

Windale Public School

Annual Report



2018



3893

Introduction

The Annual Report for **2018** 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.

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School background

School vision statement

Dream Believe Achieve

At Windale Public School we build relationships with all stakeholders based on transparency, honesty and mutual respect. Children are at the centre of every decision we make and everything we do.

We believe:

- All young people need a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn, adapt and be responsible citizens.
- High expectation relationships should form the foundations of our daily conduct. Staff will display an openness to continuing to learn as leaders to drive the improvement journey and model this growth mindset to students.
- Our school culture should celebrate progression rather than achievement. Quality teaching time will be prioritised to improve every student. Every student should achieve a year's worth of learning for a year's worth of teaching.

School context

Windale Public School is located in east Lake Macquarie and is a proud member of the Waiyarang Community of Schools. The school has an enrolment of 196 students and is in a community with a high number of students identifying as being of Aboriginal or Torres Strait Islander descent.

The school services a low socioeconomic community and has a strong focus on high expectation relationships with a commitment to improving educational outcomes for all of its students. The teaching and learning programs encourage children to be Safe, Respectful and Responsible in line with our Positive Behaviour for Learning expectations.

Windale Public School has a School as Community Centre (SaCC – Milabah), a Department of Education appointed Aboriginal Education Officer (AEO) and a DoE Preschool facility all of which foster valuable links between the local and wider community and the school. The school has undergone significant changes in permanent staffing in recent years and with this increased stability has come an ambitious focus and commitment to improvement for all staff and all 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 in all three domains of Learning, Teaching and Leading that the school's self-assessment is consistent with the evidence presented and was validated by the panel using 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

Fearless Learners

Purpose

Engaging every student in meaningful and future-focused learning experiences. Supporting students in achieving their full potential as successful, confident and creative individuals to become active and informed citizens.

Overall summary of progress

- The school continues to self-assess and critically reflect on existing practices to ensure the continued focus on high quality differentiated teaching and learning to meet the specific learning needs of each individual student.
- All staff have actively participated in evidence based professional learning to build their capacity in delivering literacy, numeracy and wellbeing programs that are continually responsive to student need.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Windale Public School is committed to improvement and the provision of high quality educational opportunities for every child. Quality teaching time is prioritised to improve the learning outcomes of every student.</p> <p>Our improvement measures will be evidenced by:</p> <ul style="list-style-type: none">• Quality teaching and learning practices as identified through teaching programs and lesson observation.• Tracking of individual student progress using the learning progressions (PLAN2) and NAPLAN performance analysis demonstrates increased numbers of students achieving higher levels of performance on external and internal measures.• Increased student attendance based on aggregated data.	<p>Assessment of data collected</p> <ul style="list-style-type: none">• PLAN• 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 teaching programs and classroom based intervention targeted specifically to meet individual student need</p> <p>All teachers recording data on PLAN 2 in all aspects of Literacy and Numeracy reviewed and updated on a five weekly cycle</p>

Next Steps

In 2019, Windale Public School has committed to trial Learning Sprints with a focus on reading for literal comprehension. This is in response to detailed analysis of NAPLAN trends over the past few years and is a joint initiative between the primary schools of the Waiyarang Community of Schools.

Strategic Direction 2

Dynamic Teachers

Purpose

Building capacity through focused professional learning and development to ensure that staff are engaged in ongoing, purposeful and evidence-based teaching practices.

Overall summary of progress

- Completion of a Windale Public School Teaching Handbook encompassing all aspects of school from the school vision to scope and sequences, assessment schedule and learning support team procedures to name a few. This has been a major initiative that has taken many years to complete with extensive consultation from staff on all aspects of what was to be included and why.
- 100% of teaching and non teaching staff have a Performance and Development that is an authentic working document, reviewed and updated regularly in collaboration with their supervisor and that reflects the strategic directions in the 2018–2020 School Plan as well as meeting the individual professional learning needs of each staff member.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>At Windale Public School all teachers display an unwavering commitment to delivering excellence, equity and integrity as part of their everyday conduct. Staff collaboratively and expertly analyse system and school-based data to plan and implement a differentiated curriculum to meet the needs of all students.</p> <p>Our improvement measures will be evidenced by:</p> <ul style="list-style-type: none">• Strategic financial and work force planning that has strengthened the quality and effectiveness of school operations.• Personalised practices and processes that are responsive to student, staff and community feedback.• Demonstrated improvement in classroom practice across all staff.	<p>\$15101 Professional Learning funds</p>	<p>Time dedicated in staff meetings and staff development days to work on the Windale Public School Teaching Handbook collectively as a staff. This included the development and revision of whole school literacy and numeracy scope and sequences</p> <p>Utilisation and upskilling of staff in the effective use of G–Suite as a means of file sharing and documentation. This has increased teacher efficiency in planning and helped facilitate collaboration amongst staff</p>

Next Steps

In 2019, the Windale Public School Teaching Handbook will be released for use from the beginning of the school year. This will ensure that all staff are clearly aware of the expectations with regards to delivering excellence and equity for all students in all classrooms. Collective teacher efficacy meetings will continue to be funded from the school budget and will be timetabled for teachers to meet regularly with their supervisors to build the capacity of all staff.

Strategic Direction 3

Innovative Leaders

Purpose

Enabling the school community to demonstrate inspirational leadership through a collaborative approach to decision making that is accountable, transparent and reflects the needs of our school.

Overall summary of progress

- Student leadership has been facilitated through many different avenues for students ranging from Kindergarten to Year 6. Several of our Stage 3 Aboriginal students attended the AECG STEM Camp at Toukley. This was the first time this opportunity had been offered to students at our school and was enjoyed immensely by all who attended.
- Staff continued to have stage based network days once per term to focus on collaborative practice. This has replaced the Waiyarang Community of Schools network days which ran in previous years but that all schools could not commit to financially this year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Strong, strategic instructional leadership is the cornerstone of school excellence. At Windale Public School staff and community foster a commitment to the promotion of a school culture that is based on high expectations, inclusivity and a shared sense of responsibility for student learning, engagement, wellbeing and success.</p> <p>Our improvement measures will be evidenced by:</p> <ul style="list-style-type: none">• Increased forums for student voice and opportunities to participate in leadership experiences.• Staff PDPs reflective of increased levels of confidence in professional practice and engagement in distributed leadership opportunities.• School systems ensuring the delivery of Departmental policy clearly articulated to all stakeholders.	<p>Student wellbeing groups formed based on PBL data and class teacher recommendations in conjunction with Creative Times, Eastlakes Youth Services, Centre for Hope and Allambi</p> <p>AEO and Outside Agency (University of Newcastle) for Deadly Streaming</p> <p>Network days for all K–2 and 3–6 staff on a term basis</p>	<p>Attendance at the Newcastle GRIP Leadership conference for aspiring students was offered to Year 5 students to build their capacity as future school leaders</p> <p>Deadly Streaming was effective, the students appeared to enjoy their time. This was late to start due to (external) instructor allocation and availability, however at times our AEO filled in as students wanted to attend</p> <p>Staff are feeling increasingly confident and supported by the processes being put in place to promote collaborative practice and collective teacher efficacy</p>

Next Steps

In 2019, Windale Public School will continue to partner with external agencies to provide wellbeing groups for targeted students to meet their specific learning needs rather than focusing on one program for all students. We will provide increased opportunities for our students and staff to shine on the wider stage and be excited about the challenge of continuing to learn.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>During 2018 Windale Public School received \$123519.00 as part of the RAM Equity loading. This funding includes the staffing allocation of a full time Aboriginal Educational Officer (AEO). This key initiative loading was strategically utilised in the following manner:</p> <ul style="list-style-type: none"> • timetabling of the Aboriginal Education Officer (AEO) into all classrooms across the school as well as time being allocated for building connections and supporting community • 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 all students and families have access to the AEO on a regular basis with timetabling in all classes from P–6 across the school • 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 2018 Windale Public School received \$148783.00 as part of the RAM Equity loading. This funding includes the staffing allocation of 1.0 FTE Learning and Support Teacher (LaST) which was a decrease from our 2017 allocation. This key initiative loading was strategically utilised in the following manner:</p> <ul style="list-style-type: none"> • to facilitate employment of additional School Learning Support Officers within the school to ensure every child was engaged and challenged to achieve the best possible learning outcomes • to employ a staff member 0.1 specifically to address the learning needs of our Out of Home Care (OoHC) students in addition to our existing Learning and Support allocation 	<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 time of the day to optimise individualised attention and targeted student support for learning and wellbeing • ensured that the communication between the school, carers and agencies for all OoHC students is clear and meets legal requirements regarding the implementation and review of Individualised Education Plans (IEPs)
Quality Teaching, Successful Students (QTSS)	<p>During 2018 Windale Public School received \$28111.00 as part of the base school allocation, comprising of 0.270 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 collective 	<p>The strategies employed by the school have:</p> <ul style="list-style-type: none"> • lead to increased staff capacity and ensured that authentic collaboration forms the backbone of all that we do at Windale Public School

Quality Teaching, Successful Students (QTSS)	<p>teacher efficacy mentoring sessions with their supervisors on a fortnightly basis to build staff capacity</p>	<p>The strategies employed by the school have:</p> <ul style="list-style-type: none"> • lead to increased staff capacity and ensured that authentic collaboration forms the backbone of all that we do at Windale Public School
Socio-economic background	<p>During 2018 Windale Public School received \$389533.00 as part of the RAM Equity loading. This key initiative 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 curriculum differentiation for all students K–6 • to purchase future focused technology and flexible furniture in an additional two classrooms to support student engagement and different learning styles • to purchase new Promethean boards to replace existing Smart boards within all classrooms to ensure the integration of future focused technologies from K–6 • to heavily subsidise the cost of school based expenses for our families to ensure all students have equal access to all aspects of the curriculum • to facilitate the employment of a Speech Pathologist one day per week to work with targeted students and build the capacity of staff to meet their expressive and receptive language needs within their classrooms 	<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 2018 • increased targeted support to all student for both remediation and extension across all classes K–6 • increased access for all staff and students to future focused learning technologies across the school
Early Action for Success	<p>During 2018 Windale Public School received \$127418.00 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:</p> <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 	<p>The strategies employed by the school have:</p> <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

Students	Enrolments			
	2015	2016	2017	2018
Boys	91	83	76	82
Girls	84	79	80	89

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.8	92.8	93.6	88.7
1	90.3	89.3	90	90.9
2	85.2	87.4	85.2	88.9
3	90.8	87.1	88.6	86.8
4	87.6	91.8	90.7	89.7
5	84.8	85	90.8	85.4
6	90.5	89.1	86.2	89.3
All Years	88.7	89	89.3	88.6
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 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. SMS messaging for student absence through SENTRAL was introduced this year which was well received by the community. Many families now use this platform or the Windale PS Skoolbag app to notify us of student absence and the reason why the child is not at school that day. 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(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.58
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.4
School Administration and Support Staff	4.12

*Full Time Equivalent

In 2018, 6 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

Professional learning and teacher accreditation

During 2018, all staff undertook significant professional learning. K–6 staff were given the opportunity to participate in stage-based professional learning days each term to share best practice in literacy, numeracy and growth mindset. These replaced the Waiyarang Community of Schools network days which no longer ran as is previous years. As Windale Public School underwent external validation in 2018, all staff worked together throughout Term 2 and Term 3 on the processes required for external validation which comprised developing a deeper understanding of the School Excellence Framework. This then led to further professional learning as we moved on to our 2018–2020 planning phase of the School Plan. Staff completed compliance training in Child Protection, Anaphylaxis and Cardiopulmonary Resuscitation.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	117,826
Revenue	3,107,971
Appropriation	3,033,337
Sale of Goods and Services	6,953
Grants and Contributions	66,781
Gain and Loss	0
Other Revenue	0
Investment Income	900
Expenses	-2,857,746
Recurrent Expenses	-2,857,746
Employee Related	-2,566,466
Operating Expenses	-291,280
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	250,225
Balance Carried Forward	368,051

The school is planning works to be undertaken to several of the existing buildings in 2019 which will require significant money to be spent from the balance carried forward.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,437,971
Base Per Capita	31,471
Base Location	0
Other Base	1,406,500
Equity Total	663,127
Equity Aboriginal	123,519
Equity Socio economic	389,533
Equity Language	1,292
Equity Disability	148,783
Targeted Total	107,794
Other Total	633,856
Grand Total	2,842,748

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.

It was pleasing to see that the school average for the number of students in the top two bands for Year 5 Writing was comparable to that of the state.

School average for 2016–2018 also shows pleasing improvements in Year 5 Numeracy compared to that of the state.

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.



Parent/caregiver, student, teacher satisfaction

Parents and carers are encouraged to give the school feedback through multiple platforms and occasions throughout the year. Overwhelmingly our greatest indicator of community engagement and satisfaction is our Facebook page. We now have over 900 followers which is larger than many schools double our size with student enrolments. Parents regularly comment on our posts and direct message us if they have any queries with regards to their child's learning. Parent teacher interviews were moved to Term 1 this year and were well received by the community as they felt it gave them a good opportunity to sit down with their child's teacher early in the year to discuss their progress and goals for the coming terms. We will continue to do the same in 2019. The Student Representative Council continues to provide our students with a voice regarding all aspects of the school and meets regularly. Focus groups including our P&C, Aboriginal and Preschool parents have also been invited to have input into the directions the school has taken this year in line with the new School Plan which involved community consultation in its development.

In 2019 we will be implementing the ACER Six–Star surveys for students and staff which measure six vital areas of wellbeing. They are:

- mood
- resilience
- engagement
- communication
- relaxation, and
- positivity

The use of these surveys will allow us to identify a baseline for wellbeing of the overall student and staff population as well as for specific groups and allow greater capacity to monitor the impact of existing wellbeing programs.

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 aspects of the curriculum with cultural guidance being facilitated through our Aboriginal Education Officer (AEO) and Minimbah Local AECG. In our Preschool, targeted funding provided to the school in 2018 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. The development of a new Yarning Circle in the bottom playground took a lot of organisation and has been met with excitement by students and their families. Large sandstone blocks have been used that are large enough for students to sit on and this area has fast become a valuable asset to the school as an additional outdoor learning space.



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. In 2018 the school's Anti–Racism Plan was updated and released to the school community. This document involved extensive collaboration with all members of the school community to ensure it accurately reflected the vision of our school and its community. 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.