

2021 Annual Report

Windsor South Public School



4066

Introduction

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

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

School contact details

Windsor South Public School

77A Church Street

SOUTH WINDSOR, 2756

www.windsorsth-p.schools.nsw.edu.au

windsorsth-p.school@det.nsw.edu.au

4577 3559

School vision

To be recognised and valued across the region as a leading school of academic excellence and holistic wellbeing.

School context

Windsor South Public School is located in the Hawkesbury, on the traditional lands of the Boorooberongal people of the Darug Nation. We have an enrolment of 256 students, including 34% Aboriginal students and 11% from a language background other than English. The whole school community interacts within a Respectful, Responsible and Safe learning environment consisting of 10 mainstream classes and an Early Intervention Unit.

An enthusiastic and collaborative staff are committed to achieving optimum student learning outcomes through quality teaching practice, inspiring every student to reach their potential. Evidence-informed, dynamic learning programs foster a culture where all learners succeed as connected, resilient, creative and curious thinkers. The curriculum is supplemented by learning support programs, enrichment projects, creative and performing arts classes, sports initiatives and a comprehensive technology program.

Windsor South Public School employs School Learning Support Officers and an Aboriginal Education Officer who ensure that students have equitable access to support and are engaged in learning. Positive relationships and genuine partnerships between communities and the school form the basis for maximising the attendance, engagement and achievement of Indigenous students. Aboriginal programs and perspectives, led by a highly dedicated Aboriginal Education Team, are embedded throughout the school.

Student wellbeing is paramount at Windsor South and we pride ourselves on ensuring every student is known, valued and cared for. Positive Behaviour for Learning, Trauma Informed Practices and a high functioning Learning and Support Team drive wellbeing practices. Our unique 'Southie' culture is defined by our shared beliefs and understandings of how students learn and succeed. Our school values meaningful engagement and cohesive interactions with our students and their families. We enjoy working in a calm atmosphere that hums with an exciting, vibrant sense of purpose.

Through the situational analysis we identified that all students have been actively engaged in personalised, meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, respectful citizens. School attendance was identified as an issue, but will continue to be addressed in the next planning cycle.

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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
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 increase the number of students achieving expected growth in Numeracy and Reading NAPLAN and increase the number of students achieving the top 2 bands in Numeracy and Reading NAPLAN through data informed explicit teaching.

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 Informed Planning
- Effective Classroom Practice

Resources allocated to this strategic direction

Socio-economic background: \$273,279.44

QTSS release: \$44,510.85

Integration funding support: \$131,842.66

Aboriginal background: \$46,596.56

Low level adjustment for disability: \$89,694.40

Early Action for Success (EAFS): \$84,756.27

Literacy and numeracy intervention: \$23,544.78

English language proficiency: \$3,841.93

Professional learning: \$15,000.00

Literacy and numeracy: \$5,583.13

Summary of progress

Our focus for 2021 was to increase the number of students achieving expected growth in Numeracy and Reading NAPLAN and increase the number of students achieving the top 2 bands in Numeracy and Reading NAPLAN through data informed planning and explicit teaching.

School teams were guided through the process of data analysis informing ongoing decision making across all grades, ensuring teaching was targeted to areas of need. Teachers have improved their knowledge of data concepts. Most teachers have engaged effectively with SCOUT and ALAN; however, this will be a continued goal throughout 2022.

The executive supported staff to use systematic and reliable assessment information to evaluate and track student learning over 2021, however due to disrupted learning programs, the analysis on teacher impact has not had a rigorous cycle to measure improvement. Teaching and learning programs have been positively impacted by the collaboration afforded during planning days and moderation meetings. These processes will continue to be embedded as part of the Windsor South planning and evaluating procedures.

All staff have participated in comprehensive professional learning throughout 2021 on effective evidence-based teaching methods to optimise learning progress for all students, across the full range of abilities. Professional dialogue during formal and informal meetings has had significant impact on pedagogy and practice across the school. Teachers and support staff have an improved knowledge of cognitive load, schema theory and the science of reading and learning which has led to changes in teaching practice and student engagement. In 2022, staff will embed their knowledge of explicit direct instruction across all key learning areas to improve student outcomes.

Next year, in this initiative we will continue to enhance our professional knowledge and practice on data informed planning and explicit instruction, to meet our annual progress measures and address the gap in evidence of implementation fidelity.

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
More than 20% of students perform in	12.12% of students achieved in the top two bands in NAPLAN reading

the top two (or equivalent) NAPLAN bands in reading.	indicating progress yet to be seen toward the lower-bound target.
More than 20.3% of students perform in the top two NAPLAN bands in numeracy.	9.09% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
Improvement as measured by the School Excellence Framework: Teaching Domain <i>Element: Data Skills and Use (D)</i> Focus Theme: Data literacy (D) Focus Theme: Data analysis (S&G)	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use - data literacy. Self-assessment against the School Excellence Framework shows the school currently performing at sustaining & growing in the element of data skills and use - data analysis..
Improvement as measured by the School Excellence Framework: Teaching Domain <i>Element: Effective classroom Practice (S&G)</i> Focus Theme: Explicit teaching (D)	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice - explicit teaching .
Improvement as measured by the School Excellence Framework: Learning Domain <i>Element: Curriculum (S&G)</i> Focus Theme: Teaching & Learning Programs (S&G) Focus Theme: Differentiation (D)	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of curriculum - teaching & learning programs.. Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of curriculum - differentiation..
Improvement as measured by the School Excellence Framework: Teaching Domain Element: Professional Standards (S&G) Focus Theme: Accreditation (S&G) Focus Theme: Literacy & Numeracy Focus (S&G)	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of professional standards - accreditation.. Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of professional standards - literacy & numeracy.

Strategic Direction 2: Enhancing Teacher Capabilities

Purpose

Teachers will demonstrate increased personal responsibility for improving their teaching practice in order to improve student learning. Individually and collaboratively, teachers will continue to evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care.

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.

- Embedded Knowledgeable Other
- Case Management Approach

Resources allocated to this strategic direction

Aboriginal background: \$60,914.76

Socio-economic background: \$145,180.69

Professional learning: \$3,389.54

Early Action for Success (EaFS): \$52,453.73

Low level adjustment for disability: \$4,992.98

Summary of progress

Our focus for 2021 was to develop whole school accountability for improving teacher practice and student learning outcomes. Individually and collaboratively, teachers and SLSOs evaluated the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care.

While the COVID-19 remote learning period impacted the equity of student engagement and learning growth for some students, teachers were able to continue to engage with high impact professional learning, leading to a whole school change in pedagogy aligning with evidence informed practices. The change in shared beliefs and understandings will support the implementation of the new K-2 English Syllabus in 2022.

The school used embedded and explicit systems to facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This will continue throughout 2022, with the introduction of the new Assistant Principal Curriculum and Instruction position, driving ongoing, school wide improvement in teaching practice and student outcomes.

The learning goals for students were informed by analysis of internal and external student progress and achievement data. Progress towards goals was monitored through collection of quality, valid and reliable data. Adjustments to assessment procedures and analysis were made due to the remote learning period.

Enhanced understanding of best practice has led to school wide changes of assessment sources, implementation and analysis to align with the school's future directions which will focus on explicit direct instruction. Next year, school procedures will be refined and formalised to be embedded as a systematic approach.

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
More than 51.9% of students achieving expected growth in NAPLAN reading.	The proportion of Year 5 students achieving expected growth in NAPLAN reading is 17.65%.
More than 51.8% of students achieving expected growth in NAPLAN numeracy.	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy is 58.8%.
Improvement as measured by the	Self-assessment against the School Excellence Framework shows the

<p>School Excellence Framework:</p> <p>Teaching Domain</p> <p><i>Element: Learning and Development (S&G)</i></p> <p>Focus Theme: Collaborative Practice & Feedback (S&G)</p> <p>Focus Theme: Coaching & Mentoring (S&G)</p> <p>Focus Theme: Professional Learning (S&G)</p>	<p>school currently performing at sustaining and growing in the element of learning & development - collaborative practice.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning & development - coaching & mentoring.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning & development - professional learning.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Learning Domain</p> <p><i>Element: Assessment (S&G)</i></p> <p>Focus Theme: Formative Assessment (D)</p> <p>Focus Theme: Whole School Monitoring of Student Learning (S&G)</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of assessment - formative assessment.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of assessment - whole school monitoring of student learning.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Teaching Domain</p> <p><i>Element: Data Skills and Use (D)</i></p> <p>Focus Theme: Data use in teaching (S&G)</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use - data use in teaching.</p>

Strategic Direction 3: Wellbeing & Engagement

Purpose

Teachers and staff continue work with a commitment to nurture, guide, inspire and challenge students - to find the joy in learning, to build their skills and understanding, and to make sense of their world.

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.

- Parental & Community Engagement
- Attendance Matters

Resources allocated to this strategic direction

Socio-economic background: \$60,892.00

Aboriginal background: \$38,064.44

Low level adjustment for disability: \$34,050.00

Summary of progress

Our focus for 2021 was to engage the community and work with parents and carers, developing strong partnerships with school, to improve student engagement and attendance. Teachers and staff continue work with a commitment to nurture, guide, inspire and challenge students - to find the joy in learning, to build their skills and understanding, and to make sense of their world.

Prior to COVID restrictions our new format assemblies were very well received by family and community members. We averaged between 50-100 community members at each assembly; where in previous years we only ever had between 2 and 20. We look forward to the restrictions lifting in 2022 to continue engaging with our community.

During the remote learning period continued support our community, through ongoing communication via Zoom and Seesaw direct messaging. Teachers held daily Zoom meetings for their classes. The executive team provided daily 'opt in' check in Zoom meetings for both children and parents. We held weekly Principal award Zoom presentations to celebrate success and engagement. Weekly feedback sessions were available for parents and students to provide ongoing reflections on the home learning journey, allowing the school to modify or provide additional supports where needed.

We developed and implemented whole school and personalised attendance initiatives to improve regular attendance rates for all students, including those at risk. We were recognised in the network for these effective initiatives, and other schools were encouraged to implement similar strategies. In Semester One, prior to COVID lockdown, the implementation of these initiatives resulted in our school achieving above state levels in 'students attending 90% of the time'.

The school is working towards being recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

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
More than 89.3% of students report positive wellbeing.	Tell Them From Me data indicates 95.37% of students report a positive sense of wellbeing: expectations for success, advocacy, and sense of belonging at school.
Improvement as measured by the School Excellence Framework: Leading Domain	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining & growing in the element of educational leadership - community engagement.

<p><i>Element: Educational leadership (S&G)</i></p> <ul style="list-style-type: none"> • Focus Theme: Community Engagement (S&G) 	
<p>Improvement as measured by the School Excellence Framework:</p> <p>Learning Domain</p> <p><i>Element: Wellbeing (S&G)</i></p> <ul style="list-style-type: none"> • Focus Theme: A Planned Approach to Wellbeing (S&G) • Focus Theme: Individual Learning Needs (D) 	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining & growing in the element of wellbeing - a planned approach to wellbeing.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of wellbeing - individual learning needs.</p>
<p>More than 72.1% of students attending school 90% of the time or more.</p>	<p>71.80% of students are attending school 90% of the time or more.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Learning Domain</p> <p><i>Element: Learning Culture (S&G)</i></p> <ul style="list-style-type: none"> • Focus Theme: Attendance (S&G) 	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining & growing in the element of learning culture - attendance.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Learning Domain</p> <p><i>Element: Reporting (S&G)</i></p> <ul style="list-style-type: none"> • Focus Theme: Parent Engagement (D) 	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of reporting - parent engagement.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$131,842.66</p>	<p>Integration funding support (IFS) allocations support eligible students at Windsor South 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"> • Data Informed Planning <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 • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: to continue to support students with behaviour, learning and health care needs in order to maximise learning for all.. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$479,352.13</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Windsor South 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"> • Data Informed Planning • Embedded Knowledgeable Other • Effective Classroom Practice • Case Management Approach • Attendance Matters • Parental & Community Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement literacy & numeracy targeted support for identified students with additional needs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: the formation of the SWAT Team. The 'South Windsor Achievement Team' are the group of learning and support teachers and SLSOs who are responsible for providing targeted support for students in each class. Each class receives up to an hour of SWAT time each day, where the team of specialists come into each classroom and work in their literacy and numeracy groups to support student learning from their point of need.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to engage the literacy and numeracy mentors (South Windsor Achievement 'SWAT' Team) to support our trajectory towards achieving targets. We will continue to support our families by ensuring that students</p>

<p>Socio-economic background</p> <p>\$479,352.13</p>	<p>have the uniforms and equipment they need to feel successful at school. Next year, the school will engage teachers and SLSOs to continue to provide targeted and intensive support for our students, using the SWAT format..</p>
<p>Aboriginal background</p> <p>\$145,575.76</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Windsor South Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance Matters • Data Informed Planning • Case Management Approach • Embedded Knowledgeable Other <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: a more streamlined format for storing PLPs on the online Sentral platform There has been an increase in Aboriginal families engaging in the PLP process. Our AEO has been crucial in supporting our Aboriginal students and families with their learning and wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to engage a fulltime AEO who will provide resources, food and uniforms to our Aboriginal families as required. She will continue to call families on a daily basis to check in and offer support. She will enhance our Aboriginal teaching and learning programs by helping teachers to embed an understanding of Aboriginal cultures and histories into their daily teaching programs.</p>
<p>English language proficiency</p> <p>\$3,841.93</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Windsor South 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"> • Data Informed Planning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: to support classroom teachers to integrate activities into their teaching and learning programs that are suitable for EAL/D learners.</p>
<p>Low level adjustment for disability</p> <p>\$128,737.38</p>	<p>Low level adjustment for disability equity loading provides support for students at Windsor South 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>\$128,737.38</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Planning • Case Management Approach • Attendance Matters <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in: the school achieving a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$5,583.13</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Windsor South 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"> • Effective Classroom Practice <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 • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: increased capacity of teachers to embed explicit teaching practices and improved access to appropriate resources in all classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue with our journey of professional learning, enhancing our understanding of the science of learning & cognitive load theory and applying the practice of explicit teaching across all KLAS.</p>
<p>Early Action for Success (EAfS)</p> <p>\$171,513.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Windsor South 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"> • Data Informed Planning • Case Management Approach • 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 <p>The allocation of this funding has resulted in: teachers using their knowledge of data concepts to evaluate student learning to inform future planning. Teachers worked collaboratively with the</p>

<p>Early Action for Success (EAfS)</p> <p>\$171,513.00</p>	<p>instructional leader to develop their understanding of explicit instruction and apply strategies to enhance learning for all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: implementing explicit instruction techniques focusing on providing all students with immediate feedback on their learning.</p>
<p>QTSS release</p> <p>\$44,510.85</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Windsor South 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"> • Data Informed Planning <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 <p>The allocation of this funding has resulted in: teachers embedding evidence-informed, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to provide additional release for Assistant Principals to work closely with teachers to ensure there is alignment between teaching and learning programs and teacher practice.</p>
<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Windsor South 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"> • Data Informed Planning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST and SLSOs to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using flexible funding to extend intensive small group reading intervention.</p>
<p>COVID ILSP</p> <p>\$192,732.96</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</p>

COVID ILSP

\$192,732.96

funding include:

- employment of teachers/educators to deliver small group tuition

The allocation of this funding has resulted in:

the students involved in the small group instruction did show some growth, but the 4 month remote learning period significantly impacted the expected growth data.

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

to continue the implementation of literacy and numeracy small group tuition using internal data sources to identify specific student need.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	100	118	118	123
Girls	105	100	110	118

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.6	87.2	83.4	91.6
1	91.8	92.3	81.5	91
2	94.3	91.3	81.1	91
3	93.1	93.9	81.9	91.7
4	93.5	90.1	75.5	90.5
5	92.4	93.5	78	92.1
6	88.5	94.1	81.2	91
All Years	92.2	91.7	80.5	91.2
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)	10.32
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	4.02

*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	550,386
Revenue	3,800,843
Appropriation	3,751,078
Sale of Goods and Services	1,088
Grants and contributions	48,199
Investment income	278
Other revenue	200
Expenses	-3,745,825
Employee related	-3,106,916
Operating expenses	-638,909
Surplus / deficit for the year	55,018
Closing Balance	605,404

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	131,297
Equity Total	757,507
Equity - Aboriginal	145,576
Equity - Socio-economic	479,352
Equity - Language	3,842
Equity - Disability	128,737
Base Total	2,075,497
Base - Per Capita	56,206
Base - Location	0
Base - Other	2,019,291
Other Total	427,103
Grand Total	3,391,404

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 Tell Them from Me parent survey indicated that parents are extremely satisfied with how the school supports students and families. The school performed well above state norms in all seven measures of the survey, with the 'safety at school' and 'parents feel welcome' elements having the highest scores of 9.1 and 9.0 out of 10.

The Tell Them from Me teacher survey indicated that teachers are extremely satisfied with how the school supports student learning. The school performed well above the state norms in all eight measures of the survey., with the leadership and collaboration elements having the highest mean scores of 9.1 and 9.0 out of 10.

The Tell Them from Me student survey indicated students are extremely satisfied with their schooling experience, again well above state norms.

- 98% of students reported that the school advocates on behalf of their needs.
- 99% of students reported that they have expectations for success.
- 89% of students reported that they have a strong sense of belonging.

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.