

# Windsor Public School Annual Report



2018



3459

## Introduction

The Annual Report for **2018** is provided to the community of Windsor Public School as an account of the school's operations and achievements throughout the year.

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

Mike Watson

Principal

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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, 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's leadership team is developing a collaborative culture within management systems for school-wide improvement.

An Instructional Leader has 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 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 in the School Excellence Framework domain of Learning: The results of this self-evaluation process indicated that in the School Excellence Framework domain of Learning, we assessed ourselves to be SUSTAINING AND GROWING across all six Learning Elements.

The evidence shows that the teaching staff is extremely committed within the school community through their understanding of strategic planning priorities and the delivery of rich learning experiences to meet the needs of individual students (Evidence 1,2,3,4).

Teachers are committed to developing engaging activities to foster learning.

Reflection sessions also assist in regular reviews of student progress and foster collaboration amongst staff to ensure sharing of ideas and continuous implementation of positive learning environments. Staff are aware of and committed to strengthening and delivering on school learning priorities. Staff PDPs reflect school priorities and the Australian Professional Standards for Teachers. As can be seen in Evidence Set 3, there is a collaborative culture towards professional learning. Staff are willing to share ideas and knowledge with colleagues to ensure that effective programs and learning experiences to support student achievements are implemented.

Expected behaviours and attitudes are embedded in teaching and learning programs (Evidence 3), creating a positive

learning environment, leading to improved student outcomes. This is achieved through differentiated learning platforms as well as an effective Learning Support structure that identifies, addresses and monitors student learning needs.

Staff have recognised that further improvement can be achieved in the element *Reporting* stated in the Learning Domain. This can be achieved through planning a more rigorous, logical assessment cycle that openly monitors and tracks student learning, through collaborative sharing of student performance data.

The results of this process indicated that in the School Excellence Framework domain of Teaching:

The results of this self-evaluation process indicated that in the School Excellence Framework domain of Teaching, we assessed ourselves to be SUSTAINING AND GROWING across all four Teaching Elements.

The evidence shows that quality teaching is occurring through sustained commitment and professionalism. It reveals teachers delivering learning in innovative and engaging ways, both individually and in team teaching or collaborative situations (Evidence 1, 2, 3). Evaluation of teaching practice is evident through measures of engagement and student achievement (Evidence 1,4,5).

Teachers display a shared responsibility for improvement and set high standards of expectation (Evidence 2, 3). Learning from each other through collaborative practices and observation are broadly accepted.

Staff have recognised that further improvement can be achieved in the element *Data Skills and Use* stated in the Teaching Domain. We feel a more explicit understanding of data literacy concepts coupled with assessment for learning strategies will be relevant for improvement in teaching. This process has been commenced through Instructional Leadership and will continue as a focus throughout the current school plan as milestones are set to drive systematic improvement in student performance measures and differentiated teaching practices.

The results of this process indicated that in the School Excellence Framework domain of Leading:

The results of this self-evaluation process indicated that in the School Excellence Framework domain of Leading, we assessed ourselves to be SUSTAINING AND GROWING across all four Leading Elements.

The evidence shows a broad commitment, fostering a culture of high expectations and a shared responsibility for the development of student engagement, learning and success (Evidence 1, 2, 3, 4, 5). It reveals that staff engage actively with the broader community for the benefit of each students' academic, social and emotional wellbeing (Evidence 4, 5). Strategic Directions are targeted and achievable through the collaborative maintenance of resource and compliance measures (Evidence 1, 2, 3, 4, 5). Evidence shows that management practices focus explicitly on improving learning and wellbeing, set by a culture of improvement across the school community. The school regularly refers to the school plan and milestones to monitor, evaluate and modify priorities to meet the school's vision and strategic directions.

There is an annual process in place to conduct reviews of teacher performance (Evidence 3). This process also ensures that teachers take responsibility for their own professional learning to maintain a high standard of teaching and learning.

Strong community partnerships (Evidence 4, 5) demonstrate the way in which the school has increased parent engagement and allowed opportunities for the school to showcase successful programs and practices.

Staff have recognised that further improvement can be achieved in the element *Educational Leadership* stated in the Leading Domain. While the new school executive team continue to establish a cohesive leadership model; administrative systems, structures and processes underpinning school improvement, operations and teaching remain as *Delivering*.

We also aim to encourage a deeper involvement by the community in strategic planning through participation and effective feedback strategies.

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

Actively engaged, informed and successful learners

### Purpose

Establish a strong foundation in Literacy and Numeracy for all students, with deep content knowledge and confidence in their ability to learn, adapt and be self-regulated learners.

### Overall summary of progress

The school embarked on new learning and a new mindset in capturing student progress using ACARA's Learning Progressions. Teachers were provided with professional learning and support to unpack and explore 7 sub-elements from the Learning Progressions. Teachers utilised data collected to map students in PLAN2 and plan for targeted teaching. Teachers are trialling different methods of collecting and reporting on to PLAN2.

A consistent K-6 approach to writing provided teachers with professional learning around Seven Steps to writing success. A school scope and sequence has been drafted. As teachers explored this new way to teach writing, regular moderation of writing samples occurred K-6. K-2 also developed a rubric to measure writing growth using the learning progressions and the sub-element of Creating Texts.

Within teaching and learning, teachers are trailing learning intentions and success criteria across the continuum. Students are setting learning goals in some classrooms. A consistent K-6 school system that support staff in guiding student goals in Literacy and Numeracy is still under development.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Funds Expended (Resources)  | Progress achieved this year  |
|---|---|--|
| Increase the percentage of students achieving at or above state in Literacy and Numeracy. At least 35% of students achieve in the top two bands for NAPLAN Reading, Writing and Numeracy. | \$122,870 wages for Instructional Leader (Early Action for Success)<br>\$5,850 teacher professional learning<br>\$13, 254 teaching resources: RAM Equity  | <ul style="list-style-type: none"><li>• 2018 NAPLAN Reading Year 3 – 18.8% below state in Band 3 and above</li><li>• 2018 NAPLAN Writing Year 3 – 1.8% above state in Band 3 and above</li><li>• 2018 NAPLAN Numeracy Year 3 – 1.1% below state in Band 3 and above</li><li>• 2018 NAPLAN Reading Year 5 – 0.8% above state in Band 5 and above</li><li>• 2018 NAPLAN Writing Year 5 – 4.6% above state in Band 5 and above</li><li>• 2018 NAPLAN Numeracy Year 5 – 3.8% above state in Band 5 and above</li><li>• 34.78% of students achieved in the top two bands for NAPLAN – Reading and Numeracy based on the Premier's Priority</li><li>• 22.3% of students across Year 3 and 5 achieved in the top two bands for NAPLAN in Writing.</li></ul> |
| 100%of students responsible for their own learning goals in Literacy and Numeracy.  | \$5,980 teacher relief for personal learning plans (PLPs): RAM Equity<br>\$4,120 teacher relief for personal learning plans (PLPs): RAM Aboriginal Education<br>\$575 Admin resources: RAM Equity | <p>Through program supervision it is evident that teachers are including learning intentions and success criteria.</p> <p>Through program supervision and observational learning walks there is evidence of trialling and experimenting with Visible Learning techniques which will be the basis of setting student learning goals.</p>  |

## Next Steps

Implementing evidence based programs to ensure the best quality teaching and learning opportunities for all students with a focus on reading and mathematics.

Implementing learning intentions and success criteria in all classrooms with an introduction of student goal setting in one area in Literacy and one area in Numeracy.

## Strategic Direction 2

Quality teaching and leadership

### Purpose

Promote collaborative practice to drive systematic improvement while supporting a culture of high expectations and differentiated learning.

### Overall summary of progress

School systems enabled consistency with planning, programming and assessments. Teachers engaged in collaborative discussions with team leaders and colleagues through regularly scheduled meetings and through peer to peer class observations. Feedback practices are in their infancy stages, however are occurring.

Mathematics scope and sequence was refined to reflect NESAs and DoE expectations. Seven Steps to writing success was implemented K–6 for imaginative, persuasive and informative texts. L3 was implemented K–2 with some procedures/practices introduced whole school. All guided reading resources were placed into rooms with the purchase of additional reading materials such as informative short reads.

With the implementation of Learning Progressions to map student progress, teachers have explored different ways to plan and implement and utilise assessments to meet the needs of individual students. The collection of data has been streamlined to meet the needs of students and to inform targeted instruction. All teachers K–6 have entered and reported on student progress in PLAN2.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Funds Expended (Resources)  | Progress achieved this year   |
|--|---|---|
| 100% of teaching and learning programs reflect evidence based practices, are data driven, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples. | <p>\$3,300 Professional Learning. Teacher relief L3, PLAN, Literacy/Numeracy</p> <p>\$5,100 External Validation planning/reporting. Teacher relief: RAM Equity</p> <p>\$4,850 Teacher resources for Seven Steps: RAM Equity</p> <p>\$11,900 Teacher resources: RAM Equity</p> <p>\$9,820 Literacy resources EAfS: RAM Equity</p> <p>\$1,180 Teacher Resources: RAM Aboriginal Education</p> | <p>Seven Steps writing program implemented K–6.</p> <p>Mathematics scope and sequence aligns with NESAs and DoE Syllabus Content.</p> <p>100% of K–2 programs reflect evidence based daily guided reading sessions, interactive and independent writing sessions, Reading To procedures in Literacy and a focus on the Mathematical Big Idea of Trusting the Count in Numeracy.</p> <p>100% of teachers preferred guided reading material to be in classrooms, readily available for teaching and learning sessions.</p> <p>100% of teachers are implementing and utilising Reading and Numeracy group booklets to target teaching and differentiate individual learning for all students,</p> <p>K–2 teachers are trialling the inclusion of learning progressions in their Reading and Numeracy group booklets to monitor observable behaviours and map student progress in Tier 2 instruction. This information is then reported into PLAN2.</p> <p>100% of teaching and learning programs and student work samples are reviewed every 5 weeks and demonstrate syllabus content.</p> |
| There are explicit systems for collaborative practices and the sharing of feedback to enhance  | \$1,487 Teacher professional learning   | Moderation of writing samples occur every 5 weeks. K–6 teachers collaborate and engage in consistent teacher judgement. K–2 teachers utilise a writing  |

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)                  | Funds Expended<br>(Resources)     | Progress achieved this year   |
|--|-----------------------------------|---|
| and sustain quality teaching practice across all stages for all staff. | \$3,092 Teacher relief:RAM Equity | rubric designed with learning progressions in mind to identify what students can do. Teachers collaborate and discuss these writing samples to identify where to next.<br><br>Class observations implemented in line with the PDP process where teachers provided feedback on the identified teaching and learning area of the observation. |

## Next Steps

Formalise class observations to include peer to peer, team leader to peer and learning walks.

Refine evidence based practices that are data driven and differentiated for individual student learning in Reading and Mathematics.

Deepen understanding of Learning Progressions and explore and define expectations for teachers.

Explore explicit systems for collaborative practices and the sharing of feedback.



## Strategic Direction 3

Connected communities and wellbeing

### Purpose

To strengthen community partnerships and collegial links, using collaborative networking to promote and generate learning, innovation and a planned approach to whole school wellbeing by school and community.

### Overall summary of progress

There was increased communication and community participation through regular coffee club, promotions committee, parent forums, interactive newsletter, story time sessions, whole school and class Dojo platform. These were responsive to community needs and contributed to a culture of high expectations.

The welfare policy was updated and the introduction of a school mascot, Windsor Wallaby, took place to promote positive behaviour for learning.

The learning support was restructured to include tiered intervention and a consistent approach to providing differentiated programs for identified students.

A gifted and talented program was implemented and designed around project based learning.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Funds Expended (Resources)   | Progress achieved this year  |
|---|--|--|
| The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations | \$2,200 School promotions: RAM Equity<br><br>\$990 Teacher professional learning; PBL  | 2018 Tell Them From Me Survey data suggests an emerging school culture of high expectations: <ul style="list-style-type: none"> <li>• School mean of 6.9 in comparison to a NSW Govt norm of 7.2 in regards to a positive learning climate with students understanding there are clear rules and expectations for classroom behaviour.</li> <li>• Positive teacher–student relations are evidenced by school mean and NSW Govt mean being equal at 8.4 as students feel teachers are responsive to their needs and encourage independence.</li> <li>• Students find classroom instruction relevant to their daily lives (8.2 school mean/7.9 NSW Govt Norm)/98% School Mean against 96% NSW Govt Norm.</li> </ul>  |
| Wellbeing data will reflect incremental improvement across all school settings.   | \$25,568 SLSO wages: Equity low level adjustment disability<br><br>\$1,777 SLSO wages: English language proficiency<br><br>\$1,554 SLSO wages: Disability funding<br><br>\$25,940 SLSO wages: Aboriginal background loading<br><br>\$26,500 SASS/SLSO wages: RAM Equity<br><br>\$62,468 wages 0.6 staffing: RAM Equity Low level adjustment for disability | Tell Them From Me data suggests: <ul style="list-style-type: none"> <li>• Students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet.. 24% school mean compared to 36% NSW Govt Norm;</li> <li>• 90% of our students maintain positive relationships compared to 85% NSW Govt Norm.</li> </ul> School–based systems reflect: <ul style="list-style-type: none"> <li>• Distribution of STARR Awards (positive behaviours) has increased from 963(2017) to 1049 (2018);</li> <li>• A decrease of incident reports in the following school settings of – Canteen, Fixed Equipment, Toilets, C.O.L..A and Transition. (5 out of 11 across school settings tabled).</li> <li>• Learning Support data shows that in Tier 2 and Tier 3 intervention, 25 from 28 students have made positive gains in the classroom setting (Literacy)</li> </ul> |

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)                              | Funds Expended<br>(Resources)   | Progress achieved this year  |
|--|---|--|
| Wellbeing data will reflect incremental improvement across all school settings.    | \$300 SLSO professional learning: RAM Equity  | <p>Tell Them From Me data suggests:</p> <ul style="list-style-type: none"> <li>• Students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet.. 24% school mean compared to 36% NSW Govt Norm;</li> <li>• 90% of our students maintain positive relationships compared to 85% NSW Govt Norm.</li> </ul> <p>School-based systems reflect:</p> <ul style="list-style-type: none"> <li>• Distribution of STARR Awards (positive behaviours) has increased from 963(2017) to 1049 (2018);</li> <li>• A decrease of incident reports in the following school settings of – Canteen, Fixed Equipment, Toilets, C.O.L..A and Transition. (5 out of 11 across school settings tabled).</li> <li>• Learning Support data shows that in Tier 2 and Tier 3 intervention, 25 from 28 students have made positive gains in the classroom setting (Literacy)</li> </ul> |
| Community participation in school-based initiatives will increase from 12% to 50%. | <p>\$8,970 Teacher relief/reports/interviews: RAM Equity</p> <p>\$1,800 Subscriptions: RAM Equity</p> <p>\$8,800 Welfare/PBL/STARR Awards: RAM Equity</p> <p>\$2,625 NAIDOC &amp; Aboriginal Education Program: Aboriginal Education Equity</p> | <p>Tell Them From Me Survey data reveals:</p> <ul style="list-style-type: none"> <li>• 62% of students have a high rate of participation in extracurricular school activities compared to 55% NSW Govt Norm.</li> <li>• 25% of parents indicate involvement in school-based committees, with 75% of parents attending meetings generated by the school.</li> <li>• The introduction of Class Dojo as a communication initiative has seen 87% of families becoming more engaged by connecting teachers with students and parents in building classroom communities.</li> </ul>  |

## Next Steps

Develop a collegial community of schools that assume shared responsibility for promoting individual and collective measures for the ongoing growth and development of the school.

To decrease incident reports in the school settings of Class and Playground, through the implementation of behaviour management in a social skills context.

| Key Initiatives                            | Resources (annual)   | Impact achieved this year  |
|--|--|--|
| <b>Aboriginal background loading</b>       | \$34,306.00  | <ul style="list-style-type: none"> <li>• Aunty Edna and granddaughter Rhianna to attend NAIDOC celebrations and welcome in Durag language;</li> <li>• Indigenous BBQ and food tasting day for entire school;</li> <li>• Indigenous Infusion incursion K–6 with Larry Brandy – a performer/cultural artist during NAIDOC Week;</li> <li>• Staff were released to conduct PLPs twice throughout the year– A dedicated week in Term 1 and again in Term 3 to plan and review personal learning plans for Aboriginal students in consultation with teachers and parents;</li> <li>• Staff member was released to attend Allowah Day with parent and all Stage 3 Indigenous students;</li> <li>• Staff member was released to attend National Sorry Day with all Stage 3 Indigenous students;</li> <li>• Aboriginal Committee members (3) were released for part of the day to conduct Community Forum on Indigenous wellbeing and social services in the Hawkesbury area;</li> <li>• Indigenous teaching resources were updated along with Indigenous readers, big books and library books – 35 resources in total.</li> </ul> |
| <b>English language proficiency</b>        | \$1777   | <p>Students with a non–English speaking background were identified using ERN and monitored by the use of PLAN2 data, with particular focus on the progressions and the levels of which the students were mapped.</p> <p>Once identified, the Learning Support Teacher designed a program based on the individual needs of the identified student. The individual program was implemented daily by trained Student Learning Support Officers and reviewed weekly by the LST. Data was collected 5 weekly and student growth was monitored and analysed.</p> <p>EALD resources were assessed and new reading material purchased to support the EALD program, particularly in Reading fluency and comprehension.</p>  |
| <b>Low level adjustment for disability</b> | 0.6 staffing Equity Loading<br>\$62, 468.00<br>\$25,568.00 | <p>The Learning Support Teacher collected and analysed data from within the school, eg, PLAN2, school based assessments, Learning Progressions trackers, SCOUT data and attendance rates in order to plan for intensive and targeted programs.</p> <p>The LST and SLSO's have been employed and trained to further enhance and support student learning through the implementation of targeted, specifically designed, differentiated individual programs. Regular review and analysis of programs and school based data against the Progressions has been used to monitor and determine progress on student learning targets.</p>   |

|  |   |   |
|--|---|---|
| <p><b>Low level adjustment for disability</b></p>          | <p>0.6 staffing Equity Loading<br/>\$62, 468.00<br/>\$25,568.00</p> | <p>These practices are monitored through a collegial network consisting of the principal, an executive team, the school counsellor as well as external professionals where deemed necessary.</p> <p>Funds were allocated to support two identified students through support with individual social/emotional needs. These funds were attained through Emergency Support Application allowing the school to employ an additional SLSO to support these students in all school settings.</p> <p>Funds were also used to attend frequent TPL for support staff and teachers. This was allocated on a needs base, determined by the referrals and recommendations from the staff catering to individual student needs.</p>  |
| <p><b>Quality Teaching, Successful Students (QTSS)</b></p> | <p>0.27 Staffing – \$ 28,111.00</p>                                 | <p>Assistant Principals were allocated one day per week release from face to face to work shoulder to shoulder with their team members implementing, modifying and evaluating teaching and learning programs to meet the needs of students in their classes.</p> <p>An additional hour in Term 2 and 3 were allocated to each team member to work alongside of Instructional Leader in building knowledge and understanding of how to map students against learning progressions. Teachers that were confident used this additional time to map students in PLAN2 and analyse student data.</p> <p>100% of teachers K–6 mapped at least 5 students in their class on PLAN2 with updates at least once a term.</p> <p>Peer to peer observations took place and funds were used to relieve teachers to enable them to observe and provide feedback to peers based upon the teacher standards and quality education dimensions reflecting the goals in their PDP.</p> <p>100% of teachers observed at least one teacher throughout the year.</p> |
| <p><b>Socio–economic background</b></p>                    | <p>\$102,102.00 RAM Equity</p>                                      | <p>Intensive and targeted programs and strategies are embedded by specialist teachers, School Learning Support Officers. In 2018, a specialised School Learning Support officer implemented a program focusing on social skills, collaborative functioning with peers and peer support program with a focus on emotional support and guidance to identified students.</p> <p>Students were identified through data collected by the class teacher, monitoring of behaviour records and absences as well as social/emotional concerns.</p> <p>Since the beginning of the program the recorded incident report forms given to the</p>   |

|                                  |                         |   |
|----------------------------------|-------------------------|---|
| <b>Socio-economic background</b> | \$102,102.00 RAM Equity | Welfare coordinator decreased and the PBL award system showed an increase in positive awards allocated throughout the year. |
|----------------------------------|-------------------------|---|

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2015       | 2016 | 2017 | 2018 |
| Boys     | 100        | 85   | 75   | 80   |
| Girls    | 92         | 82   | 82   | 82   |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2015 | 2016 | 2017 | 2018 |
| K         | 95.7 | 93.6 | 95.4 | 94.2 |
| 1         | 93.5 | 95.2 | 92.5 | 93.8 |
| 2         | 94.4 | 93.7 | 94.1 | 90.6 |
| 3         | 92.5 | 94.8 | 95.3 | 92.4 |
| 4         | 94   | 93.6 | 95.3 | 91.2 |
| 5         | 93.1 | 95.2 | 91.6 | 93.1 |
| 6         | 93.2 | 91.6 | 93.3 | 90.9 |
| All Years | 93.8 | 94   | 93.9 | 92.3 |
| State DoE |      |      |      |      |
| Year      | 2015 | 2016 | 2017 | 2018 |
| K         | 94.4 | 94.4 | 94.4 | 93.8 |
| 1         | 93.8 | 93.9 | 93.8 | 93.4 |
| 2         | 94   | 94.1 | 94   | 93.5 |
| 3         | 94.1 | 94.2 | 94.1 | 93.6 |
| 4         | 94   | 93.9 | 93.9 | 93.4 |
| 5         | 94   | 93.9 | 93.8 | 93.2 |
| 6         | 93.5 | 93.4 | 93.3 | 92.5 |
| All Years | 94   | 94   | 93.9 | 93.4 |

### Management of non-attendance

Student attendance is marked electronically at the commencement of each school day by classroom teachers, with late arrivals being entered by administration staff.

School policy requires parents providing a note justifying any student absence, whether full or partial. If a student is absent for 3 consecutive days, a courtesy phone call by the classroom teacher will be made, to determine if the family may need any assistance with the student's return to school.

A home school liaison (HSLO) officer, regularly assesses attendance data online and will contact the school if there are irregular attendance patterns or high

absentees for any students. Meetings will then be arranged with parents to discuss any issues pertaining to non attendance. Appropriate actions will be initiated to assist in improving the attendance rates of nominated students.

## Workforce information

### Workforce composition

| Position                                | FTE* |
|---|------|
| Principal(s)                            | 1    |
| Assistant Principal(s)                  | 2    |
| Classroom Teacher(s)                    | 5.86 |
| Teacher of Reading Recovery             | 0.32 |
| Learning and Support Teacher(s)         | 0.6  |
| Teacher Librarian                       | 0.4  |
| School Counsellor                       | 1    |
| School Administration and Support Staff | 2.02 |

\*Full Time Equivalent

Two staff members have Aboriginal background.

### Teacher qualifications

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

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100        |
| Postgraduate degree             | 0          |

### Professional learning and teacher accreditation

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

- developing and implementing new syllabus;
- differentiation in the classroom;
- seven steps writing program;
- development of scope and sequences in key learning areas;
- development of individual performance development plans, linked to teacher



- accreditation processes;
- staff have also attended compliance training off site.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

|                                       | 2018 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 207,442                 |
| <b>Revenue</b>                        | 2,108,236               |
| Appropriation                         | 2,028,575               |
| Sale of Goods and Services            | 12,768                  |
| Grants and Contributions              | 64,337                  |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 0                       |
| Investment Income                     | 2,556                   |
| <b>Expenses</b>                       | -2,047,744              |
| Recurrent Expenses                    | -2,047,744              |
| Employee Related                      | -1,776,529              |
| Operating Expenses                    | -271,216                |
| Capital Expenses                      | 0                       |
| Employee Related                      | 0                       |
| Operating Expenses                    | 0                       |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 60,492                  |
| <b>Balance Carried Forward</b>        | 267,934                 |

The financial summary provided indicates that any expenditure by Windsor Public School is in accordance with Department of Education requirements.

### Financial summary equity funding

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

|                       | 2018 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 1,362,729               |
| Base Per Capita       | 30,359                  |
| Base Location         | 0                       |
| Other Base            | 1,332,370               |
| <b>Equity Total</b>   | 229,423                 |
| Equity Aboriginal     | 37,508                  |
| Equity Socio economic | 102,102                 |
| Equity Language       | 1,777                   |
| Equity Disability     | 88,036                  |
| <b>Targeted Total</b> | 0                       |
| <b>Other Total</b>    | 326,583                 |
| <b>Grand Total</b>    | 1,918,736               |

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 5 results for 2018 revealed an increase in average scores over time to meet state average in writing, with an increase in scores greater than state averages in Spelling and Reading.

Year 3 results showed students achieving results in the highest band for reading, which was an improvement on 2017. Student achievement was also noted in the

top band for Spelling.

Year 5 results revealed an increase in average scores over time to meet state average in Numeracy, with an increase of students achieving results in the top two bands.

Year 3 results revealed no results in the lowest band, with the majority of results in the top three 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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands

- 34.78% of students achieved in the top two bands for NAPLAN – Reading and Numeracy based on the Premier's Priority;
- 1 Aboriginal student placed in the top 2 bands for both Numeracy and Literacy in Year 5. No Year 3 Aboriginal students were placed in the top 2 bands for Literacy or Numeracy.

## 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.

Student engagement is "a disposition towards learning, working with others, and functioning in a social institution". It includes students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning. Measures of these aspects of engagement can be classified as social engagement, institutional engagement, and intellectual engagement. Engagement and learning go hand-in-hand: engagement begets learning and learning begets

engagement. This dynamic and interactive process begins early – during the primary years or even earlier – and continues through to adulthood. Student engagement needs to be considered an important schooling outcome in its own right, sitting alongside academic achievement as a key measure of student success.

In Windsor Public School, 63 students completed the Tell Them From Me Survey, which included nine measures of student engagement alongside the five drivers of student outcomes.

- 83% of students have a positive sense of belonging along with positive relationships, on par with NSW Govt. norms.
- 98% of students value schooling outcomes compared to 96% of NSW Govt. norms.

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

- 76% of students feel accepted and valued by their peers and by others at their school; the NSW Govt. norm is 81%.
- 90% of students have friends at school they can trust and who encourage them to make positive choices; the NSW Govt. norm is 85%.
- 98% 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%.
- 81% of students do not get in trouble at school for disruptive or inappropriate behaviour; the NSW Govt. norm is 83%.
- 89% of students try hard to succeed in their learning; NSW Govt. norm is 88%.
- 67% of students are interested and motivated in their learning; NSW Govt. norm is 78%.
- 37% 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 8.4 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 8.2 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.

**Bullying** – Students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet. In this school 24% of students are subjected to physical, social, or verbal bullying, or are bullied over the internet; NSW Govt. norm is 36%.

**Encouragement/Advice** – Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. In this school 7.8 out of 10: the NSW Govt. norm is 7.7.

**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 6.9; 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 NSW Govt. norms, this school rated

- Leadership 6.6 out of 10: NSW Govt. 7.7
- Collaboration 6.6 out of 10: NSW Govt. 7.8
- Learning Culture 7.3 out of 10: NSW Govt. 8.0
- Data Informs Practice 7.0 out of 10: NSW Govt. 7.8
- Teaching Strategies 7.1 out of 10: NSW Govt. 7.9
- Technology 6.2 out of 10: NSW Govt. 6.7
- Inclusive School 6.9 out of 10: NSW Govt. 8.2
- Parent Involvement 5.7 out of 10: NSW Govt. 6.8

With the development of the 2018–2020 school plan, leadership and 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 6.5 out of 10: NSW Govt. 7.5
- Planned Learning Opportunities 7.0 out of 10: NSW Govt. 7.6
- Quality Feedback 6.7 out of 10: NSW Govt. 7.3
- Overcoming Obstacles to Learning 7.0 out of 10: NSW Govt. 7.7

The three remaining dimensions as part of the Partners in Learning Parent Survey – Unfortunately, the number of participants retrieved according to the set criteria is

less than the minimum number required to protect the privacy of the participants. The school will continue to strive for a greater parent involvement and participation in school plans and events as part of 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 2018. The school used part of the funding for the following programs and resources:

- Dedicated week of learning experiences and celebration for NAIDOC Week;
- Aunty Edna and granddaughter Rhianna attending;
- Indigenous BBQ and food tasting day, K–6;
- Indigenous Infusion incursion K–6 with Larry Brandy – a performer/cultural artist during NAIDOC Week;
- A dedicated week in Term 1 and again in Term 3 to plan and review personal learning plans for Aboriginal students in consultation with teachers and parents;
- Attending Allowah Day with Indigenous classroom teacher, parent and all Stage 3 Indigenous students;
- Attending National Sorry Day with all Stage 3 Indigenous students, parents and teacher;
- Community Forum on Indigenous wellbeing and social services in the Hawkesbury area;
- NASCA and Windsor High School Indigenous students running a links program between Windsor Public School and Windsor High School; and
- Aboriginal Education committee members coordinated a short presentation through Filmpond on Windsor Public School's Indigenous activities in 2018 and presented this at the local AECG annual meeting.

During 2018 the school Aboriginal Committee ensured that the integrated units of work across science, history and geography, were reflective of 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 in Term 1 and reviewed again in Term 3 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 again joined many of the local area primary and high schools in attending Allowah Day at Yellomundi Regional Park as part of Reconciliation Week. One of our Indigenous classroom

teachers, a parent representative and eight Indigenous students in Stage 3 attended the day of cultural activities and workshops.

Windsor Public School attended National Sorry Day in Macquarie Park Windsor with all Stage 3 Indigenous students, classroom teacher and parents.

During NAIDOC Week, Windsor Public School invited one of the local Indigenous elders – Aunty Edna and her granddaughter – Rhianna, to the NAIDOC assembly. Rhianna gave the welcome to country in the local language of Dhurag. The Aboriginal Education committee also held a food tasting bbq day for the whole school with sausages (kangaroo, crocodile and emu), jonny cakes, jams, cakes, desserts all made with local Indigenous spices and flavours. The committee also developed a work booklet and resources that aligned with the theme for 2018 and daily focused activities.

NASCA and Windsor High School Indigenous students, in the Yip program, attended our school and coordinated a sports/leadership program with years 4, 5 and 6. This helped in supporting positive local links between our schools and supported the development of leadership skills for the high school students.

This year was the first time that the Aboriginal Education Committee, in consultation with Filmpond, coordinated the development of a short film on many of these wonderful Indigenous activities at Windsor Public School in 2018. The film was previewed at the local AECG by all schools within the Hawkesbury area.

### **Multicultural and anti-racism education**

Throughout the year at Windsor Public School, Multicultural Education was embedded into the curriculum. Many forms of multimodal texts were included in teaching and learning programs and used to provide engaging learning opportunities for the students. In 2018, Windsor Public School 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.

Additional support for NESB students encompassed a range of strategies. These strategies were supported by the employment of SLSOs to implement individual programs and to assist targeted students in guided literacy and numeracy programs within the classroom.