

# Windsor South Public School Annual Report



2018



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## Introduction

The Annual Report for **2018** 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 9 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. 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.

The results of the self-assessment 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. We are continuing to develop a strong learning culture across the school community that is underpinned by a comprehensive and effective wellbeing framework. The school curriculum provides an engaging and diverse range of opportunities for students to experience a well-rounded education. Teacher assessment and reporting is increasingly accurate and consistent across all years of learning and it reflects the individual student progress and point of need. Teaching and support staff routinely analyse student data to track student progress, plan and deliver strategic intervention measures to improve student outcomes.

In the domain of **Teaching** we have continued to make strong growth and are currently at the **Sustaining and Growing** phase of the School Excellence Framework. There are systematic processes in place for the collaborative analysis of student data and teacher performance to ensure that teaching programs deliver best practice and that evidence-based learning opportunities are targeted to student need. All staff participate in professional and performance development processes that are aligned to the school plan. Teacher evaluation and reflection is conducted collaboratively and as part

of the teaching and learning cycle.

Our school in **Sustaining and Growing** in the **Leading** domain of the School Excellence Framework. We have established processes and practices to lead the delivery of quality curriculum and pedagogy, robust organisational management systems, and effective strategic improvement measures. The use of school resources is efficient and effective in addressing our strategic priorities. Our planning and communication is transparent and inclusive of all stakeholders. Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

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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 develop a dynamic school-wide professional team of teachers and leaders who have personal and collective efficacy and responsibility for the educational outcomes and wellbeing of all students.

#### Overall summary of progress

Teachers have undertaken extensive professional development in the areas of Visible Learning and writing. This has enabled them to write effective teaching and learning programs which include learning intentions and success criteria.

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
<ul style="list-style-type: none"><li>100% of teachers programming and delivering explicit learning intentions and success criteria for writing and mathematics.</li></ul>	Instructional Leader K–2, Instructional Leader 3–6, LaST, Teacher Release	Approximately 90% of teachers are programming and delivering explicit learning intentions and success criteria for writing and mathematics. This has been monitored by the Assistant Principal program feedback which is given on a termly basis. The Instructional Leaders and Learning and Support Teacher also give targeted support where required.
<ul style="list-style-type: none"><li>80% of teaching staff indicate that they have an improved understanding of the Literacy and Numeracy Progressions.</li></ul>	Instructional Leader K–2, Instructional Leader 3–6, LaST, Teacher Release	80% of staff indicate that they have an improved understanding of the Literacy and Numeracy Progressions.  However, due to changes in the EAfS expectations, only the K–2 teachers are working with the progressions on a consistent basis.

#### Next Steps

The school will continue to maintain explicit systems for teacher professional development and performance, with includes regular feedback and opportunities for collaboration.

The school will continue to utilise the Literacy and Numeracy Progressions as per the expectations of the Early Action for Success leadership team.

## Strategic Direction 2

### Successfully Engaged Learners

#### Purpose

To ensure all students are actively engaged in personalised, meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, respectful citizens.

#### Overall summary of progress

Our school has created a supportive environment that encourages students to improve and succeed. Our mindfulness and resilience programs have been successful in ensuring continued wellbeing of our students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students participate in the Mind UP Curriculum and Bounce Back program	\$1000 Bounce Back program & MindUp Curriculum resources.  \$100 teacher participation in Yoga and Meditation sessions.	80% of teachers implemented both the Mindfulness and resilience program in their classrooms. These teachers and their students reported great success in maintaining a calmness and controlling their amygdala. throughout each and every day. This was reflected in the PBL data analysis for how many students were referred for behaviour incidents from these classes.
• 100% of students have regular access to the outdoor learning space.	\$3000 RAM Equity to begin the development of the enhanced Outdoor Learning Space.  \$1000 raised from the SRC which contributed to the development of the space.	We held 3 working bees throughout the year to develop this outdoor learning space. Many staff attended each working bee and only a few members of our parent body. So the development has been slower than expected.

#### Next Steps

Teachers will collaboratively develop a scope and sequence for each stage for the Bounce Back resilience program. Mindfulness will be timetabled in every class timetable, at least 3 times per week.

We will continue to hold working bees and encourage parent support to continue to develop an engaging outdoor space for students to learn.

## Strategic Direction 3

### Productive Partnerships

#### Purpose

To create, enhance and maintain productive school and community partnerships which are dynamic, equitable and sustainable.

#### Overall summary of progress

Partnerships with our community continued to strengthen in 2018, with the P&C now leading 'Coffee Club' and we have continued support from external agencies such as Rotary and Wiseberry Real Estate. Communication with parents is effective with the use of the SeeSaw App, Facebook, Skoolbag App and the digital sign.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>100% of classroom teachers updating the seesaw app on a weekly basis.</li></ul>		90% of classroom teachers are using SeeSaw as a communication tool and are making regular updates on the app. We have about 60% of parents using the app with very positive feedback.
<ul style="list-style-type: none"><li>SRC will host 1 community event per term.</li></ul>	\$500 spent on food and drink to encourage participation at events such as the Parent Information Evenings and NAIDOC celebrations..	The SRC hosted an afternoon disco each term, a movie night in term 2 and several other events such as crazy hair days and cake stalls.

#### Next Steps

All classroom teachers will use the SeeSaw app to communicate with parents about student learning and achievement and we will aim to have 90% of parents using the app.

The SRC will continue to host at least one event per term to raise money to put towards the development of our outdoor learning space.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	FTE 1.0 Aboriginal Education Officer  \$18 643 Flexible Funding	We have an Aboriginal Education Officer who supports our Aboriginal student with their learning and wellbeing. He provided cultural lessons to classes and worked with students on achieving their PLP goals.  We employed an SLSO who implements the QucikSmart program to support our Aboriginal students with numeracy skill acquisition.
<b>Low level adjustment for disability</b>	FTE 0.8 LaST  \$27 259 Flexible Funding	Students with additional support needs receive tier 2 or 3 interventions and have an Individual Education Plan, reviewed every 10 weeks.  SLSO supported students to achieve their IEP goals.
<b>Quality Teaching, Successful Students (QTSS)</b>	FTE 0.357	Teachers are given opportunities to participate in a peer coaching program, to support quality teaching practice.  Teachers participate in regular peer observations where critical feedback is given and collegial discussions lead to improved practice.
<b>Socio-economic background</b>	FTE 0.1 PSFP  \$329 603 Flexible Funding	Teachers were provided with additional release time for professional learning with the Instructional Leader or Deputy Principal.  Employment of intervention staff to support tiered intervention approach K-6.  Employment of a School Chaplain supported our student welfare program..
<b>Support for beginning teachers</b>	\$21 339	Beginning teachers were provided with mentoring and coaching structures, ongoing feedback and support that is embedded in the collaborative practices of the school.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	89	95	105	100
Girls	68	73	96	105

Windsor South has had a steady increase in student enrolments since 2015.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	89.6	94	93.7	92.6
1	92.7	88.6	94.9	91.8
2	91.3	93.2	92.1	94.3
3	91.1	93.2	93.3	93.1
4	89.9	90.8	92.7	93.5
5	91.8	85.7	90.3	92.4
6	90.2	93.8	90.5	88.5
All Years	90.9	91	92.4	92.2
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

The DoE Attendance Policy is adhered to by WSPS. Parents are notified on a regular basis if absent notes are not returned and attendance rates of students is closely monitored by school executive. Students of concern are referred to HSLO for further monitoring.

Students who arrive at school on time each day of the week receive a raffle ticket on the Friday. On the last day of each term, a Wiseberry Real Estate representative draws a winner from the raffle who receives a \$100 Toymate voucher, donated by

Wiseberry Real Estate.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	9.24
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	3.92

\*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.

100% of staff provided evidence to support proficiency at their career level as part of their Professional Development Plans. One executive staff member is accredited at Lead level, 10 staff members are accredited at proficient level and 4 teachers are at graduate level, working towards proficiency.

## 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>	127,287
<b>Revenue</b>	2,839,521
Appropriation	2,782,005
Sale of Goods and Services	844
Grants and Contributions	46,833
Gain and Loss	0
Other Revenue	7,982
Investment Income	1,857
<b>Expenses</b>	-2,620,451
Recurrent Expenses	-2,620,451
Employee Related	-2,398,166
Operating Expenses	-222,285
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	219,070
<b>Balance Carried Forward</b>	346,357

The School Office Manager and School Principal maintain rigorous records of finance transactions and budget planning in alignment with DoE audit and policy requirements. Funds have been used for purchasing resources in line with the school plan and professional learning has been planned to support the school targets and school plan.

### 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>	1,681,197
Base Per Capita	38,867
Base Location	0
Other Base	1,642,330
<b>Equity Total</b>	554,914
Equity Aboriginal	85,685
Equity Socio economic	358,279
Equity Language	400
Equity Disability	110,550
<b>Targeted Total</b>	178,042
<b>Other Total</b>	260,378
<b>Grand Total</b>	2,674,531

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.

In Year 3, students made improvements in Spelling although results in Writing slightly declined compared to previous years, however the results are still well above statistically similar schools.

In Year 5, student results in Writing and Spelling have declined compared to previous years, however the results are still above statistically similar schools, more so in Writing.

Numeracy results have declined in both Year 3 and Year 5; however, there has been a considerable increase in the number of students achieving bands 6 and 7 in Year 5, and bands 5 and 6 in Year 3.

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, schools are required to report their student performance for the top two NAPLAN bands.

In Year 3, for Reading 32.35% of students were in the top 2 bands and for Numeracy 26.47% of students were in the top 2 bands.

In Year 5, for Reading 17.39% of students were in the

top 2 bands and for Numeracy 13.04% of students were in the top 2 bands.

17.65% of our Aboriginal students were in the top 2 bands for Reading and Numeracy in Year 3 and 5.

## 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.

90% of parents are satisfied with the way their children are progressing in literacy.

80% of parents are satisfied with the way their children are progressing in numeracy.

88% 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. Stage 3 Aboriginal students participate in Allowah Day with students from Windsor High School.

### 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.