2020 Annual Report

Windsor South Public School

4066

Introduction

The Annual Report for 2020 is provided to the community of Windsor South Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At *Windsor South Public School* we promote wisdom, strength and personal excellence in an ever-changing world by providing a caring, supportive, safe and engaging learning environment where all students will achieve to their full potential. Students will become respectful, life-long learners who contribute positively to their community.

We provide high quality education in every classroom every day to inspire students to be:

* creative and confident individuals

* responsible and respectful citizens

* critical and creative thinkers

* innovative and resourceful problem solvers

* honest, resilient and optimistic students

School context

Windsor South Public School is based within a low socio-economic community in the Hawkesbury, and has an enrolment of 246 students, including 35% Aboriginal and Torres Strait Islander students. The whole school community interacts within a Respectful, Responsible and Safe learning environment consisting of 9 mainstream classes and an Early Intervention Unit.

An enthusiastic and collaborative staff are committed to achieving optimum student learning outcomes in a nurturing and caring environment. Quality teaching practice at Windsor South Public School demonstrates the implementation and monitoring of dynamic programs that are based on student needs, in a learning environment which aims for every student to reach their potential.

The school employs School Learning Support Officers and an Aboriginal Education Officer who all ensure that students have equitable access to support and are engaged in learning which has assisted in '*Closing the Gap*' between Aboriginal and non-Aboriginal students.

Self-assessment and school achievement

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

Strategic Direction 1

Inspired Teaching

Purpose

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

Improvement Measures

- 100% of teachers programming and delivering explicit learning intentions and success criteria for writing and mathematics.

- 80% of teaching staff indicate that they have an improved understanding of the Literacy and Numeracy Progressions.

Progress towards achieving improvement measures

Process 1:   **Visible Learning**

Through mentoring and TPL to support staff and improve their understandings of:
- Data analysis & effect sizes
- CTJ
- Data walls & goal setting
- Learning intention / success criteria
- Feedback - student to teacher, teacher to student, teacher to teacher, student to student.

Evaluation	Funds Expended (Resources)
By the end of 2020 all teachers demonstrated improved skills in collaborating to moderate student achievement. This was assessed using: • Teacher feedback • Supervisor observations • Termly Moderating meetings All teacher programs have learning intentions and success criteria for mathematics and writing. Teachers gave timely and quality effective feedback to students in mathematics, reading and writing. School Leaders developed improved knowledge and skills in data analysis and measuring effect sizes in mathematics and spelling.	Peer Observation Days Planning Days

Process 2:   **Writing**

Teachers will develop quality explicit writing programs, with clear learning intentions and success criteria to develop inspired and creative writers.

Teachers will embed the 8 Ways of Learning pedagogy to meet the individual needs of diverse learners.

Teachers will routinely review student writing, providing specific and clear written and verbal descriptive feedback.

Evaluation	Funds Expended

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
All writing programs were systematically planned as part of a coherent program. This was evidenced by: • Supervisor program feedback • Teacher termly evaluation Learning goals for students were informed by analysis of student progress data. This was evidenced by: • Writing progression 'I can statements' on display in all classrooms. All independent writing samples were evaluated using the K-6 school wide marking criteria. Teachers moderated writing samples. Results were entered on assessment results spreadsheet for analysis.	Planning Days Learning and Support Teacher to support analysis of student progress

Process 3: **Early Action for Success (K-2) & Continued Action for Success (3-6)**

Through mentoring and TPL to support staff to improve their understandings of:
-

Learning Progressions
-

Cohesive three-tiered model of support managed through the LST

Evaluation	**Funds Expended (Resources)**
K-2 teachers used the Literacy and Numeracy Learning Progressions to identify areas for improvement and extension. Regular Peer Coaching sessions for all teachers enabled them to reflect upon and evaluate teaching practice, PDP goals and plan for teacher improvement. All teachers gave and received constructive feedback for improvement. All teachers reflected on their own practice after observing themselves on video. They then shared their critique with colleagues. All teachers demonstrated personal responsibility for improving their teaching practice in order to improve student learning in reading. The school has embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation to drive ongoing improvement.	Instructional Leader Learning and Support Teacher Whole School Professional Learning

Strategic Direction 2

Successfully Engaged Learners

Purpose

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

Improvement Measures

100% of students participate in the Mind UP Curriculum and Bounce Back program

-

100% of students have regular access to the outdoor learning space.

Progress towards achieving improvement measures

Process 1:   Wellbeing:

PBL systems and practices continually evolve in meeting needs of the school community. Explicit PBL lessons ensure clearly defined school wide behavioural expectations are taught.

Teachers will implement the Bounce Back program developing a positive approach to wellbeing, resilienceand social-emotional learning.

Through mentoring andTPL staff will be supported to implement the Mind UP Curriculum to help students focus their attention, improve their self-regulation skills, build resilience, and develop a positive mindset.

Evaluation	Funds Expended (Resources)
Students reflected on learning goals, assessment results and ongoing high quality feedback from their teachers to plan future learning. Students improved their use of mindful strategies to remain calm and show resilience. Positive, respectful relationships are evident among staff ensuring a culture of collective teacher efficacy. Staff well-being is promoted to ensure optimum conditions for student learning across the whole school. Chaplain works with students, staff and families to develop and support resilience and well-being.	MindUp Curriculum Bounce Back Professional Learning: Trauma and its impact on learning PBL Team Chaplain

Process 2:   Personalised Learning

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Teachers will develop ILPs and PLPs and ensure that all students set individual academic and social goals to develop, extend and accelerate knowledge acquisition and skills.

Evaluation	Funds Expended (Resources)
The school's curriculum provision supports high expectations for all student learning. Planning for learning was informed by holistic information about each student's well-being and learning needs in consultation with parents/carers.	Teacher release for parent meetings AEO - coordinate PLP meetings

Progress towards achieving improvement measures

Process 3:   **Outdoor Learning Space**

The staff and community will create an innovative and inspirational outdoor learning space where there are designated areas to encourage healthy behaviours and improve the physical, educational and mental wellbeing of students. This will include the use of symbolic representations in outdoor learning spaces to support the 8 Ways pedagogy.

Evaluation	Funds Expended (Resources)
The Outdoor Learning Space encourages healthy behaviours and improves the physical, educational and mental well-being of students.	SRC Fundraising Working bees with staff, parents and families. - cancelled due to COVID 19.

Strategic Direction 3

Productive Partnerships

Purpose

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

Improvement Measures

- 100%of classroom teachers updating the seesaw app on a weekly basis.

- SRC will host 1 community event per term.

Progress towards achieving improvement measures

Process 1:   Communication:

Enhance the use of communication tools to further inform parents and community members through the use of the See Saw App, Facebook, Skoolbag App, School Website, the digital sign and emerging technologies.

Evaluation	Funds Expended (Resources)
Streamlined, flexible processes exist to deliver services and information and strengthen parental and community engagement.	School website Skoolbag App Digital sign Seesaw App

Process 2:   Transition

Enhance existingpartnerships with Pre-school and High Schools through strong transitionprograms - to school / class to class / primary to high school, so students build positive relationships which promote student wellbeing and educational attainment.

These will include:

- Music program
- Year 5 Harvest Program
- Chaplaincy Program
- Reverse Transition - T1
- First Foot Forward, WSU
- Stage 3 Diary
- Positive Partnerships Matrix
- Peer Support

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
The school maintains active partnerships and works collaboratively to ensure continuity of learning for all students. The activities related to this strategic direction were either cancelled or heavily modified due to COVID 19.	Assistant Principal released from class fortnightly to attend the High School for Reverse Transition. Teachers released for Kinder Transition program.

Process 3:   **SRC**

Staff will work withthe Student Representative Council to build their capacity to become proficientschool leaders.

SRC will coordinateand implement a range of opportunities that focus on increasing engagement withour local community.

Evaluation	Funds Expended (Resources)
We will have developed the confidence and leadership skills of students who will be active partners in engaging the local community.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Full time Aboriginal Education Officer School Learning and Support Officer **Funding Sources:** • Aboriginal background loading ($147 606.00)	The AEO and SLSO supported learning and wellbeing for Aboriginal students and their families.
Low level adjustment for disability	Learning & Support Teacher School Learning and Support Officers **Funding Sources:** • Low level adjustment for disability ($126 550.00)	Learning and Support Teacher and School Learning and Support Officers supported teaching and learning in all classrooms, providing in class assistance for small groups as well as one to one support.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($41 128.00)	The Instructional Leader coordinated 'interventionists' who were able to support learning in classrooms. Teachers were released each term to participate in Peer Observations where critical feedback was given to improve teacher practice. All teachers are released from class to participate in Peer Coaching to enable them to set goals to improve their teaching practice.
Socio-economic background	**Funding Sources:** • Socio-economic background ($417 221.00)	Teachers were provided with additional release time for professional learning with the Instructional Leader. Employment of intervention staff to support tiered intervention approach K-6. Installation of DoE approved Wifi service to allow access to online learning from all classrooms.
Support for beginning teachers	No funding provided by DoE.	Beginning teachers were given additional release to meet with their mentor. Beginning teachers were given additional release time to write their reports. They were given time to meet with a mentor so develop the skills needed to write in a professional manner. Beginning teachers were given the opportunity to participate in professional development to develop their content knowledge and teaching skill.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	105	100	118	118
Girls	96	105	100	110

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	93.7	92.6	87.2	83.4
1	94.9	91.8	92.3	81.5
2	92.1	94.3	91.3	81.1
3	93.3	93.1	93.9	81.9
4	92.7	93.5	90.1	75.5
5	90.3	92.4	93.5	78
6	90.5	88.5	94.1	81.2
All Years	92.4	92.2	91.7	80.5
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.

Student enrolments are slowly increasing.

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)	2
Classroom Teacher(s)	9.25
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	3.92

*Full Time Equivalent

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[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
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 **Actual** ($)
Opening Balance	652,760
Revenue	3,228,606
Appropriation	3,159,406
Sale of Goods and Services	1,061
Grants and contributions	67,542
Investment income	597
Expenses	-3,330,980
Employee related	-2,594,578
Operating expenses	-736,402
Surplus / deficit for the year	-102,374
Closing Balance	550,386

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 **Approved SBA** ($)
Targeted Total	151,414
Equity Total	693,953
Equity - Aboriginal	147,606
Equity - Socio-economic	417,221
Equity - Language	2,576
Equity - Disability	126,550
Base Total	1,920,071
Base - Per Capita	52,430
Base - Location	0
Base - Other	1,867,641
Other Total	393,595
Grand Total	3,159,033

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 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 Tell Them from Me survey for parents provided positive feedback about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. The results for all aspects of the survey were above NSW Govt norms.

The results from the Tell Them from Me survey for teachers were above NSW Govt norms.

The results from the Tell Them from Me survey for students were above NSW Govt norms. This survey provided postive feedback on students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning.

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.