

2021 Annual Report

Windale Public School



3893

Introduction

The Annual Report for 2021 is provided to the community of Windale Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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 Windale Public School we believe high expectation relationships and authentic partnerships form the basis of everything we do with our students, our staff and our community. Learning is differentiated to ensure all students achieve their personal best.

School context

Windale Public School is located in east Lake Macquarie and is a proud member of the Glenrock network and Waiyarang Community of Schools. The school has an enrolment of 256 students from Nubalin, our Preschool, through to Year 6 including Kawuma, our support unit with three classes - 2 Emotional Disturbance and 1 Early Intervention. 90 students identify as being of Aboriginal or Torres Strait Islander descent and 12 students identify as having a language background other than English.

Milabah, our Schools as Community Centre, is the heart of the school and provides invaluable support for children and their families within the Windale community, assisting them to link with agencies and personnel to best meet their specific needs due to considerable socio-economic disadvantage. Wellbeing initiatives to support all members of the school and wider Windale community have been, and always will be, a driving force within the school.

The school has a strong focus on high expectation relationships with an unrelenting commitment to improving educational outcomes for all students. Students are encouraged to take risks and see mistakes as part of learning, supported by staff who personalise their teaching to meet students at their individual point of need.

A rigorous situational analysis has been conducted which led to the development of our 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and carers, and Minimbah local AECG. The situational analysis supported the implications of our three identified strategic directions and clearly identified the initiatives to be undertaken to achieve our goals.

The school's staffing entitlement in 2021 was 20.213 teaching staff and 7.022 non teaching staff which has risen steadily over the last few years with the addition of the three support classes. Staff range in age from over 65 years to beginning teachers in their first years of teaching. Staffing decisions are always made in the best interests of the students to ensure stability and consistency across the school. A Business Manager is employed two days per week from school funds.

Through our situational analysis, we have identified a need to use the majority of the school's equity funding to provide a range of evidence based initiatives to support student learning and wellbeing. Reading and Numeracy remain an ongoing focus with additional staff being employed to provide personalised intervention within all classrooms. Data will be systematically gathered and analysed by staff on a regular basis to inform planning and modify teaching, providing students with explicit, specific and timely feedback to support their learning.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in Reading and Numeracy and build strong foundations for academic success, we will deliver explicit teaching and embed a culture of high expectations.

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.

- High expectations - Reading and Numeracy
- Explicit teaching - Reading and Numeracy

Resources allocated to this strategic direction

Early Action for Success (EaFS): \$173,510.95

Socio-economic background: \$187,260.95

Low level adjustment for disability: \$112,118.00

Literacy and numeracy intervention: \$47,089.56

Integration funding support: \$16,841.05

Summary of progress

Mid Term 1, the whole school reviewed the High Impact Professional Learning (HIPL) policy and self-assessment tool, where baseline data for professional learning was identified. PL was also conducted on High Expectations in a variety of school scenarios/situations. The session highlighted the need for staff to be able to measure the impact of High Expectations in Literacy and Numeracy.

At the beginning of Term 3, executive staff conducted staff meetings with a focus on teaching and learning programs/requirements. This ensured that staff had an understanding of the NESA requirements to meet the needs of all students to support high expectations in their teaching and learning programs. Teaching staff adjusted their timetables. Student data was used to guide teaching and learning programs. There was a shift from paper programs to online interactive programming.

Mid Term 3, during COVID-19 learning from home, staff, including SLSO staff undertook Effective Reading - Phonics online professional learning. Staff also completed Place Value and Number Sense online training. This training was determined by NAPLAN and Check-in Assessment data. At the beginning of Term 4, there was a collaborative sharing/feedback session in regards to the PL which staff undertook at the end of Term 3. Staff identified the implementation process needed to transfer the professional learning into classroom practice to maximise student learning.

Where to next?

Monitoring of systems and teaching and learning programs. The teaching and learning programs need to have a focus on student data.

Staff to participate in professional learning on the HP&G Policy to maximise high expectations across the school, P-6.

Further professional learning on the development and implementation of an electronic teaching and learning program, in line with the new K-2 syllabus.

Although the planning of systems implementations and processes for teaching and learning were planned for, due to COVID-19 restrictions further work is required to support the shift in teacher mindset where the basic curriculum content in Reading and Numeracy is evident.

In 2022, in this initiative we will work with staff to establish a process to develop high expectations within teaching and learning programs. Programs will be data driven and reflective of all student's needs.

EXPLICIT TEACHING

Mid Term 2, the Lead Specialist led the IL and the Kindergarten AP in the Deep Dive into Reading PL with a heavy focus on implementing decodable texts with the Kindergarten students. This training was transferred into the kindergarten classes. Pre- and post- data indicate the shift in reading habits of the students and Kindergarten staff have incorporated

decodable texts into their explicit teaching, teaching each child to their point of need. The use of decodable texts in the classrooms, complements the resources already in use to further enhance explicit teaching in all classrooms.

At the beginning of Term 3, the curriculum team researched the Maths Proficiencies and compiled a presentation for the whole school staff, with examples to ensure all staff are competent in their understanding of the Maths Proficiencies. This will help to cater for all students and the development of their individual skillset. Due to COVID-19 lock down, the presentation was postponed.

At the end of Term 3, the Lead Specialist held online Numeracy PL - *Place Value and Number Sense* for all staff. There was a focus on the Numeracy, from NAPLAN, trends. Upon reflection and analysis of data, staff understood the importance of having a firmer understanding of the curriculum.

In 2022, unpacking of the new syllabus and implementing the DoE online resources to complement explicit teaching of concepts in all classrooms will be a priority.

We will support staff to develop a working document where student data will be used to continue to drive the teaching of all students specific to their point of need.

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
Increase the proportion of students in Year 3 and Year 5 achieving in the top 2 bands for NAPLAN Reading at or above baseline towards 10.2%	<ul style="list-style-type: none"> Data indicates that 38.6% of students in top 2 bands reading in Year 3 and Year 5 showing an increase of 19.67% from baseline data.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN Reading at or above baseline towards 11.15%	<ul style="list-style-type: none"> The percentage of students achieving expected growth in reading decreased to 36% indicating progress yet to be seen toward the lower bound target.
Increase the proportion of students in Year 3 and Year 5 achieving in the top 2 bands for NAPLAN Numeracy at or above baseline towards 11.8%	<ul style="list-style-type: none"> Data indicates that 21.15% of students in top 2 bands numeracy showing an increase of 15.13% from baseline data.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN Numeracy at or above baseline towards 13.1%	<ul style="list-style-type: none"> The percentage of students achieving expected growth in numeracy decreased to 13.64% indicating progress yet to be seen toward the lower bound target.
Increase the proportion of Aboriginal students achieving in the top 3 bands for NAPLAN Reading at or above baseline towards 11.6%	<ul style="list-style-type: none"> 50% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating 19.05% improvement in student achievement. This is above the upper bound target of 43%.
Increase the proportion of Aboriginal students achieving in the top 3 bands for NAPLAN Numeracy at or above baseline towards 12.5%	<ul style="list-style-type: none"> 34.78% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating 15.73% improvement in student achievement. This is above the upper bound target of 32%.
The school self-assessment of the School Excellence Framework (SEF) in the element of Curriculum indicates improvement at or above Sustaining and Growing towards Excelling	The current status of Curriculum is at Delivering. Stage 1 are undertaking professional development as an Accelerated Adopter School with the new English and Maths K-2 syllabi. Professional development P-6 will occur throughout 2022 to enable all staff to have a deep knowledge & understanding of the curriculum content. Concurrently, team teaching occurs to build capacity and skills amongst all staff P-6.
The school self-assessment of the School Excellence Framework (SEF) in the theme of Explicit Teaching indicates improvement at or above Sustaining and Growing towards Excelling	The theme of Explicit Teaching is currently at Delivering. Based on current evidence informed practice, all staff have completed and are continuing to undertake a number of intensive and relevant PL in the areas of Literacy and Numeracy with a heavy focus on explicit teaching. This enables staff to refine and build on the implementation of Planning, Programming,

The school self-assessment of the School Excellence Framework (SEF) in the theme of Explicit Teaching indicates improvement at or above Sustaining and Growing towards Excelling

Assessing and Reporting. Further refinements will continue to be made in line with the new Curriculum Reform throughout 2022.

Strategic Direction 2: Personalised pathways

Purpose

To provide students with relevant, explicit, ongoing, constructive and actionable information about their performance against learning outcomes

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
- Feedback

Resources allocated to this strategic direction

Socio-economic background: \$192,923.64

Low level adjustment for disability: \$34,302.54

School support allocation (principal support): \$14,337.55

Early Action for Success (EaFS): \$135,212.40

QTSS release: \$44,959.32

Professional learning: \$22,123.00

Summary of progress

DATA

Throughout the year, all staff continue to update student data on a centralised platform. 5 weekly data collection occurs in each classroom consisting of reading levels and PLAN2 data. This data is used to direct timetabling and staffing, which includes intervention. Collaborative planning days throughout the beginning of the year highlighted the need for staff to continue to access a variety of data to further inform teaching and learning programs. Data includes Best Start, Pat testing and diagnostic assessments. Feedback concluded that staff are able to analyse data, however upon reflection of teaching and learning programs, they were not utilising student data to drive their teaching and learning.

In 2022, the need will be to dive deeper into utilising data to drive teaching and learning programs rather than relying heavily on literacy/numeracy scope and sequences.

Collective Teacher Efficacy (CTE) initiatives continued at the beginning of year with staff having time allocated with their supervisors to discuss areas of strength and development. Professional Learning was delivered defining CTE and the impact on student outcomes. Timelines originally included ongoing teacher observations focusing on areas of development and peer observation to build staff capacity, this was significantly impacted by learning from home restrictions and changes to classroom structures associated with returning to face to face teaching, forcing many of the initiatives to be paused. Data collected prior to professional learning through staff survey demonstrated that staff's understanding of CTE was limited and that professional development improved understanding of CTE and the impact it has on student outcomes.

Where to Next?

Moving forward the focus will be on targeted peer observations. to share strengths and knowledge across teams. The Performance and Development Plan (PDP) process will be guided by aligning goals to identify areas that require development and areas of expertise that can be shared across the school to improve student outcomes. Observations and feedback will become part of the culture of the school with staff visibly working together with a shared vision to improve student outcomes through evidence based teaching practices with the impact discussed during CTE discussions with supervisors.

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
The school self-assessment of the	The current level of Data Skills and Use is at Delivering. Implications in

<p>School Excellence Framework (SEF) in the element of Data Skills and Use indicates improvement at or above Sustaining and Growing towards Excelling</p>	<p>2021 included learning from home and changes to normal school days and routines therefore having a sporadic collection of data. Further professional learning will be required during 2022 to ensure that the collation and analysis of data is used effectively by staff to inform teaching practice and to look at the impact this has on student outcomes. Data sets will be monitored and reviewed throughout 2022 in line with the Curriculum Reform.</p>
<p>The school self-assessment of the School Excellence Framework (SEF) in the theme of Feedback indicates improvement at or above Sustaining and Growing towards Excelling</p>	<p>The current status of Feedback is Delivering. Implications in 2021 included learning from home and changes to normal school days and routines. Further professional development on how to use feedback effectively in the classroom is required to improve the current levels. Possible initiatives include peer observations where staff can share their knowledge of their practice with each other.</p>

Purpose

A whole school approach to wellbeing ensures that all students can connect, succeed and thrive through positive attendance and strong relationships. Authentic partnerships underpin ongoing school 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.

- Attendance
- Wellbeing

Resources allocated to this strategic direction

Low level adjustment for disability: \$11,499.46

English language proficiency: \$2,400.00

Socio-economic background: \$95,689.00

Integration funding support: \$67,187.95

Aboriginal background: \$129,970.00

6101: \$60,204.00

6300: \$10,920.00

Literacy and numeracy: \$5,402.74

Summary of progress

All staff professionally engaged in regular PL sessions on a weekly basis according to need.

Tiered attendance data provided weekly snapshots of attendance that was provided to staff to guide them when making phone calls home. Processes for attendance procedures were refined in collaboration with the HSLO and monitoring and tracking spreadsheet developed and updated weekly. Tier 3 attendance letters were sent twice a term to provide parents with a visual snapshot of child's attendance and offer support where required.

Attendance roles and responsibilities for staff in relation to attendance and school procedures was implemented twice and staff indicated that they had a very high understanding of attendance procedures.

Student attendance survey completed, with information received reviewed by staff and changes implemented as a result of student voice. Student survey revealed positive student voice in relation to their vision of the school and what drives their attendance.

Parent attendance surveys created were withheld due to COVID restrictions. These will occur in 2022.

School wide procedures to be added to Teacher Handbook.

Strategic Attendance Improvement Program was unable to be completed due to COVID lock down, however this will continue into 2022.

Reassessment of class timetables to ensure NESA standards are being met, student areas of interests are being catered for.

Creative arts groups were established and initiated in response to student voice survey, unfortunately due to COVID lock down, they were unable to be completed, however students were aware that these were developed as a response to their student voice.

A Kindergarten Transition Team was established and created the timeline for transition and buddy activities. This is planned to start from Term 1 rather than later in the year. Transition activities to be completed following the Early Years Learning Framework and are embedded within the Preschool Program. Our Transition Team completed the Transition To School Checklist and followed the guidelines of the "Strong and Successful Start to School- Transition assessment planning tool." A specific Kindergarten Transition Tab has been added to the Windale Public School Website to provide easily accessible information for parents and the community about starting school.

All staff have participated in Domain 2 of the Berry Street Education Model, followed by school wide discussion and professional learning around aspects to be implemented across the school. Strategies identified have been consistently

implemented in classrooms and driven by the Wellbeing Team. Remaining modules to be completed in 2022 and identified aspects to be implemented across the school accordingly.

Student voice-primary students were able to attend the Halogen leadership and Grip Leadership Conferences. Student voice PD for staff included information gathered from the TTFM survey and promoted discussion about the importance of student voice and the impact of this. Student led SRC and reported back to classes.

Where To Next:

School wide attendance procedures to be updated and added to the Teaching and Learning Handbook. Staff PL to be completed at the beginning of each year to revise attendance procedures. Devising the Attendance Strategic Attendance Improvement Plan within 2022.

Continuation of Berry Street strategies and staff development in the next modules.

Kinder Transition to begin in Term 1 with procedures and practices in place to support successful transition to school. The Transition Team will analyse information from AEDC Data and communication from surrounding Preschools in order to support students and their transition. Transition to School Statements will be completed by Term 3 in order to support students attending the school and collaboration with parents and other agencies to support students where the continuity of learning is at risk.

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
Increase the percentage of students attending 90% of the time at or above baseline towards 6.6%	During 2021, including the lockdown period, the average student attendance in 2021 was 56% >=90% of the time compared to 2020 which was 46% >=90% of the time. Ongoing staff PL around attendance procedures and protocols on a regular basis to ensure any discrepancies can be addressed in a timely manner. Formation of a school attendance team will occur in 2022 and will meet on a weekly basis.
Increase the percentage of students reporting positive wellbeing (expectations of success, advocacy, sense of belonging) at or above baseline towards 4.5%	Students were surveyed and results indicated that there was a lack of student based interest groups within the classroom and wider school environment. Feedback has been taken on board and we have implemented weekly student interest groups, reshuffling of NESA requirements for school timetables to include more extracurricular activities. A proactive Student Representative Council will be strengthened to support and promote the school in the wider community.
The school self-assessment of the School Excellence Framework (SEF) in the element of Wellbeing indicates improvement at or above Sustaining and Growing towards Excelling	The current level of Wellbeing is at Sustaining and Growing. Students were surveyed and indicated that they were able to identify a trusted adult that was 'there' for them at school and voice their opinions about what they did and didn't like at school. The transition process from the Preschool to Kinder is under review and is a process that we will be looking to strengthen further in 2022. The Berry Street Model training for all staff will continue and hopefully be finalised in 2022 without any interruptions.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$84,029.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Windale 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"> • Explicit teaching - Reading and Numeracy • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: Reduction in negative incidences recorded in Sentral. Increase in student progress in Reading and Numeracy levels.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to provide support for students with high level needs.</p>
<p>Socio-economic background</p> <p>\$475,873.59</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Windale 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"> • Feedback • Data • Explicit teaching - Reading and Numeracy • Wellbeing • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items • additional staffing to implement literacy and numeracy initiatives to support identified students with additional needs <p>The allocation of this funding has resulted in: Structured professional learning that is tailored to ensure every teacher is improving their practice. Our Student Success Team engaged in detailed data analysis of cohorts and individuals to ensure all staff have a deep understanding of student achievements and their next steps.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with the model and ensure all staff, students and families have an understanding of student's learning goals and the support required to overcome any disadvantages.</p>
<p>Aboriginal background</p> <p>\$129,970.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Windale Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$129,970.00</p>	<p>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"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • employment of additional staff to deliver personalised support for Aboriginal students • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to support literacy and numeracy programs • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: A stronger community connection, involving the Aboriginal Education Officer (AEO), which has further strengthened the overall wellbeing and attendance of our Aboriginal students. This has improved the Literacy and Numeracy results across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Based on the success of these embedded practices, we will continue to follow the same model with refinement and make adjustments as required.</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 Windale 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"> • Attendance • Wellbeing <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 <p>The allocation of this funding has resulted in: Interventions have adjusted as needed based on data and feedback. Attendance and wellbeing data indicates that targeted adjustments and support have been successful.</p> <p>After evaluation, the next steps to support our students with this funding will be: Based on the success of these embedded practices, we will continue to follow the same model with refinement and make adjustments as required.</p>
<p>Low level adjustment for disability</p> <p>\$157,920.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Windale 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"> • Explicit teaching - Reading and Numeracy • Feedback

<p>Low level adjustment for disability</p> <p>\$157,920.00</p>	<ul style="list-style-type: none"> • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: Resourcing had a positive impact on teacher efficacy. The Literacy and Numeracy Lead Specialist and IL provided structured lessons around Deep Dive into Reading PL and built teacher capacity amongst the teaching staff, as well as SLSO staff (P-6) throughout the year. The result of this initiative ensured that all staff had a working knowledge of explicit teaching. Our Curriculum team continue to unpack both the English and Mathematics syllabus to further upskill all staff.</p> <p>After evaluation, the next steps to support our students with this funding will be: This model will be implemented again in 2022 with a change of the individuals in the team bringing different strengths, however the shared work load and responsibilities across the school will remain.</p>
<p>Professional learning</p> <p>\$22,123.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Windale 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"> • Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Half day collaborative planning days for all staff K-2 and 3-6. Rich discussions involving Consistent Teacher Judgement • Engaging the Lead Specialist Literacy and Numeracy teacher to unpack evidence-based approaches to teaching and learning. <p>The allocation of this funding has resulted in: Improved students' performance through targeted support in literacy and numeracy across the school. Positive staff culture throughout the school through the ongoing support of CTE with all staff, including SASS staff.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to timetable CTE time in for all teachers. Continue to work with the current model in 2022.</p>
<p>Literacy and numeracy</p> <p>\$5,402.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Windale 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</p>

<p>Literacy and numeracy</p> <p>\$5,402.74</p>	<p>including:</p> <ul style="list-style-type: none"> • Wellbeing <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 • teacher release to engage staff in CTE timetable • Berry St Training. <p>Flourish for Staff Wellbeing week Creative Arts groups</p> <p>The allocation of this funding has resulted in: Improved student achievement in literacy and numeracy in both internal and external measures. Streamlined grouping of students to deliver small group targeted teaching to every student in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to monitor every student's growth and achievement and provide personalised support.</p>
<p>Early Action for Success (EAfS)</p> <p>\$308,723.35</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Windale 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"> • High expectations - Reading and Numeracy • Feedback <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 to lead analysis of data and professional learning. <p>The allocation of this funding has resulted in: Improved students' performance through targeted support in literacy and numeracy across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: This initiative will not run in 2022.</p>
<p>QTSS release</p> <p>\$44,959.32</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Windale 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"> • Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional teaching staff to implement quality teaching initiatives • additional staffing to support staff collaboration in the implementation of high-quality curriculum

<p>QTSS release</p> <p>\$44,959.32</p>	<p>The allocation of this funding has resulted in: The employment of additional staff to release Assistant Principals in order to lead professional learning, provide additional support through classroom observations and complete managerial and administrative tasks. Part of this funding was used to employ additional staff to ensure the implementation of aspects of the School Improvement Plan particularly those pertaining to teacher professional learning and curriculum delivery.</p> <p>After evaluation, the next steps to support our students with this funding will be: Reflect and refine professional learning to continuously improve pedagogy. Continue to employ the appropriate additional staff to ensure that high quality teaching and learning is being delivered in all classrooms. Continue to provide additional release to management in order for administrative tasks to be completed and ensure the effective operations of the school.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Windale 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"> • Explicit teaching - Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • purchasing of literacy resources such as quality picture books for guided and shared instruction • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in: Improved student achievement in literacy and numeracy in both internal and external measures. Streamlined grouping of students to deliver small group targeted teaching to every student in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to monitor every student's growth and achievement and provide personalised support. Ensure the Strategic Direction 1 team are operating effectively and supporting staff to deliver high impact teaching.</p>
<p>COVID ILSP</p> <p>\$198,632.94</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 • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy and numeracy. • development of resources and planning of small group tuition • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in:</p>

<p>COVID ILSP</p> <p>\$198,632.94</p>	<p>The employment of additional teaching staff to deliver high quality instruction in literacy and numeracy. Including the analysis and monitoring of student learning data to ensure improvement.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ intervention staff in order to deliver data driven programs in targeting student needs in literacy and numeracy.</p>
<p>6101</p> <p>\$60,204.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Windale 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"> • Wellbeing <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Berry St Training model • Flourish for Schools - The Flourish Movement • Zones of Regulation professional learning • Staff Wellbeing week <p>The allocation of this funding has resulted in: Student attendance has improved for targeted students. Student and staff wellbeing improved with decrease in negative Sentral incidents. Staff morale improvement.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with Berry St Training and implement practices into the classrooms.</p>
<p>6300</p> <p>\$10,920.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Windale 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"> • Wellbeing <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Berry St Training model • Flourish for Schools - The Flourish Movement • Zones of Regulation professional learning • Staff Wellbeing week <p>The allocation of this funding has resulted in: Student attendance has improved for targeted students. Student and staff wellbeing improved with decrease in negative Sentral incidents. Staff morale improvement.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with Berry St Training and implement practices into the classrooms.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	82	105	88	106
Girls	89	89	94	112

Student attendance profile

School				
Year	2018	2019	2020	2021
K	88.7	90	88.9	90.2
1	90.9	88.5	90.6	87.3
2	88.9	88.7	90.8	90.2
3	86.8	86.8	88.3	86.8
4	89.7	87	86.5	88.9
5	85.4	86.9	86.9	86.3
6	89.3	80.2	86.5	79.4
All Years	88.6	87.3	88.4	87.4
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)	4
Classroom Teacher(s)	12.15
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	7.02

*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	310,697
Revenue	4,945,421
Appropriation	4,904,361
Sale of Goods and Services	12,449
Grants and contributions	28,483
Investment income	127
Expenses	-4,996,978
Employee related	-4,306,143
Operating expenses	-690,835
Surplus / deficit for the year	-51,557
Closing Balance	259,140

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	84,029
Equity Total	867,733
Equity - Aboriginal	129,970
Equity - Socio-economic	577,443
Equity - Language	2,400
Equity - Disability	157,920
Base Total	2,145,091
Base - Per Capita	50,299
Base - Location	0
Base - Other	2,094,792
Other Total	1,237,889
Grand Total	4,334,742

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

The impact of COVID-19 unfortunately prevented parents and caregivers from being on the school grounds again throughout most of 2021 and stopped the running of popular annual events such as the Easter Hat Parade, NAIDOC Week and the Book Week parade. Despite this, parental support of the school increased significantly as a direct result of efforts made by all school staff to remain connected and check-in regularly during the Learning From Home period. Opportunities for student voice continued with our Student Representative Council formed with students from Kindergarten to Year 6. Student and teacher satisfaction continues to be measured using ACER tests focusing on wellbeing. Of the 22 staff surveyed, 77.3% of staff said they have a good relationship with work colleagues most of the time and 18.2% said all of the time. 54.5% said that most of the time the culture at my workplace is good, and 13.6% said that it was good all the time. 77.3% of staff said that they work well with others in a group or team, where 18.2% said all the time. Results are analysed regularly and incorporated into future directions by our Wellbeing committee.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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.