collaboration between school and home supporting positive behaviours for learning as evidenced by Tell Them From Me survey results• Increased opportunities for staff and students to participate in enhanced leadership opportunities promoting leadership and future pathways	<p>Assessment of data collected</p> <ul style="list-style-type: none">• Tell Them From Me student, parent and staff surveys• PBL data – SENTRAL entries, suspension data, attendance	<p>The Tell Them From Me survey was completed by students in Years 4–6, staff and parents. Communication had previously been identified as an area for further development by both staff and parents. This year parents were overwhelmingly positive about communication between the school and home.</p> <p>Increased numbers of staff participated in leadership development opportunities as well as taking on additional responsibilities within the school. More students than ever were given the opportunity to take on leadership roles through the formation of a Student Representative Council (SRC) with representation from all grades K–6.</p>

Next Steps

In 2018, Windale Public School will focus on the implementation of the Wellbeing Framework and the role that Positive Behaviour for Learning plays in addressing students needs within our school. A coordinated approach to all aspects of student wellbeing in response to data analysis will ensure that the specific needs of all students are being met in a timely and proactive manner.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>During 2017 Windale Public School received \$148519.00 as part of the RAM Equity loading. This funding includes the staffing allocation of a full time Aboriginal Education Officer (AEO). This key initiative loading was strategically utilised in the following manner:</p> <ul style="list-style-type: none"> • employment of additional staff to support student learning outcomes and wellbeing within all classrooms throughout the school 	<p>The strategies employed by the school have:</p> <ul style="list-style-type: none"> • ensured a school wide focus on "class time being learning time" is consistently implemented across the school on a daily basis • ensured increased support for all Aboriginal students in attendance, engagement and participation is provided in every classroom across the school on a daily basis
Low level adjustment for disability	<p>During 2017 Windale Public School received \$166609.00 as part of the RAM Equity loading. This funding includes the staffing allocation of 1.2 FTE Learning and Support Teacher (LaST). This key initiative loading was strategically utilised in the following manner:</p> <ul style="list-style-type: none"> • employment of School Learning Support Officers (SLSOs) to support student learning outcomes and wellbeing within all classrooms throughout the school 	<p>The strategies employed by the school have:</p> <ul style="list-style-type: none"> • allowed the timetabling of two adults in most classrooms at all times of the day to optimise individualised attention and targeted student support for learning and wellbeing
Quality Teaching, Successful Students (QTSS)	<p>During 2017 Windale Public School received \$13814.00 as part of the base school allocation, comprising of 0.136 FTE staffing for QTSS. This staffing allocation was strategically utilised in the following manner:</p> <ul style="list-style-type: none"> • to release teaching staff to participate in professional partnership mentoring sessions with experienced executive staff members focused on building staff capacity 	<p>The strategies employed by the school have:</p> <ul style="list-style-type: none"> • lead to increased staff capacity and the delegation of roles and responsibilities at a higher level of accountability across several key staff members
Socio-economic background	<p>During 2017 Windale Public School received \$407336.00 as part of the RAM Equity loading. This key initiative loading was strategically utilised in the following manner:</p> <ul style="list-style-type: none"> • to facilitate the formation of an additional class to reduce class sizes and increase individualised 	<p>The strategies employed by the school have:</p> <ul style="list-style-type: none"> • lead to increased levels of individual student growth in NAPLAN between Year 3–5 in 2017 • increased targeted support to all students for both remediation and extension across all classes K–6

Socio-economic background	curriculum differentiation for all students K–6	The strategies employed by the school have: <ul style="list-style-type: none"> • lead to increased levels of individual student growth in NAPLAN between Year 3–5 in 2017 • increased targeted support to all students for both remediation and extension across all classes K–6
Support for beginning teachers	During 2017 Windale Public School received \$4063.00 as part of the second year beginning teacher support for one staff member. This funding was utilised specifically to: <ul style="list-style-type: none"> • facilitate additional RFF timetabled to support the beginning teacher in their daily responsibilities • allow the beginning teacher opportunities to attend professional learning and networking specific to her role as a LAST 	The strategies employed by the school have: <ul style="list-style-type: none"> • successfully provided the beginning teacher with a supported transition and induction to both the Department of Education and Windale Public School
Early Action for Success	During 2017 Windale Public School received \$124310.00 as part of the Early Action for Success (EAfS) for the employment of an Instructional Leader (Deputy Principal) 0.8 FTE. This funding was utilised specifically to: <ul style="list-style-type: none"> • facilitate the IL to work in classrooms shoulder to shoulder with staff to support the learning of all students K–2 in literacy and numeracy 	The strategies employed by the school have: <ul style="list-style-type: none"> • successfully built the capacity of K–2 staff to meet the individualised needs of all students through quality differentiated teaching and evidence informed pedagogical practices



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	107	91	83	76
Girls	91	84	79	80

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.2	93.8	92.8	93.6
1	91.8	90.3	89.3	90
2	93.1	85.2	87.4	85.2
3	92.1	90.8	87.1	88.6
4	92.5	87.6	91.8	90.7
5	93.3	84.8	85	90.8
6	92.4	90.5	89.1	86.2
All Years	92.7	88.7	89	89.3
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

Management of non-attendance

Student attendance data is monitored weekly at both classroom teacher and executive level. Phone calls are made by classroom teachers to follow up reasons for student absence with families, as well as letters requesting written confirmation of reasons for absences when phone contact cannot be made. Families are invited to meetings and offered support if attendance patterns do not improve. The Home School Liaison Officer (HSLO) and Aboriginal School Liaison Officer (ASLO) are utilised to provide additional support to families where attendance of students is of greatest concern.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	6.41
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.2
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.11
Other Positions	0

*Full Time Equivalent

In 2017, 5 staff members identified as being of Aboriginal or Torres Strait Islander descent.

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	0

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.

	2017 Actual (\$)
Opening Balance	344,913
Revenue	2,916,665
Appropriation	2,838,129
Sale of Goods and Services	2,437
Grants and Contributions	55,076
Gain and Loss	0
Other Revenue	18,612
Investment Income	2,411
Expenses	-3,143,752
Recurrent Expenses	-3,143,752
Employee Related	-2,804,358
Operating Expenses	-339,394
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-227,087
Balance Carried Forward	117,826

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	1,272,262
Base Per Capita	25,866
Base Location	0
Other Base	1,246,396
Equity Total	722,463
Equity Aboriginal	148,519
Equity Socio economic	407,336
Equity Language	0
Equity Disability	166,609
Targeted Total	1,740
Other Total	604,579
Grand Total	2,601,044

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.

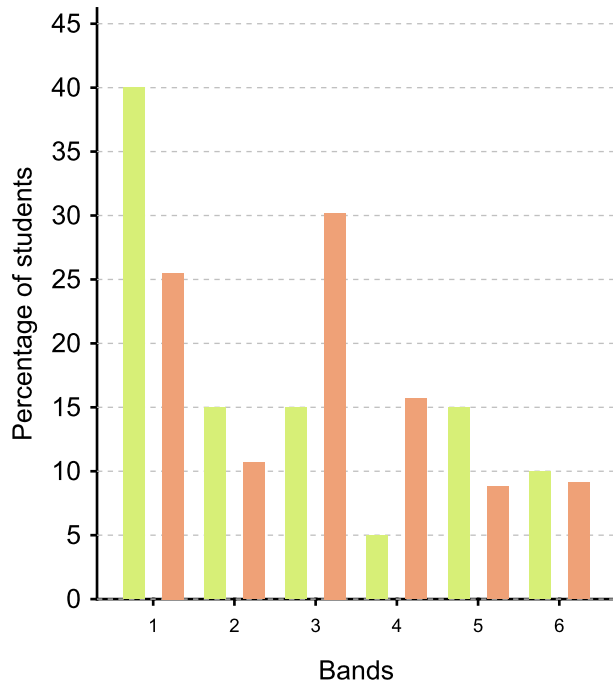
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

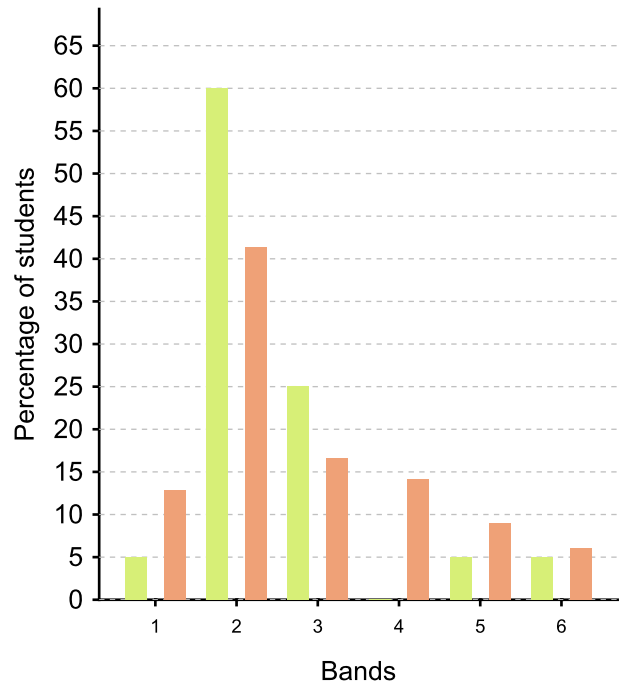
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Grammar & Punctuation



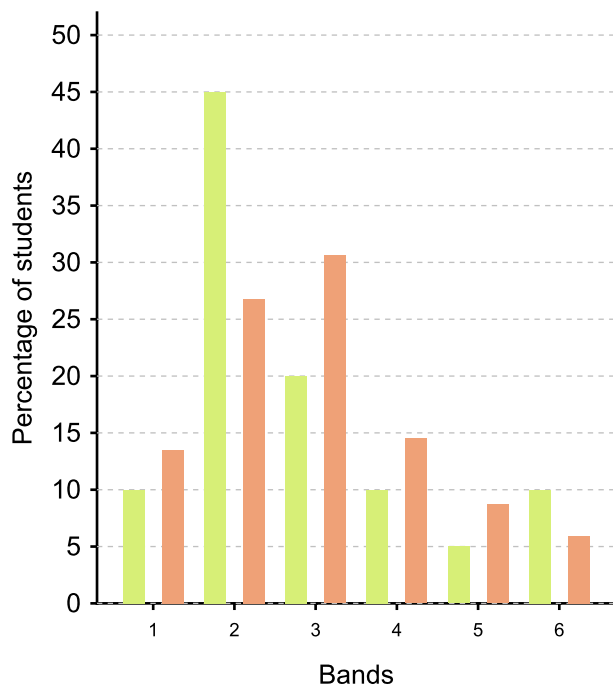
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Spelling



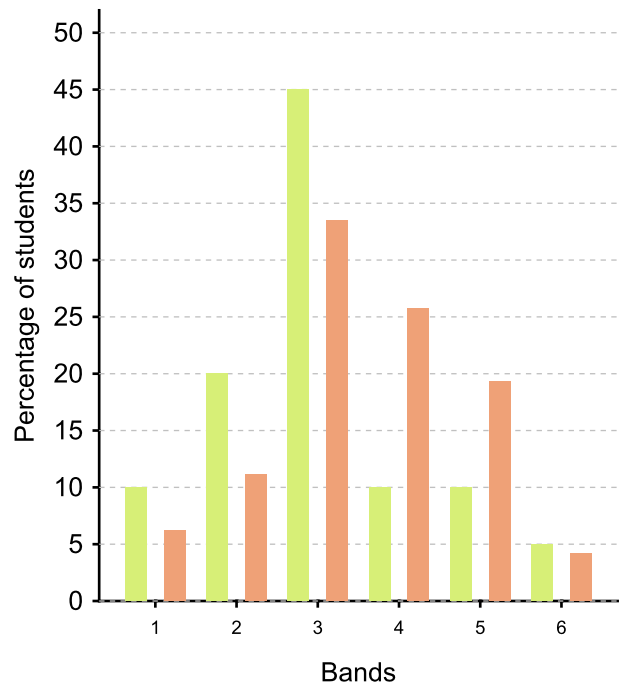
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Reading



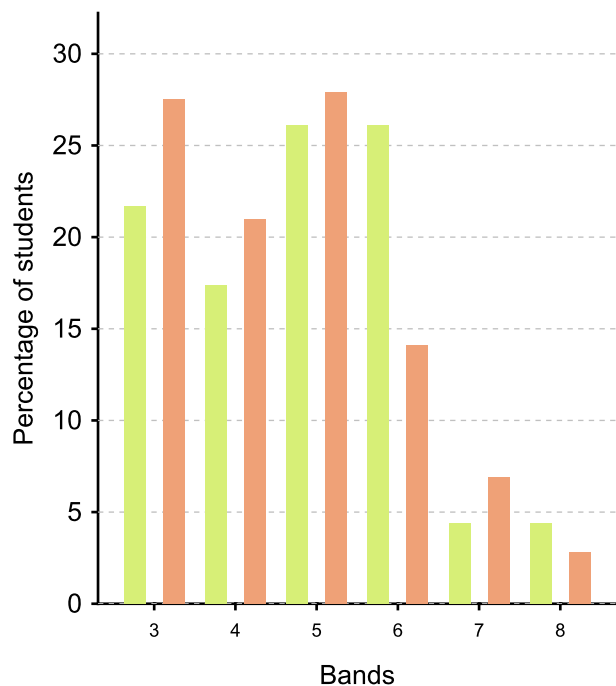
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing

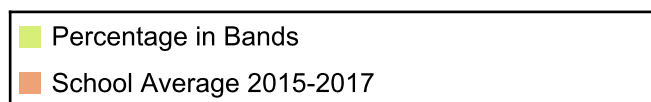
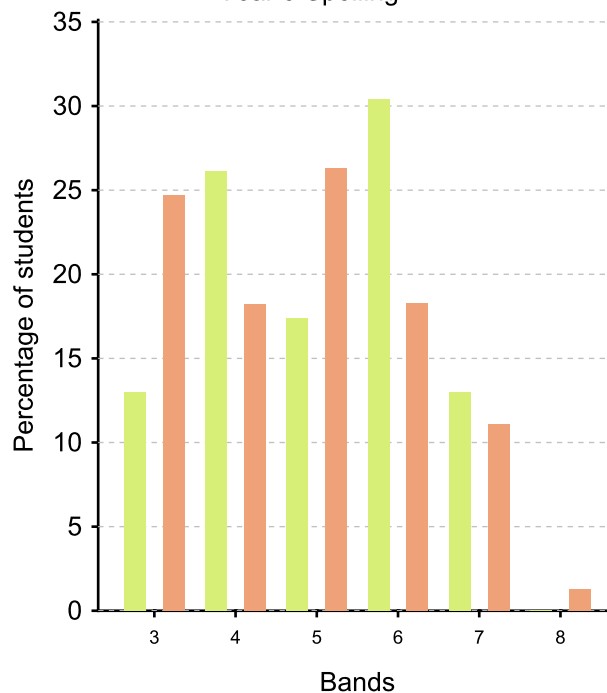


Percentage in Bands
School Average 2015-2017

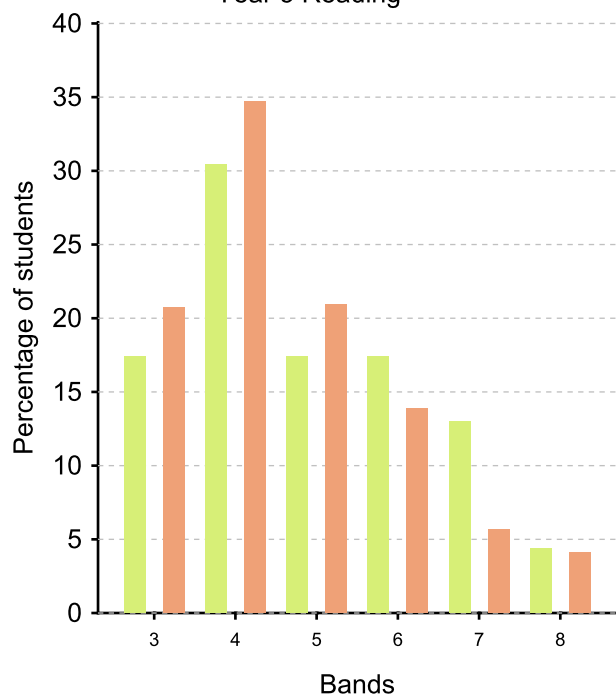
Percentage in bands:
Year 5 Grammar & Punctuation



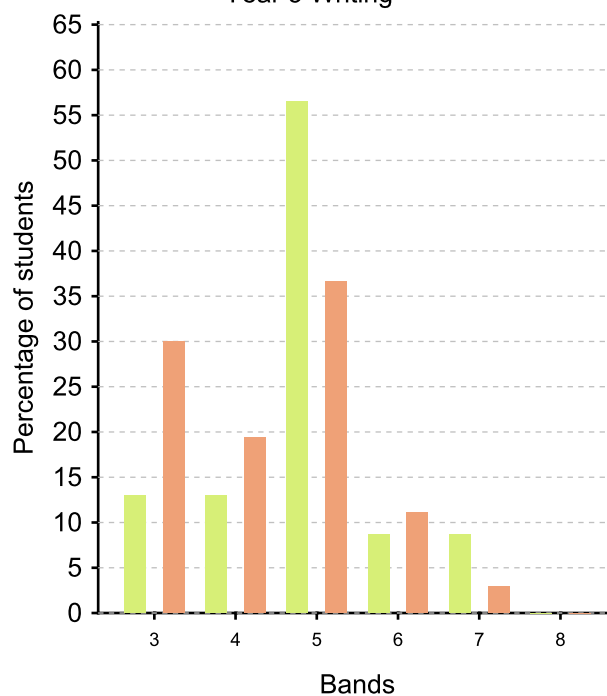
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



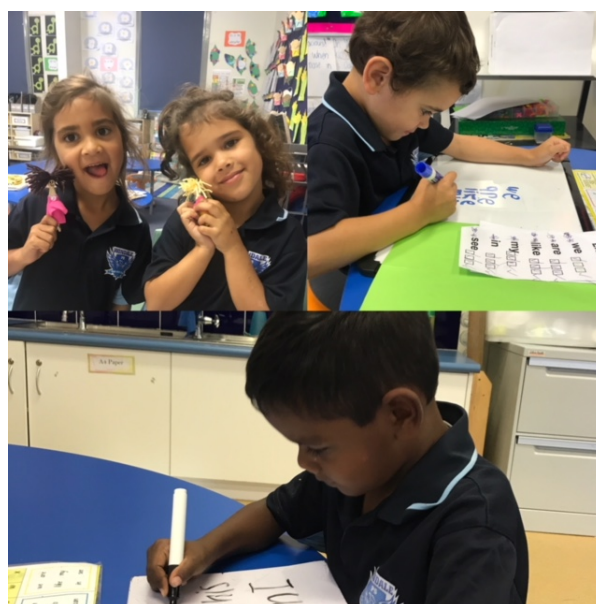
Percentage in bands:
Year 5 Writing



Policy requirements

Aboriginal education

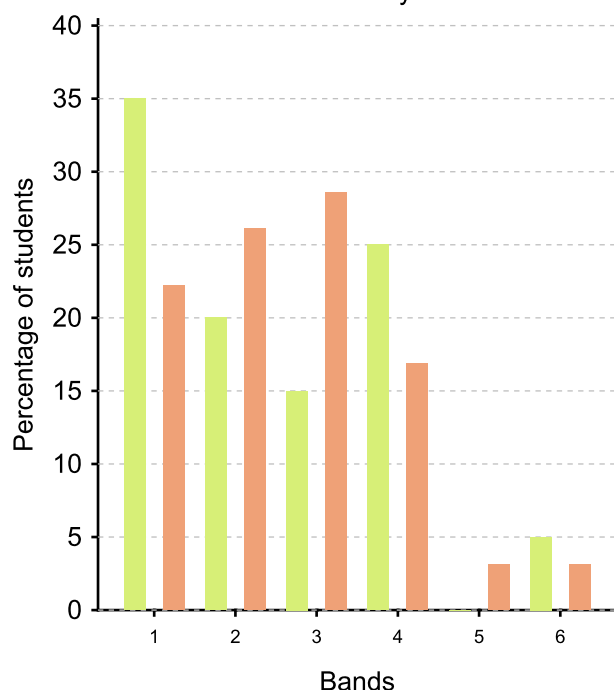
For Aboriginal students to reach their full potential, it is vital that all stakeholders engage as a collaborative team focused on the achievement of improved learning outcomes for all students. The staff at Windale Public School ensure that Aboriginal perspectives are integrated across all Key Learning Areas with cultural guidance being facilitated through our Aboriginal Education Officer (AEO) and Minimbah Local AECG. In the Preschool, targeted funding provided to the school in 2017 through the Tunin' In initiative has facilitated the employment of a Community Engagement Officer (CEO) to connect with Aboriginal parents/carers and support their child's early learning. NAIDOC Day was celebrated with the local community and was a huge success as in previous years. This event was able to be run on a larger scale due to the successful submission of funding through Lake Macquarie City Council and our continued partnership with Hunter Sports High School which goes from strength to strength.



Multicultural and anti-racism education

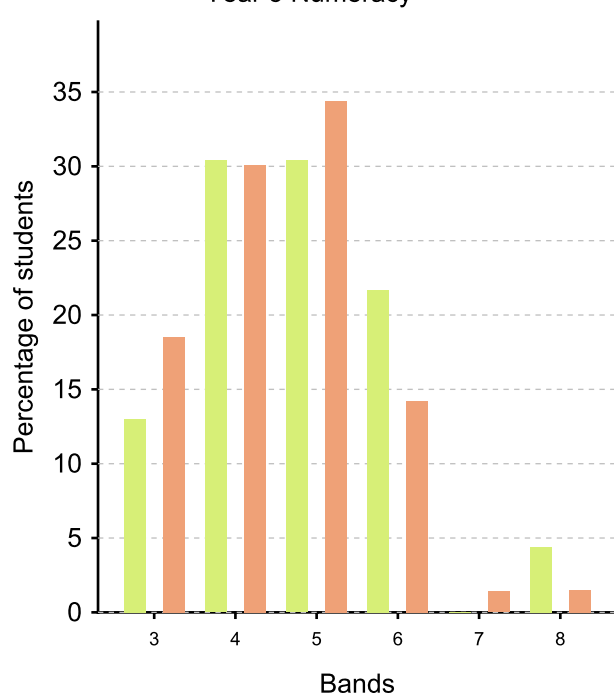
All staff deliver teaching programs that promote respect for all cultures and recognition of the contributions that have been made to our society by different cultural groups. Windale Public School has a staff member designated as an Anti-Racism Contact Officer (ARCO) who was trained in 2017 to ensure a current and thorough knowledge of the Department of Education's policies and procedures in this area. The ARCO monitors and addresses any incidents that may involve racial discrimination in any form.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017