

2021 Annual Report

Windellama Public School



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Introduction

The Annual Report for 2021 is provided to the community of Windellama 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 Strategic Improvement 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 vision

Windellama Public School provides quality education within an inclusive, engaging and challenging learning environment. Our community, families, staff and students work together to ensure students connect, succeed and thrive. Our students strive for excellence and are respectful and responsible citizens.

School context

Windellama Public School (TP2) is located in the Goulburn Network of Schools. Windellema Public School has a current enrolment of 23 students K-6, including 10% of students who identify as Aboriginal and/or Torres Strait Islander.

Windellama Public School is located in a peaceful rural setting surrounded by farmland, 35 kilometres from Goulburn, 80 kilometres from Queanbeyan or Braidwood and just over an hour to Nowra and the south coast.

The school was established in 1880 and is central to the to the broader Windellama community. Windellama Public School is well supported by a strong, active and involved Parents and Citizens Association. The school is well resourced with an excellent library, variety of technology devices including robotics equipment and outdoor facilities including a multipurpose surfaced court and environmental education spaces.

There is a highly motivated and dedicated staff who share a strong commitment to quality teaching and learning. Parents and staff work together to enhance the learning experiences of all students.

Windellema Public School is an active member of the Tablelands Rural Education Community (TREC) and works with the Learning Community to ensure students access a broad range of extra curricula activities ensuring students enrich their social learning experiences.

Windellama Public School has gone through a significant period of transition, with the Teaching Principal and permanent Classroom Teacher both new to the school in 2020. After completing an extensive situational analysis, it has been determined that the first focus area for whole school improvement will be 'Student Growth and Attainment', particularly collaborative and effective classroom practice and data skills and use. The second focus for whole school improvement, informed by the situational analysis is Wellbeing and Engagement.



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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will engage in effective, evidence-based assessment practices and use data to understand the learning needs of each student and inform quality, differentiated teaching for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Collection and Use
- Collaborative, Research-based Pedagogy

Resources allocated to this strategic direction

Aboriginal background: \$826.27
Professional learning: \$4,927.05
Beginning teacher support: \$1,067.78
Socio-economic background: \$39,449.90
Literacy and numeracy: \$3,347.36
Integration funding support: \$60,000.00
School support allocation (principal support): \$13,566.23
QTSS release: \$4,821.07
Per capita: \$6,162.00
Location: \$12,692.00
Low level adjustment for disability: \$15,819.62

Summary of progress

What did we do?

- A **second full-time teacher** was employed to ensure consistency in teaching and learning for all students within the school.
- A full-time **School Learning Support Officer** was employed to support targeted students in accessing the curriculum.
- All staff completed professional learning on **Literacy and Numeracy Progressions** to track student achievement and to inform teaching and learning. Data was then entered into PLAN2, based on classroom observations and summative assessment. Professional Learning on **Analysing PLAN 2 data** was then completed, with teachers analysing the collected data to set individual learning goals for students and inform future teaching and learning.
- Staff collaboratively developed and reviewed **Personalised Learning Pathways** for all Aboriginal students and their families, based on PLAN2 literacy and numeracy data.
- A **Professional Learning Community** was established across a number of small schools, with baseline data collected across the school and the wider small school network to inform direction for programs and professional development.
- The **MathsBurst Spatial Reasoning Program** was implemented to develop students' mathematics understandings through the spatial reasoning component of the general numeracy capability and promote STEM practices through units of work that integrate STEM across all curriculum areas with digital tools.
- Comprehensive, whole school **scope and sequence** documents were developed, incorporating **Aboriginal perspectives**.
- Professional learning to support the implementation of **Effective Reading Instruction K-6** was completed by all staff. Significant funding was used to update resources to support implementation of Effective Reading Instruction K-6.

Where to next?

- A **second full-time teacher and School Learning Support Officer** will again be employed in 2022 to ensure consistency in teaching and learning for all students within the school.
- Teachers will continue to track student achievement using **Literacy and Numeracy Progressions** and **PLAN 2** software. In 2022, Professional learning into **quality, authentic assessment practices** to inform PLAN 2 data is planned
- We will continue with the co-developed **Personalised Learning Pathways** for Aboriginal and Torres Strait students as it has resulted in increased student engagement and attainment and increased community engagement.
- A **'Small School Writing Project'** will be developed in early 2022 to enable all teachers in the **Southern Small**

Schools Professional Learning Community to implement a common writing task, mark using specific criteria and share writing samples to moderate at a combined Staff Development Day in Term 1, 2022.

- An explicit **Synthetic Phonics** program for Kindergarten and **Phonemic Awareness Program** for K-2 will be implemented from Term 1, 2022, with **decodable readers** to be used effectively in class reading programs

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Aboriginal Student Achievement <ul style="list-style-type: none"> • Increase the percentage of Aboriginal students achieving top 3 bands in numeracy and reading, trending towards the system-negotiated lower bound target of 10% 	<ul style="list-style-type: none"> • No Aboriginal students completed NAPLAN assessments in 2021
NAPLAN- Expected Growth Reading <ul style="list-style-type: none"> • Improvement in the percentage of students achieving expected growth in NAPLAN reading above the baseline 	<ul style="list-style-type: none"> • The proportion of Year 5 students achieving expected growth in NAPLAN reading is 25%.
NAPLAN- Expected Growth Numeracy <ul style="list-style-type: none"> • Increase the percentage of students achieving expected growth in NAPLAN numeracy, from the baseline trending towards the lower bound school-level target 	<ul style="list-style-type: none"> • The proportion of Year 5 students achieving expected growth in NAPLAN numeracy is 50%.
Data Collection and Use <ul style="list-style-type: none"> • Whole school assessment schedule is developed, based on research-informed assessment practices • All teachers complete professional learning on using PLAN 2 software to track student progress 	<ul style="list-style-type: none"> • A whole school assessment schedule was developed this year, incorporating class formative and summative assessments, NAPLAN, Best Start and Check-in assessments. This schedule will be reviewed in 2022 and adjusted accordingly • In 2021 class observation data was entered into PLAN 2. Teacher feedback suggests a good understanding of how the data generated in PLAN 2 can be used to inform future teaching directions and student learning goals. In 2022, the Cohort Snapshot and Student Indicator Progress tools will be used to analyse data collected and recorded through scheduled assessments and class observations.
Collaborative and Effective Classroom Practice <ul style="list-style-type: none"> • Learning Intentions and success criteria are set using data from Literacy and Numeracy Progressions and school assessment data with 5 weekly review • Learning Intentions and success criteria exist in all classrooms for literacy and numeracy • Professional learning in collaboration with small school network in Quality Teaching Rounds or lesson study model 	<ul style="list-style-type: none"> • Classroom observation and teaching program evaluation indicates 100% of staff utilise learning intent and success criteria in their lessons to establish learning goals for all students. Further professional learning in co-creating success criteria with students is planned for Term 1, 2022 • Due to COVID-19 restrictions, Quality Teaching Rounds professional learning did not occur in 2021. A combined Staff Development Day is planned for Term 1, 2022, incorporating professional learning in Quality Teaching Rounds within the small school network. Planning for implementation will occur in Term 2, 2022
School Excellence Framework <ul style="list-style-type: none"> • SEF element 'Data Skills and Use' is working towards Sustaining and Growing • SEF element 'Student Performance Measures' is working towards Delivering • SEF element 'Effective Classroom 	<p>As stated in the 2021 External Validation panel report:</p> <ul style="list-style-type: none"> • Data Skills and Use was validated at 'Delivering' • Student Performance Measures was validated at 'Delivering' • Effective Classroom Practice was validated at 'Sustaining and Growing'



Strategic Direction 2: Wellbeing and Engagement

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn there will be a planned, whole school approach to positive wellbeing practices, whilst promoting community engagement and participation.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing
- Engagement

Resources allocated to this strategic direction

Socio-economic background: \$5,737.23

Professional learning: \$886.00

Beginning teacher support: \$138.00

Integration funding support: \$11,000.00

Summary of progress

What did we do?

- It was initially planned to establish a **two year baseline for negative playground incidents**. Analysis of data recorded in EBS found that very little recording was taking place. Teachers had not been trained in the use of EBS for incident recording. Current incident recording was found to be ineffective as no school wide template was being used and the storage of data was inconsistent. This made it extremely difficult to establish a clear baseline. Analysis of the data that was readily available indicated that only suspensions were recorded in EBS, numbering 7 in the past 2 years. Minor playground incidents were recorded on class lists, with little recorded evidence of follow up action.
- All staff began initial professional learning in **Covey's 7 Habits of Highly Effective People**. Due to restrictions imposed due to COVID, the professional learning is yet to be completed.
- The **Wellbeing Self-Assessment Tool** was used to evaluate the extent to which current wellbeing practices and programs support students to connect, succeed and thrive
- The school's **Welfare and Discipline Policy** was reviewed and adjusted to reflect the Wellbeing Framework and positive behaviour strategies and incentives
- **Supported playground activities** were designed and implemented, aimed at promoting choice and increased opportunities for positive behaviour
- The school **Attendance Policy and Procedures** was reviewed and updated to include attendance improvement strategies
- A **School Learning Support Officer** was employed on a part-time basis to provide targeted students with social and emotional support in the playground

Where to next?

- A clear and comprehensive **Behaviour Management Flowchart** will be developed, outlining playground behaviour management and recording processes and communicated to all staff, including SLSOs.
- Staff professional learning in **Covey's 7 Habits of Highly Effective People** to be completed in early 2022
- Based on findings from the self-assessment, professional learning in using the **Wellbeing Framework** will need to be delivered to all staff. Further training in NSW Department of Education **Trauma Informed Practice** modules will be investigated.
- Initial Tell Them From Me data indicates a significant improvement in students with positive behaviour at school. **Supported playground activities** will continue to be implemented, with scope for expanded choice in 2022
- **Attendance Policy** and **Welfare and Discipline Policy** to be reviewed again in 2023
- An **SLSO** will be employed in 2022 to provide social and emotional support to students during break times

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Positive Behaviour Focus <ul style="list-style-type: none"> Decrease of negative recorded behaviours and suspensions by a minimum of 5% as determined by a two-year baseline of incident reports as at year end 2020 	<ul style="list-style-type: none"> A two-year baseline was very difficult to establish due to no formal recording process of negative behaviours. A clear and comprehensive flowchart was developed, outlining playground behaviour management and recording processes and communicated to all staff, including SLSOs. As a result of the new formalised recording process, no target was able to be reached in 2021, however a new baseline will be established in 2022 in order to monitor progress towards targets
Wellbeing <ul style="list-style-type: none"> TTFM data indicates a minimum of 50% of students have a positive sense of belonging TTFM data indicates that a minimum of 80% of students feel that positive behaviour strategies are improving behaviour in the classroom 	2021 Tell Them From Me survey data indicated that: <ul style="list-style-type: none"> 50% of students have a positive sense of belonging 85% of students have positive behaviour at school
Attendance <ul style="list-style-type: none"> Increase percentage of students attending >90% of the time by 5% (school based target) 	<ul style="list-style-type: none"> The average percentage of students attending school >90% of the time in 2021 was 46.4%, significantly lower than 2020. Improving attendance will continue to be a major focus in 2022
Family and Community Engagement <ul style="list-style-type: none"> 1 planned whole school activity with targeted community involvement 20% of students have a family member attend a school assembly, sports carnival or special event 	<ul style="list-style-type: none"> No whole school activities took place with targeted community involvement due to restrictions on external visitors and periods of learning from home
School Excellence Framework <ul style="list-style-type: none"> SEF element 'Wellbeing' is maintained at Delivering SEF element 'Learning Culture' is maintained Delivering 	As stated in the 2021 External Validation panel report: <ul style="list-style-type: none"> Wellbeing was validated at 'Sustaining and Growing' Learning Culture was validated at 'Sustaining and Growing'



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$71,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Windellama Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative, Research-based Pedagogy • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of one full time School Learning Support Officer and one part time (2 days) School Learning Support Officer to provide additional support for students who have high-level learning needs and/or social and emotional needs in the classroom and the playground. <p>The allocation of this funding has resulted in: 100% of supported students showing progress in achieving Individual Learning Plan academic goals. A decrease in the number of classroom incidents involving refusal to follow teacher instructions was recorded in EBS. 100% of supported students showing progress in achieving Individual Learning Plan goals in the area of wellbeing. A decrease in the number of playground incidents involving negative social interactions was recorded in EBS.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued support provided to students by a School Learning Support Officer in 2022</p>
<p>Socio-economic background</p> <p>\$45,187.13</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Windellama Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing • Data Collection and Use • Engagement • Collaborative, Research-based Pedagogy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support class program implementation. • providing students without economic support for educational materials, uniform, equipment and other items • additional staffing to implement wellbeing programs to support identified students with additional needs • professional development of staff through data collection and analysis to support student learning <p>The allocation of this funding has resulted in: Scope and sequence documents incorporating Aboriginal perspectives have been written and are currently being trialed. All teaching staff have participated in professional learning in data collection and analysis, and NAPLAN style marking of writing, resulting in consistent, quality assessment practices and tracking of student achievement. Teacher release time has enabled the collection and analysis of student assessment data as well as data around negative incidents occurring in the playground. The MathsBURST spatial reasoning program has been implemented for students in years 3-6 with positive impact on both spatial reasoning and</p>

<p>Socio-economic background</p> <p>\$45,187.13</p>	<p>general mathematics capability. The engagement of a full-time teacher on the Senior class has ensured a decrease in the amount of disruption to learning across the week and a decrease in the number of negative incidents occurring in the classroom. Students have reported an increase in sense of belonging and positive student and staff relationships.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued implementation of positive behaviour programs, strongly based on trauma-informed practices. A full-time teacher will again be employed in 2022 to maintain consistency in teaching and learning across the school. A teacher will also be employed on a part-time basis (2 days) to support small group, targeted literacy and numeracy teaching. Funding will be again be used to subsidize school excursions, student uniforms and other resources where required.</p>
<p>Aboriginal background</p> <p>\$826.27</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Windellama Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Collection and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Increased student engagement and attainment and increased community engagement through the co-development of Personalised Learning Pathways for Aboriginal students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Professional learning in quality PLP processes for all teaching and support staff.</p>
<p>Low level adjustment for disability</p> <p>\$15,819.62</p>	<p>Low level adjustment for disability equity loading provides support for students at Windellama Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative, Research-based Pedagogy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in: The employment of a full time teacher has allowed the Principal to take on a Learning and Support Teacher role. The implementation of the MultiLit program for students requiring targeted literacy intervention has shown a positive impact on student achievement in word attack skills, sight word knowledge and reading fluency.</p> <p>After evaluation, the next steps to support our students with this funding will be: Targeted learning and support will continue in 2022 through the</p>

<p>Low level adjustment for disability</p> <p>\$15,819.62</p>	<p>implementation of the MultiLit literacy intervention program and will be extended to include small group, targeted support in numeracy.</p>
<p>Location</p> <p>\$12,692.00</p>	<p>The location funding allocation is provided to Windellama Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative, Research-based Pedagogy <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in: The employment of a full time teacher on the Senior class has allowed for principal release that does not impact on the consistence of teaching and learning of students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employment of a full time teacher on class again in 2021 to support teaching principal release.</p>
<p>Literacy and numeracy</p> <p>\$3,347.36</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Windellama Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Collection and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: Greater student understanding of spatial reasoning concepts as well as a demonstrated improvement in general mathematics capability of students in Stage 2 and Stage 3.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued implementation of the MathsBurst program to students in years 3-6. This will be extended to include the implementation of the ELSA spatial reasoning program for Kindergarten students.</p>
<p>QTSS release</p> <p>\$4,821.07</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Windellama Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative, Research-based Pedagogy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: Implementation of consistent, high- quality teaching programs.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>QTSS release</p> <p>\$4,821.07</p>	<p>funding will be: Continuation of temporary teacher engagement in 2022.</p>
<p>COVID ILSP</p> <p>\$24,583.65</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy <p>The allocation of this funding has resulted in: 100% of students involved in targeted small group tuition to support reading comprehension achieved learning goals in Semester 1. MultiLit was implemented in Semester 2, with 100% of students demonstrating improvement in word attack skills, sight word recognition and reading fluency.</p> <p>After evaluation, the next steps to support our students with this funding will be: Implementation of MultiLit literacy intervention to targeted students in 2022. Targeted, small group explicit teaching in number sense will be implemented across the whole school from the beginning of 2022.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	13	18	11	12
Girls	16	16	14	11

Student attendance profile

School				
Year	2018	2019	2020	2021
K	97.9	88.7	94.7	
1	89.6	94.2	93.5	79.2
2	95.1	90	97.6	80.1
3	94.9	87.6	98.9	91.7
4	95.8	86.8	94.5	87.4
5	94.2	88.7	97.3	88.8
6	79.1	87.1	95.5	87.3
All Years	92.5	89.1	96.1	85.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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
Classroom Teacher(s)	1.3
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	147,861
Revenue	712,385
Appropriation	700,601
Sale of Goods and Services	1,124
Grants and contributions	8,389
Investment income	89
Other revenue	2,183
Expenses	-672,355
Employee related	-562,199
Operating expenses	-110,156
Surplus / deficit for the year	40,030
Closing Balance	187,891

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.

	2021 SBAR Adjustments (\$)
Targeted Total	71,080
Equity Total	61,834
Equity - Aboriginal	826
Equity - Socio-economic	45,187
Equity - Language	0
Equity - Disability	15,820
Base Total	503,141
Base - Per Capita	6,163
Base - Location	12,692
Base - Other	484,286
Other Total	17,510
Grand Total	653,565

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.

Parent/caregiver, student, teacher satisfaction

At Windellama Public School, teachers are dedicated to understanding and supporting all students. In return, students have clearly acknowledged that they value our school staff members. This is evidenced in our Student Surveys, which indicate that staff and teachers are 'caring, helpful and kind'. This was a common theme across all surveys received.

In Term 1 families were encouraged through various means to contribute to the school's Strategic Improvement Plan. A google form was developed to research the importance of student wellbeing and positive behaviour strategies for families as well as provide feedback on the school's vision statement. Invitations to contribute and/or provide feedback were also published in the school newsletter and explicitly discussed at P&C meetings. We received a total of 4 responses to our parent survey form, whilst discussions took place with 6 members of the P&C.

During Term 3, home learning packs were developed, based on current teaching and learning programs. Lessons were planned carefully to ensure that all students could access learning materials and teaching support. Parent and student feedback indicates that planned lessons met the individual needs of students, were supported well by teachers and were engaging for the students.

Families were invited to provide feedback via a Learning From Home Parent Feedback Survey in Term 4. There was a very high rate of participation and feedback received indicated that Windellama Public School families found that communication between home and school during the learning from home period was extremely effective.



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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.