

# Windsor South Public School Annual Report



2017



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## Introduction

The Annual Report for **2017** 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 218 students, including 27% 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

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that we have made significant improvements in many areas of the Learning domain and we are currently at the Sustaining and Growing phase of the School Excellence Framework. An harmonious learning culture exists at WSPS with increased student engagement and improved school performance continuing to be a priority focus. Students, staff and community members consistently work together ensuring the development of positive and respectful relationships across the school community. Staff are consistently involved in professional learning which focuses on strengthening the delivery of school learning priorities. We plan to continue to deliver explicit, targeted programs for students and to monitor their success.

The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. Mentoring and coaching support for all teachers ensures the ongoing development of all staff to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its

professional community. Our on balance judgement is that our school is Sustaining and Growing in the Teaching domain of the School Excellence Framework.

The engagement of the school community is highly regarded at WSPS and community input actively encouraged. The school leadership team continue to ensure effective management systems, structures and processes are clearly communicated to all staff, enabling school improvement and professional development of all school members. There are regular opportunities at weekly Coffee Club meetings for parents and the community to provide constructive feedback on school practices and procedures. Our school is Sustaining and Growing in the Leading domain of the School Excellence Framework.

Our self-assessment and the external validation 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

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

Extensive professional development and Peer Coaching have been undertaken by staff at Windsor South which has enabled them to reflect on their practice to ensure they are effectively developing the knowledge, understanding and skills of our students.

Mentoring and personalised support sees teachers working in collaboration, using evidence-based teaching practices and innovative delivery mechanisms to strengthen student learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students achieve positive growth in NAPLAN in both English and Mathematics.	Instructional Leader K–2 Instructional Leader 3–6 LaST Teacher Release	100% of students achieved positive growth in reading. 93% of students achieved positive growth in writing. 100% of students achieved positive growth in spelling. 96% of students achieved positive growth in numeracy.
80% of K–2 students achieving at or above cluster / Stage expectations in Literacy and Numeracy.	Instructional Leader K–2 Instructional Leader 3–6 Teacher Release	89% of Kindergarten students achieved at or above stage expectations in literacy. 67% of Kindergarten students achieved at or above stage expectations in numeracy. Stage one did not meet these targets.

### Next Steps

The school will continue to maintain explicit systems for peer coaching, peer observations, the modelling of effective practice and feedback to drive and sustain ongoing school-wide improvement. The school will continue to stay up to date with current research and share expertise through relevant professional development workshops. The leadership team will endeavour to share research articles on a more regular basis and reflect on these during stage meetings.

## 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

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

The Learning and Support Team monitor academic, social, emotional and behavioural concerns of our students, and facilitate collaborative planning between teachers, support staff, parents, therapists, and students.

The PBL team monitor, evaluate and review school processes and articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students who have an identified disability have an Individual Learning Plan to inform staff of individual student needs and learning goals.	Instructional Leader K–2 Instructional Leader 3–6 LaST Teacher Release	100% of students who have an identified disability have an Individual Learning Plan.  The framework for writing Individual Learning Plans has been refined.
100% of students have a clear understanding of PBL school wide expectations and rules.	PBL Team	The Positive Behaviour for Learning team supports teachers to embed explicit behavioural expectations through the use of 1,2,3, Magic and positive reward systems.  Weekly lessons are taught in each classroom with a focus on school wide expectations and rules.

#### Next Steps

The school will continue to review data and provide a range of support for students under the 3 tiered model. The school will review current programs and assess their impact using data and community consultation.

The school will continue to enhance its broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.

## Strategic Direction 3

### Productive Partnerships

#### Purpose

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

#### Overall summary of progress

Positive, respectful relationships are evident among students, staff and parents of Windsor South and practices are embedded for parents to be engaged with school activities.

Through Coffee Club, parents have developed an understanding of what their children are learning and receive regular information to support progression to the next level. School practices and processes are responsive to school community feedback.

The school has streamlined, flexible processes to deliver services and information and strengthen parental engagement, these include through the use of Facebook and the School App.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved parental attendance at school based information sessions and celebration days.	Teacher Release.Catering Executive staff member Teacher release	Improved levels of communication and increased rate of participation by school community and parent body.  Learning opportunities have been provided for parents and community members, giving them insight into their child's learning and the school's expectations.

#### Next Steps

The school will maintain the system for parent and community engagement with the school 'Coffee Club', and it will continue to maintain the school social media account and phone app.

The school will introduce the SeeSaw app to increase parental engagement.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	School Learning Support Officer, Aboriginal Education Officer, Teacher Release  \$87,816	All Aboriginal students had an individual learning plan (ILP), developed and made progress in literacy and numeracy. Students met goals as part of their learning pathway. The QUICKSMART program data indicates all students have shown improvement beyond the 10% target.
<b>Low level adjustment for disability</b>	Support teacher, School Learning Support Officer  \$104,000*(SLSO)	The Learning Support Team ensured that the needs of all students in the school were met using a three-tiered model of support addressing universal (Tier 1), targeted (Tier 2) and intensive (Tier 3) supports for students and teachers. There are well-developed and current policies, programs and processes to identify, address and monitor student learning needs.
<b>Quality Teaching, Successful Students (QTSS)</b>	.357 Teacher Staffing  \$104,000* (SLSO)	The initiative requires additional time/funding to be allocated in 2018 budget. Some students have not maintained improvement rates according to school based student performance measures.
<b>Socio-economic background</b>	Highly Accomplished Teacher* \$144,352  Catering \$300  Beginning Teacher \$20,175*	School-wide and inter-school relationships provide mentoring and coaching support to beginning and early career teachers, as well as expert teachers, to ensure the ongoing development of all staff. Curriculum provision is enhanced by these learning alliances as beginning and early-career teachers are provided with targeted support in areas of identified need. The school supports long term retention of beginning teachers through intensive professional development, mentoring and targeted support.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	78	89	95	105
Girls	67	68	73	96

Windsor South has had a steady increase in enrolments since 2014.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.9	89.6	94	93.7
1	92.8	92.7	88.6	94.9
2	92.6	91.3	93.2	92.1
3	93.5	91.1	93.2	93.3
4	95	89.9	90.8	92.7
5	89.6	91.8	85.7	90.3
6	90.2	90.2	93.8	90.5
All Years	92.8	90.9	91	92.4
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

Executive staff work on a regular basis with the Home School Liaison Officer to monitor and support families with high frequencies of absenteeism.

The school implements attendance initiatives which include termly prize draws for regular attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	7.98
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	3.92
Other Positions	0

\*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

Teachers at Windsor South are committed to improving their practice and actively participate in the comprehensive, out of hours, professional development that is offered on a weekly basis. The Lead Teacher and Instructional Leader draw on evidence based research to organise, plan for and present professional development workshops based on the needs of the staff and the school targets as seen in the School Plan. The Kindergarten staff and Instructional Leader have also participated in regional training og L3..

100% of staff provided evidence to support proficiency at their career level as part of their Professional Development Plans. One executive staff member is

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	140,991
<b>Revenue</b>	2,539,276
Appropriation	2,485,027
Sale of Goods and Services	2,703
Grants and Contributions	48,238
Gain and Loss	0
Other Revenue	1,372
Investment Income	1,936
<b>Expenses</b>	-2,552,981
Recurrent Expenses	-2,552,981
Employee Related	-2,319,200
Operating Expenses	-233,781
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-13,705
<b>Balance Carried Forward</b>	127,287

Our school is now fully deployed to the Learning Management and Business Reform (LMBR) system of operation. We utilise SAP finance for planning and reporting. All financial decisions are made in accordance with policy and are aligned to school management and strategic improvement. Excess funds in the 2017 school budget exist due to precautionary practices during the transition from OASIS to SAP finance. Excess funds will be utilised to address a number of priorities areas within the school during the 2018 financial year.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	1,518,945
Base Per Capita	25,675
Base Location	0
Other Base	1,493,271
<b>Equity Total</b>	479,725
Equity Aboriginal	87,816
Equity Socio economic	304,236
Equity Language	400
Equity Disability	87,274
<b>Targeted Total</b>	196,452
<b>Other Total</b>	231,904
<b>Grand Total</b>	2,427,027

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.

Results in NAPLAN for Literacy were consistent with teacher expectations. With improvements to our Learning Support processes we have successfully reduced the number of students performing at the lowest bands.

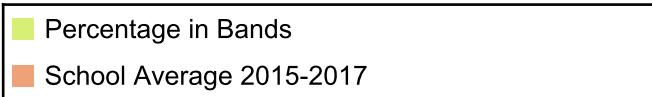
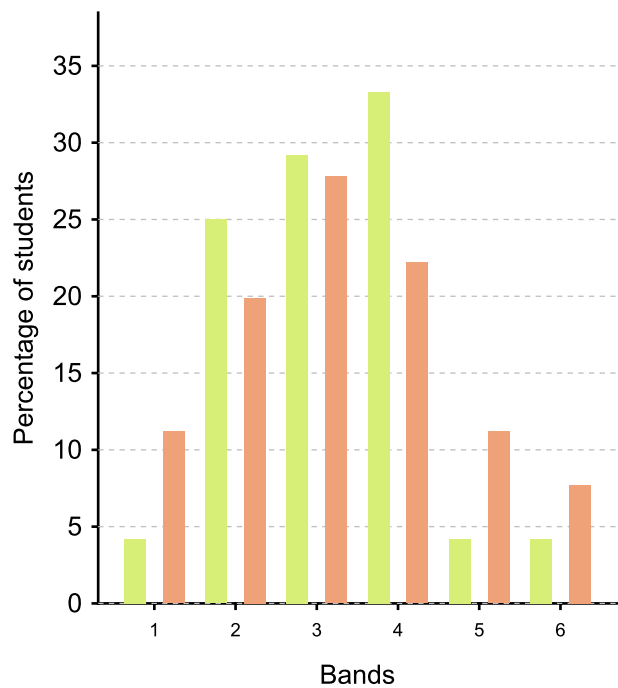
**Year 3 Reading:** 1 student in band 1 and 6 students in band 2. 10 students were in the top 3 bands.

**Year 3 Writing:** 0 students in band 1 and 1 student in band 2. 12 students were in the top 2 bands.

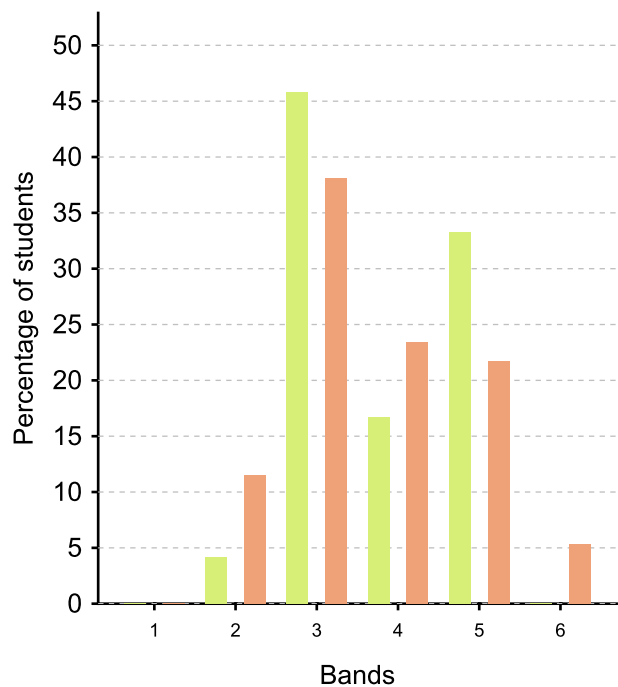
**Year 5 Reading:** 2 students in band 3 and 4 students in band 4. 11 students were in the top 3 bands.

**Year 5 Writing:** 4 students in band 3 and 3 students in band 4. 20 students were in the top 2 bands.

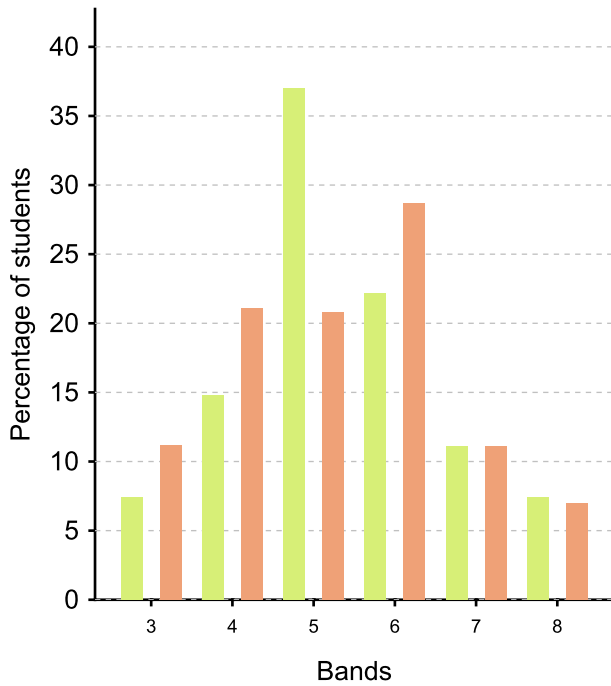
Percentage in bands:  
Year 3 Reading



Percentage in bands:  
Year 3 Writing



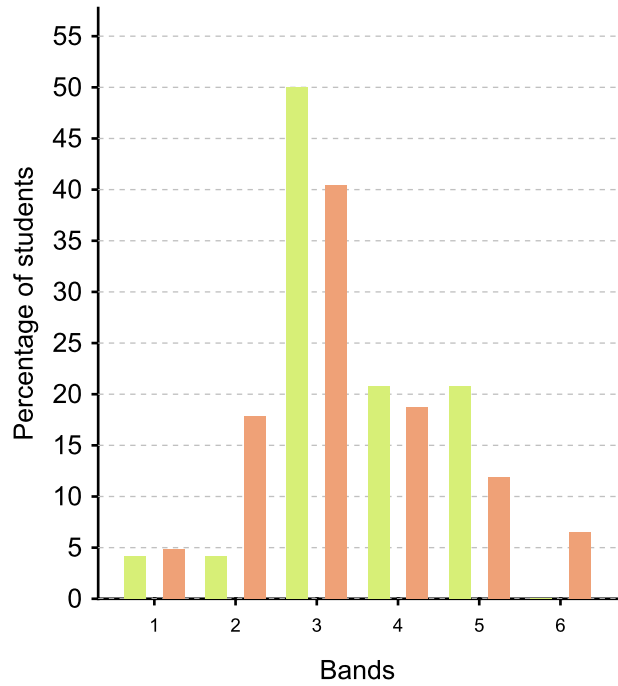
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2015-2017

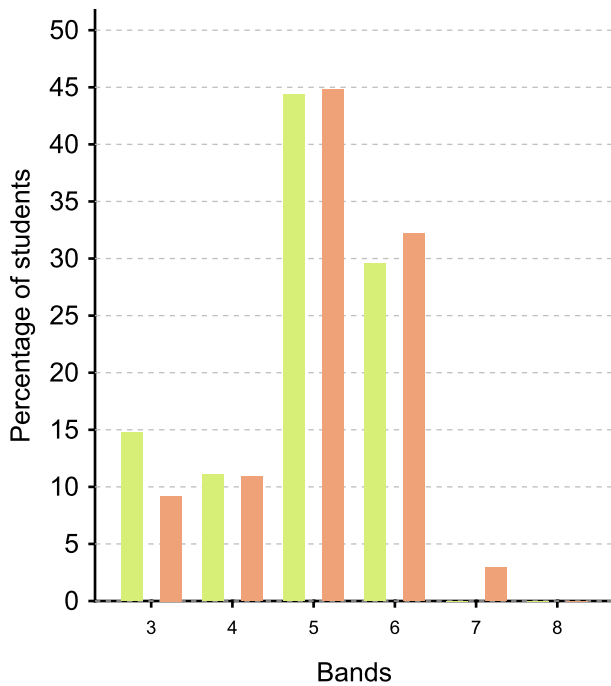
**Year 5 Numeracy:** 53% of students in the top 3 bands.

**Percentage in bands:**  
Year 3 Numeracy



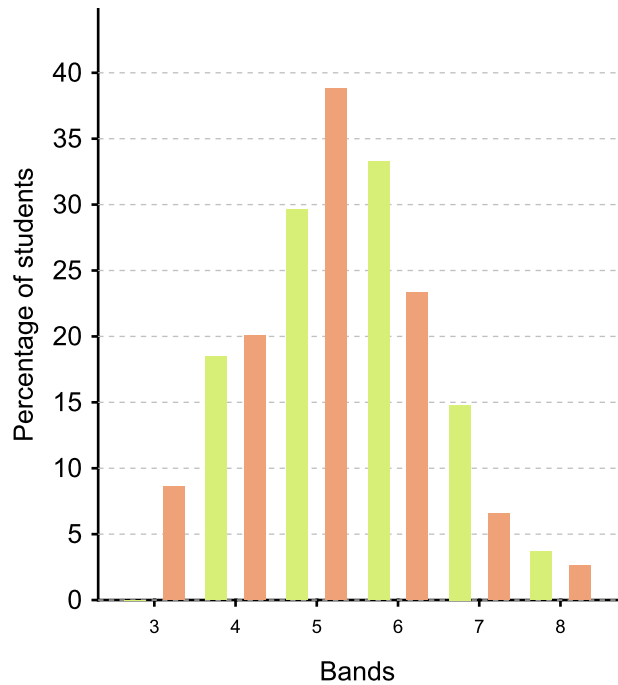
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

Results in NAPLAN for Numeracy were consistent with teacher expectations. With our focus on professional learning have successfully targeted students at risk of performing below expected outcomes, resulting in a shift towards the top bands:

**Year 3 Numeracy:** 92% of students in the top 3 bands.

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.

33% of Aboriginal students in Year 3 achieved the top band in writing.

37% of Aboriginal students in Year 5 achieved the top 2 bands in numeracy.

## 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.

86% of parents are satisfied with the way their children are progressing in literacy.

82% of parents are satisfied with the way their children are progressing in numeracy.

83% of parents are satisfied with the way their children are progressing socially, emotionally and behaviourally.

86% of parents agree that the school provides a safe and caring environment for their children.

## Policy requirements

### Aboriginal education

At Windsor South Public School, we embed the principles of Aboriginal education into the regular teaching programs from Kindergarten to Year 6. Teachers are trained in the Aboriginal 8 Ways of Learning pedagogy and Aboriginal perspectives are embedded in teaching and learning programs across all Key Learning Areas.

We hold regular meetings for our Aboriginal parent community and several staff members including the Aboriginal Education Officer attend local Aboriginal Education Consultative Group (AEGC) meetings.

100% of our Aboriginal students have Personalised Learning Pathways which are developed in consultation with parents and carers.

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

### Multicultural and anti-racism education

At Windsor South Public School, we are committed to celebrating diversity and inclusion for all members of our community. Our school recognises and values the different backgrounds and cultures of our students and community. We endeavour to provide teaching and learning programs which enable all students to thrive and succeed. Classroom practices are respectful of different cultural ethos and learning styles.

During Term Three, each class completed units of work on various countries. The term concluded with a Multicultural Day to celebrate, with our whole school

community, the learning that had been undertaken during the term. This celebration day included a World Tour, where each child 'visited' each country with their passport to experience a variety of foods and cultural differences.