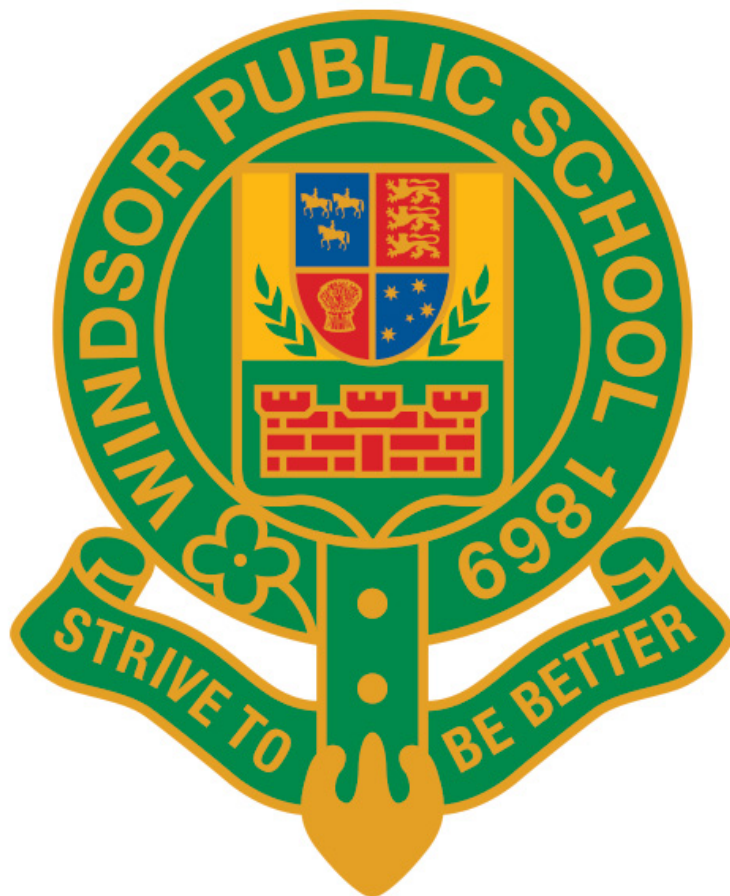


2022 Annual Report

Windsor Public School



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Introduction

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

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

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School vision

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

School context

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

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

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

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

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

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Summary of progress

In 2022, Windsor Public School focused on the collection of grapheme/phoneme correspondence data in collaboration with fifteen schools in the Hawkesbury/Windsor networks. To track student progress at a class, stage, school, and network level. To assess fidelity of practice in the implementation of the assessment tool across schools/teachers and built the capacity of teachers to analyse and extrapolate meaning from the data. Throughout the process, we identified a need to provide teachers with a supplementary guide to support the consistent implementation of the assessment across all of the schools in the collective. Information gathered from this process was used to inform planning and led to modifications in project planning necessitating the reteaching of core concepts and was a direct reflection of what had been taught in the classrooms. In 2023, we will further embed teacher capacity across the solar collective to use data to inform planning by developing their skills in using writing rubrics to assess unaided writing samples.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Improvement in the percentage of students achieving in the top 2 bands in reading by 4.6% from the lower bound system-negotiated target.	<ul style="list-style-type: none">• 30.56% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target. With an increase of 11.41% increase from 2021.
<ul style="list-style-type: none">• At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy. Sustaining and Growing in the theme of NAPLAN within the element Student Performance Measures.	<ul style="list-style-type: none">• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
<ul style="list-style-type: none">• A minimum of 44.72% of Year 3 and 5 students achieve in the top 2 bands in NAPLAN reading. (lower bound system-negotiated target)• A minimum of 29.57% of Year 3 and 5 students achieve in the top 2 bands in NAPLAN numeracy. (lower bound system-negotiated target)	<ul style="list-style-type: none">• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
<ul style="list-style-type: none">• Improvement in the percentage of students achieving in the top 2 bands in numeracy by 5.8% from the lower bound system-negotiated target.	<ul style="list-style-type: none">• 16.67% of students achieved in the top two bands in NAPLAN Numeracy. Indicating progress towards the lower bound target with a 3.5% increase from 2021.

Strategic Direction 2: Wellbeing, attendance and strengthened transitions

Purpose

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

Initiatives

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

- Wellbeing and Engagement
- Positive Connections

Resources allocated to this strategic direction

Summary of progress

At Windsor Public School specific well-being and transition programs were re-introduced engaging both students and school community members, including SHED program for boys, Coffee Club for school community members, and Story Time for preschool children, as a transitional program for entry to Kindergarten. These school-based initiatives were designed to support students and parents so that they may connect and learn within our school community. In 2023, we will develop strong collaborative partnerships with students, staff, parents, and the broader community by the continuation of 3-way interviews and providing opportunities for parents and carers to be better informed of educational initiatives - Syllabus Reform - SoLAR Collective, Cognitive Load Theory, and The Science of Learning all of which are being implemented at Windsor Public School.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Increase the percentage of students attending school more than 90% of the time by 5% from the lower bound system-negotiated target.	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has decreased however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.• Sentral text messaging was introduced as the means of communication between school and families to explain absences. This resulted in increased explanation of student absence.• More frequent meetings with the HSLO to discuss attendance improvement plans and supports, where required.
<ul style="list-style-type: none">• Wellbeing data (advocacy, belonging, expectations) improves by 2.7% to be at the lower bound trajectory of 91.7%	<ul style="list-style-type: none">• Students reporting positive wellbeing outcomes has increased across the positive wellbeing measures.
<ul style="list-style-type: none">• Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.	<ul style="list-style-type: none">• 40% of families attended Semester 1 Three-Way Conferences. This increased in Semester 2 to 42%.• Students goals were discussed in Three-Way Conferences and progress towards these goals was reported on in Semester 1 and 2 reports.
<ul style="list-style-type: none">• School wellbeing practices are updated to reflect updated IER reforms.	<ul style="list-style-type: none">• Inclusive, Engaging and Respectful schools brings together new policies and system-wide supports on inclusive education for students with disability, student behaviour and restrictive practices, to afford every student the opportunities to reach their full potential in NSW public schools.• At Windsor Public, we have developed a School Behaviour Support and Management Plan, inclusive of specific interventions in line with DoE Care Continuum.• Our school has reviewed existing Welfare and Suspension Policies in accordance to the IER Reform. School executive have also created a

• School wellbeing practices are updated to reflect updated IER reforms.

specific Restrictive Practices Policy, all of which are effective from 2023.

Strategic Direction 3: High expectations, collaboration and improvement culture

Purpose

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

Initiatives

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

- Excellence in Teaching
- Learning and Development Systems

Resources allocated to this strategic direction

Summary of progress

In 2022, Windsor Public School worked with the SoLAR collective to support the building of highly effective team cultures, and established a clearly defined set of roles and responsibilities for all participants in the Solar project. Expectations were articulated through a principal lens, middle leadership lens, teacher lens, and project management lens. The APC&I's, along with Executive staff at Windsor Public School were actively involved in implementing and supporting the introduction of evidence-based practices with a strong focus on excellence in teaching. In 2023 Learning and development system at Windsor Public School will be reflected in teaching and learning programs with a clear focus on knowledge, understanding and skill, and the assessments that measure them.

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
• Sustaining and Growing in the theme of 'Teaching and Learning Programs' within the element Curriculum.	• Teaching and learning programs describe what all students are expected to know, understand and do. (delivering).
• Sustaining and Growing in the theme of 'Professional Learning' within the element Learning and Development.	• Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. Teachers collaborate with staff in other schools to share and embed good practice. • The staff are building their capacity to evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.
• Learning sprints are implemented in all K-6 classes as part of the Learning 24/7 Morning Routine.	• All teachers at Windsor Public School are implementing the Morning Routine in line with the evidence-based practice of "The Science of Learning".

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$72,676.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Windsor Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Students accessing differentiated programs and opportunities for increased engagement within the classroom as they transitioned to school and throughout the year.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ School Learning Support Officers to provide additional support for classes where the student need is identified.</p>
<p>Socio-economic background</p> <p>\$83,868.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Windsor Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional SLSO staff to support learning support program implementation. • providing students without economic support for educational materials, uniform, equipment and other items • employment of external providers to support students with additional learning needs • employment of additional classroom teacher for creation of additional class above establishment <p>The allocation of this funding has resulted in the following impact: Targeted students received additional support/mentoring through engaging with the chaplain in social skills/anxiety programs</p> <p>After evaluation, the next steps to support our students will be: We will continue to engage with Generate to maintain support through the school chaplaincy program, to ensure additional social/emotional support is given to those students in need of additional welfare interventions.</p>
<p>Aboriginal background</p> <p>\$39,400.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Windsor Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$39,400.00</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"> • creation of school literacy resources embedding local language • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Teaching and learning programs showing differentiation, School Learning Support Officer intervention programs, ILPs & PLPs.</p> <p>After evaluation, the next steps to support our students will be: To ensure an equitable Aboriginal cross-curriculum content within our school, which embeds Aboriginal perspectives in all classrooms. All teachers to use quality teaching and assessment practices and resources that are culturally inclusive.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Windsor Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Individual Educational Plans for all EAL/D students • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Targeted small group intensive intervention programs through employing SLSOs for additional support.</p> <p>After evaluation, the next steps to support our students will be: Small group intervention will continue that targeted students receive additional tuition in literacy/numeracy</p>
<p>Low level adjustment for disability</p> <p>\$97,784.58</p>	<p>Low level adjustment for disability equity loading provides support for students at Windsor Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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"> • Small group intervention, Tier 2 intervention, upskilling SLSOs to lead the implementation of programs and the development of resources. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: SLSOs are allocated to all classes across the school, based on student needs. SLSOs upskilled to provide targeted support, resulting in significant growth in literacy outcomes identified in Plan2 data.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Low level adjustment for disability</p> <p>\$97,784.58</p>	<p>Continuation of SLSOs leading small group tuition in Numeracy.</p>
<p>Professional learning</p> <p>\$13,654.73</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 Windsor Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Teachers accessing networking to gain collaborative planning to improve teacher practice through explicit instruction</p> <p>After evaluation, the next steps to support our students will be: Further collaboration to continue with planning for explicit teaching of Literacy and Numeracy.</p>
<p>QTSS release</p> <p>\$28,040.72</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Windsor Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Assistant Principal release to complete peer observations, meeting with teachers to provide feedback on teacher programs, reflection of the goals in PDPs. Administration of Learning Support /Welfare processes within the school, to ensure identified students received appropriate support.</p> <p>After evaluation, the next steps to support our students will be: Provide release for teaching staff to collaborate to improve teaching and learning practices; Undertake evidence-based strategies that focus on improving the quality of classroom teaching to improve student outcomes; Provide release time to assist every teacher to engage with and implement the new curriculum.</p>
<p>COVID ILSP</p> <p>\$91,458.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

COVID ILSP

\$91,458.00

including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]
- development of resources and planning of small group tuition

The allocation of this funding has resulted in the following impact:

17% of students were identified for inclusion in the Literacy COVID support Program. An analysis of the data indicates 92% of participants in the program showed Positive growth. 44% of students who participated in the program achieved their individual learning /stage goals. Students who did not achieve their individual stage goals were previously identified, or are now identified, and been added to the learning and support case load for 2023.

18% of students were identified for inclusion in the Numeracy COVID support Program. An analysis of the data indicates 93% of participants in the program showed positive growth. 46% of students who participated in the program achieved their individual learning /stage goals. Students who did not achieve their individual stage goals were previously identified, or are now identified, and been added to the learning and support case load for 2023.

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

COVID Support supervisor and the allocated SLSO's will use the 'PLAN2, Area of Focus' to identify students who require further support in tiered 2 intervention.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	74	80	80	70
Girls	81	69	56	49

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.5	89.8	95.2	85.5
1	91.2	92.1	90.0	77.9
2	89.8	87.8	89.9	82.5
3	87.4	90.2	90.5	82.8
4	92.1	84.3	88.1	82.2
5	90.6	84.2	85.8	80.8
6	92.7	84.7	88.6	75.3
All Years	90.6	87.3	89.4	81.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
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

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2.2
Classroom Teacher(s)	4.65
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.2
School Counsellor	1
School Administration and Support Staff	1.81

*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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 employment 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 Actual (\$)
Opening Balance	277,677
Revenue	2,074,510
Appropriation	2,018,296
Sale of Goods and Services	8,799
Grants and contributions	45,179
Investment income	1,875
Other revenue	360
Expenses	-2,064,155
Employee related	-1,804,792
Operating expenses	-259,362
Surplus / deficit for the year	10,355
Closing Balance	288,032

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.

	2022 SBAR Adjustments (\$)
Targeted Total	72,676
Equity Total	266,683
Equity - Aboriginal	40,104
Equity - Socio-economic	126,394
Equity - Language	2,400
Equity - Disability	97,785
Base Total	1,129,043
Base - Per Capita	34,364
Base - Location	0
Base - Other	1,094,679
Other Total	424,610
Grand Total	1,893,013

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. This is done through The Learning Bar and Tell Them from Me surveys. Key findings from the research suggest: At the primary level, teachers need to be aware of early signs of disengagement. Students who are prone to becoming disengaged tend to have a low sense of belonging at school, display poor social behaviours, and lack interest in their school work. Student engagement is "a disposition towards learning, working with others, and functioning in a social institution". It includes students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning. Measures of these aspects of engagement can be classified as social engagement, institutional engagement, and intellectual engagement. Engagement and learning go hand-in-hand: engagement begets learning and learning begets engagement. This dynamic and interactive process begins early - during the primary years or even earlier - and continues through to adulthood. Student engagement needs to be considered an important schooling outcome in its own right, sitting alongside academic achievement as a key measure of student success. At Windsor Public School, 29 students completed the Tell Them From Me Survey, which included nine measures of student engagement alongside the five drivers of student outcomes.

- 79% of students believe they have positive behaviour at school.
- 90% of students value schooling outcomes.

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

Student Outcomes and School Climate

- 52% of students feel accepted and valued by their peers and by others at their school; the NSW Govt. norm is 81%.
- 72% of students have friends at school they can trust and who encourage them to make positive choices; the NSW Govt. norm is 85%.
- 90% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future; the NSW Govt. norm is 96%.
- 79% of students do not get in trouble at school for disruptive or inappropriate behaviour; the NSW Govt. norm is 83%.
- 66% of students try hard to succeed in their learning; NSW Govt. norm is 88%.
- 62% of students are interested and motivated in their learning; NSW Govt. norm is 78%.
- 28% of students were confident of their skills but did not find classes challenging; NSW Govt. norm is 26%.

Effective Learning Time

- Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. In this school, students rated effective learning 7.8 out of 10; the NSW Govt. norm is 8.2.

Relevance

- Students find classroom instruction relevant to their everyday lives. In this school, students rated relevance 7.5 out of 10; the NSW Govt. norm is 7.9.

Bullying

- Students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet. In this school 45% of students are subjected to physical, social, or verbal bullying, or are bullied over the internet; NSW Govt. norm is 36%.

Advocacy at School

- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. In this school 7.1 out of 10: the NSW Govt. norm is 7.7.

Positive teacher-student relations

- Students feel teachers are responsive to their needs, and encourage independence with a democratic approach. In this school, students rated this 8.0 out of 10; the NSW Govt. norm is 8.4.

Positive learning climate

- Students understand there are clear rules and expectations for classroom behaviour. In this school, students rated this 6.5; NSW Govt. norm is 7.2.

Expectations for success

- The school staff emphasises academic skills and hold high expectations for all students to succeed. In this school, students rated this 8.4; NSW Govt. norm is 8.7.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.