

2022 Annual Report

Windale Public School



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Introduction

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

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

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Message from the principal

My first year as Principal of Windale Public School was a truly rewarding experience. I have learnt so much during the past 12 months and look forward to learning a whole lot more as we move into 2023. I reflect on the many relationships that have been created and consolidated at our school by students, staff, parents, carers, relatives, and community members. I look forward to extending those relationships and strong partnerships throughout 2023.

With minimal interruptions in 2022, we have been able to open the doors back up to our wonderful community and involve you all in a variety of events. Our students have been on fantastic excursions, many of those on our Windale PS bus, the amazing School musical, Deadly Dancers showcasing their talents across the wider community, external providers coming into the school to provide our students and staff with wonderful opportunities and experiences. This year we have also established a fully furnished computer lab, upgraded our library and resources, added trampolines into the playground and continue to add resources into the classrooms to further engage our students.

During 2022, we collaboratively reviewed many of our systems and processes within the school. In terms of teaching and learning, we have collaboratively developed a new Teaching and learning handbook and reviewed scope and sequences to create a consistent approach to planning programming reporting and assessing. As an Accelerator Adopter School for the new Curriculum Reform K-2 to be implemented in 2023, this was a great opportunity to work with the Curriculum Advisor and start implementing components of the new Maths and English units. We were also able to effectively develop and plan these units for implementation from the beginning of Term 1, Day 1 2023. Our Attendance initiatives were reviewed and a new Attendance procedure 'HERO' will be implemented in 2023. The new Inclusive, Engaging and Respectful Reform came into play towards the end of 2022 as well. This will be an ongoing development and a whole school behaviour support management plan will be developed in consultation with all stakeholders with implementation beginning in Term 3, 2023.

2023 is another year where we want to continue to grow as 'one' and provide optimal and authentic learning opportunities for all our students and community members.

School vision

At Windale Public School we believe high expectation relationships and authentic partnerships form the basis of everything we do with our students, our staff and our community. Learning is differentiated to ensure all students achieve their personal best.

School context

Windale Public School is located in east Lake Macquarie and is a proud member of the Glenrock network and Waiyarang Community of Schools. The school has an enrolment of 266 students from Nubalin, our Preschool, through to Year 6 including Kawuma, our support unit with three classes - 2 Emotional Disturbance and 1 Early Intervention. 102 students identify as being of Aboriginal or Torres Strait Islander descent and 10 students identify as having a language background other than English.

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

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

A rigorous situational analysis has been conducted which led to the development of our 2021-2025 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and carers, and Minimbah local AECG. The situational analysis supported the implications of our three identified strategic directions and clearly identified the initiatives to be undertaken to achieve our goals.

The school's staffing entitlement in 2022 was 21.227 teaching staff and 7.022 non teaching staff which has risen steadily over the last few years with the addition of the three support classes. Staff range in age from over 65 years to beginning teachers in their first years of teaching. Staffing decisions are always made in the best interests of the students to ensure stability and consistency across the school. A Business Manager is employed two days per week from school funds.

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
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	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$210,799.40
Professional learning: \$10,397.39
Aboriginal background: \$96,010.00
Low level adjustment for disability: \$155,220.34
Socio-economic background: \$435,398.38
QTSS release: \$49,990.64
English language proficiency: \$2,400.00
Integration funding support: \$186,271.00

Summary of progress

With a new Principal starting in 2023, it was an opportunity to engage staff in consultative practices to get a feel for the school and relevant programs operating within classrooms currently. A Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis was completed by all staff at Windale PS to provide an overview of the current setting. This analysis was collated and discussed with Executive staff as well as reviewing the previous year, 2021. A consistency with programming was a key element that was highlighted numerous times throughout the review.

In 2022, Windale PS were an Accelerator Adopter School for the new curriculum across K-2. This involved regular meetings with Lisa Wicks, Curriculum Advisor and ongoing professional learning for our K-2 staff. This allowed our staff to provide feedback via TEAMS meetings, surveys etc. to Lisa and the team about the new units of work coming through in English and Maths. From the beginning of the year, all staff engaged in online professional learning, 'Quality Curriculum Implementation K-2' to stay up to date with the latest evidence and additional strategies to support their current practices. This will continue into 2023. All staff were required to completed all PL and did so accordingly.

In Term 1, a collective decision was made by all staff to implement Decodable Readers K-6. Professional learning was provided by our AP C&I's and LaST to support our teaching and non-teaching staff. Videos were also developed and SLSO professional learning sessions for all staff as well. 5 weekly data would be collected and internal benchmarks developed to ensure regular data collection and using data to inform daily practice. AP C&I's met with classroom teachers to discuss data through Student Progress meetings to support teachers and look at students who weren't progressing or those who were moving through the decodables at a reasonable rate.

During Term 2, our Year 1 teachers (which was the grade the Curriculum Reform team were focused on), presented some professional to all of our staff, Preschool - Year 6. Our staff were thoroughly engaged during this learning and asked a lot of questions around these units. The feedback was very positive from our staff and it gave them an insight into what was coming through the Department.

From Semester 2, our staff engaged in collaborative planning days where they could work together to develop units of work in English and Maths for 2023. This was a powerful use of our time as teaching units and in-class resources were completed allowing teaching and non-teaching staff to begin effective implementation from day 1, Term 1, 2023.

In Term 3, all staff completed the What Works Best Reflection Guide. This was done individually by staff and the data was collated and analysed in preparation for planning in 2023. The evidence provided by staff will be referenced in the planning processes and show them that it has been a collaborative approach after listening to and reviewing their invaluable responses. Explicit Teaching and High expectations were the 2 key areas that were highlighted from this process.

In Term 4, the Executive team developed a new Teaching and Learning handbook for all staff at Windale PS, including Preschool and our Schools as Community Centre in line with NESA requirements. Included in this This would be

implemented in 2023 and reviewed regularly at stage/staff meetings by all staff. A whole school assessment schedule was developed in collaboration with all staff and ensuring that we were only completed relevant to what we were doing in classrooms.

Where to next?

Continuation of student progress meetings to ensure regular and consistent collection of data and it is used to effectively guide teaching practice.

Continual monitoring and review of Teaching and Learning handbook.

Staff to participate in professional learning on Explicit Teaching and High Expectations.

Professional learning to be dedicated to staff and whole school need and in line with Departmental documentation

AP C&I's to provide demonstration teaching, team teaching and observations as identified by staff.

Inclusion of Professional Learning Circle meetings for staff on a fortnightly basis based on point of need and run by Executive.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students in Year 3 and Year 5 achieving in the top 2 bands for NAPLAN Reading by 10.2%	In 2022, our Year 3 students had 3% of students in the top 2 bands for reading, which was an increase of 3% from 2021. In 2022, our Year 5 students had 16% of students in the top 2 bands for reading, which was a decrease of 9% from 2021.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN Reading above baseline towards 11.15%	Expected growth targets can no longer be measured due to changes announced by ACARA.. New school based targets will be developed for 2023.
Increase the proportion of students in Year 3 and Year 5 achieving in the top 2 bands for NAPLAN Numeracy by 11.8%	In 2022, our Year 3 students had 4% of students in the top 2 bands for reading, which was a decrease of 18% from 2021. In 2022, our Year 5 students had 6% of students in the top 2 bands for reading, which was a decrease of 2% from 2021.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN Numeracy above baseline towards 13.1%	Expected growth targets can no longer be measured due to changes announced by ACARA.. New school based targets will be developed for 2023.
Increase the proportion of Aboriginal students achieving in the top 3 bands for NAPLAN Reading by 11.6%	Year 3 Reading 2021 = 8% and Year 3 Reading 2022 = 0% Decrease of 8% Year 5 Reading 2021 = 47% and Year 5 Reading 2022 = 43% Decrease of 4%
Increase the proportion of Aboriginal students achieving in the top 3 bands for NAPLAN Numeracy by 12.5%	Year 3 Numeracy 2021 = 27% and Year 3 Numeracy 2022 = 13% Decrease of 14% Year 5 Numeracy 2021 = 25% and Year 5 Numeracy 2022 = 14% Decrease of 11%
The school self-assessment of the School Excellence Framework (SEF) in the element of Curriculum indicates improvement above Sustaining and	The current status of Curriculum is at Delivering. Stage 1 have completed professional development as an Accelerated Adopter School with the new English and Maths K-2 syllabi. Some professional development P-6 has occurred throughout 2022 to enable all staff to have a deep knowledge &

Growing towards Excelling	understanding of the curriculum content. K-2 staff will be implementing the new English and Maths syllabi in 2023 and the release of the new English and Maths syllabi for Years 3-6 will also be released in 2023 for implementation in 2024. A new teaching and learning handbook has been developed for all staff to use in 2023.
The school self-assessment of the School Excellence Framework (SEF) in the theme of Explicit Teaching indicates improvement above Sustaining and Growing towards Excelling	The theme of Explicit Teaching is currently at Delivering. Based on current evidence informed practice, all staff have completed the Quality Curriculum Implementation K-6 in the areas of Literacy and Numeracy with a heavy focus on explicit teaching.. Quality curriculum implementation K-6 PL comprises 5 groups of 26 individual micro-learning modules focused on evidence-based practices that underpin curriculum planning and programming; assessment; and reporting processes K-6. K-2 will be using modified English and Maths units developed by the Department of Education to support curriculum implementation in 2023.

Strategic Direction 2: Personalised pathways

Purpose

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

Initiatives

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

- Data
- Feedback

Resources allocated to this strategic direction

Socio-economic background: \$48,459.01

Summary of progress

Based on the whole assessment schedule, data was collected across all year groups. This schedule was reviewed at different points throughout 2022 to ensure that the data was used to guide daily practice rather than being collected for data's sake. The inclusion of the decodable readers and the 5 weekly data collection followed a more structured and rigorous process especially with the development of internal benchmarks. Data also included Best Start, Pat testing and diagnostic assessments.

Staff with given a brief overview of how to analyse NAPLAN data in 2022.

Collective Teacher Efficacy (CTE) initiatives continued at the beginning of year with staff having time allocated with their supervisors to discuss areas of strength and development. Timelines originally included ongoing teacher observations focusing on areas of development and peer observation to build staff capacity, this was significantly impacted by staffing illness and difficulty to get casual staff with a lot of staff having to be moved around or staff split. In the end, the decision was made to stop the CTE meetings and introduce student progress meetings with AP C&I's which had a strong focus on using data to inform practice.

The What Works Best Reflection Guide was utilised by the new Principal to gather staff feedback in the areas of data and feedback. In terms of effective feedback, staff had raised the idea of the need to improve explicit feedback rather than praise, saying 'I like the way you...', rather than 'Good job!' Staff indicated that they needed to be more effective with immediate feedback and this could be done with peer and self assessment. In terms of Data, the feedback highlighted the need for the consistent collection of data, more time to evaluate data and make connections between different data sources and to stop thinking that data is just numbers and percentages.

Where to Next?

Review and implementation of new whole school assessment schedule in collaboration with staff. Ensure that data being collected is used to inform daily practice.

Implement instructional rounds, teacher observations to assist with building of capacity and to encourage strong collegial discussions in line with the PDP process.

Continuation of Student Progress meetings.

Run effective professional learning to support effective ways of providing feedback in the classroom.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The school self-assessment of the School Excellence Framework (SEF) in	The current level of Data Skills and Use is at Delivering. In 2022, we reviewed our data processes (collation and analysis) throughout 2022.

<p>the element of Data Skills and Use indicates improvement above Sustaining and Growing towards Excelling</p>	<p>Professional learning was delivered through whole staff meetings and online PL during 2022 to ensure that the collation and analysis of data is used effectively by staff to inform teaching practice and to look at the impact this has on student outcomes. The whole school assessment schedule was also reviewed and modified for implementation in 2023. We introduced Student Progress Meetings where AP C&I's met with classroom teachers to discuss their student data and then use this data to inform daily practice.</p>
<p>The school self-assessment of the School Excellence Framework (SEF) in the theme of Feedback indicates improvement above Sustaining and Growing towards Excelling</p>	<p>The current status of Feedback is Delivering. Throughout 2022, we reviewed our whole school systems and processes. All staff completed the What Works Best Reflection Guide at the end of 2022, staff identified clearly what was working well in the classroom, what was the impact of their current practice and what they see as the next steps for improvement. Professional learning and ongoing teacher support will be provided as outlined through the reflection guide feedback. This will also be aligned with professional learning and progressive steps to improve our explicit teaching practices.</p>

Strategic Direction 3: Partners in learning

Purpose

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

Initiatives

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

- Attendance
- Wellbeing

Resources allocated to this strategic direction

Aboriginal background: \$79,603.00

Socio-economic background: \$186,858.00

Professional learning: \$16,700.00

Summary of progress

All staff professionally engaged in regular PL sessions as required according to need. Introduction of the Professional learning Circle when Professional learning meetings weren't scheduled.

Tiered attendance data provided weekly snapshots of attendance that was provided to staff to closely monitor student attendance and any weekly movements, increases and decreases. Attendance rewards increased in 2022 and random reward days were also added to encourage attendance.

Attendance roles and responsibilities for staff in relation to attendance and school procedures was implemented twice and staff indicated that they had a very high understanding of attendance procedures. Staff advised to make daily calls home to students who were absent.

New attendance procedures for Windale PS, in line with Departmental policies, were developed in consultation with all stakeholders. This was shared with the Director, Educational Leadership who gave positive feedback about our new initiative. The new procedures were trialled in terms 3 and 4 in 2022 with success. Parents responded well to attendance concern letters as well as new initiatives resulting in a lot of students significantly increasing their attendance rates in 2022.

Kindergarten orientation sessions were increased to 9 sessions in 2022, 5 consecutive weeks in term 3 and 4 fortnightly sessions in term 4. Parent feedback was very positive and they enjoyed having the additional orientation sessions.

All staff completed the final 3 modules of the Berry Street Education Model. Staff began implementing some strategies from the Relationship and Character domains straight after the professional learning. We will be looking at the 'Values' component for implementation with classes in 2023. The 'Characters' component was also a strong point from the professional learning as well.

The Student Representative Council met most Thursday afternoons to discuss what was happening within the school and they had input on contracts for students participating externally at excursions, events etc. There were strong discussions around having 2 students per class, not year group as part of the SRC in 2023.

Implementation of new Student Behaviour policy and Restrictive Practices Framework. All staff were provided PL and collaboratively reviewed the school's current practices in line with the new policies ready for implementation in late 2022 and term 1 2023 respectively

Where To Next:

New Attendance initiative 'HERO' to be implemented in 2023.

Implementation of 'Values' in each classroom and then looking at a possible whole school focus as well.

Development of the Early Learning Hub at Windale PS, including the Preschool, Early Intervention, K-2 and Schools as Community Centre (SaCC) team.

Student Representative Council to begin with students from K-6 based on classes not year groups.

Developing high expectations with the community around daily attendance.

Continued implementation of new Student Behaviour policy and Restrictive Practices framework.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending 90% of the time by 6.6%	<p>In 2022, 30.3% of students attended $\geq 90\%$ of the time. There were 211 students enrolled in 2022.</p> <p>in 2021, 53.2% of students attended $\geq 90\%$ of the time. There were 186 students enrolled in 2021.</p> <p>However, a significant number of students increased their attendance rates in 2022.</p>
Increase the percentage of students reporting positive wellbeing (expectations of success, advocacy, sense of belonging) above baseline towards 4.5%	<p>Students were again involved in student interest groups on a Monday afternoon. The Student representative Council met each week to talk about the school and put any ideas forward. Students suggested more technology at school so new and updated laptops were purchased and a computer lab was created at the back of the school library. Students could access the computer lab at set class times and through scheduled breaks as well. Students indicated that they felt comfortable approaching a staff member when required. Further extracurricular activities including Macquarie Cup Soccer were added events in 2022 with great success. The introduction of Online News was exciting for the students to be involved in as well.</p>
The school self-assessment of the School Excellence Framework (SEF) in the element of Wellbeing indicates improvement above Sustaining and Growing towards Excelling	<p>The current level of Wellbeing is at Sustaining and Growing. Students were surveyed and indicated that they were able to identify a trusted adult that was 'there' for them at school and voice their opinions about what they did and didn't like at school. The transition process from the Preschool to Kinder was reviewed and the orientation sessions were extended from 4 to 9 sessions across Semester 2. Parent/carer feedback was really positive from these transitions. The Berry Street Model training for all staff was completed in 2022.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$186,271.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Windale Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching - Reading and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Increase in student progress in Reading and Numeracy levels Reduction of negative incidences recorded into Sentral</p> <p>After evaluation, the next steps to support our students will be: To continue to support our students working below and above expected grade outcomes. Continue to utilise SLSO's proactively on the playground in games and other activities e.g. gardening.</p>
<p>Socio-economic background</p> <p>\$670,715.39</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Windale Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High expectations - Reading and Numeracy • Explicit teaching - Reading and Numeracy • Data • Attendance • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • employment of additional staffing, CTs and SLSOs to implement literacy and numeracy programs and support identified students from P-6 • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Identifying students with additional speech needs in the early years to support their transition to school and resources for classroom teachers to meet their needs. Students have shown improved results in Literacy and Numeracy skills and attendance has increased for all students. Student wellbeing has been well supported in classrooms and playgrounds with a decrease in issues across both areas.</p> <p>After evaluation, the next steps to support our students will be: Due these activities being successful, this will continue to be implemented in 2023. Further initiatives will be discussed with staff for implementation in 2023 in line with the School Improvement Plan.</p>

<p>Aboriginal background</p> <p>\$175,613.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Windale Public School. Funds under this equity loading have been targeted to ensure that the performance of 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"> • High expectations - Reading and Numeracy • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Providing additional support for Aboriginal students in literacy and numeracy and increased student confidence within their learning. Engaging Aboriginal students in extracurricular activities including Creative and Performing Arts and a variety of sports.</p> <p>After evaluation, the next steps to support our students will be: Continue to identify and support Aboriginal students with literacy and numeracy programs. Develop quality Personalised Learning Pathways through 3 way interviews to support student learning. Provide further explicit teaching opportunities of culture for all students. Further engage community within the school, regular meetings held each term.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Windale Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching - Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: Interventions have been implemented based on student need, regular monitoring of data and feedback. Improved attendance and wellbeing data show that adjustments have been successful.</p> <p>After evaluation, the next steps to support our students will be: Continue to follow the same practices, based on previous successes.</p>
<p>Low level adjustment for disability</p> <p>\$155,220.34</p>	<p>Low level adjustment for disability equity loading provides support for students at Windale Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High expectations - Reading and Numeracy • Explicit teaching - Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$155,220.34</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: Our LaST, AP C&Is worked closely to support students and staff. Students were identified across each stage and targeted intervention and extension provided by SLSOs, CTs and LaST. AP C&Is and LaST were able to upskill teachers and SLSOs to support reading and numeracy programs. As an Accelerator Adopter School, we were able to implement the new curriculum in Stage 1 with support from the Curriculum Advisor. This allowed us the opportunity to be supported in the development of teaching and learning resources and provide & receive regular feedback about the new K-2 curriculum. We shared our practices with other schools within and across networks.</p> <p>After evaluation, the next steps to support our students will be: We are in a great position to immediately implement the new curriculum K-2 which will be highly beneficial for our students. Staffing will be strategically organised to best support our students, classroom teachers and SLSOs.</p>
<p>Professional learning</p> <p>\$27,097.39</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Windale Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High expectations - Reading and Numeracy • Explicit teaching - Reading and Numeracy • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • As an Accelerator Adopter School, working with Curriculum Advisor to develop, provide feedback and implement the new K-2 English and Maths syllabus documents. • Allowing staff time to plan and organise units for 2023 • Providing whole staff PL of the new curriculum reform <p>The allocation of this funding has resulted in the following impact: *All staff have an understanding of the new Curriculum Reform K-2. *Staff have been allocated time to develop resources individually and collaboratively with fellow stage members.</p> <p>After evaluation, the next steps to support our students will be: *Continue to provide ongoing PL to staff, internally and externally based on identified need to build staff capacity. *Engage with the Years 3-6 syllabus early to provide appropriate PL to support staff in the development of resources etc in readiness for implementation in 2024.</p>
<p>QTSS release</p> <p>\$49,990.64</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Windale Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>QTSS release</p> <p>\$49,990.64</p>	<p>including:</p> <ul style="list-style-type: none"> • Explicit teaching - Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives • 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: The employment of additional staff (above) was beneficial in providing quality instruction within the classroom. SLSOs were upskilled and effective intervention was able to take place to support the students. Quality PL was delivered by our AP C&Is and they were able to get into classrooms P-6 to support students and classroom teachers through demonstration teaching or working alongside the teacher with small groups etc.</p> <p>After evaluation, the next steps to support our students will be: Continually review and refine teaching practices. Explicit teaching will definitely be a focus moving forward and PL will be provided for all staff. Look at introducing quality instructional rounds for teachers after Term 1 to continue building their capacity.</p>
<p>COVID ILSP</p> <p>\$218,689.00</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 including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • releasing staff to participate in professional learning • employment of additional staff to support the monitoring of COVID ILSP funding • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: This use of the COVID ILSP money has allowed for the employment of additional staff to provide high quality instruction in small groups as identified by staff. They were able to effectively collect data and use that to inform their practice and support the classroom teacher.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ additional staff in order to drive quality literacy and numeracy programs that are directly drive by data.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	105	88	106	113
Girls	89	94	112	115

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.0	88.9	90.2	83.2
1	88.5	90.6	87.3	83.7
2	88.7	90.8	90.2	80.1
3	86.8	88.3	86.8	86.8
4	87.0	86.5	88.9	84.7
5	86.9	86.9	86.3	83.3
6	80.2	86.5	79.4	78.6
All Years	87.3	88.4	87.4	83.0
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)	5.4
Classroom Teacher(s)	13.23
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	7.02

*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 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 Actual (\$)
Opening Balance	229,694
Revenue	5,194,324
Appropriation	5,132,006
Sale of Goods and Services	11,680
Grants and contributions	49,149
Investment income	1,489
Expenses	-4,999,728
Employee related	-4,381,445
Operating expenses	-618,283
Surplus / deficit for the year	194,596
Closing Balance	424,290

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	186,271
Equity Total	1,031,761
Equity - Aboriginal	175,613
Equity - Socio-economic	698,527
Equity - Language	2,400
Equity - Disability	155,220
Base Total	2,481,800
Base - Per Capita	60,464
Base - Location	0
Base - Other	2,421,336
Other Total	1,028,376
Grand Total	4,728,207

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 were involved in a community forum and outlined the following strengths of our school: welcoming, friendly, student supports, community inclusion, flexibility, supportive staff, positive students, flexibility and supportive of students with a disability. Parents indicated that they would like further notice for events, not all parents access Facebook so they don't see messages and look at further opportunities for community gatherings.

Staff comments included: collaborative environment, great range of resources available for students, good community engagement, school culture, strong relationships with students/families, student centred and resilient staff.

Students enjoyed the new resources/activities introduced and continued in 2022 including the computer lab, trampolines, Macquarie Cup Soccer, Top Blokes program, Interrelate program, excursions on the school bus to a variety of locations, Backflips against Bullying and so on.

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.