

# Windale Public School

## 2019 Annual Report



3893

## Introduction

The Annual Report for 2019 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.

### School contact details

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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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## 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.

#### Improvement Measures

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.

Our improvement measures will be evidenced by:

- 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.

#### Progress towards achieving improvement measures

##### Process 1: Professional Learning

- Tailored support to build the capacity of every teacher to effectively utilise the learning progressions to track and extend student learning outcomes.

Evaluation	Funds Expended (Resources)
Through presenting learned information, staff have demonstrated a deeper understanding of the PL they have engaged in. This also gave others the skills and knowledge for future teaching and learning, as well as, the ability to follow up with specific staff where required.	Staff professional learning sessions

##### Process 2: Quality Systems

- School data collection and learning support processes are streamlined.

Evaluation	Funds Expended (Resources)
The consistent reflection on data indicated certain areas of need throughout the year, and resources and lesson focus areas were changed dynamically in accordance with the needs and as they arose.	Consumables to create classroom resources

##### Process 3: Programs

- Implement and embed evidence based wellbeing programs responsive to student need.

Evaluation	Funds Expended (Resources)
Progress has been positive, signage assisted with the use of a common language	Positive Behaviour for Learning \$12200  Staff and availability of lessons

## 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.

#### Improvement Measures

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.

Our improvement measures will be evidenced by:

- 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.

#### Progress towards achieving improvement measures

##### Process 1: Professional Learning

- Tailored support to build the capacity of every teacher to facilitate future focused learning that is flexible and adaptive.

Evaluation	Funds Expended (Resources)
Students are able to work within a flexible seat classroom environment—catering for individual needs and offering a variety of options for students workspaces. Most students have responded well to the new environments and have been demonstrating more involvement during class learning. Some teachers have used pedagogy learned within the classroom to provide engaging classroom learning activities.	\$137699.80

##### Process 2: Quality Systems

- Development and ongoing refinement of a Windale Public School teaching handbook.
- Development of high quality school performance and development structures aligned to the Australian Teaching Standards and the unpacking of elements for attaining all levels of accreditation.

Evaluation	Funds Expended (Resources)
Teachers will be able to easily access and use the Teaching Handbook. It will be a resource for new teachers within the school. The Teaching and Learning Handbook has been modified to be digital and have hyperlinks to webpages for easier access.	Allocated SASS time from Principal Support funding \$540

##### Process 3: Programs

- Implement and embed evidence based learning and intervention structures responsive to student need.

Evaluation	Funds Expended (Resources)
Student learning was highlighted and areas of focus became adaptable and flexible according to the 5 weekly data analysis. This was evident in changes of programs and adaptations to Learning Sprints to suit the learner needs. Looking into 2020, preliminary discussions about future planning using specific, uniform and clear learning intentions was discussed and projected for further development next year.	Allocated time twice per time during afternoon staff professional learning sessions

## 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.

#### Improvement Measures

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.

Our improvement measures will be evidenced by:

- 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.

#### Progress towards achieving improvement measures

##### Process 1: Professional Learning

- High quality professional learning utilised to build the capacity of all staff.

Evaluation	Funds Expended (Resources)
Staff reported that they felt supported through the allocation of Collective Teacher Efficacy time and professional learning needs were being addressed through the professional learning timetable. Some evidence of staff providing professional learning to others in their areas of strength demonstrating the building of staff capacity through this process. Review of CTE timetable with modifications to meet the needs of budget restrictions and staffing requirements.	Staffing \$31268

##### Process 2: Quality Systems

- Implement and embed a cycle of annual procedural analysis and review.
- Opportunities to collaboratively plan, reflect, improve and deliver evidence-informed pedagogy scheduled into the school timetable.

Evaluation	Funds Expended (Resources)
All staff voiced the benefit of the CTE process <ul style="list-style-type: none"><li>– individual timetabled time with supervisors</li><li>– individualised professional learning with staff and supervisor based on goals on PDP</li><li>– PDP at the forefront of discussion</li></ul> All staff successfully completed their PDP annual process and reflected on their progress with their supervisor. Goals completed aligned to teaching standards. Documentation kept on shared file.	Staffing \$31268

##### Process 3: Programs

- Evidence based practices drive decision making at all levels of planning and are responsive to the unique needs of the school.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Students appeared more actively engaged in learning and were able to demonstrate knowledge of the routine and structure of the classroom. Data entry was more efficient and the 5 weekly cycle of learning was programmed to support the specific needs of students. The school has a clear outline recorded in the Teaching Handbook. Learning Sprints to continue and Executive staff to continue to support their implementation with new staff and staff changing grades. Executive staff to move into classrooms to lead curriculum in an instructional manner working shoulder to shoulder with staff.

Staff timetabling to assist with in-class support and professional learning sessions after school



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	0.5 SLSO staffing \$28784  Aboriginal Dance workshop \$900  Yarning mats \$1260	Student results have continued to climb with improved results in Year 3 NAPLAN which has been an area of weakness in previous years. Student growth from Year 3 to Year 5 has risen also which was pleasing to see. The Aboriginal dance workshop was once again a huge success with another school joining in with us on our site. Yarning mats were purchased for use in classrooms and for whole school activities.
<b>Low level adjustment for disability</b>	0.6 SLSO staffing \$36737  1.0 LAST staffing allocation \$106716	All students are achieving growth and success at their own level through differentiated learning and additional support structures within each classroom.
<b>Quality Teaching, Successful Students (QTSS)</b>	Staffing \$31268	Staff found the time to sit one-on-one with supervisors to discuss their professional learning needs and strategies to address these extremely beneficial. Staff were unanimous in their desire for this support structure to continue in 2020.
<b>Socio-economic background</b>	1.0 Classroom Teacher \$106331  Technology \$35000  Building upgrades \$22000  Positive Behaviour for Learning \$12200  Sound system upgrade \$2000	The establishment of an extra class enabled class sizes to remain low, increasing the one on one support being able to be offered to every student across the school. Technology upgrades have enabled every classroom to have a Promethean board and each class teacher to have their own laptop for use at school and at home for programming and assessment. All buildings across the school have now been clad or freshly painted with aluminium windows replacing those that were broken in many blocks.
<b>Support for beginning teachers</b>	Time for beginning teachers to meet with mentors and additional RFF on a weekly basis \$31817  Teaching resources \$4855  Trauma informed professional learning – Berry Street training \$2000	Each beginning teacher was provided with a mentor to support them in their first year of service. This was included in the weekly whole school timetable from the beginning of Term 1 to the end of Term 4. All three staff members reported feeling supported and valued the opportunity to have time for individualised support.
<b>Early Action for Success</b>	0.8 staffing allocation Instructional Leader \$130603	Student results grew across the board as a result of specialised intervention being provided in not only Kindergarten to Year 2 but across all classroom settings.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	83	76	82	105
Girls	79	80	89	89

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.8	93.6	88.7	90
1	89.3	90	90.9	88.5
2	87.4	85.2	88.9	88.7
3	87.1	88.6	86.8	86.8
4	91.8	90.7	89.7	87
5	85	90.8	85.4	86.9
6	89.1	86.2	89.3	80.2
All Years	89	89.3	88.6	87.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.82
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.4
School Administration and Support Staff	6.12

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	368,051
<b>Revenue</b>	3,796,367
Appropriation	3,741,887
Sale of Goods and Services	7,634
Grants and contributions	46,159
Investment income	686
<b>Expenses</b>	-3,539,097
Employee related	-3,084,746
Operating expenses	-454,351
<b>Surplus / deficit for the year</b>	257,270

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	438,668
<b>Equity Total</b>	790,775
Equity - Aboriginal	124,586
Equity - Socio-economic	506,711
Equity - Language	2,818
Equity - Disability	156,660
<b>Base Total</b>	1,578,869
Base - Per Capita	42,059
Base - Location	0
Base - Other	1,536,810
<b>Other Total</b>	841,785
<b>Grand Total</b>	3,650,097

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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

Parental support of the school remains positive with increased opportunities for involvement in many avenues including our annual NAIDOC Day celebration. Aboriginal Elders commented that this year's event was once of the best they have attended in any school which was extremely pleasing to hear, particularly as there was a lot of family involvement in running activities throughout the day. Opportunities for student voice have also continued with our Student Representative Council formed with students from Kindergarten to Year 6. Student and teacher satisfaction continues to be measured using ACER tests focusing on wellbeing. Results are analysed regularly and incorporated into future directions by our Wellbeing committee.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.