

2022 Annual Report

Windsor South Public School

WINDSOR SOUTH PUBLIC SCHOOL



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Introduction

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

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

School contact details

Windsor South Public School

77A Church Street

SOUTH WINDSOR, 2756

<https://windsorsth-p.schools.nsw.gov.au>

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

4577 3559

School vision

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

School context

Windsor South Public School is located in the Hawkesbury, on the traditional lands of the Boorooberongal people of the Dharug Nation. We have an enrolment of 263 students, including 32% Aboriginal students and 12% from a language background other than English. The whole school community interacts within a Respectful, Responsible and Safe learning environment consisting of 10 mainstream classes and an Early Intervention Unit.

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

Our school hosts an effective and positive transition to school program called 'Southie Sprouts'. Children who are enrolled in Kindergarten for the following year are able to attend the Pre-K class each Wednesday, allowing teachers and staff to build strong connections with students and families. This program ensures continuity of learning that meets the academic and wellbeing needs of all children, and promotes a sense of belonging to the school community.

At Windsor South we look for every opportunity to improve student learning outcomes so students can achieve their best. We provide before school learning sessions called 'Southie Super Stars' where students review, practise and develop skills in a small supported group environment. All students are invited to attend the before school program to access additional targeted learning support and extension.

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
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	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To increase the number of students achieving expected growth in Numeracy and Reading NAPLAN and increase the number of students achieving the top 2 bands in Numeracy and Reading NAPLAN through data informed explicit teaching.

Initiatives

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

- Data Informed Planning
- Effective Classroom Practice

Resources allocated to this strategic direction

Socio-economic background: \$151,864.81

QTSS release: \$30,000.00

AP Curriculum & Instruction: \$45,000.00

Low level adjustment for disability: \$103,903.42

English language proficiency: \$9,683.36

Aboriginal background: \$18,611.26

Professional learning: \$21,369.21

Summary of progress

In 2022, Windsor South Public School focused on collecting of data with a specific focus on phonics grapheme phoneme correspondence (GPC) data. As a collective of 15 schools across the Hawkesbury, we assessed in Term 1 and Term 4 K-2 students in reading phonemes (GPC) to track student learning over time at a class, grade and network level, ensure fidelity of practice in the implementation of the assessment tool, and built teachers' capacity 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 schools. Information gathered from this process was used to inform planning and led to modification to 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 rubric to analyse unaided writing samples.

In 2022, Windsor South Public School also focused on ensuring effective and consistent classroom practice across the school and the SoLaR network. The school made substantial investment in training staff in the evidence based science of learning and reading, becoming part of a school collective to more effectively achieve literacy and numeracy goals. The school embedded evaluative and explicit practice into school systems, in collaboration with a close network of like minded schools. The school collected and used data to inform teaching programs and practice initially around vocabulary and GPC. Staff at Windsor South have begun to transform their teaching practice to meaningfully use data to inform and drive change. The school has greatly benefited from the inclusion of the Assistant Principal Curriculum & Instruction (APCI) who has built the capacity of teachers to collect, organise and analyse class data resulting in a marked improvement in teachers' programs being flexible and responsive to the 80/80 rule, where 80% of the students understand and can apply 80% of the content. In 2023, we will further professional learning around evidence collection, evaluation against the School Excellence Framework and use of SCOUT to enhance and extend or modify existing plans to suit effective, achievable and evaluative impact.

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
Achievement of 2022 system-negotiated targets Increase the proportion of students	2022 NAPLAN data indicates 23.1% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 3.1% .

<p>achieving in the top 2 NAPLAN reading bands by 6.4%.</p>	
<p>Achievement of 2022 system-negotiated targets</p> <p>Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 5.3%.</p>	<p>2022 NAPLAN data indicates 15.9% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Teaching Domain</p> <p><i>Element: Data Skills and Use (S&G)</i></p> <p>Focus Theme: Data use in teaching (S&G)</p> <p>Focus Theme: Data use in planning (D)</p>	<p>Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining & growing in the element of data skills and use, theme - data use in teaching.</p> <p>Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining & growing in the element of data skills and use, theme - data use in planning.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Teaching Domain</p> <p><i>Element: Effective classroom Practice (S&G)</i></p> <p>Focus Theme: Feedback (S&G)</p> <p>Focus Theme: Explicit teaching (S&G)</p> <p>Focus Theme:: Classroom Management (S&G)</p>	<p>Self-assessment against the School Excellence Framework shows the school is currently performing at excelling in the element of effective classroom practice, theme - feedback.</p> <p>Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining & growing in the element of effective classroom practice, theme - explicit teaching.</p> <p>Self-assessment against the School Excellence Framework shows the school is currently performing at excelling in the element of effective classroom practice, theme -classroom management.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Learning Domain</p> <p><i>Element: Curriculum (S&G)</i></p> <p>Focus Theme: Curriculum Provision (S&G)</p> <p>Focus Theme: Differentiation (S&G)</p>	<p>Self-assessment against the School Excellence Framework shows the school is currently performing at excelling in the element of curriculum, theme - curriculum provision.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining & growing in the element of curriculum, theme - differentiation.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Teaching Domain</p> <p>Element: Professional Standards - (S&G)</p> <p>Focus Theme: Accreditation (S&G)</p> <p>Focus Theme: Improvement of Practice (S&G)</p>	<p>Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the element of professional standards, theme - accreditation..</p> <p>Self-assessment against the School Excellence Framework shows the school is currently performing at excelling in the element of professional standards, theme -improvement of practice.</p>

Strategic Direction 2: Enhancing Teacher Capabilities

Purpose

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

Initiatives

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

- Embedded Knowledgeable Other
- Case Management Approach

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$165,799.40

Socio-economic background: \$160,000.00

QTSS release: \$18,266.82

Low level adjustment for disability: \$40,000.00

Summary of progress

In 2022, Windsor South Public School used embedded and explicit systems that facilitated professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. Performance and development plans (PDP's), as well as weekly professional learning meetings, were linked to the Australian Professional Standards ensuring a coordinated whole school approach to making explicit the elements of high quality, effective teaching, and learning.

The leadership team, including executive members accredited at Lead and Highly Accomplished, worked with colleagues as knowledgeable others, to enhance teacher capabilities. Our focus was to develop a shared understanding of the benefits of collective efficacy and working collaboratively to enhance teacher practice. Staff engaged with the opportunities provided through 24/7 professional learning, SoLaR meetings, professional readings and in-school professional learning to embed evidence informed practices aligned with the science of learning and reading. We were able to harness the expertise of our executive staff to deliver professional learning across the network of 14 schools, as well as undertake lesson observations to embed the explicit teaching pedagogy within our school.

To build capacity of teachers, executive members lead professional learning meetings and conducted regular demonstration lessons to model quality practice. Teachers were provided opportunities in professional learning meetings, as well as 1:1 coaching sessions to discuss observations, reflect on their practice and plan short term goals to refine their teaching. Development goals focused on teachers' personal aspirations for improvement and achievement. The leadership team worked collaboratively to mentor teachers by supporting the understanding of key documentation, managing observations of practice, defining the Australian Professional Standards, assisting teachers to relate the standards to practice and providing feedback on evidence sets. As a result of a commitment to improvement of practice in literacy and numeracy, the school programming policy has been updated, reflecting current pedagogical practice. New proformas for English unit development and mathematics planning demonstrate alignment with evidenced based practice and quality teaching as described by the Australian Professional Standards for Teachers. Embedded school structures support an ongoing culture focused on professional knowledge, practice, and engagement.

In 2023, we will continue to refine our skills in using assessment data to identify target groups of students in each class and plot them on a data wall for tracking learning to determine impact of explicit teaching strategies in phonics / fluency. We will continue to develop systematic ways of providing precisely differentiated support to identified students.

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
Expected growth data not available due	Expected growth cannot be calculated as NAPLAN was not conducted in

to Covid 19. Internal assessment measures or check-in assessment used to monitor growth.	2020 and comparative student performance results are not available for 2022.
Expected growth data not available due to Covid 19. Internal assessment measures or check-in assessment used to monitor growth.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
<p>Improvement as measured by the School Excellence Framework:</p> <p>Teaching Domain</p> <p><i>Element: Learning and Development (S&G)</i></p> <p>Focus Theme: Collaborative Practice & Feedback (S&G)</p> <p>Focus Theme: Coaching & Mentoring (S&G)</p> <p>Focus Theme: Professional Learning (S&G)</p> <p>Focus Theme: Expertise & Innovation (D)</p>	<p>Self-assessment against the School Excellence Framework shows the school is currently performing at excelling in the element of learning & development, theme - collaborative practice & deedback.</p> <p>Self-assessment against the School Excellence Framework shows the school is currently performing at excelling in the element of learning & development, theme - coaching & mentoring.</p> <p>Self-assessment against the School Excellence Framework shows the school is currently performing at excelling in the element of learning & development, theme - professional learning.</p> <p>Self-assessment against the School Excellence Framework shows the school is currently performing at excelling in the element of learning & development, theme -expertise & innovation.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Learning Domain</p> <p><i>Element: Assessment (S&G)</i></p> <p>Focus Theme: Summative assessment (S&G)</p> <p>Focus Theme: Whole School Monitoring of Student Learning (S&G)</p>	<p>Self-assessment against the School Excellence Framework shows the school is currently performing at excelling in the element of assessment, theme - summative assessment.</p> <p>Self-assessment against the School Excellence Framework shows the school is currently performing at excelling in the element of assessment, theme - whole school monitoring of student learning.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Teaching Domain</p> <p><i>Element: Data Skills and Use (S&G)</i></p> <p>Focus Theme: Data use in teaching (S&G)</p>	<p>Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the element of data skills and use, theme - data use in teaching.</p>

Strategic Direction 3: Wellbeing & Engagement

Purpose

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

Initiatives

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

- Parental & Community Engagement
- Attendance Matters

Resources allocated to this strategic direction

Socio-economic background: \$190,000.00

Aboriginal background: \$119,603.00

Summary of progress

In 2022, to support the building of highly effective collaborative partnerships, Windsor South Public School had a two pronged approach:

We led a professional learning community of 15 schools in the Science of Learning and Reading, establishing 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.

We engaged our parent body and wider community to embed a culture of high expectations and shared sense of responsibility for student engagement, learning, development and success. We identified, initiated and built upon opportunities to engage parents/carers in both the progress of their child's learning and the educational priorities of the school. The Southie Sprouts transition program, Southie Stars before school homework program and Master Classes for parents and community were our key initiatives.

The school achieved high levels of success across both strategies, resulting in a shared vision of high expectations for teaching and learning for all stakeholders. In 2023, we will further strengthen our parent and community partnerships and expand our professional learning community.

In 2022, Windsor South Public School, developed and implemented whole-school and personalised initiatives to improve attendance rates for all students by reviewing and updating processes and procedures for monitoring engagement and attendance. The school established an attendance team, updated our school's attendance policy, tracked attendance patterns on a data wall and introduced incentives to celebrate students achieving attendance goals. As a result, we were able to identify trends, monitor students at risk of falling below 90% and embed a planned approach to address individual and whole-school attendance and engagement. Unfortunately, COVID has significantly impacted our attendance data for 2022.

In 2023, we will continue to build teacher capacity to embed these practices into daily routines to ensure attendance goals and strategies are celebrated and communicated effectively, to increase whole-school attendance patterns, students attending more than 90% of the time and parental engagement and responsibility for student attendance.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
More than 92% of students report positive wellbeing.	Tell Them From Me data shows 76% of students reported having a positive sense of belonging at school, 78% report positive relationships at school, 92% report positive behaviour expectations at school and 96% value quality educational outcomes.
Improvement as measured by the School Excellence Framework:	Self-assessment against the School Excellence Framework shows the school is currently performing at excelling in the element of educational

<p>Leading Domain</p> <p><i>Element: Educational leadership (S&G)</i></p> <ul style="list-style-type: none"> • Focus Theme: Community Engagement (S&G) 	<p>leadership, theme - community engagement.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Learning Domain</p> <p><i>Element: Wellbeing (S&G)</i></p> <ul style="list-style-type: none"> • Focus Theme: Caring for students (S&G) • Focus Theme: Individual Learning Needs (S&G) 	<p>Self-assessment against the School Excellence Framework shows the school is currently performing at excelling in the element of wellbeing, theme - caring for students.</p> <p>Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining & growing in the element of wellbeing, theme - individual learning needs.</p>
<p>More than 75.3% of students attending school 90% of the time or more.</p>	<p>40.4% of students are attending school 90% of the time or more, which is above state data.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Learning Domain</p> <p><i>Element: Learning Culture (S&G)</i></p> <ul style="list-style-type: none"> • Focus Theme: Attendance (E) • Focus Theme: High Expectations (D) 	<p>Self-assessment against the School Excellence Framework shows the school is currently performing at excelling in the element of learning culture, theme - attendance.</p> <p>Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining & growing in the element of learning culture, theme - high expectations.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Learning Domain</p> <p><i>Element: Reporting (S&G)</i></p> <ul style="list-style-type: none"> • Focus Theme: Parent Engagement (S&G) • Focus Theme: Whole School Reporting (S&G) 	<p>Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining & growing in the element of reporting, theme - parent engagement.</p> <p>Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining & growing in the element of reporting, theme - whole school reporting.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$147,154.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Windsor South Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 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 • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: all eligible students have demonstrated progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms and in the playground, where needed.</p> <p>After evaluation, the next steps to support our students will be: to continue to support students with behaviour, learning and health care needs in order to maximise learning for all. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$501,864.81</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Windsor South Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Planning • Embedded Knowledgeable Other • Case Management Approach • Parental & Community Engagement • Attendance Matters <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement literacy & numeracy targeted support for identified students with additional needs • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through Training 24/7 to support teacher practice in explicit instruction <p>The allocation of this funding has resulted in the following impact: The formation of the SWAT Team. The 'South Windsor Achievement Team' are the group of learning and support teachers and SLSOs who are responsible for providing targeted support for students in each class. Each class receives up to an hour of SWAT time each day, where the team of specialists come into each classroom and work in their literacy and numeracy groups to support student learning from their point of need. Teachers have benefited from coaching, mentoring and professional learning sessions to improve their practice using the Explicit Instruction pedagogy, resulting in all students being highly engaged and motivated learners.</p> <p>After evaluation, the next steps to support our students will be: to continue to engage the literacy and numeracy mentors (South Windsor</p>

<p>Socio-economic background</p> <p>\$501,864.81</p>	<p>Achievement 'SWAT' Team) to support our trajectory towards achieving targets. We will continue to support our families by ensuring that students have the uniforms and equipment they need to feel successful at school. Next year, the school will engage teachers and SLSOs to continue to provide targeted and intensive support for our students, using the SWAT format.</p> <p>Teachers will continue their learning and refine their practice to embed the Explicit Instruction pedagogy, with a focus on writing instruction.</p>
<p>Aboriginal background</p> <p>\$138,214.26</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Windsor South Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Planning • Parental & Community Engagement • Attendance Matters <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: WSPS has a more streamlined format for storing PLPs on the online Sentral platform There has been an increase in Aboriginal families engaging in the PLP process. Our AEO has been crucial in supporting our Aboriginal students and families with their learning, attendance and wellbeing. The AEO and SLSO have supported the specific learning & wellbeing needs of Aboriginal students at Windsor South through check in programs and small group instruction in literacy & numeracy.</p> <p>After evaluation, the next steps to support our students will be: to continue to engage a fulltime AEO who will provide resources, food and uniforms to our Aboriginal families as required. She will continue to call families on a daily basis to check in and offer support. She will enhance our Aboriginal teaching and learning programs by helping teachers to embed an understanding of Aboriginal languages, cultures and histories into their daily teaching programs.</p>
<p>English language proficiency</p> <p>\$9,683.36</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Windsor South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Planning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: teachers will use student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples to assist in supporting EAL/D students.</p>

<p>Low level adjustment for disability</p> <p>\$143,903.42</p>	<p>Low level adjustment for disability equity loading provides support for students at Windsor South Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Planning • Case Management Approach <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will continue to provide additional support for identified students.</p>
<p>Professional learning</p> <p>\$21,369.21</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 South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging an external provider to deliver the professional learning for teachers with a focus on explicit instruction & the science of learning (cognitive lead theory). <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective explicit teaching practices, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: to continue the professional learning for teachers with a focus on explicit instruction in writing, as well as personalised and targeted support in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$48,266.82</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Windsor South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Planning • Effective Classroom Practice • Embedded Knowledgeable Other <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: teachers embedding evidence-informed, high impact teaching strategies</p>

<p>QTSS release</p> <p>\$48,266.82</p>	<p>within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: continue to provide additional release for Assistant Principals to work closely with teachers to ensure there is alignment between teaching and learning programs and teacher practice.</p>
<p>COVID ILSP</p> <p>\$231,280.00</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 <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
<p>AP Curriculum & Instruction</p> <p>\$210,799.40</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Data Informed Planning • Effective Classroom Practice • Embedded Knowledgeable Other • Case Management Approach <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • employment of an Assistant Principal Curriculum & Instruction <p>The allocation of this funding has resulted in the following impact: Teachers were coached & mentored by the APCI and worked collaboratively to develop their understanding of explicit instruction and apply strategies to enhance learning for all students.</p> <p>After evaluation, the next steps to support our students will be: for the APCI to support teachers in implementing explicit instruction techniques focusing on providing all students with immediate feedback on their learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	118	118	123	130
Girls	100	110	118	117

Student attendance profile

School				
Year	2019	2020	2021	2022
K	87.2	83.4	91.6	86.3
1	92.3	81.5	91.0	84.7
2	91.3	81.1	91.0	83.2
3	93.9	81.9	91.7	79.7
4	90.1	75.5	90.5	84.9
5	93.5	78.0	92.1	82.2
6	94.1	81.2	91.0	85.6
All Years	91.7	80.5	91.2	84.0
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)	4.4
Classroom Teacher(s)	9.44
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	4.02

*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	419,547
Revenue	4,141,246
Appropriation	4,063,759
Sale of Goods and Services	5,368
Grants and contributions	69,393
Investment income	2,326
Other revenue	400
Expenses	-3,996,725
Employee related	-3,279,625
Operating expenses	-717,099
Surplus / deficit for the year	144,522
Closing Balance	564,069

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	147,154
Equity Total	793,666
Equity - Aboriginal	138,214
Equity - Socio-economic	501,865
Equity - Language	9,683
Equity - Disability	143,903
Base Total	2,171,448
Base - Per Capita	60,896
Base - Location	0
Base - Other	2,110,552
Other Total	465,558
Grand Total	3,577,826

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me Parent Survey indicated that parents are satisfied with how the school supports students and families. The school performed above state norms in 7 out of the 7 measures of the survey, with school supports positive behaviour and school supports learning elements having the highest scores of 8.8 and 8.4 out of 10.

Tell Them From Me results identified that 82% of students have positive expectations for success. Survey data indicated that 83% of students reported a maintained sense of advocacy and high expectations.

The Tell Them From Me Teacher Survey indicated that the school performed above state norms in all 8 of the 8 measures of the survey with the leadership, collaboration and inclusive school elements having the highest scores of 10/10.

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.