



2021 Annual Report

Winston Heights Public School



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Introduction

The Annual Report for 2021 is provided to the community of Winston Heights 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

Winston Heights Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for every child. Through collaborative and collegial practice, we seek to provide a rich learning environment that inspires, challenges and supports students to "Learn, Communicate and Grow" in order to become successful, confident and creative individuals and respectful, responsible citizens. Every student is known, valued, cared and planned for in our inclusive school community. We are committed to working in partnership with all stakeholders to promote continual school improvement and excellence.

School context

Winston Heights Public School has a student enrolment of 420 and is located in an established residential area in North West Sydney. Our school enjoys a rich diversity of cultures with 45% of families from a language background other than English. The school enjoys an excellent reputation within the community and is highly regarded for its caring, supportive, and inclusive culture. Students, staff, parents and the wider community work in collaboration to foster high expectations for student learning and achievement, and are committed to the pursuit of continual school improvement and excellence.

Winston Heights PS enjoys strong community participation with active support for teaching and learning, school initiatives, special programs and activities. In partnership with our school community, we are committed to ensuring all students are able to participate in sport, music, debating, public speaking, dance, choir, environmental and student leadership opportunities. We recognise the outstanding contributions made by parents and community members and acknowledge the importance of home-school partnerships in enhancing learning opportunities and outcomes for our students.

The school community, involving students, staff, and parents were consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan.

Through our situational analysis, we have identified the following priorities:

- In order to maximise student learning and growth in literacy and numeracy and to build strong foundations for academic success, we need to develop and refine data driven processes and practices that are responsive to the learning needs of individual students.
- In order to strengthen capacity for high-quality teaching in literacy and numeracy, differentiated professional learning will reflect student needs and current research, deepening teaching practice for ongoing growth in student progress and achievement.
- In order to implement evidence based improvement to whole school practices, a school-wide collective responsibility for student learning, wellbeing and success will be shared and planned.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the school, student and whole community in this process will be essential for success.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning and growth in literacy and numeracy and to build strong foundations for academic success, we will develop and refine data driven processes and practices that are responsive to the learning needs of all students.

Initiatives

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

- School-wide assessment and data practices
- Assessment and Data Use in teaching

Resources allocated to this strategic direction

QTSS release: \$33,642.00

Professional learning: \$7,476.00

: \$4,272.00

Summary of progress

To support student literacy learning, all K-2 staff engaged in professional learning on InitiaLit, WARP, WARN, WARL and how to use these effectively to inform teaching and learning programs. Professional learning involved online delivery, collegial discussions, co-teaching, demonstration lessons, co-planning and lesson feedback. Classroom teachers and learning and support teachers reviewed InitiaLit data on a regular basis to monitor student achievement and progress. This data was used to identify students who required targeted assistance through Macqlit, MiniLit and in-class learning support. Resources were purchased to support the implementation of InitiaLit in K-2. This included explicit teaching resources, assessment kits, student workbooks, decodable readers, and mentor texts.

To support student literacy learning, all 3-6 teachers engaged in professional learning on Spell-It, an evidence-based and explicit spelling program. Professional learning involved online delivery, collegial discussions, demonstration lessons, co-planning and lesson feedback. Classroom teachers and learning and support teachers reviewed SpellIt data to monitor student achievement and progress. All teachers engaged in focused Check-in and NAPLAN data conversations, identifying trends and discussing how teaching and learning programs would be differentiated based on the data. These data sources were also used to identify students who required targeted assistance through learning programs.

Resources were purchased to support the implementation of SpellIt in 3-6. This included explicit teaching resources and assessment kits.

To support high-quality numeracy teaching practices, staff engaged in the K-2 Starting Strong and 3-6 Working with the Big Ideas professional learning. Following this, all staff participated in the analysis of student Check In and NAPLAN data to identify individual, cohort and whole school trends in mathematics. This data was also used to inform teaching and learning programs. A continued focus on numeracy teaching pedagogy and assessment will continue into 2022.

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 Year 3 and Year 5 students in the top two NAPLAN bands (or above) in reading by an uplift of 17%.	55.93% of students achieved in the top two bands (NAPLAN) in reading, indicating progress towards the system negotiated lower bound target.
Increase the proportion of Year 3 and Year 5 students in the top two NAPLAN bands (or above) in numeracy by an uplift of 13.5%.	49.1% of students achieved in the top two bands (NAPLAN) for numeracy, indicating progress towards the system negotiated lower bound target.
Increase the proportion students	The percentage of students achieving expected growth in reading increased

achieving expected growth in reading by an uplift of 12%.	by 4.52% indicating progress towards the lower bound target.
Increase the proportion students achieving expected growth in numeracy by an uplift of 10%.	The percentage of students achieving expected growth in numeracy has increased by 14.37% indicating progress towards the lower bound target.
Increase the proportion of student growth from Kindergarten to Year 3 to a target value of 9.46.	Value add data for K-3 is not available in SCOUT in 2021 due to changes to the Best Start assessment in 2018.

Strategic Direction 2: Building Capacity for High-Quality Teaching

Purpose

In order to strengthen capacity for high-quality teaching in literacy and numeracy, differentiated professional learning will reflect student needs and current research, deepening teaching practice for ongoing growth in student progress and achievement.

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.

- Professional Learning & High-Quality Practice - Reading and Literacy
- Professional Learning & High-Quality Practice - Numeracy

Resources allocated to this strategic direction

Professional learning: \$18,636.00

Summary of progress

Professional learning on reading was designed and conducted to support high-quality teaching practice, and student growth and attainment. Teachers attended evidence based professional learning conducted by Multilit for Spell-It and InitiaLit. This training was then delivered to all K-2 and 3-6 teachers via the train-the-trainer model. These programs were implemented, data collected and analysed to identify students who were underperforming and in need of additional support. Significant improvements were found in phonemic awareness, phonic skills, sightword reading, and spelling. For those students requiring additional support, learning and support teachers provided in-class support for targeted students in co-teaching and small groups. Extended periods of remote learning impacted teachers' ability to implement these individualised program in Term 3. Executive staff explored and led stage teams in the familiarisation of The Reading Comprehension Handbook and focused on reading comprehension of Stage 2 and 3.

Professional learning on numeracy was designed and conducted to support high-quality teaching practices, and student growth and attainment. Teachers participated in the K-2 Starting Strong mathematics strategy. An additional two teachers participated in the 3-6 Working with Big Ideas project to support mathematics pedagogy and student growth. After extensive professional learning, there was a focus on curriculum compliance including the development of a new K-6 Mathematics Scope and Sequence, and NESA compliant program proforma. All teachers were provided with training and began to use the proforma, to ensure teaching and learning programs were compliant with NESA and DoE requirements.

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 correctly answered comprehension questions (by syllabus outcome) in NAPLAN Reading by 3%	Year 3 NAPLAN data indicates 65.7% of comprehension questions were correctly answered which is 2% greater than the school based target. Year 5 NAPLAN data indicates 61.4% of comprehension questions were correctly answered which is progress towards the school based target.
Increase the percentage of correctly answered spelling questions (by syllabus outcome) in NAPLAN Spelling by 3%	In Year 3 NAPLAN the percentage of spelling questions answered correctly was 66.4% (S1) and 63.37% (S2) with an average of 65% which has exceeded this target. In Year 5 NAPLAN the percentage of spelling questions answered correctly was 61.34% (S2) and 32.63% (S3) with an average of 47%, indicating progress yet to be seen towards this target.
Increase the percentage of correctly answered grammar, punctuation, and vocabulary questions (by syllabus	In Year 3 NAPLAN the percentage of correctly answered grammar, punctuation and vocabulary questions was 62.25% (S1) and 61.03% (S2) indicating an average of 62% with progress yet to be seen towards this

outcome) in NAPLAN by 3%	<p>target.</p> <p>In Year 5 NAPLAN the percentage of correctly answered grammar, punctuation and vocabulary questions was 58.9% (S2) and 50% (S3) with an average of 54% indicating progress yet to be seen towards this target.</p>
Increase the percentage of correctly answered whole number questions (by syllabus outcome) in NAPLAN by 3%	<p>In Year 3 NAPLAN the percentage of correctly answered whole number questions was 63% significantly exceeding the school based target.</p> <p>In Year 5 NAPLAN the percentage of correctly answered whole number questions was 64% significantly exceeding the school based target.</p>
Increase the percentage of correctly answered addition and subtraction questions (by syllabus outcome) in NAPLAN by 3%	<p>In Year 3 NAPLAN the percentage of correctly answered addition and subtraction questions was 54% significantly exceeding the school based target.</p> <p>In Year 5 NAPLAN the percentage of correctly answered addition and subtraction questions was 57% significantly exceeding the school based target.</p>
Increase the percentage of correctly answered multiplication and division questions (by syllabus outcome) in NAPLAN by 3%	<p>In Year 3 NAPLAN the percentage of correctly answered multiplication and division questions significantly exceeding the school based target</p> <p>In Year 5 NAPLAN the percentage of correctly answered multiplication and division questions was 54% achieving the school based targets.</p>
Student growth between Kindergarten and Year 3 is Developing	Value added K-3 data is not available for 2021 due to changes to the Best Start Kindergarten assessment in previous years.
NAPLAN value added data across Years 3 to Year 5 is Developing	Student value add data from Year 3 to Year 5 Year 3 remains at <i>Working Towards Delivering</i> . However, in 2019 our Year 3 to Year 5 valued added was 74.12 and in 2021 our Year 3 to Year 5 value added was 75.2 - indicating an increase in this data.

Strategic Direction 3: Connect, Succeed, and Thrive

Purpose

In order to implement evidence based improvement to whole school practices, a school-wide collective responsibility for student learning, wellbeing and success will be shared and planned.

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.

- Sense of Belonging, Advocacy and Success

Resources allocated to this strategic direction

QTSS release: \$3,204.00
: \$6,408.00

Summary of progress

Strong focus and commitment lead progress in wellbeing initiatives in 2021. The Tell Them From Me (TTFM) data survey was completed in 2021 by students, teachers and parents, helping to identify areas of need. To promote student voice, participation and leadership, as identified through TTFM, the Principal and Year 6 Captains attended the Student Leadership Conference., with a report presented during the whole school assembly and in the fortnightly newsletter. Individual Learning Plans for identified students were completed by classroom teachers in conjunction with the Learning and Support team and parents. The Individual Learning Plans were reviewed and updated each term. Interviews were conducted by the Principal and ES1 Assistant Principal with 2022 Kindergarten students and their families to discuss individual student development and skills, and to identify those who required targeted Interventions with the transition to school. To support the development of social skills in our K-2 students, dedicated teachers, the Chaplain and SLSOs were on duty to support positive play in the playgrounds. Stage 3 student playground leaders (PALS) were trained and led a variety of games for K-2 students. Playground resources and equipment was purchased to support the implementation of this initiative.

Professional learning developed teacher skills and understanding in wellbeing. All teaching staff participated in Positive Behaviour for Learning (PBL) professional learning, with a focus on school processes, expectations and strategies. Regular PBL meetings were held with the PBL committee, who reviewed and analysed positive and negative behaviour incident data. PBL data, trends and updates were communicated to all staff during communication meetings. The school accessed support from external agencies, para-professionals, and school services as required. Regular meetings with the Assistant Principal Learning and Support for The Hills Network, were held to discuss strategies for students identified for targeted Interventions. Identified staff attended Management of Actual or Potential Aggression (MAPA) training.

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 school 90% of the time or more by 6%	85.03% of student attend school 90% or more of the time indicating progress towards the system negotiated target.
TTFM data shows an increase in the percentage of students with positive wellbeing by 4%	77.82% of students reported positive wellbeing through Tell Them From Me data indicating progress yet to be seen towards this target.
TTFM data shows an increase in the percentage of students with a positive sense of belonging by 6%	73% of students reported a positive sense of belonging through Tell Them From Me data indicating progress yet to be seen towards the system negotiated target.
TTFM data shows an increase in the average student score of positive advocacy at school by 4.5%	79% of students reported positive advocacy through Tell Them From Me data indicating progress yet to be seen towards this target.

TTFM data shows an increase in the percentage of students with positive expectations for success by 1.5%

91% of students reported positive expectations for success through Tell Them From Me data indicating progress yet to be seen towards this target.

Funding sources	Impact achieved this year
Refugee Student Support \$1,526.10	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Release time to facilitate collaboration between teachers and EAL/D teachers in targeted professional learning. <p>The allocation of this funding has resulted in:</p> <p>Increased teacher capability and confidence to plan and implement differentiated teaching and learning for refugee students within the class setting. Identified students have demonstrated increased engagement and progress in their learning.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Formalising differentiated refugee student support through the development of Student Learning Plans (SLP) based on the students' English language proficiency, literacy and numeracy levels, and wellbeing needs. Additional staff are employed to support this.</p>
Integration funding support \$70,047.00	<p>Integration funding support (IFS) allocations support eligible students at Winston Heights 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Individual Education Plans (IEPs) • staffing release (3 x CRTs and 3 x SLSOs) to build teacher capacity around behaviour intervention - Management of Actual or Potential Aggression Blended Learning • employment of staff (SLSO) to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in:</p> <p>All students receiving Integration Funding Support demonstrate progress towards their personalised learning, behaviour and/or wellbeing goals. All Individual Education Plans (IEPs) were regularly updated and responsive to student learning and wellbeing needs ensuring eligible students received personalised learning and support in class and on the playground. Identified staff (CRTs and SLSOs) attended Management of Actual or Potential Aggression (MAPA) Training strengthening their skill and confidence in supporting students through effective and appropriate management.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To incorporate integration funding evaluation and decision making into the learning and support team meetings to ensure IEPs, strategies and supports for these students are effective and helping the students work towards their</p>

Integration funding support \$70,047.00	individual goals. Adjustments to IEPs, strategies and SLSO timetables will be tracked. Annual Integration Funding Support review meetings will be included in this process. Additional staff will be employed to support this.
Socio-economic background \$15,221.30	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Winston Heights 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • chaplain and SLSO staffing to support the implementation of the structured playground initiative with student leaders every lunchtime, 5 days per week to support K-2 students develop appropriate social skills through games and play. • resourcing to increase equitability of resources and services, including technology used during online learning. • providing students with economic support for educational materials, uniform, equipment, incursions and other items. <p>The allocation of this funding has resulted in:</p> <p>Reduction in major and minor playground incidents as identified through Sentral data. Purchase of playground games and play equipment for use during structured play have encouraged positive behaviour and wellbeing. Financial support for students and families to ensure engagement in extra-curricular activities, incursions, uniforms and equipment. Purchase of technology to assist with online learning and face-to-face learning.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to engage a chaplain and SLSO during playtimes to support the play and social skill development of our K-2 students, and create leadership opportunities for our Stage 3 students. Continued engagement of the Chaplain to implement wellbeing and attendance initiatives with groups, targeted students and families.</p>
Aboriginal background \$2,136.00	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Winston Heights 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support the development and implementation of Personalised Learning Pathways (PLPs) with the Aboriginal Education and Wellbeing Officer, students and their families <p>The allocation of this funding has resulted in:</p> <p>Development of PLPs for all Aboriginal students, in collaboration with families supporting progress made toward personal learning goals. 100% of Aboriginal families authentically engaged in the PLP process.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to engage the Aboriginal Education and Wellbeing Officer to support the provision of professional learning (PLPs, Aboriginal cultural</p>

Aboriginal background \$2,136.00	education) for staff, so that they can continue to enhance the PLP process for our Aboriginal students and their families.
English language proficiency \$81,151.46	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Winston Heights 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom for students identified in Beginning and Emerging phase • additional teacher time to provide targeted support for EAL/D students, for the development of programs and collaboration with EAL/D teachers for assessment and reporting • employment of additional EAL/D staff to support the delivery of targeted initiatives for students in Beginning and Emerging phase <p>The allocation of this funding has resulted in:</p> <p>Increased teacher knowledge and implementation of EAL/D phases and strategies to support learners in the classroom (face-to-face and online). 66% of EAL/D students (Consolidating) in Year 3 and Year 5 achieved in the top two NAPLAN bands, which demonstrates an increase from previous school data. 54% of EAL/D students (Developing) in Year 3 and Year 5 achieved in the top two NAPLAN bands, indicating the highest percentage in over 8 years. Consolidating and Developing EAL/D students in Year 3-6 outperformed State (all) in all Reading and Numeracy Check-In Assessments in both Term 2 and Term 4.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued intensive support for Beginning and Emerging EAL/D learners, both in the classroom and through targeted small group teaching. Opportunities for class teachers to collaborate with the EAL/D teachers through professional learning, co-teaching, co-planning, assessment and reporting.</p>
Low level adjustment for disability \$107,613.80	<p>Low level adjustment for disability equity loading provides support for students at Winston Heights 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"> • Other funded activities <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 coordinator (teacher) to work with teachers and individual students and in a case management role within the classroom (face-to-face and online) and whole school setting • providing support for targeted students within the classroom (face-to-face and online) through the employment of School Learning and Support Officers • targeted students provided with evidence-based interventions such as InitiaLit, MacqLit, and MiniLit to increase learning outcomes • employment of additional learning support staff to support teachers to differentiate the curriculum and develop resources and classroom (face-to-face and online) activities resulting in improvement for students with additional learning needs • targeted support for students with Individual Education Plans

Low level adjustment for disability \$107,613.80	<p>The allocation of this funding has resulted in:</p> <p>Consistent and standardised assessments used K-6 to identify, track and monitor student achievement, areas to develop and strengths. This comparative data provided objective information to identify students requiring support with their learning. Check-In and NAPLAN data showed positive achievement and growth for students who have been supported through learning support initiatives. An increase in the percentage of students achieving at or above expected growth in NAPLAN. WHPS value-add data has also improved. It has also results in a more consistent approach to supporting student learning 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:</p> <p>Further refine learning and support processes and procedures to ensure learning support is targeted to students who need it. The use of standardised assessments and data analysis will continue, so that teachers and learning support staff can develop collaborative programs, monitor and track data to support student learning. Additional staffing will be employed to support these programs.</p>
Literacy and numeracy \$12,969.42	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Winston Heights 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff release to participate in literacy and numeracy professional learning • purchase of literacy and numeracy programs and resources, to support teaching, learning, and assessment • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in:</p> <p>Implementation, purchase of resources and professional learning of evidence-based literacy programs InitiaLit, MiniLit, SpellIt and MacqLit. Additional learning support teacher, so that increased support and early intervention is provided to targeted students. Internal student assessment data shows increased student achievement in phonemic awareness and knowledge, decoding reading skills and comprehending texts.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to support and develop teacher capacity to plan and implement evidence-based literacy and numeracy support for students through the development of a specialist Curriculum and Instruction Leader position to lead targeted professional learning in the form of mentoring and co-teaching: K-2 English and Mathematics curriculum (WHPS is an Accelerated Adopter school for the new curriculum in 2022, with implementation in Year 1); K-6 English - reading, InitiaLit, MacqLit, SpellIt, MiniLit K-6 Mathematics - TANK time, explicit numeracy teaching; Data conversations to inform teaching practice; Beginning teacher mentoring, and Collaborative shoulder-to-shoulder differentiated professional learning, mentoring and co-teaching.</p>
QTSS release \$82,182.49	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Winston Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • School-wide assessment and data practices

<p>QTSS release \$82,182.49</p>	<ul style="list-style-type: none"> • Assessment and Data Use in teaching • Sense of Belonging, Advocacy and Success • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support the release of staff to collaborate in the implementation of high-quality curriculum and data conversations <p>The allocation of this funding has resulted in:</p> <p>Regular collaborative stage-based conversations with a focus on analysing standardised assessment data (for whole school, stage/cohort, class and individual student) and the impact on teacher planning and practice. Teacher professional learning and support with implementing a range of standardised assessments.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to enhance teacher capacity to deliver high-quality literacy and numeracy teaching and learning through the development of a specialist Curriculum and Instruction Leader position to lead targeted professional learning in the form of mentoring and co-teaching; Collaborate with assistant principals to further develop their instructional leadership capacity; K-2 English and Mathematics curriculum (WHPHS is an Accelerated Adopter school for the new curriculum in 2022, with implementation in Year 1); K-6 English - reading, InitiaLit, MacqLit, SpellIt, MiniLit; K-6 Mathematics - TANK time, explicit numeracy teaching; Data conversations to inform teaching practice; Beginning teacher mentoring; Collaborative shoulder-to-shoulder differentiated professional learning, mentoring and co-teaching; and Implementation of collaborative professional learning in practice through instructional rounds, WOW, lesson study, etc.</p>
<p>Literacy and numeracy intervention \$58,861.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Winston Heights 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of evidenced-based literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>Implementation, purchase of resources and professional learning of K-2 evidence-based literacy programs InitiaLit and MiniLit. Additional learning support teacher in K-2, so that increased support and early intervention is provided to targeted students. Internal student assessment data shows increased student achievement in phonemic awareness and knowledge, decoding reading skills and comprehending texts. Evidence can be seen in a combination of phonic and reading assessment, writing samples, teacher observation, NAPLAN and Check-In data. The percentage of students in Year 3 attaining in the lower bands decreased and the student attaining in the middle and upper bands increased from 2019 to 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Development of specialist Curriculum and Instruction Leader position to lead targeted professional learning in the form of mentoring and co-teaching: K-2</p>

Literacy and numeracy intervention \$58,861.95	English and Mathematics curriculum (WHPS is an Accelerated Adopter school for the new curriculum in 2022, with implementation in Year 1); K-6 English - reading, InitiaLit, MacqLit, SpellIt, MiniLit; K-6 Mathematics - TANK time, explicit numeracy teaching; Data conversations to inform teaching practice; Beginning teacher mentoring; and Collaborative shoulder-to-shoulder differentiated professional learning, mentoring and co-teaching.
COVID ILSP \$63,719.90	<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 0.6 teacher to deliver small group tuition (online and face-to-face), providing targeted, explicit instruction for student groups in literacy/numeracy • releasing teaching staff to support the administration of the COVID ILSP • development of resources and planning of small group tuition (face-to-face and online learning) <p>The allocation of this funding has resulted in: Standardised assessments were used to identify, monitor and track targeted students who received small group instruction. The majority of targeted students achieving progress toward their learning goals. Positive growth from Year 3 to Year 5 in NAPLAN Reading and Numeracy for all targeted students.</p> <p>After evaluation, the next steps to support our students with this funding will be: A greater emphasis will be placed on using a variety of data sources to assess and monitor student learning needs. Additional 0.6 teacher will be employed so that continuation of literacy and numeracy tuition for targeted students can continue. Ongoing, explicit and differentiated professional learning so that teachers feel increasingly confident to provide support to students within the classroom. This will allow the COVID ILSP team to support students with the most need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	216	231	227	219
Girls	237	224	214	199

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96	95	97.4	94.9
1	95.2	94.6	96.2	94.7
2	95.6	95.3	96	94.9
3	95.4	93.7	95.9	94.5
4	95.1	94.7	95.4	94.9
5	95.3	93.4	95.6	92.8
6	94.2	92.4	94.5	94.6
All Years	95.3	94.1	95.8	94.5
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)	14.11
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher ESL	0.2
School Administration and Support Staff	3.32

*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	338,787
Revenue	3,772,136
Appropriation	3,552,904
Sale of Goods and Services	4,245
Grants and contributions	212,341
Investment income	500
Other revenue	2,147
Expenses	-3,853,157
Employee related	-3,423,430
Operating expenses	-429,727
Surplus / deficit for the year	-81,022
Closing Balance	257,766

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	54,451
Equity Total	206,124
Equity - Aboriginal	2,136
Equity - Socio-economic	15,222
Equity - Language	81,151
Equity - Disability	107,614
Base Total	2,920,010
Base - Per Capita	108,714
Base - Location	0
Base - Other	2,811,296
Other Total	235,014
Grand Total	3,415,599

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

Parents and Carergiver Satisfaction

TTFM data indicates that 71 % of parents and carers felt that the school promotes positive behaviour and majority feel that their child is safe while attending school.

TTFM data indicates that 67% of parents and carers felt they were supported during at home learning and 85% felt that the resources provided were adequate.

79% of parents and carers would recommend our school and majority feel that they are welcomed by our school community as indicated in our TTFM data.

Student Satisfaction

Tell Them From Me data indicates 77.82% of students reports an overall positive sense of wellbeing at school. This includes 79% of students reporting positive advocacy, 91% of students reporting positive expectations for success and 73% of students identifying positive school relationships.

Wellbeing is a strong focus and this data supports the schools continued focus of school wellbeing initiatives.

Teacher Satisfaction

Results of staff surveys and focus groups indicated a level of high confidence and satisfaction in their data informed practices, collaboration with peers and ability to create welcoming, culturally safe and engaging classrooms at Winston Heights Public School. This data reports that:

- Staff at WHPS feel a higher-level of confidence in the area of teacher collaboration as evident in our school mean data being 1% higher than the NSW govt norm.
- Staff at WHPS feel a higher-level of confidence in the area of data informing practice as evident in our school mean data being 2% higher than the NSW govt norm.
- 100% of staff agreed or strongly agreed that our school is a welcoming and culturally safe place for all students.
- There was a 10% increase in teachers who have the knowledge required to engage with students on Aboriginal culture and histories.

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.