

# 2020 Annual Report

## Windale Public School



3893

# Introduction

The Annual Report for 2020 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

---

Windale Public School

Kilfera St

Windale, 2306

[www.windale-p.schools.nsw.edu.au](http://www.windale-p.schools.nsw.edu.au)

[windale-p.school@det.nsw.edu.au](mailto:windale-p.school@det.nsw.edu.au)

4948 8864

## School vision

### **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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Excelling
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	Excelling

## 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)
Clear Learning Intentions are understood by all students. Staff narrow the focus of their teaching ensuring that explicit teaching of learning intentions are met and documented in teaching and learning programs.	Staff professional learning \$22189

##### Process 2: Quality Systems

- School data collection and learning support processes are streamlined.

Evaluation	Funds Expended (Resources)
Regular and efficient data entry occurs within the expected timeframes, enabling robust conversations. Analysis of Literacy and Numeracy data during collaborative planning days involving classroom teachers, interventionists and the Instructional Leader. Using student assessment data, all personnel collaborate to identify interventions and modify teaching practice that personalises student learning. Classroom routines have teacher buy in, data has been collected to modify all students learning pathways. Future direction - survey to be conducted at the end of Collaborative Planning Days.	Collaborative planning days twice per term - \$16672

##### 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 and expectations.	Wellbeing budget - \$34603 (including \$19800 for whole school signage)

## 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)
All teaching spaces now have new flexible furniture. Students are able to work within a flexible seat classroom environment - catering for individual needs and offering a variety of options for student workspaces. Most students have responded well to the new environments and have been demonstrating more involvement during class learning. This goal will continue as we progress with growth mindset and Creative and Critical Thinking.	Furniture \$69337

##### 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)
Teaching and Learning Handbook is constantly updated and reflects current teaching and learning processes that occur at Windale Public School. Staff have input to changes and what information may be useful. The feedback from existing and new members of staff have reinforced that the document helps to ensure consistency and is used as an accessible tool for information regarding the school's expectations and processes.	Teacher time to create /refine handbook \$1555

##### Process 3: Programs

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

Evaluation	Funds Expended (Resources)
Student data continues to be collected and analysed on a 5 weekly data cycle consistently across the school.	Allocated time twice per term 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)
Stage Teams implemented Professional Readings onto agenda.	Allocated time during fortnightly stage meetings

##### 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)
Staff PDP's are reflective of increased levels of confidence in professional practice and engagement. Evidence of staff involved in distributed leadership options evident where non-executive members are leading panels and committees.	Collective Teacher Efficacy time with staff and their supervisor on a rotational basis \$21487

##### 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)
Limited opportunities for student voice and representative opportunities due to COVID-19. This will remain a focus area into the new school plan as well as attendance.	Staff timetabling for Student Representative Council meetings and representative opportunities outside the school

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	0.516 SLSO staffing \$34284	Student results have improved as evidenced by internal and external assessments.
<b>Low level adjustment for disability</b>	0.84 SLSO staffing \$55811 1.0 LAST staffing allocation \$109384	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>	0.402 staffing \$43753	Staff found the time to sit one-on-one with supervisors to discuss their professional learning needs as detailed in their PDPs and strategies to address these extremely beneficial. Staff were unanimous in their desire for this supports tructure to continue again into 2021.
<b>Socio-economic background</b>	1.0 Classroom Teacher \$109384 0.92 SLSO staffing \$61142	The establishment of an extra class enabled class sizes to remain low, increasing the personalised support being able to be offered to every student across the school.
<b>Support for beginning teachers</b>	An additional hour of RFF for beginning teachers in their second year of teaching \$8750	This entitlement was included in the weekly whole school timetable from the beginning of Term 1 to the end of Term 4. Both staff members reported feeling supported and valued the opportunity to have additional time weekly to prepare for teaching.
<b>Early Action for Success</b>	0.8 staffing allocation Instructional Leader \$133868 0.1 school funded Instructional Leader \$16734	Instructional Leader worked shoulder to shoulder with staff in classrooms from K-6 to build capacity and drive evidence based teaching practices. Student results grew across the board as a result of specialised intervention being provided in all classroom settings.



## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	76	82	105	88
Girls	80	89	89	94

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.6	88.7	90	88.9
1	90	90.9	88.5	90.6
2	85.2	88.9	88.7	90.8
3	88.6	86.8	86.8	88.3
4	90.7	89.7	87	86.5
5	90.8	85.4	86.9	86.9
6	86.2	89.3	80.2	86.5
All Years	89.3	88.6	87.3	88.4
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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)	11.93
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	625,321
<b>Revenue</b>	4,005,953
Appropriation	3,959,911
Sale of Goods and Services	6,715
Grants and contributions	24,077
Investment income	249
Other revenue	15,000
<b>Expenses</b>	-4,320,577
Employee related	-3,452,674
Operating expenses	-867,903
<b>Surplus / deficit for the year</b>	-314,624
<b>Closing Balance</b>	310,697

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.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	84,335
<b>Equity Total</b>	916,331
Equity - Aboriginal	156,552
Equity - Socio-economic	600,514
Equity - Language	4,078
Equity - Disability	155,186
<b>Base Total</b>	2,008,791
Base - Per Capita	51,898
Base - Location	0
Base - Other	1,956,893
<b>Other Total</b>	870,396
<b>Grand Total</b>	3,879,852

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.

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.

### 2020 NAPLAN

---

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

The impact of COVID-19 unfortunately prevented parents and caregivers from being on the school grounds throughout most of 2020 and stopped the running of popular annual events such as the Easter Hat Parade, NAIDOC Week and the Book Week parade. Despite this, parental support of the school increased significantly as a direct result of efforts made by all school staff to remain connected and check-in regularly during the Learning From Home period. Families were given the option to continue learning online or in paper format depending on their individual circumstances, with book packs picked up from the school or home delivered by staff. Hands on learning activities were particularly well received by our youngest students in the Preschool. Opportunities for student voice 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.