

# 2022 Annual Report

## Windellama Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Windellama Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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Windellama Public School

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## School vision

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

## School context

Windellama Public School (TP2) is located in the Goulburn Network of Schools. Windellema Public School has a current enrolment of 25 students K-6, including 10% of students who identify as Aboriginal and/or Torres Strait Islander.

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

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

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

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

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

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
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

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**Socio-economic background:** \$34,459.09  
**English language proficiency:** \$2,400.00  
**Low level adjustment for disability:** \$15,997.46  
**Location:** \$11,906.50  
**Professional learning:** \$6,282.96  
**Aboriginal background:** \$1,825.00  
**Per capita:** \$5,811.64  
**QTSS release:** \$4,941.60  
**Literacy and numeracy:** \$3,347.36

### Summary of progress

#### What did we do?

- One full-time teacher was employed to ensure consistency in teaching and learning for all students.
- A second teacher was employed on a part-time basis to allow for more individualised, explicit teaching in literacy and numeracy at student point of need, through smaller, targeted student groupings.
- The school participated in the Collaborative Support, Unique Settings (CSUS) project. Through this initiative, all staff completed professional learning on Literacy and Numeracy progressions to track student achievement and to inform teaching and learning. Professional learning on analysing PLAN2 data was completed by all staff. Through deep data analysis, a numeracy focus on multiplicative strategies was planned, with further professional learning undertaken on mastering the skills of multiplicative thinking and reasoning. Teachers engaged in 5 week learning spirals, with regular gathering and analysis of assessment data.
- Alongside the CSUS project, a literacy focus on vocabulary was developed, with relevant professional learning, explicit teaching, data collection and analysis taking place.
- Quality Teaching Rounds were implemented across 3 small schools, with one staff member from Windellama Public School involved.
- Professional learning was implemented to ensure all staff were prepared for transition to the new K-2 curriculum. Decodable readers and quality mentor texts were purchased to support new curriculum implementation in 2023.

#### Where to next?

- Staffing model to be employed again in 2023 to ensure consistency in teaching and learning for all students within the school.
- Learning spirals, data collection and effective data analysis to be embedded into teaching practice, with CSUS support to continue into Term 1, 2023.
- Implementation of new K-2 curriculum in 2023, with support of newly appointed Assistant Principal, Curriculum and Instruction. Planning for the transition to new curriculum 3-6 will begin in Term 2, 2023.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Aboriginal Student Achievement	• Student achievement data is unavailable for this progress measure in

<ul style="list-style-type: none"> <li>• Increase the percentage of Aboriginal students achieving expected growth in reading and numeracy, trending towards the lower bound system-negotiated target.</li> </ul>	<p>2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p><b>NAPLAN- Expected Growth Reading</b></p> <ul style="list-style-type: none"> <li>• Expected growth data unavailable due to COVID-19. Internal assessment measures used to monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.</li> </ul>
<p><b>NAPLAN- Expected Growth Numeracy</b></p> <ul style="list-style-type: none"> <li>• Expected growth data unavailable due to COVID-19. Internal assessment measures used to monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.</li> </ul>
<p><b>Data Collection and Use</b></p> <ul style="list-style-type: none"> <li>• Student achievement is recorded for vocabulary and multiplicative strategies using PLAN 2 software</li> <li>• Data analysis shows student achievement growth in vocabulary and multiplicative strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of PLAN2 data indicates that 100% of students showed growth in achievement for multiplicative strategies and 100% of students showed growth in achievement for vocabulary.</li> </ul>
<p><b>Collaborative and Effective Classroom Practice</b></p> <ul style="list-style-type: none"> <li>• Students begin to use Literacy and Numeracy Progressions, Learning Intentions and Success Criteria to create learning goals that are reviewed regularly</li> </ul>	<ul style="list-style-type: none"> <li>• 71% of students report via Tell Them From Me survey data that they have challenging and achievable learning goals.</li> <li>• 25% of teachers participated in observations based on the Quality Teaching Model with emphasis on deep understanding, explicit quality criteria and background knowledge.</li> </ul>
<p><b>School Excellence Framework</b></p> <ul style="list-style-type: none"> <li>• SEF element 'Data Skills and Use' moves from Delivering to Sustaining and Growing</li> <li>• SEF element 'Student Performance Measures' moves from Delivering to Sustaining and Growing</li> <li>• SEF element 'Effective Classroom Practice' is maintained at Sustaining and Growing</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the elements of data skills and use and effective classroom practice while the element of student performance measures has remained at delivering.</li> </ul>

## Strategic Direction 2: Wellbeing and Engagement

### Purpose

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

### Initiatives

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

- Wellbeing
- Engagement

### Resources allocated to this strategic direction

**Integration funding support:** \$41,762.00

**Socio-economic background:** \$27,724.00

**Aboriginal background:** \$200.00

### Summary of progress

#### What did we do?

- A full time School Learning Support Officer (SLSO) was employed to provide targeted students with social and emotional support in the playground and classroom.
- All staff completed comprehensive professional learning to plan for and implement the new Behaviour Policy and Inclusion Policy as part of the Inclusive, Engaging and Respectful Schools initiative.
- One staff member represented the school as part of the Goulburn network attendance team. This staff member attended meetings led by the Director, School Leadership, communicated relevant information to school staff. Targeted interventions were designed and implemented for targeted students.

#### Where to next?

- Complete whole school attendance evaluation to assist school attendance team to analyse whole school beliefs, practices and processes relating to attendance to inform planning.
- Employ an SLSO to support targeted students again in 2023
- Develop a School Behaviour Support and Management Plan by end of Term 2, 2023

### 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
<b>Positive Behaviour Focus</b> <ul style="list-style-type: none"><li>• Decrease of negative recorded behaviours and suspensions as determined by a two-year baseline of incident reports as at year end 2021.</li></ul>	<ul style="list-style-type: none"><li>• 5 major negative incidents were recorded in 2022, a decrease of 50% from 2021.</li></ul>
<b>Wellbeing</b> <ul style="list-style-type: none"><li>• TTFM data indicates a minimum of 65% of students have a positive sense of belonging</li><li>• TTFM data indicates that a minimum of 75% of students feel that positive behaviour strategies are improving behaviour in the classroom</li></ul>	<ul style="list-style-type: none"><li>• 46% of students indicated they have a positive sense of belonging, based on 2022 Tell Them From Me survey data, 19% lower than the annual target.</li><li>• 100% of students indicated that positive behaviour strategies are improving behaviour in the classroom, based on 2022 Tell Them From Me survey data, 25% higher than the annual target.</li></ul>
<b>Attendance</b> <ul style="list-style-type: none"><li>• Increase percentage of students attending &gt;90% of the time by 10%</li></ul>	<ul style="list-style-type: none"><li>• 52% of students are attending school &gt;90% of the time, a decrease of 8% from 2021.</li></ul>

(school based target)	
<b>Family and Community Engagement</b> <ul style="list-style-type: none"> <li>• 2 planned whole school activities with targeted community involvement</li> <li>• 40% of students have a family member attend a school assembly, sports carnival or special event</li> </ul>	<ul style="list-style-type: none"> <li>• 2 school events were planned with targeted community involvement, NAIDOC week celebrations and Tree planting Ceremony.</li> <li>• 100% of students had a family member attend a school assembly, sports carnival or special event.</li> </ul>
<b>School Excellence Framework</b> <ul style="list-style-type: none"> <li>• SEF element 'Wellbeing' is maintained at Sustaining and Growing</li> <li>• SEF element 'Learning Culture' is maintained at Sustaining and Growing</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of wellbeing.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning culture.</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$41,762.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Windellama Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of a full time School Learning Support Officer (SLSO) to provide additional support for students who have high level social and emotional needs in the classroom and the playground.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of supported students achieved Individualised Learning Plan social/emotional learning goals. There has been a significant decrease in the number of incidents of students refusing to follow teacher instructions or those involving negative social interactions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Employment of a School Learning Support Officer in 2023 to provide ongoing student support.</p>
<p>Socio-economic background</p> <p>\$62,183.09</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Windellama Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Collection and Use</li> <li>• Collaborative, Evidence-based Pedagogy</li> <li>• Wellbeing</li> <li>• Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support curriculum implementation.</li> <li>• providing students with economic support for educational materials, uniform, equipment and other items</li> <li>• professional development of staff through planning for new K-2 curriculum to support student learning</li> <li>• professional development of staff in effective data collection and analysis to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> K-2 teaching staff feel confident in using DoE support materials such as the scope and sequence for multi-stage classes to support the effective implementation of both the English and Mathematics curriculum. Resources have been purchased to support implementation and all staff are confident they can access further supporting resources through both the curriculum reform website and the literacy and numeracy hub. Significant improvement in student achievement has been demonstrated in multiplicative thinking through analysis of NAPLAN, check-in and Essential Assessment data. Teachers have reported a deeper understanding of multiplicative strategies and reasoning through targeted professional learning. Teaching programs show evidence of explicit teaching of Multiplicative strategies across the whole school. The engagement of a full-time teacher on the Senior class has ensured a consistency in student learning. Students have reported an increase in sense of belonging and 100% of students surveyed believed that students displayed positive behaviour in the classroom. Funds were also allocated to all excursions in 2022 to cover all travel costs and with</p>

<p>Socio-economic background</p> <p>\$62,183.09</p>	<p>additional funds from the P&amp;C, all students had access to the swimming and water safety program free of charge.</p> <p><b>After evaluation, the next steps to support our students will be:</b> A full time teacher will be employed in 2023 to ensure consistency in student learning. A teacher will be employed part-time to support small group, targeted literacy and numeracy teaching and learning. Funding will continue to be used to subsidise all excursions, student uniforms and other resources as required.</p>
<p>Aboriginal background</p> <p>\$2,025.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Windellama Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Collection and Use</li> <li>• Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student participation in a variety of cultural activities led by local Aboriginal community members.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Strengthened partnership with Aboriginal and Torres Strait Islander families and community members.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Windellama Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Collection and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staff professional learning to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A stronger focus on explicit teaching of Tier 2 vocabulary in both understanding and creating texts. Teacher assessment data showed improvement in student achievement in vocabulary.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Further professional learning in explicit teaching and assessing of vocabulary.</p>
<p>Low level adjustment for disability</p> <p>\$15,997.46</p>	<p>Low level adjustment for disability equity loading provides support for students at Windellama Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Collection and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>

<p>Low level adjustment for disability</p> <p>\$15,997.46</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of an additional classroom teacher.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The employment of an additional teacher has allowed for smaller, targeted groupings for the teaching of literacy and numeracy. The implementation of the MultiLit program for students requiring targeted literacy intervention has shown a positive impact on student achievement in word attack skills, sight word knowledge and reading fluency.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Targeted learning and support will continue in 2023 with an additional teacher employed 4 days per week.</p>
<p>Location</p> <p>\$11,906.50</p>	<p>The location funding allocation is provided to Windellama Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Collection and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for teaching principal release</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Consistency in teaching and learning across the school. Teaching principal release has been used to collect and analyse student progress data to inform planning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of temporary teacher employment in 2023.</p>
<p>Professional learning</p> <p>\$6,282.96</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Windellama Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Collection and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional teacher release to support literacy and numeracy initiatives</li> <li>• Professional learning to support quality teaching and learning for all teachers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Full staff participation in the Collaborative Schools, Unique Settings (CSUS) project. Staff have had professional learning in explicit teaching of multiplicative thinking and reasoning as well as effective use of PLAN2 software for student progress monitoring. All staff have participated in professional learning in the new K-2 curriculum as well as the Engaging, Inclusive and Respectful Schools initiative. Additional teacher release has allowed for consistent data collection and analysis, used to plan for teaching and learning. There has been demonstrated student improvement in multiplicative strategies and vocabulary.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Effective implementation of IER and new K-2 curriculum. Participation in the CSUS project will continue Term 1, 2023.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Windellama Public</p>

<p>\$3,347.36</p>	<p>School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Collection and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teacher release to support student assessment data collection and analysis as part of the CSUS numeracy project.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Effective use of student progress data to inform planning for the delivery of quality literacy and numeracy programs.</p>
<p>QTSS release</p> <p>\$4,941.60</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Windellama Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Collection and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Implementation of consistent, high-quality teaching programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of additional temporary teacher engagement in 2023.</p>
<p>COVID ILSP</p> <p>\$26,267.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Implementation of the MultiLit program to a small number of students, with 100% of these students demonstrating improvement in word attack skills, sight word recognition and reading fluency. Literacy and numeracy group size was reduced to a maximum of 8 students per group, with smaller group size for students with greater need. Explicit teaching was planned and implemented at each individual students' point of need.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Small group teaching and learning to continue in 2023 with employment of additional staff to support implementation of quality literacy and numeracy programs.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	18	11	12	11
Girls	16	14	11	12

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.7	94.7		82.9
1	94.2	93.5	79.2	
2	90.0	97.6	80.1	84.4
3	87.6	98.9	91.7	91.7
4	86.8	94.5	87.4	91.1
5	88.7	97.3	88.8	87.4
6	87.1	95.5	87.3	84.8
All Years	89.1	96.1	85.8	86.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4		87.9
1	92.7	91.7	92.7	
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.67
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	148,540
<b>Revenue</b>	757,771
Appropriation	744,620
Sale of Goods and Services	1,220
Grants and contributions	11,158
Investment income	774
<b>Expenses</b>	-727,337
Employee related	-645,514
Operating expenses	-81,823
<b>Surplus / deficit for the year</b>	30,435
<b>Closing Balance</b>	178,975

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	41,762
<b>Equity Total</b>	82,613
Equity - Aboriginal	2,025
Equity - Socio-economic	62,190
Equity - Language	2,400
Equity - Disability	15,998
<b>Base Total</b>	551,918
Base - Per Capita	5,812
Base - Location	11,907
Base - Other	534,200
<b>Other Total</b>	17,909
<b>Grand Total</b>	694,202

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

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

The school was involved in the 'Tell Them From Me Survey' again this year, however, this data was quite small and only involved Year 4-6 students. The students acknowledged that schooling is useful in their everyday life and believe that their education will have a strong bearing on their future.

In Term 4, families were invited to complete a parent satisfaction feedback via a google form. All families were strongly encouraged to complete the survey and this was repeatedly communicated through our school newsletter, the Skoolbag app, as well as the distribution of hard copy forms. Despite our promotion of the survey, we only received a total of 6 responses. The survey results indicated that all parents believe that the school is a welcoming place. Parents also identified that the staff at Windellama, both teaching and non-teaching, are approachable and helpful.

*"The school has been beyond amazing for both my children and myself. We have had a great year and the kids have learnt so much in this one year of us being here. Thank you to all the staff for making schooling great." - A parent of the school.*

Staff were also invited to provide feedback via a separate google form. All staff members participated in the survey and positive responses were received. 100% of staff reported that they felt respected and supported by leaders within the school and would recommend the school to others.

*"The school culture is very positive amongst staff members, which makes this school a very enjoyable place to work. The ongoing guidance from the principal ensures that I always feel valued and supported!" - A staff member of the school.*

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.