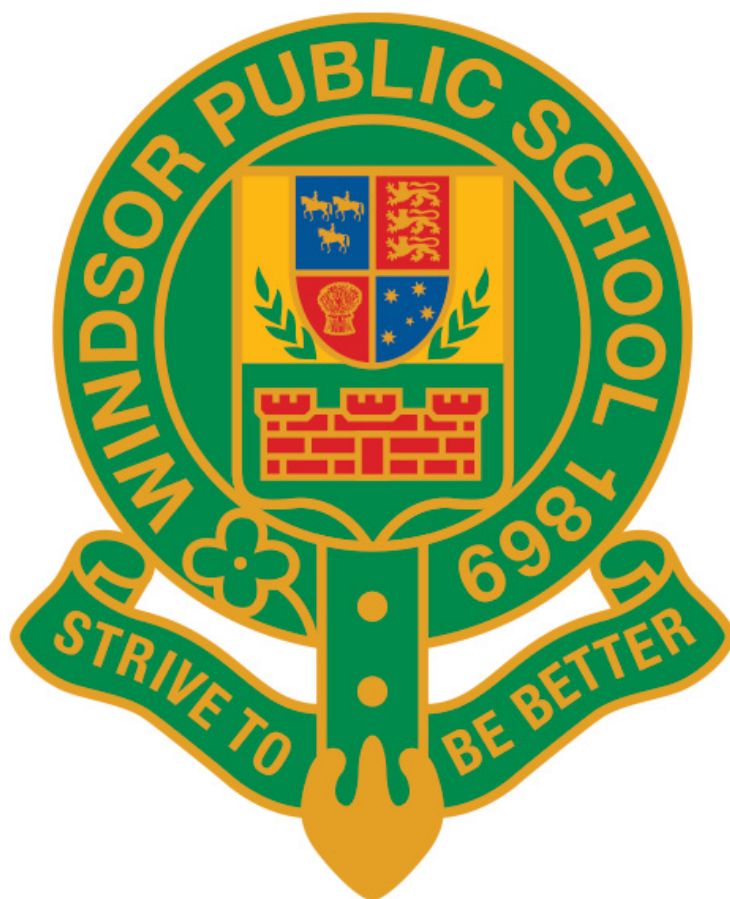


2021 Annual Report

Windsor Public School



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Introduction

The Annual Report for 2021 is provided to the community of Windsor 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.

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School vision

At Windsor Public School we believe all students should be challenged in an inclusive environment, reflective of high expectations, a differentiated curriculum and a positive school culture. The school provides a broad and challenging curriculum across all key learning areas, with a focus on student wellbeing, academic growth and social success. Staff are committed to excellence in teaching and learning through collaborative partnerships with all stakeholders.

School context

Windsor Public School is located in the historic town of Windsor, north-west of Sydney. It has a current student enrolment of 150. Enrolments are continuing to decrease as a result of zero urban development.

It has excellent student wellbeing programs and is renowned for providing an inclusive, positive school culture and strong sense of community.

10% of our students have a language background other than English and 22% of students identify as Aboriginal. Our students come from quite a diverse range of backgrounds.

Extra-curricular opportunities in Sport, Technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences, which cater for the needs of all individual students.

Through our situational analysis, we have identified a need to refine whole-school wellbeing processes that support all students so they can connect, succeed, thrive and learn.

We will continue to foster a school-wide culture of high expectations through a collaborative, consistent and committed approach to developing collective teacher efficacy and a rigorous focus on professional learning, quality teaching, mentoring, participative goal setting and instructional leadership that builds capacity for change and improvement.

Student learning will be underpinned by evidenced based teaching practice and responsive in meeting the needs of all students to achieve targeted growth in Literacy and Numeracy, as evidenced through the NAPLAN gap analysis.

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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
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	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

- To embed quality student learning that is underpinned by evidenced based teaching practice and responsive in meeting the needs of all students to achieve targeted growth in Literacy and Numeracy.

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.

- School-wide systems for assessment and feedback:
- School-wide systems of data driven practice:

Resources allocated to this strategic direction

Professional learning: \$3,324.00
Literacy and numeracy: \$1,500.00
Socio-economic background: \$94,321.00
English language proficiency: \$2,400.00
School Funded 6100: \$12,000.00
Literacy and numeracy intervention: \$15,000.00
QTSS release: \$1,926.44

Summary of progress

In 2021, Windsor PS undertook significant review of assessment practices across the school in literacy and numeracy. The school analysed the effectiveness of current assessment tools in providing data to inform future teaching and learning programs. The school was able to collect a significant amount of school-wide baseline data in the first semester, however due to the Covid remote learning period it proved difficult for teaching staff to administer a consistent approach to analysis of data collection. As a result of this, we have refined our assessment schedule for 2022 to ensure that assessment data is meaningful and informs teaching practices. In 2022 our focus is on embedding a consistent approach K-6 to the use of assessment to inform lesson planning in reading and mathematics.

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
<ul style="list-style-type: none">Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system-negotiated target baseline of 25.3%Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system-negotiated target baseline of 41.9%At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy. Delivering in the theme of NAPLAN within the element Student Performance Measures.	<ul style="list-style-type: none">Data indicates that 13.04% of students in the top 2 bands numeracy showing a decline from baseline data.Data indicates that 19.5% of students in the top 2 bands reading showing decline from baseline data.75% of Year 3 students achieved at or above national minimum standards on NAPLAN reading, indicating progress towards our goal of at least 90%.70% of Year 5 students achieved at or above national minimum standards on NAPLAN reading, indicating progress towards our goal of at least 90%.92% of Year 3 students achieved at or above national minimum standards on NAPLAN writing, indicating achievement of our goal of at least 90%.73% of Year 5 students achieved at or above national minimum standards on NAPLAN writing, indicating progress towards our goal of at least 90%.83% of Year 3 students achieved at or above national minimum standards on NAPLAN numeracy, indicating progress towards our goal of at least 90%.82% of Year 5 students achieved at or above national minimum standards on NAPLAN numeracy, indicating progress towards our goal of at least 90%.
<ul style="list-style-type: none">Increase the percentage of students	<ul style="list-style-type: none">42.11% of Year 5 students achieved expected growth in NAPLAN

<p>achieving expected growth in NAPLAN numeracy to be above the system-negotiated target baseline of 47.37%</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system-negotiated target baseline of 56.00.% 	<p>numeracy indicating progress working toward the lower-bound target.</p> <ul style="list-style-type: none"> • 63.16% of Year 5 students achieved expected growth in NAPLAN reading indicating progress towards the lower-bound target.
<ul style="list-style-type: none"> • 100% of students that participate in Literacy COVID learning and support program achieve all phonemic awareness literacy progression targets. • 100% of students that participate in Numeracy COVID learning and support program achieve growth in Quantifying Number progression targets. 	<ul style="list-style-type: none"> • In 2021, 100% of students that participated in the Literacy COVID learning and support program achieved all phonemic awareness literacy progression targets. • In 2021, 100% of students that participate in the Numeracy COVID learning and support program achieved growth in Quantifying Number progression targets.

Strategic Direction 2: Wellbeing, attendance and strengthened transitions

Purpose

- To refine whole-school wellbeing processes that support all students so they can connect, succeed, thrive and learn.

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 and Engagement
- Positive Connections

Resources allocated to this strategic direction

Socio-economic background: \$27,400.00

Literacy and numeracy: \$500.00

Literacy and numeracy intervention: \$3,000.00

School Funding 6101: \$12,400.00

Aboriginal background: \$4,320.85

QTSS release: \$7,000.00

School support allocation (principal support): \$13,604.80

Integration funding support: \$1,500.00

Summary of progress

The school has engaged in a high level review of welfare and wellbeing systems and processes. Due to an increasing level of complexity across the school community, the executive team has prioritised the refining of whole-school wellbeing processes that support all students. The school has more effectively used Sentral to monitor attendance, with the introduction of daily messaging directly to parents. Upon students return to school after Covid Learning from Home period, the focus was on students re-engaging with face to face learning, whilst develop an inclusive culture both in the classroom and playground through promoting tolerance, resilience and respect. In 2022, specific wellbeing and transition programs will be re-introduced to engage both students and school community members, including SHED program for boys, Coffee Club for school community members, and Story Time for pre-school children, as a transitional program for entry to Kindergarten. These school-based initiatives are designed to support students and parents so that they may connect and learn within our school community.

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
<ul style="list-style-type: none">Increase the percentage of students attending school more than 90% of the time by 2% from the lower bound system-negotiated target.	The number of students attending greater than 90% of the time or more has increased by 3% from 2020.
<ul style="list-style-type: none">Wellbeing data (advocacy, belonging, expectations) improves by 1.25% to be at the lower bound trajectory of 91.7%.	Tell Them From Me data shows a decrease of 1% of reported positive wellbeing, including a 5% decrease in advocacy at school, 8% decrease in sense of belonging and no increase or decrease in expectations of success.
<ul style="list-style-type: none">The school actively plans for student transitions (e.g. into Kindergarten; Y6 to Y7).	All students in Year 6 and students transitioning into Kindergarten have successfully engaged in transition programs, including school visits, orientations via zoom. Communication has been consistent between Windsor Public School, High Schools and families for Year 6 students through letters, emails and phone calls. Communication with students transitioning to Kindergarten has been ensured through letters, emails and zoom meetings.

- Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school K-6.

Tell Them From Me data shows 69% of our students understand there are clear rules and expectations for classroom behaviour.

Strategic Direction 3: High expectations, collaboration and improvement culture

Purpose

- To foster a school-wide culture of high expectations through a collaborative, consistent and committed approach to developing collective teacher efficacy and a rigorous focus on professional learning, quality teaching, mentoring, participative goal setting and instructional leadership that builds capacity for change and improvement.

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.

- Excellence in Teaching
- Learning and Development Systems

Resources allocated to this strategic direction

Socio-economic background: \$34,355.70

Low level adjustment for disability: \$28,856.55

Professional learning: \$10,564.31

QTSS release: \$20,000.00

Aboriginal background: \$43,564.00

Summary of progress

In 2021 the school focused on evidenced based professional learning and collaborative systems and processes to assist teacher practices. We implemented professional learning in Semester 1 using Simon Breakspear's Learning Sprint methodology in the areas of mathematics and phonological awareness. Due to COVID 19 regulations and NSW Health guidelines all face-to-face teaching, learning sprints, mentoring, coaching, regular 'Learning Walks' and collaboration were negatively impacted and unable to be implemented. All collaboration to develop evidence-based programs which occurred at the beginning of the 2021 school year was negatively impacted when all teaching and learning moved to online. In 2022 we aim to continue working on initiatives that were impacted on by Covid, whilst also partnering with Learning 24/7 and the Hawkesbury Community of School (Solar Collective) to oversee evidence-based professional development on the Science of Reading and Cognitive Load Theory. The new AP CI will continue to focus on the alignment of the learning progressions to direct future planning.

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
<ul style="list-style-type: none">Working towards Sustaining and Growing in the theme of 'Teaching and Learning Programs' within the element Curriculum.	All teaching and learning programs describe what all students are expected to know, understand and do. In order to achieve sustaining and growing, our current aim is to ensure all teaching and learning programs include a variety of assessment styles that will measure student progress, this will be done through review and careful construction of the WPS Assessment Schedule.
<ul style="list-style-type: none">Working towards Sustaining and Growing in the theme of 'Professional Learning' within the element Learning and Development.	All teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals. Moving forward, Windsor Public School will provide teachers with the opportunities to actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. We are currently working towards this with our 24/7 training and feedback sessions. Moving towards excelling the staff are planning to participate in peer observation sessions in line with the Quality Teaching Framework.
Learning sprints are implemented in all K-6 classes for phonological awareness	Through professional discussion, staff have become proficient in their understanding of effective strategies in their teaching of literacy and

and quantifying number

numeracy, meeting the needs of students. Windsor PS teachers are implementing the Morning Routine in their classrooms, this process addresses phonological awareness and quantifying number moving towards teacher expertise during APCI mentoring sessions.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$45,510.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Windsor 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"> • Positive Connections • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of School Learning Support Officers to support students with moderate learning needs and ensure differentiation is achievable. • Transition profiles were completed by all teachers at the end of the year to provide clear information and areas of focus for the following year. <p>The allocation of this funding has resulted in: Students accessing differentiated programs and opportunities for increased engagement within the classroom as they transitioned to school and throughout the year.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ School Learning Support Officers to provide additional support for classes where the student need is identified.</p>
<p>Socio-economic background</p> <p>\$156,076.70</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Windsor 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 and Engagement • School-wide systems for assessment and feedback: • School-wide systems of data driven practice: • Excellence in Teaching • Learning and Development Systems • Positive Connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Attendance Policy has been updated, and will be implemented in 2022. • Implementation of Sentral as a form of attendance tracking and monitoring, including SMS to seek explanation of absence. <p>The allocation of this funding has resulted in: Attendance monitoring has been consistent and processes, although delayed by the COVID 'Learning from Home' period, has supported an ease of communication, tracking and monitoring.</p> <p>After evaluation, the next steps to support our students with this funding will be: The aim is for all student absences to be accounted for and managed through the AP Learning Support, to increase attendance and reduce time missed from school.</p>
<p>Aboriginal background</p> <p>\$47,884.85</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Windsor 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>Aboriginal background</p> <p>\$47,884.85</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 and Engagement • Positive Connections • Learning and Development Systems <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 • creation of school literacy resources embedding local language <p>The allocation of this funding has resulted in: Teaching and learning programs showing differentiation, School Learning Support Officer intervention programs, ILPs & PLPs. During the 'Learning from Home' period, Learning Support activities and programs, additional support via zoom sessions were offered to identified students. Reviews of IEPs took place to ensure learning programs were accessible for all students. Upon return to face-to-face learning the recommencement of Learning support programs, classroom review and differentiation and implementation of the MiniLit program has assisted students in bridging learning gaps.</p> <p>After evaluation, the next steps to support our students with this funding will be: Assistant Principal Learning Support and Assistant Principal Curriculum and Instruction will work closely to establish Learning and Support Programs and mentor teachers in relation to differentiation within the classroom.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Windsor 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"> • School-wide systems of data driven practice: <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: Learning Support programs to K-6 students, catering for NESB, Literacy, reading and comprehension focuses. Students received regular Tier 2 (small group) intervention with both a Learning and support teacher, and SLSO intervention. Students receiving Tier 2 (small group) intervention demonstrated an increase in progression levels in the area of "Understanding Texts".</p> <p>After evaluation, the next steps to support our students with this funding will be: Funding used for SLSO's to assist in differentiation and to support the implementation of Tier 2 process in the class setting. All teaching staff will continue the differentiated intervention for EALD students in classrooms and will increase exposure to further comprehension strategies in particular literal and inferential questioning.</p>
<p>Low level adjustment for disability</p> <p>\$96,127.35</p>	<p>Low level adjustment for disability equity loading provides support for students at Windsor Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$96,127.35</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"> • Excellence in Teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Providing support for targeted students within the classroom through the employment of School Learning Support Officers. • Targeted students provided with evidence-based programs, including MiniLit. Including Professional Learning for School Learning Support Officers. • Assistant Principal Learning and Support providing and implementing links to external agencies, including speech therapy, occupational therapy and art therapy. • Attendance of Professional Learning sessions, including Numeracy and Early Action for Success by all teaching staff. <p>The allocation of this funding has resulted in: Students being actively and effectively supported to engage with class and individual programs. Bridging of academic gaps in learning. Support of teaching staff in who to best meet the needs of their students, including differentiation and data collection.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued low level adjustments, including Learning Support programs, MiniLit program, School Learning Support Officer supports and Teacher Professional Learning.</p>
<p>Literacy and numeracy</p> <p>\$2,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Windsor 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"> • School-wide systems for assessment and feedback: • School-wide systems of data driven practice: • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in: Staff training and support in literacy and numeracy has provided K-6 with collaborative mentor time, a WPS literacy handbook was developed to support teaching and learning at Windsor Public School. The purchasing of literacy resources such as quality picture books for guided and shared reading in particular class sets of readers.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further purchases of quality picture books and class novel studies will take place. Books will be purchased in line with the integrated themes, and will have close alignment to the new school English Scope & sequence. With the implementation of the new English syllabus class novels will be purchased to support the guided reading process.</p>
<p>Early Action for Success (EAfS)</p>	<p>The early action for success (EAfS) funding allocation is provided to improve</p>

<p>\$171,513.00</p>	<p>students' performance at Windsor Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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 initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead professional learning opportunities available through the Numeracy Strategy • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation • employment of Instructional Leader to lead analysis of data and professional learning, including cross-stage teaching rounds and the use of learning sprints <p>The allocation of this funding has resulted in: Teachers feeling confident to update and analyse PLAN2 data in ALAN. Teachers using data to differentiate and drive future teaching and learning experiences. All teaching staff attending weekly PL to support the Numeracy project, including the implementation of number talks and learning sprints (evidence based practice). Setting and implementing learning goals across K-6 in Literacy and Numeracy to meet individual student targets.</p> <p>After evaluation, the next steps to support our students with this funding will be: consistent monitoring of student goals through the use of assessment strategies. Completion of goal setting interviews with parents and caregivers to inform student progress. Continued teacher support sessions through scheduled mentoring and "opt-in" sessions with the APC&I.</p>
<p>QTSS release \$28,926.44</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Windsor 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"> • School-wide systems of data driven practice: • Wellbeing and Engagement • Positive Connections • Learning and Development Systems <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: Teachers working in line with the Department of Education Document "What works best in Practice". PL for all staff addressing the modules of "What works best" so that all teachers are working in a collaborative environment reflective of the QTSS. Implementation of the SENTRAL platform across the whole school to link Welfare, academic monitoring and communication between all school stakeholders.</p>

<p>QTSS release</p> <p>\$28,926.44</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Implementation of the peer to peer observations to relieve teachers and enable them to observe, and provide feedback to peers based on the teacher standards and quality education dimensions reflecting the goals in PDPs. Our aim is for all teachers to observe peers at least twice a semester to support each other and provide feedback in line with the QTSS guidelines (included in feedback documentation). We also aim to complete PLAN2 updates regularly (5 weekly) with a further aim of strengthen quality teaching practices through the analysis of student data to drive ongoing, schoolwide improvement in teaching practice and student results at Windsor Public School.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Windsor Public School who may be at risk of not meeting minimum standards.</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"> • School-wide systems of data driven practice: • Wellbeing and Engagement • Positive Connections • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Attendance at Early Action For Success meetings, by all teaching staff. • Instructional Leader working closely with teachers to review and monitor PLAN2 data and implications for learning. • Assistant Principal Learning Support and IL working with teaching staff to identify students requiring additional support, focusing on literacy and numeracy. As well as providing targeted programs to identified students, IEP and ILP reviews. • Implementation of literacy and numeracy strategies to support classroom instruction and differentiation. <p>The allocation of this funding has resulted in:</p> <p>Professional Learning opportunities for teaching staff, focusing of literacy and numeracy. Targeted literacy and numeracy programs based on PLAN2 data being implemented for identified students, including MiniLit.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued monitoring and evaluation of PLAN2 data, programs implemented for identified students including; intensive numeracy and literacy programs and support in differentiating classroom programs to best support the needs of all students.</p>
<p>COVID ILSP</p> <p>\$112,099.78</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"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • employing staff to provide online tuition to student groups in

COVID ILSP

\$112,099.78

literacy/numeracy

- employing staff to supervise and monitor progress of student groups engaging in online tuition in
- development of resources and planning of small group tuition
- releasing staff to participate in professional learning
- employing/releasing teaching staff to support the administration of the program

The allocation of this funding has resulted in:

100% of identified students achieving set goals in line with the progressions. Identified students attended targeted, regular and thoroughly planned intervention sessions with two allocated COVID support teachers . All progress was documented during allocated planning times and meetings with the Instructional Leader. All teachers and support staff were able to update PLAN2 data effectively, driving future classroom differentiated experiences.

After evaluation, the next steps to support our students with this funding will be:

SLSO support used to implement small group instruction to bridge the gap in phonological awareness, understanding texts and quantifying number. Tier 2 intervention and planning by the APC&I to support the SLSO implementation process. All students participating in COVID support had a folder to assist staff to monitor session times and individual progress throughout each term.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	80	74	80	80
Girls	82	81	69	56

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.2	90.5	89.8	95.2
1	93.8	91.2	92.1	90
2	90.6	89.8	87.8	89.9
3	92.4	87.4	90.2	90.5
4	91.2	92.1	84.3	88.1
5	93.1	90.6	84.2	85.8
6	90.9	92.7	84.7	88.6
All Years	92.3	90.6	87.3	89.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
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
Assistant Principal(s)	2
Classroom Teacher(s)	4.81
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	1.81

*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	364,961
Revenue	2,264,441
Appropriation	2,234,231
Sale of Goods and Services	9,596
Grants and contributions	20,381
Investment income	232
Expenses	-2,351,724
Employee related	-2,057,040
Operating expenses	-294,684
Surplus / deficit for the year	-87,283
Closing Balance	277,677

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	45,510
Equity Total	302,489
Equity - Aboriginal	47,885
Equity - Socio-economic	156,077
Equity - Language	2,400
Equity - Disability	96,127
Base Total	1,301,736
Base - Per Capita	36,731
Base - Location	0
Base - Other	1,265,005
Other Total	429,370
Grand Total	2,079,105

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. This is done through The Learning Bar and Tell Them from Me surveys. Key findings from the research suggest: At the primary level, teachers need to be aware of early signs of disengagement. Students who are prone to becoming disengaged tend to have a low sense of belonging at school, display poor social behaviours, and lack interest in their school work. Student engagement is "a disposition towards learning, working with others, and functioning in a social institution". It includes students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning. Measures of these aspects of engagement can be classified as social engagement, institutional engagement, and intellectual engagement. Engagement and learning go hand-in-hand: engagement begets learning and learning begets engagement. This dynamic and interactive process begins early - during the primary years or even earlier - and continues through to adulthood. Student engagement needs to be considered an important schooling outcome in its own right, sitting alongside academic achievement as a key measure of student success. At Windsor Public School, 52 students completed the Tell Them From Me Survey, which included nine measures of student engagement alongside the five drivers of student outcomes.

- 98% of students believe they have positive behaviour at school compared to 83% of NSW Govt. norms.
- 94% of students value schooling outcomes.

These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework. Increasing the intellectual engagement of students will require a change in classroom practice as classrooms will need to challenge and alter some of the long-standing structural features of teaching arrangements, approaches to instruction, school and class schedules, the ways students are grouped for instruction, and assessment strategies.

Student Outcomes and School Climate

- 65% of students feel accepted and valued by their peers and by others at their school; the NSW Govt. norm is 81%.
- 87% of students have friends at school they can trust and who encourage them to make positive choices; the NSW Govt. norm is 85%.
- 94% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future; the NSW Govt. norm is 96%.
- 98% of students do not get in trouble at school for disruptive or inappropriate behaviour; the NSW Govt. norm is 83%.
- 87% of students try hard to succeed in their learning; NSW Govt. norm is 88%.
- 73% of students are interested and motivated in their learning; NSW Govt. norm is 78%.
- 31% of students were confident of their skills but did not find classes challenging; NSW Govt. norm is 26%.

Effective Learning Time

- Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. In this school, students rated effective learning 8.3 out of 10; the NSW Govt. norm is 8.2.

Relevance

- Students find classroom instruction relevant to their everyday lives. In this school, students rated relevance 7.8 out of 10; the NSW Govt. norm is 7.9.

Bullying

- Students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet. In this school 16% of students are subjected to physical, social, or verbal bullying, or are bullied over the internet; NSW Govt. norm is 36%.

Advocacy at School

- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. In this school 8.1 out of 10: the NSW Govt. norm is 7.7.

Positive teacher-student relations

- Students feel teachers are responsive to their needs, and encourage independence with a democratic approach. In this school, students rated this 8.2 out of 10; the NSW Govt. norm is 8.4.

Positive learning climate

- Students understand there are clear rules and expectations for classroom behaviour. In this school, students rated this 6.9; NSW Govt. norm is 7.2.

Expectations for success

- The school staff emphasises academic skills and hold high expectations for all students to succeed. In this school, students rated this 8.6; NSW Govt. norm is 8.7.

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.