

Winston Heights Public School

Annual Report



2018



4471

Introduction

The Annual Report for **2018** is provided to the community of Winston Heights 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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Message from the Principal

Learn, Communicate and Grow. The school motto continues to reflect a strong student-centred school where exceptional learning opportunities are available to all students in an inclusive, nurturing and supportive environment.

The school is set in spacious grounds that are experiencing continuous improvements to provide well maintained and safe play areas for all students. The school is committed to academic excellence and high achievement and prides itself in providing an environment where sporting, cultural, creative and leadership opportunities are available to all.

2018 was an outstanding year of success for students, teachers and parents in all aspects of school life. These successes are attributed to the growing sense of community and sharpening focus from our staff, students and parents on evidence based practice. Our improvements have been built upon examining our strengths, identifying areas of need, accepting the challenge to attempt new and sometimes uncertain processes and strategies to obtain new learning and improved outcomes. An exciting initiative in 2018 was the introduction of a school musical which involved many students in Years 3–6 who were given the opportunity to sing, dance, act and create for the production.

Our students continue to strive to achieve their personal best. Whether it be in academic pursuits, being challenged on the sporting field, performing in front of an audience, assisting their peers or leading by example in representing our school, our students never cease to amaze us with their achievements. Accolades, in regards to their behaviour in the community, feedback to our school, cementing our continuing reputation of a wonderful school.

The dedicated teaching staff continue to reflect and improve on their teaching practice to ensure all students have access to the curriculum. Three focus areas in 2018 for the staff, through professional learning, were visible learning, future focused learning and consistent teacher judgement. The staff continually work in a collaborative manner to provide a wide array of opportunities leading to enhanced outcomes for all students.

Our partnership with the P&C is strong. The parent body continued to work tirelessly in classrooms, in the canteen, in the uniform shop, processing student banking, in the grounds and on various fundraising committees where over \$55 000 was provided for learning resources and school and ground enhancements.

Winston Heights Public School is a supportive and energetic place of learning. I know that the staff, parents and students are proud of our accomplishments this year.

Margaret Creagh

Principal

Message from the school community

School Council Report 2018

2018 has seen yet another busy year for Winston Heights Public School. The school has embarked on a number of projects to enhance the school curriculum, support the teaching staff and improve school grounds. The School Council continues to work alongside the Executive and provide a strong parent and community consultative voice for the everyday running of the school, as well as input into improvement projects.

The School Council continues to meet every term and in these meetings discuss budget, staffing, curriculum and other ongoing projects. The aim of these discussions is to provide the school executive with a sound consultative forum and provide parent and community input into key decisions.

This year the school council consisted of: Dylan Thompsett (Chairperson), Christine Longworth (Secretary), Penny Millgate (P&C Representative), Tessa Duncan (Parent Representative), Dimitri Hondros (Parent Representative), Felicity Boulenaz (Community Representative), Margaret Creagh (Executive Member), Anthony Nicolussi (School Representative), and Margaret Hall (School Representative).

The School Council looks forward to continuing the close relationship between Winston Heights Public School and the parent community.

Dylan Thompsett

School Council Chairperson

School P&C Report 2018

We are blessed to have a large and generous community of donors, teachers, office staff, volunteers, sponsors and supporters of our P&C. Each year we hold several core events, such as our Easter Pedlar's Stall, Mother's Day Stall, Trivia Night, Father's Day Stall, Halloween Movie Night and Twilight Market, to name a few. Our events bring thousands of friends, families and community members together and help us to raise valuable key funding for our school. We are continually investing fundraising money, to maintain and enhance our school grounds.

Our core group of volunteers run all our P&C events, music programs, our school uniform shop, school banking and our canteen. Over the years we have experienced a greater tightening of legislation governed by the NSW P & C Federation and as result our P&C have introduced, and continue to implement, more governance, insurance policies and due diligence in all our processes from Code of Conduct at meetings to Money Handling Policy during events.

During 2018 we applied and were successful in being awarded three grants. A significant sum of \$50,000 was pledged to us as part of the Community Building Partnership Grants Program for the creation of Community Corner. The main objective of Community Corner is to provide an inclusive, accepting environment for our children and families, to help cement that learning and development is important and relevant, whether it takes place inside or outside of the classroom. As part of our transition programs we partner with local childcare centres. Community Corner will help to create an inclusive setting for all our community visitors with wheelchair access, a sensory garden, a sandpit and covered picnic shelters. Implementation of tiered landscaping with synthetic grass will reduce the erosion problems we regularly encounter. Through a phased approach, we hope to complete this project in full by the end of 2020.

In 2018, we also received \$2,500 from the State Government through our local MP towards the purchase of a brand new BBQ and new tables for many events that take place throughout the year. We've recently learned that we were successful in securing a third grant from the State Government through our local MP for \$3,500, facilitating the purchase of new representative sports uniforms. We're committed to continuing our grants journey in to 2019, in order to create more and more opportunities for our students and wider school community..

2018 was a huge year and we continue to celebrate core values of: Respect; Inclusion; Collaboration and Equity, in all our activities, ensuring that our children and families enjoy a safe, happy and memorable experience at Winston Heights Public School. We look forward to yet another successful year in 2019.

Penny Millgate

P&C President

School background

School vision statement

Winston Heights is an inclusive school community with a proud culture of care, respect and enrichment. We are committed to working with our school community to promote excellence and equity. Through collaborative and collegial practice, we seek to provide a learning environment that inspires, challenges and supports students to “Learn, Communicate and Grow” in order to become successful, confident and creative individuals and respectful, responsible citizens.

School context

Winston Heights Public School is located in an established residential area and enjoys an excellent reputation within the community. The school is highly regarded as caring, supportive, and inclusive with high expectations for student learning and achievement.

Student enrolments have increased in recent years with 452 students enrolled in 2018. Our school demographic has a medium to high socio-economic profile, representing a rich diversity of cultures with 39% of families from a language background other than English.

Our caring, well-trained staff are committed to an ethos of life-long learning. Collaborative and collegial practices contribute to a positive learning environment with quality teaching and learning. Student engagement, syllabus implementation and best practice for future focussed learning is supported through teacher professional learning.

Winston Heights Public School enjoys strong community participation with active support for teaching and learning, school initiatives, special programs and activities.

In partnership with our school community, we are committed to ensure all students have the opportunity to explore and maximise their individual potential, with specific programs for sport, music, debating and public speaking. Students also enjoy opportunities for dance, choir, gifted and talented activities, the school's environmental team and student leadership.

We recognise the outstanding contributions made by parents and community members and acknowledge the importance of the home-school partnership in enhancing learning opportunities and outcomes for our 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.

Learning

In the domain of **Learning**, Winston Heights Public School community has focused on improving student wellbeing and assessment. Both our Learning and Support Team (LST) and Positive Behaviour for Learning (PBL) program continue to ensure the wellbeing of students is of the highest priority for all. Teachers are using a range of formative and summative assessments to capture information about student learning to inform future teaching and adapt practices to meet the learning needs of all students. Significant improvement was noted through the self-assessment with regards to Learning Culture. The various transition programs for students between pre-school to kindergarten, for students with special needs transitioning between grades, and the transition program between primary school and high school are extremely well developed enabling smooth transition and strong collaboration between students, parents and staff. Student performance measures will be an area of development over the next three years in the **Learning** domain.

Teaching

In the domain of **Teaching**, our focus has been on effective classroom practice. Staff have been guided by "What works best: Evidence Based practices to help improve NSW student Performance". Visible learning strategies have taken a prominent place in all classrooms, with aspiring leaders taking on focus groups in feedback, future focused learning and

consistent teacher judgement to improve understanding and implementation of these most effective teaching methods. Teachers are providing students with explicit and timely feedback related to defined success criteria. All staff are creating and using their own Performance and Development Plans to further improve their teaching practice alongside maintaining their accreditation or working towards proficient. Greater use of data skills will be a focus over the next three years in the **Teaching** domain.

Leading

In the domain of **Leading**, our priority has been ensuring that the school leadership team supports a culture of high expectations, leadership is distributed and service delivery is exemplary. Professional learning in the school emphasises developing effective instructional leadership and management skills to facilitate whole school improvement. Greater opportunities have been created for leadership for staff, students and parents. Annual school reports are representative of resource allocation, professional learning and the monitoring of student data is aligned with the school plan's strategic directions. Opportunities for all stakeholders are available to provide ongoing feedback through Tell Them From Me surveys, to ensure we continually improve in the **Leading** domain.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Successful Students

Purpose

To maintain a positive learning environment that promotes high expectations so that students are challenged to embrace the 4Cs (critical thinking, communication, collaboration, creativity) and reflect on their learning experiences leading to improved learning outcomes.

Overall summary of progress

In 2018, the first year of the new three school plan, the school ensured that this strategic direction was met by continuing to provide a quality inclusive learning environment that catered for all student's learning needs.

Collaborative planning continues to be a robust process between stage teams ensuring a solid foundation for our focus areas of Consistent Teacher judgement and Visible Learning strategies, specifically with regards to feedback. The development of exemplars for writing, focusing on areas identified for improvement through analysis of NAPLAN data, has enabled a scope and sequence to be developed for student writing. Staff confidence in teaching the writing process continues to grow and using the marking criteria and exemplars enables a more consistent approach in the judgement of student work.

A variety of opportunities arose for students in classrooms and extra curricula activities to enhance their Creative and Critical Thinking skills. Through professional learning opportunities staff enhanced their explicit teaching approaches with embedded future focused learning strategies across all key learning areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of students achieve stage appropriate outcomes in line with the Learning Progressions.	Professional Learning Funding Beginning Teacher Funding Quality Teaching, Successful Students Funding Low Level Adjustment for Disability Funding	Staff have attended professional learning around the Learning Progressions and Best Start, including PLAN2. All students Years 1–6 completed the PAT tests for Reading and Numeracy. Results showed that students in each grade cohort performed at a higher average median scaled score in both literacy and numeracy areas compared to the standardised samples across Australian schools. NAPLAN results indicate improved growth results in Writing for students in Year 5 above that of like schools and the State. Collaborative planning sessions for each stage were held each term to analyse data and plan for the future term.
The school achieves excellent value added results. 15% above the value added by the average school.	Professional Learning Funding Quality Teaching, Successful Students Funding Socio-economic Background Funding English Language Proficiency Funding	All staff completed Professional Learning in Scout data to enable analysis and collective responsibility of NAPLAN results. This allowed staff to identify next steps for learning. Kindergarten implemented Language, Learning and Literacy (L3) for the second year and data showed increased results to previous cohort.
80% of students can articulate	Quality Teaching,	Student voice was captured at beginning and end

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
their learning, where they are at and where they need to go to next to be challenged and meet their goals.	Successful Students Funding	of year by a group of students to assess learning goals and progress. Data gathered from Tell Them From Me survey indicated students are interested in their learning and have high perseverance levels enabling them to pursue their goals to completion.

Next Steps

The review of our Student Wellbeing policy is a focus for 2019. Our students have a high regard for school and are actively involved in all aspects of school life, however, there has been an increase in the number of students who are being referred to the Learning Support team, by families, for anxiety issues. This is for both academic and social reasons.

Continued professional learning for all staff to support evidence based quality teaching practices in Visible Learning and Consistent Teacher Judgement. Further analysis of data, both external and internal, to enhance teaching programs and future planning to ensure all student needs are met through improved learning outcomes.



Strategic Direction 2

Collaborative Partnerships

Purpose

To promote strong collaborative partnerships with leadership opportunities that foster a school wide culture of high expectations and a shared sense of responsibility for student learning, engagement and success.

Overall summary of progress

In 2018, the first year of the new three school plan, the school ensured that this strategic direction was met by continuing to promote strong partnerships between all stakeholders. A strong sense of shared responsibility is present in the school for staff, students and parents.

Our students continued to look for new ways to take on responsibility for their learning, for the environment and for each other. Staff looked at developing their own leadership aspirations and provided further opportunities for students through extra curricula activities. Parents sourced new avenues of fundraising and cemented partnerships with community agencies to improve the school environment and fund resources for the school.

The school continued the School Chaplaincy program in 2018 with some extra programs developed during the year to support students.

The school grounds improved dramatically with extensive garden projects and resurfacing of some play areas. This process involved all students, all staff, some parent helpers and some community groups.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Build capacity amongst executive and stage teams. 15% increase in student, staff and parent leadership roles.	Professional Learning Funding Quality Teaching, Successful Students Funding	Established an Aspiring Leaders group. Four staff were part of this group and took on the leadership role of a focus group aligned to a strategic direction. 100% of Year 6 students took on a Peer Support leader role. This was the first year of the Peer Support program. Year 6 also had students complete Service to School through Open Afternoons, volunteering in the canteen, buddying with Kinder students, School Representative Council roles and assisting parents at the Twilight Market at the end of the year. Extra leadership roles were created and shared in the P&C and the various sub-committees, to build capacity in preparation for a large number of volunteer families leaving Year 6 at the end of 2019.
Successful process using School Excellence Framework version 2 to complete External Validation.	Quality Teaching, Successful Students Funding	Our school will undergo External Validation in 2019. The executive and school staff looked at and used the School Excellence Framework in the self-assessment process.
20% increase in parents engaged in school based workshops.	Quality Teaching, Successful Students Funding	Two parent workshops were held in 2018. The first workshop held was around Positive Behaviour for Learning and was very well attended. This was a 60% increase in attendance from the previous year. Cybersafety was the second workshop presented for the year. The attendance at this workshop was more than double that of the first workshop.
Improved school environment –	School and Community	The P&C continue to support school resources by

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
both inside classroom and in the playground – for quality teaching and learning to occur.	Funds	<p>providing funds to replace air conditioners and interactive whiteboards. The P&C also funded the installation of new blinds in the remaining classrooms that required them.</p> <p>The P&C purchased new stage curtains for the school hall, in time for the school's inaugural musical – Aladdin Jnr.</p> <p>With the assistance of P&C coordinators, a working bee was held at the commencement of the school year with workers from Transurban. Staff from this organisation weeded, planted, mulched and watered gardens in two areas of the school.</p> <p>In another project new tiered gardens were established in the area leading to the 3–6 COLA during Education Week. Gardens were also designed at the Langdon Rd entrance. All students donated plants and planted them during Education Week with the assistance of staff from Bunnings.</p> <p>The School Canteen also funded a whole school dance program for every child in Term 3. This returned funds through a Curriculum Initiative to the families through profits from the Healthy Canteen.</p>

Next Steps

In 2019 Winston Heights Public School will undergo External Validation. Through consultation, using the School Excellence Framework we will self-assess our school using the three domains and fourteen elements to provide an on-balanced judgement of where our school sits.

The P&C were successful in gaining a State Grant to improve a play area of the school that is in desperate need for improvement. This area is called Community Corner and once complete will be accessed by our students, parents, community members and our local childcare centre. This will be a safe welcoming environment that will be inclusive to all and provide a valuable outdoor sustainable, learning and play space. This project is to be completed by the end of 2020.

The school aims to re-apply for funding for the School Chaplaincy to continue beyond 2019. This is a valued program and highly supported by the P&C.

The School Canteen agreed to support a PD/H/PE program through partial funding of the Gymnastics program for all students K–6 in 2019.



Strategic Direction 3

Quality Teaching

Purpose

To ensure all teachers deliver high quality evidence based pedagogy in teaching practice through effective strategies so that they are making a positive impact to the improvement of student outcomes for a range of diverse learners.

Overall summary of progress

In 2018, the first year of the new three school plan, the school ensured that this strategic direction was met by ensuring that all staff are provided with opportunities for quality professional learning to meet professional goals that align with the school's plan. The professional learning needs to be relevant, purposeful and support effective teaching. The most effective professional learning was delivered by colleagues, was contextual and enabled collaborative discussions for future planning.

The whole school focuses for professional learning in 2018 were visible learning strategies, with particular emphasis on feedback, future focused learning strategies, highlighting learning dispositions, and our curriculum area of Writing, looking at Consistent Teacher Judgement across the class, grade, stage and whole school.

Staff identified their own strengths and areas for development through the completion of PDPs for the year. Many colleagues opened their classrooms to demonstrate focus areas of explicit teaching strategies in our WOW (Watching Others Work) days. Beginning Teachers also benefitted from working with mentors, supervisors and colleagues to observe classroom practice, work on their accreditation and reflect on their own teaching practice. All teaching staff are using eTAMS to track their professional learning against the teaching standards to work through Maintenance of Accreditation and Working Towards Proficiency.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff engage in evidence-based research to improve teaching practice and calculate effect size to show a years growth.	Professional Learning Funding Beginning Teacher Funding Quality Teaching, Successful Students Funding	In 2018 all staff have completed various professional learning sessions based on research based teaching practices. Baseline data has been collected to show the progress over the three year plan.
All staff analyse data for classroom/stage purposes. All executive staff analyse data for whole school purpose.	Professional Learning Funding Beginning Teacher Funding Quality Teaching, Successful Students Funding	All staff collect and analyse various internal and external data to plan future learning for all students. NAPLAN, PAT, diagnostic tests and school data have been used for various purposes. All teaching staff participated in an introduction to Scout data. Executive staff have been involved in analysing data to assess whole school process. This has involved the new NAPLAN Online data, which the school was part of in 2018. Professional learning on Data Confidence was carried out by executive staff.
All staff can identify the teaching standards and embed them in professional reflection.	Professional Learning Funding Beginning Teacher Funding Quality Teaching, Successful Students Funding	All staff identified the teaching standards in professional learning and recorded this in their ETAMS log. Colleagues who presented professional learning ensured that the standards addressed in the presentation were acknowledged at the commencement of the sessions along with learning intentions and success criteria. This reinforced valuable teaching strategies for classroom practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff can identify the teaching standards and embed them in professional reflection.		Three teaching staff gained Proficiency Accreditation in 2018. One permanent staff member, a temporary teacher and also a regular casual teacher. Two permanent staff members achieved Maintenance of Accreditation.

Next Steps

Continued quality professional learning will be delivered to all staff in alignment with the strategic directions to improve learning outcomes for students. Our focus areas in the School Plan will continue to be highlighted in 2019 – Visible Learning strategies, Future Focused Learning and Consistent Teacher Judgement in our Curriculum areas.

Writing will continue to be a focus with explicit teaching of grammar to be supported by our Curriculum Advisor, our WOW days and further professional learning. In 2019 we will work with our Community of Schools in The Hills Area to initiate the discussion around Consistent Teacher Judgement across our context, both in Primary and Secondary settings in workshops for staff in Stages 2–4 to improve student writing outcomes.

Additive strategies and grammar will be emphasised further as we work with the Learning Progressions and PLAN2 to meet the learning needs of all students.

In 2019 the new Science and Technology syllabus will be implemented and the PD/H/PE syllabus will be viewed and parts trialled ready for full implementation in 2020.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1 308	<p>A student was nominated for a Nanga Mai Award for Improvement. Each term a staff member attended the network meetings held at Toongabbie PS.</p> <p>All Aboriginal students are supported with a Personalised Learning Plan to meet their learning goals.</p> <p>All students participated in NAIDOC Week activities and Aboriginal perspectives are embedded in all curriculum areas.</p>
English language proficiency	\$52 766	<p>The school did not receive an FTE allocation in 2018. Flexible funds were used to employ staff members for 2 and a half days per week.</p> <p>Winston Heights has 39% of families from a language background other than English. An increase from 2017 (36%).</p>
Low level adjustment for disability	\$90 599 FTE 0.6 = \$62 468 Flexible = \$28 131	<p>The funding equated to 3 days per week for employment of a Learning and Support Teacher. FTE 0.6 Flexible funds were used for employment of an SLSO with Integration Funding.</p> <p>A very strong Learning and Support (LaS) program is running. School resources (human) were used to expand program to more than 3 days per week.</p>
Quality Teaching, Successful Students (QTSS)	\$79,542 as 0.764 FTE	<p>Quality professional learning for all staff and teams during Planning Week enabled collaborative programming and solid progress on all strategic directions in the 2018 School Plan.</p> <p>Executive staff provided support and supervision to stage teams to support PDPs and enhance collaborative practice amongst colleagues.</p>
Socio-economic background	\$11,997	Front office staffed full time every day. L3 program in second year and all resources available to all Kinder students.
Support for beginning teachers	\$17 950	<p>Funds were for one beginning temporary teacher first year and one second year permanent teacher.</p> <p>School added further professional learning funds to supplement support for all beginning teachers.</p>
Targeted student support for refugees and new arrivals	\$ 15 450	Not all resources (financial) used and will carry over to 2019 to be used for New Arrivals Program.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	218	219	216	216
Girls	212	219	228	237

Student enrolments have remained steady. It is expected for enrolments to increase in 2019 once the housing development above the Winston Hills Mall is complete in May 2019. The school is at capacity and only "in area" enrolments are accepted. An Out of Area panel meets to discuss Out of Area applications twice a term. This occurs more regularly in Term 3 to view prospective enrolments for Kindergarten for the coming year.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.5	96.8	94.7	96
1	95.2	94.6	94.5	95.2
2	94.6	93.8	97.3	95.6
3	95.7	95.3	95.1	95.4
4	96	95	95.4	95.1
5	94.3	95.9	95.4	95.3
6	94.4	94.5	95.5	94.2
All Years	95.1	95.1	95.5	95.3
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

Winston Heights Public School continues to have a high attendance record and our attendance records continue to be above State Average for all grades. Attendance is closely monitored and non-attendance is

followed up by class teachers and the Learning and Support Team. Winston Heights Public School uses an online program called Sentral to mark rolls and monitor attendance daily. Should any student's attendance be an ongoing concern then it is flagged and assistance is sort from the Home School Liaison Officer to work with the family to develop an Improved Attendance Plan.

Structure of classes

In 2018 Winston Heights formed 18 classes from Kindergarten to Year 6. In K–2 there were eight mainstream classes and one multi-grade class. For Years 3–4 we had four mainstream classes and one multi-grade class. For Years 5–6 we had five Stage 3 classes.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.32
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Administration and Support Staff	3.32

*Full Time Equivalent

There are no staff at Winston Heights Public School who identify as Aboriginal.

Workforce retention

In 2018 there was a new teacher appointment to the school due to the retirement of Mrs Gen Marsden. The classroom teacher position was filled through the merit selection process and the successful candidate was Miss Holly Oryzak.

The General Assistant, Mr Robert McLintock, separated from the Department of Education after 30 years of working in a part-time capacity at Winston Heights Public School. His position will be filled in 2019.

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	13

Professional learning and teacher accreditation

2018 was a very busy year in regards to Teacher Accreditation. All teaching staff Pre 2004 gained Accreditation at Proficient and continue to work towards Maintenance of Accreditation. Two permanent teachers achieved Maintenance of Accreditation.

All staff continue to log Maintenance of Accreditation using the eTAMS site for NESAs accredited courses and Teacher Identified Professional Development (TIPD).

Various professional learning courses were undertaken by all staff. Our Learning and Support teachers, EALD staff and Librarian attended regular network meetings which delivered quality professional learning for their needs to support their programs in the school.

The Principal and School Administration Manager (SAM) attended many workshops on the new SAP and HR systems, including budgeting, finance and staffing.

The Aspiring Leaders group attended a two day research conference to learn new and innovative teaching practices and evidence based research to support their students' needs back in the classroom.

Each focus committee attended various professional learning days and workshops to improve their knowledge and understanding to then deliver back at school with their colleagues. These professional learning experiences were around Writing, Future Focused Learning and Visible Learning. Twilight professional learning sessions were again held in 2018 for all staff in CPR and Anaphylaxis and our focus areas.

Various other professional learning was attended by staff to meet individual PDP goals and also aligned to strategic directions. This was for both teaching and non-teaching staff.

Kindergarten staff completed their second year of L3 (Language, Learning and Literacy) training.

Our Beginning Teachers attended conferences, various one day focused professional learning courses and mentor days to build their capacity as first and second year teachers. They were supported by mentors in the school and Beginning Teacher Induction sessions. Three teachers gained Accreditation at Proficiency by meeting the teaching standards.

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	231,104
Revenue	3,824,694
Appropriation	3,446,648
Sale of Goods and Services	3,913
Grants and Contributions	364,048
Gain and Loss	0
Other Revenue	5,328
Investment Income	4,757
Expenses	-3,703,907
Recurrent Expenses	-3,703,907
Employee Related	-3,084,704
Operating Expenses	-619,203
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	120,787
Balance Carried Forward	351,891

Financial management at Winston Heights Public School is governed by the Principal in collaboration with the school's finance committee. The School Council is also consulted on the budget each year. The budget is in line with the Department of Education's policy and procedures, and based on specific school priorities as determined by the staff, students and school community during planning.

Funds carried over at the end of the school financial year have been set aside to pay for a number of outstanding payments. These include casual staff salaries, unpaid invoices and committed costs. Funds have also been earmarked for replacement of assets, including a new ride-on lawnmower, new technologies for K-2 classrooms, replacement of the aged intercom system, hall seating and major ground renovations in collaboration with the P&C.

The school continues to spend significant funds on maintaining the ageing buildings and ongoing tree maintenance. Significant extra funding was used for professional learning costs for all staff in line with strategic directions.

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	3,026,443
Base Per Capita	85,856
Base Location	0
Other Base	2,940,587
Equity Total	156,670
Equity Aboriginal	1,308
Equity Socio economic	11,997
Equity Language	52,766
Equity Disability	90,599
Targeted Total	34,473
Other Total	136,723
Grand Total	3,354,308

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.

NAPLAN Literacy

Winston Heights participated in **NAPLAN Online** for 2018 in Literacy. All assessment tasks were online for Year 5, including Writing. Year 3 students completed their writing task on paper.

Year 3

In Literacy, 68 students participated in NAPLAN Online in 2018.

- 61% of students performed in the top 2 bands compared to 51% in the State in Reading.
- 55% of students performed in the top 2 bands compared to 45% in the State in Writing.
- 46% of students performed in the top 2 bands compared to 50% in the State in Spelling.
- 52% of students performed in the top 2 bands compared to 47% in the State in Grammar and Punctuation.

Overall, the students in Year 3 achieved above State average in the majority of Literacy assessments. Performance in the top 2 bands was lower than in the previous cohort.

Year 5

In Literacy, 71 students participated in NAPLAN Online in 2018.

- 50% of students performed in the top 2 bands compared to 26% in the State in Reading.
- 27% of students performed in the top 2 bands compared to 15% in the State in Writing.
- 47% of students performed in the top 2 bands compared to 36% in the State in Spelling.
- 50% of students performed in the top 2 bands compared to 35% in the State in Grammar and Punctuation.

Overall, the students in Year 5 achieved above State

average in all Literacy assessments. Performance in the top 2 bands was significantly higher than in the previous cohort with greatest improvements in Writing and Grammar and Punctuation. 62% of students reached greater than or equal to expected growth in Reading and 69% reached greater than or equal to expected growth in Writing.

NAPLAN Numeracy

Winston Heights participated in **NAPLAN Online** for 2018 in Numeracy. All assessment tasks were online.

Year 3

In Numeracy, 68 students participated in NAPLAN Online in 2018.

- 47% of students performed in the top 2 bands compared to 40% in the State in Numeracy.

Overall, the students in Year 3 achieved above State average in Numeracy assessments. Performance in the top 2 bands was slightly lower than in the previous cohort.

Year 5

In Numeracy, 71 students participated in NAPLAN Online in 2018.

- 40% of students performed in the top 2 bands compared to 35% in the State in Numeracy.

Overall, the students in Year 5 achieved above State average in Numeracy assessments. Performance in the top 2 bands was significantly higher than in the previous cohort. 48% of students reached greater than or equal to expected growth in Numeracy.

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

In 2018 students, staff and parents participated in the Tell Them From Me surveys. The Tell Them From Me surveys are online and are devised by The Learning Bar which assists schools to capture the views of all stakeholders with an insight to areas such as social and

emotional wellbeing in students and their learning outcomes. The Tell Them From Me survey is only open to students in Years 4–6. A random selection of students from Years K–6 also participated in *Student Voice* to record their feelings and opinions about their own learning. Teachers also participated in an online survey created through Google Docs. Parents also provided feedback through information and feedback sessions.

Student Survey

Students in Years 4–6 were surveyed once in 2018 for the Tell Them From Me survey. Analysis of the Tell Them From Me report has shown that 81% of students have a positive sense of belonging and feel valued and accepted by their peers at school. 83% of students feel they have positive behaviour and do not disrupt learning or display inappropriate behaviour. Students scored 8.1 out of a possible 10 for having an advocate from the school staff who consistently provides encouragement and can be turned to for advice. This is significantly higher than the NSW Government norm. The students also felt strongly that school staff emphasise academic skills and hold high expectations for all students to succeed with an 8.9 out of 10 of our students feel they can pursue their goals to completion, even faced with obstacles which is slightly higher than the State Government norm.

Students across the school were asked a range of questions about the way they learn, what helps them learn and about their understanding of our school rules and expectations. All students from Years 2–6 were able to verbalise our school expectations of being Safe, Respectful and Responsible. 85% of students were able to identify strategies in their classrooms that help them learn best. All students identified areas of their school day that they enjoyed or felt challenged in.

Parent Survey

27% of parents completed the Tell Them From Me online survey. This is an increase from 13% in 2017. Communication was and continues to be a focus in our school plan for 2018 to improve various methods of communication between school and home. The feedback results for Winston Heights showed almost all areas of the survey were higher than the norm results from NSW Government schools. Parents feel welcome at school, parents feel they are informed of their child's progress and opportunities for their child, parents believe their child is well supported by the teaching staff and that they have high expectations of their children at school, parents feel teachers support positive behaviour at school and know the teachers maintain control of their classes, parents know teachers devote time to extra-curricula activities for their children, parents believe their children are safe at school and behaviour issues are dealt with in a timely manner, and parents feel that teachers provide extra support to those students who need it. Parents found that the most useful forms of communication between school and home were the school newsletter and emails.

Teacher Survey

Staff completed two surveys in 2018. The Tell Them From Me survey and one online survey through Google Docs.

The Tell Them From Me survey was completed in September/October by all teaching staff. Teachers felt supported by the school leaders, that they could speak with colleagues about assessment strategies, learning problems of students and strategies to increase student engagement. Staff valued the learning culture in classrooms, setting high expectations of students, providing feedback to students with regards to their learning goals and monitoring individual progress. Staff believed data informed practice and future lesson planning. Teachers believed their students were very clear on what they were expected to learn and how to go about achieving their learning goals.

In the Google Docs survey staff were asked to provide feedback about school programs. The staff spoke highly of the Peer Support program and how K–6 students interacted in a positive way with each other throughout the program. Feedback was also given in regards to the school musical. Staff believed the opportunities offered to students was an amazing experience for students in Years 3–6. Teachers liked the Dance program during Term 2 as they found all students engaged in the activities and were getting involved each week. Staff commented on how well the classrooms are resourced with mixed views. Teachers would like to see more maths resources to ensure all classrooms had their own boxed set of resources and that home reading resources and class reading sets were updated. Staff would like to see more sets of laptops across the whole school. Teachers liked the first formal interviews of the year with parents to meet and discuss their children's learning habits and characteristics prior to discussing learning progress at a half yearly interview. Staff also preferred face to face professional learning sessions over online modules and liked the collaborative nature of stage meetings.

Policy requirements

Aboriginal education

Winston Heights Public School encourages respect of Aboriginal history and culture. In 2018, we continued to provide personalised learning plans for two Aboriginal students. These were developed and evaluated in consultation with family, class teacher, learning support teacher and student.

An acknowledgement of country was undertaken at the beginning of whole school assemblies, events and special occasions.

Aboriginal perspectives were integrated into units of work throughout the curriculum from Kindergarten to Year 6. During the year, we celebrated Aboriginal culture through the performance of "Widjuna". Troy Allen, an Aboriginal artist, used song, dance, didgeridoo and examples of rock art to tell the stories of the Bundjalung people.

Our teacher representative also attended the local

Burrumatta' branch meetings of the Aboriginal Educational Consultative Group (AECG). This year we were very proud to nominate an Aboriginal student for one of the NSW Department of Education Nanga Mai Awards.



Multicultural and anti-racism education

Winston Heights is proud of its rich diversity of cultures with 39% of families from a language background other than English. In 2018, the school did not receive a teacher allocation for an EAL/D teacher. The school used flexible funds to employ a teacher two days per week to assist classroom teachers in meeting the needs of students from a language background other than English. Students were supported either in their classrooms or through withdrawal in groups, giving them access to the curriculum with appropriate levels of scaffolding. The school did receive funding (equivalent to 1.5 days per week) under the New Arrivals Program to support students who were new to Australia during second semester. Individual and small group support was provided for these students who required intensive English lessons.

Strong teaching and learning programs are culturally inclusive and develop a positive understanding of cultural, linguistic and religious differences. Harmony Day is a celebration of our cultural diversity. The theme 'Everyone Belongs' was once again celebrated with students wearing traditional clothes or colours of their country's flag or the colour orange. All students proudly participated in the 'Parade of Nations' led by senior students as flag bearers. At the conclusion of the parade the school community was then entertained by individual students who performed on stage. This included a beautiful traditional Malaysian song and an Italian dance which had the audience clapping in time to the music. To conclude our Harmony Day celebrations, students and teachers shared some delicious international foods which had been brought in by students to share with their class. Harmony Day was a wonderful success and gave us the chance to celebrate the respect we have for cultural diversity within our school community and within our country.

It is mandatory for every school to have an ARCO (Anti-Racism Contact Officer). In 2018, an additional staff member completed ARCO training in order to take on the role. The trained officer works closely with the

staff and students to ensure incidents of racism are monitored and supported through counselling and conflict resolution strategies.

Other school programs

Creative Arts

Winston Heights Public Schools aims to foster students' interests in Creative and Performing Arts by providing a range of learning experiences and exciting opportunities. 2018 saw the first year that students in the Stage 3 Dance Group performed at Synergy Dance Festival. The group performed an item titled 'Music Moves Us'. This event allowed students to perform dance in a professional theatre environment and showcase their talents.

Senior Choir members and the Stage 3 Dance Group participated in the 2018 Hills Performing Arts Festival held at Evans Theatre, Penrith Panthers. Junior Choir and Junior Dance Group entertained audiences at Kinder Orientation Day and the Winston Heights Carols Night.

During Education Week, students performed at Winston Hills Mall and Castle Towers Shopping Centre. Both Junior and Senior Choirs presented items. The Stage 3 Dance Group also performed a dance routine.

Several Stage 3 students attended the 'Dance Off! Dance Camp'. It was a three-day residential camp where students participated in dance workshops in performance and composition with experienced dance instructors. Selected students also attended the NSW Public Schools Junior Dance Workshops at Sydney Dance Company.

Every year, schools across New South Wales are invited to participate in Operation Art, an initiative of The Children's Hospital at Westmead in association with the New South Wales Department of Education. Three students from Winston Heights Public School had their artwork displayed at an exhibition at the Armory Gallery, Sydney Olympic Park. Selected Stage 2 and Stage 3 students also attended the Operation Art workshops where they explored clay sculpture, printmaking and mixed media painting techniques.

Debating

Stage 3 students enjoyed learning debating and public speaking skills as part of the English curriculum. Twenty eight students took part in a day long workshop at school where they learnt and practised the art of preparing for a debate with an hour preparation time. Arguments, rebuttals, allocations and models were elaborated and examined as these debates were presented for the Stage 3 classes. From this workshop, a squad of sixteen students met regularly throughout Semester One to prepare and present debates at the lunchtime training sessions. Four students were selected to attend the Sydney West Debating Camp, a two-day workshop in Katoomba where students across the region honed their debating prowess. Another eight students attended the intensive workshop for our local

zone, held at Matthew Pearce Public School. The members of the Winston Heights Debating Squad then took part in the Premier's Debating Squad with both the Year 6 and Year 5 teams winning three out of four of their local debates.

Library

Winston Heights Public School library is a very busy place. There were 29 Year 6 students who trained and dedicated themselves to a library monitor role for 2018. All K-6 students were able to participate in the Premier's Reading Challenge. 256 students completed the challenge and were presented with certificates. This was an increased number compared to the previous year. During Education Week, our library had many family and friends visiting. During the visit 258 books were purchased and donated to our library by our community. In Literacy Week, the students and staff enjoyed dressing up as their favourite book characters. After a morning parade and a special literacy assembly the classes all paired up, and with their favourite books, sat and read with friends for *Literature on the Lawn*. Thank you to the parents who assist in the library to support Book Club and the covering of new books.

Model Mathematician

Three exceptional Year 5 students participated in the 'Model Mathematician' competition at Model Farms High School in 2018. The students practised and refined their problem solving skills whilst competing against students from other local primary schools. The students' enthusiasm and sportsmanship were a credit to the school.

Music Programs (Band and Keyboard)

One of the areas of excellence at Winston Heights Public School is the quality of the Band and Keyboard program. This provides the opportunity for budding musicians to attend weekly small group tutorials with professional music tutors and a combined rehearsal for each of the three bands to develop their performance skills.

Thirty-six students from Years 1-6 took part in the morning keyboard program with our specialist tutor. They learnt how to read music and play a variety of pieces on the keyboard. The Keyboard Presentation Evening held in early December showcased the progress each student has made throughout the year. It also demonstrated the skill of our Stage 3 students who have taken part in weekly tutoring for a number of years. The evening, hosted by our Senior students, recognised the achievement of all students with medallions presented to six students for their outstanding progress in 2018.

In Term 1, thirty-six Year 3 and 4 students joined the Beginner Band, learning a range of instruments including flute, clarinet, French Horn, trumpet, saxophone, trombone, euphonium, bass guitar and percussion. They were so excited to perform their first concert during Education Week and attend their first Band Camp in August. It was impressive to witness their improvement throughout 2018 when they played

for family and friends at the Band Presentation Evening held mid–December.

Students from the 2017 Beginner Band went on to form the Winston Heights Concert Band in 2018. These students continued to develop their musical prowess and were delighted to take part in a workshop with the NSW Police Band. They played regularly at our weekly school Assemblies in Terms 2 and 4. These students in their second year of band, enjoyed Band Camp, Education Week performances and were acknowledged for their continued development at Music Presentation Night. They provided the musical entertainment for the K–2 Presentation Assembly.

The forty–four students from Stage 3 that collaborated as the Winston Heights Performance Band had a big year indeed. In addition to playing weekly at Assembly in Terms 1 and 3, participating in Band Camp and Music Presentation Evening, they enjoyed a workshop and played with the NSW Police Band in a Concert presented for the entire school. They were invited to play at Castle Towers and Winston Mall Shopping Centres where the general public enjoyed their musical talents. An ensemble of twelve students also performed for the NSW Premier and the Senior Citizens of the Willows Retirement Village.

Public Speaking

All students from Winston Heights Public School participated in The Hills Public Speaking competition in 2018. Stage finals were then held in the hall for class winners. Two talented speakers from each of Stage 1, Stage 2 and Stage 3, then represented Winston Heights at the Semi–Finals of The Hills Public Speaking Competition held at Sherwood Ridge Public School. Students presented their prepared speech from a set list and then participated in an impromptu speech on an unrelated topic, chosen by the adjudicator on the day. All six students spoke confidently and engaged the audience in both sections of the competition. One successful student proceeded to the grand final this year which was hosted by Toongabbie Public School.

School Chaplain Program

Our school chaplain spent her third year at Winston Heights Public School in 2018, supporting the emotional wellbeing of students, family and staff, through pastoral care, one–to–one conversations and small groups. The federal funding for 10 chaplaincy hours per week continued and will be extended through till the end of 2019. Funded under the National School Chaplaincy Program, our chaplain has sought to support the emotional wellbeing of the broader school community in a wide variety of ways. These have included facilitating the completion of an online anxiety program and implementing groups which enhance children's skills in resilience, relationships and play.

Meetings with parents and newsletter articles allowed our chaplain to both support and inform parents and carers about issues that are pertinent in today's families. In conjunction with the P&C, our chaplain also presented an evening seminar on resilience.

A particular highlight for the year was the Girl Power group. The conversations and activities in the Girl Power group helped girls to develop more effective communication and grow in their confidence to develop healthier body image and to deal with conflict.

School Musical – Aladdin Jr.

2018 saw the inaugural school musical for Winston Heights with our production of *Aladdin Jr.* From the audition process, 70 students were selected from Years 3 – 6 as lead roles, ensemble or backstage crew members. Our cast took to the stage for four spectacular performances in Term 3, comprised of two matinees for K–6 students and teachers, as well as two evening performances for parents, friends and the greater school community to enjoy. The musical was a great success with over 500 tickets sold for our evening performances. This event allowed students to showcase their artistic capabilities, gain new skills and grow in confidence by taking part in a unique and unforgettable experience.

Sport

Sports and Physical Education are integral components of a well–rounded education at Winston Heights Public School. Students learn the importance of commitment, resilience, teamwork, and respect while enjoying a wide range of opportunities for competition. We are committed to helping each student establish healthy habits which focus on a commitment to a life of physical activity. Students participate in weekly fitness lessons, as well as, Winter and Summer PSSA.

This year our students participated in the 'Just Dance' program, whereby students enjoyed learning some modern dance to some of their favourite songs.

In 2018 we have had an incredibly successful year in PSSA competitions. We have had a number of teams compete in finals in their respective competitions. The Junior Girls Touch Football won their premiership. The Senior Boys Touch Football team made it to the grand final. The Junior boys T–Ball team made it to the finals for the first time. Both the Junior A and Junior B Netball teams won their grand final. The Senior A Netball team narrowly lost their grand final. The Junior Boys AFL team made it to the semi finals. Remarkable achievements by all our teams.

A number of individual students have achieved amazing results at various levels in 2018. Students represented Castle Hill PSSA in Girls Softball, Girls Football, Girls Touch Football, Rugby League, Boys Softball and Sydney West PSSA in Hockey, Boys Cricket, Rugby Union and Girls Football. One student went on to represent NSW PSSA in Boys Hockey. Three students represented Castle Hill PSSA at the Sydney West Athletics Carnival. We are very proud of the sporting achievements of all our students.

Student Representative Council (SRC)

Winston Heights SRC is a student–based organisation aimed to develop leadership skills, ensure student views are heard in decision–making processes,

empower students to contribute to a positive school culture and strengthen the school community through active participation.

In 2018, two students from each class were elected by their peers to be members of our Student Representative Council, which was led by our School Captains and Vice Captains. The SRC had a very successful year raising funds for our school. The initiatives this year included a mufti day, two discos, the Aussie of the Term Award and the popular end of year Talent Quest. Fundraising raised over \$5000 for our school and some of the proceeds will be put towards the 'Community Corner'.

The SRC also raised over \$500 for the Fight Cancer Foundation by participating in Footy Colours Day.

Tournament of Minds (TOM)

Tournament of Minds (TOM) is a problem-solving program for teams of students in primary and secondary years. Students work together to solve a demanding, open ended long term challenge over a six week period. They have 10 minutes to present their solution to a panel of judges and audience on tournament day. The team also participates in an unseen spontaneous challenge on tournament day. TOM is an opportunity for students to showcase their talents in an exciting, vibrant and public way.

Students were congratulated on their amazing effort. For their first time in Winston Heights Public School history, the team achieved **honours** in the Language and Literature category. The school was incredibly proud of their efforts.

Winston Heights Environmental Team (WHET)

The Winston Heights Environment Team (WHET) caters to the interests of Years 3–6 students who enjoy exploring the natural environment. Weekly lunch time meetings foster the natural curiosity of these students as they learn about plants, insects, recycling and the importance of caring for the environment, particularly our school grounds.

Throughout 2018, activities included tending to the vegetable gardens by watering, fertilising, weeding, harvesting, and consuming the produce.

A major replanting of brand new garden beds in many areas around the school grounds took place with all classes involved K–6. The WHET group capably took on the responsibility of extra watering for all the new plants as they became established during the early stages and in an ongoing capacity.

The highlight of the year was an excursion to the Royal Botanic Gardens in Sydney during April. An enthusiastic exploration of the diversity of plants, special floral displays about pollination, historical information and indigenous 'First Encounters' display made for a great day's fun and learning.

The final activities for the year were the painting of decorative designs on small terracotta pots kindly

donated by Bunnings and recycling many large plastic milk bottles into attractive tea light candle holders using craft skills. These items were sold by the WHET group at the Twilight Market and lunch time stalls and all proceeds were returned to the school.