

2022 Annual Report

Winmalee Public School



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Introduction

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

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

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School vision

At Winmalee Public School which is situated on Daruga and Gundungurra land, high expectations and current evidence-based practice encourage students to strive to reach their full potential.

We are a connected community of resilient learners, growing together to foster positive engagement while preparing our students to become life long learners.

School context

Winmalee Public School is situated in the Blue Mountains and is on Darug and Gundungurra land. After extensive consultation with students, staff and the community and deep reflection on practice using the 'What Works Best' research, School Excellence Framework, John Hattie's Visible Learning research and Tell Them From Me data it was evident that there were two key areas for improvement. These two key areas are effective feedback strategies between students, staff and the community and effective forms of collaboration between students, staff and the community. Underpinning these two focus areas there will also be a strong focus on high expectations for all, wellbeing through engagement in learning and extra-curricular activities and an increased focus on attendance.

At Winmalee Public School there is a focus on embedding Aboriginal Education into everyday learning, fostering individual abilities and interests through academic programs, sporting activities and expression is encouraged through Creative Arts. The school has programs that build self-esteem, ensuring responsible behaviour and a strong sense of civic pride. At Winmalee Public School there are many programs and initiatives that are part of our school. These include: PSSA Sport and Winmalee Cup, Native Gardening Club, SRC, Junior and Senior Dance, Choir, Band, Strings and Recorder Groups, Premier's Reading Challenge, Public Speaking Competitions and Debating and a Movie Making Group. There is a strong emphasis on high expectations and students engage with the curriculum through success criteria, learning intentions and by setting individual learning goals. The staff work collaboratively and productively with each other and the community to ensure the best outcomes are achieved for each student. Wellbeing is a focus for all students, staff and the community and the school embeds the 'Smiling Minds Program' and works with the community hub to support families.

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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
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

At Winmalee Public School there is a strong and dedicated focus on student growth and attainment both academically and in the area of wellbeing. Staff, students and parents will work together to develop and extend strong foundational skills in literacy and numeracy, content knowledge and the ability to learn, adapt and be responsible citizens.

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.

- Mathematical comprehension
- Feedback and learning goals to impact learning
- Students as reflective learners - self reported grades
- Writing improvement

Resources allocated to this strategic direction

Professional learning: \$4,000.00

Low level adjustment for disability: \$35,557.10

Integration funding support: \$152,542.00

Aboriginal background: \$18,004.00

QTSS release: \$68,952.00

Socio-economic background: \$22,984.00

Literacy and numeracy intervention: \$45,968.00

COVID ILSP: \$79,846.00

Literacy and numeracy: \$8,986.74

Per capita: \$22,000.00

Summary of progress

Mathematical comprehension: Mathematical comprehension remained a focus for the Mid Mountains Learning Community. Throughout the year members of the Mid Mountains Mathematical Comprehension team met to discuss professional learning opportunities, share data and best practice and work with School Based Numeracy Specialist teachers around ideas for developing mathematical comprehension across the 6 schools in the learning community. Stage meetings across the 6 schools also occurred, and these allowed for the stage based teachers to participate in targeted professional learning and develop their own professional network. These stage based team meetings will also occur in 2023, with a focus on Stage 2 and Stage 3 teams. Future planning for 2023 also occurred during these meetings. The Assistant Principals - Curriculum and Implementation from each school will also join the project so they can support team members with the implementation of professional learning and data analysis at each school. There will also be a Mid Mountains Mathematical Comprehension Project conference day in Term 3 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Writing - 47% of students in Year 3 and Year 5 will be performing in the top two bands for NAPLAN writing Reading - 62% (upper bound system-negotiated target) of students in Year 3 and Year 5 will be in the top 2 bands for NAPLAN reading	Winmalee Public School has self funded a writing instructional leader for the past two years. The writing instructional leader provided demonstration lessons, professional learning, team teaching sessions, data analysis and small group intervention to Stage One, Two and Three classes throughout the year. This targeted approach resulted in the school meeting the annual progress measure set for Year 3 students. While the percentage of Year 5 students did not reach the progress measure set, there was a 5% increase of students performing in the top two bands for writing compared to 2021 NAPLAN data. There were 66.7% of Year 3 students in the top two bands for NAPLAN reading and there was a 3% increase in the amount of Year 5 students in the top two bands for NAPLAN reading. In the 2023 school year there will

<p>Writing - 47% of students in Year 3 and Year 5 will be performing in the top two bands for NAPLAN writing</p> <p>Reading - 62% (upper bound system-negotiated target) of students in Year 3 and Year 5 will be in the top 2 bands for NAPLAN reading</p>	<p>be a greater focus on reading fluency across the whole school, which will then impact the comprehension ability of all students.</p>
<p>Mathematics - 47% (upper bound system-negotiated target) of students in Year 3 and Year 5 will be in the top 2 bands for NAPLAN numeracy.</p>	<p>Although the upper bound system negotiated target was not reached in 2022 NAPLAN Numeracy, Year 3 performed above State in Numeracy Check-In data and Year 5 data showed that students were performing at the State average. Internal school based data sources showed that students experienced growth in Numeracy learning across the school year. There has also been an increase in deep knowledge and understanding of mathematical concepts by students and this is a result of student learning goals being implemented across the whole school.</p>
<p>There will be a 5% increase in Year 5 top 2 band NAPLAN writing. (brought over from 2021).</p> <p>There will be 10% increase shift in all bands across both Year 3 and Year 5 NAPLAN numeracy (brought over from 2021)</p> <p>All staff are active participants in professional learning in the area of mathematical comprehension.</p>	<p>2022 NAPLAN data demonstrated a 5% shift of Year 5 students into the top two bands for writing. NAPLAN.. Both Year 3 and Year 5 NAPLAN Numeracy data experienced a downward trend, however on internal data sources Year 3 and Year 5 students were 'on track' in regards to Numeracy learning. Check-in data indicated that Year 3 data outperformed Year 3 State Numeracy data and Year 5 Numeracy data matched that of State Check-in data. Throughout the school year all staff participated in professional learning that focused on mathematical comprehension, and the K-2 staff trialed the new K-2 Mathematics syllabus.</p>
<p>20% of Year 5 students will demonstrate positive growth in NAPLAN reading and numeracy (brought over from 2021)</p>	<p>As NAPLAN was not completed by Year 5 students in 2021 there was no growth data available to report on.</p>
<p>There will be a 30% increase of Year 5 students demonstrating positive growth in NAPLAN reading and numeracy</p>	<p>As there was no NAPLAN for the Year 5 students in 2020 there is no growth data to report on.</p>

Strategic Direction 2: Teacher growth and attainment

Purpose

At Winmalee Public School student learning is underpinned by high quality teaching. Teachers take a shared responsibility to evaluate the effectiveness of their teaching practices, and in the analysis of student engagement and learning and growth to plan for the ongoing learning of students, and to promote a transparent and high expectation learning culture.

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.

- Staff as effective collaborators of best practice
- Staff as effective givers and receivers of feedback to improve student outcomes
- Staff as active and effective participants in professional learning to enhance own practice

Resources allocated to this strategic direction

Professional learning: \$24,300.00

Summary of progress

Throughout the 2022 school year, all teaching staff participated in professional learning that focused on developing a deep understanding of collaborative practices, giving and receiving feedback through lesson observations and student goal setting, developing strong professional learning goals that are linked to the teacher accreditation processes and K-2 staff were part of the early adopter program for the new K-2 curriculum. Members of Strategic Direction Team 2 also surveyed staff to get feedback on not only the effectiveness of the professional learning presented, but also the impact the professional learning had on teacher practice. and student achievement. Member of the Strategic Direction team analysed the survey responses and found that 100% of staff felt that their professional practice had grown in a positive manner throughout the year.

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
100% of staff deepen their understanding of collaborative practices and use this understanding to drive teaching and learning practices at school that focus on student achievement.	Staff actively participated in professional learning that focused on gaining a deep understanding of collaborative practices, and developed a shared definition of what collaboration is and what collaborative practices look like at Winmalee Public School. This shared knowledge and understanding was then used to enhance the Collective Teacher Efficacy days that were held twice a term throughout the school year. Staff were surveyed about how effective they felt the Collective Teacher Efficacy days were, and 100% of staff indicated that the CTE days had a positive impact not only on student achievement, but also on their own professional practice.
QTR to be completed this year as lack of funding prohibited them occurring in 2021. 100% of staff actively engaged in providing feedback to staff based on recorded QTR lessons (differentiated TPL) and using the Quality Teaching Framework.	To ensure that all staff benefited from Quality Teaching Rounds a new approach was undertaken in 2022. Staff were asked if they would volunteer to have a lesson of their choice videoed so that it could be used as part of the Quality Teaching Round professional learning session that were to occur after school.. The videos covered a 'Number Talk' lesson, writing lesson, fluency lesson, science lesson and a 'circle time' lesson. Staff were then able to pick which Quality Teaching Round video they wanted to participate in. Staff then watched the lessons, coded them according to the Quality Teaching Round coding scale and then provided feedback about the lesson. As a result of this professional learning 78% of staff indicated that they felt comfortable with having a lesson videoed for Quality Teaching Rounds professional learning, 93% of staff felt there was a positive impact to their teaching practice from participating in the rounds, 94% of staff stated that this process improved the collaborative practices at Winmalee

<p>QTR to be completed this year as lack of funding prohibited them occurring in 2021.</p> <p>100% of staff actively engaged in providing feedback to staff based on recorded QTR lessons (differentiated TPL) and using the Quality Teaching Framework.</p>	<p>Public School, and 93% of staff indicated that they felt confident in giving quality feedback to their peers.</p>
<p>Stage team meetings across the learning community are held once per term in regards to mathematical comprehension.</p>	<p>The Mid Mountains Mathematical Comprehension Project team members felt that the focus for the Learning Community stage meetings would be Stage Three as they felt that there was a lack of professional learning opportunities for them. The Stage Three teachers from the 6 schools met and discussed data, shared resources, how mathematical comprehension is taught at their school and networked with each other. They also met to participate in professional learning on the 'Singapore Bar Model' strategy. This was then taken back to each of the schools to trial. In 2023 the learning community stage meeting will be a focus for the Stage 2 and Stage 3 teachers and Assistant Principals - Curriculum and Implementation</p>

Strategic Direction 3: Community growth and attainment

Purpose

At Winmalee Public School there is a strong commitment to fostering a school-wide community culture of high expectations and a shared sense of responsibility for student engagement, learning development and success.

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.

- Strong attendance
- Effective feedback strategies
- Strong collaborative practices

Resources allocated to this strategic direction

Summary of progress

In 2022 Strategic Direction Team 3 had a strong focus on improving school attendance and enhancing the connections between school and home. The overall school's attendance percentage was impacted by the fact that people had the ability to travel post COVID restrictions. Several families applied for travel leave that occurred through the school terms.. The school's overall percentage of students having an attendance percentage of 90% or higher was 63.8 % which matched the State's average and the overall attendance for all students was 90.6% which again was higher than the State average. Parent completed surveys throughout the year regarding student engagement, uniform changes and student learning goals. The information gathered from these surveys was then used to set future targets. Collaborative practices were also established through the use of student goal setting. Student goals were sent home to parents to strengthen their understanding of what was occurring at school, and to also get feedback around parents perceptions of their child's learning strengths and needs.

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 attendance rate of students attending 90% of the time to 75% (baseline system-negotiated target). Student learning goals in the area of Writing (English) and Number (Mathematics) to be included in semester 1 and 2 student academic reports	While the school did not reach the set target of 75% of students attending 90% of more of the time, there was still a strong focus on attendance. Professional learning was conducted on effective attendance strategies, visual displays were created of students stating why they loved coming to school, students with a 90% of higher attendance rate were displayed in the school office and parents received letters of congratulations or encouragement that showed a visual representation of their child's attendance percentage. The attendance focus will continue into 2023.
Student goals (teacher set) to be included in the semester 1 and 2 academic report. Student reflection on learning goals to still be sent home as a seperate document	Teachers and students worked together to set learning goals in the area of writing and Mathematics. This was done with students from Kindergarten through to Year 6. These learning goals were sent home in weeks 5 and 10 of Terms 2, 3, and 4. Both staff and parents indicated that students were able to better articulate what they were learning and how they were learning new skills and content.
Collaborative practice between school and community refined	Throughout the school year surveys were used to gain feedback on the best ways to engage in collaborative practices between the school and home. One of the ways determined was to introduce and then send home student learning goals so that parents had a greater understanding of the deep learning occurring at school. Members of Strategic Direction Team 3 also created social media content for parents, to enable them to engage more with the learning happening at school. Another approach to collaboration

Collaborative practice between school and community refined

with the community was the development of positive conversation starter posters which were displayed on the school gate. These prompts encouraged parents to talk about the positive things that occurred during the school day.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$152,542.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Winmalee 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"> • Feedback and learning goals to impact learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • The integration funding support received by the school was used to employ School Learning Support Officers who provided assistance to students both academically and also with well-being strategies. • Integration funding support was also used to employ School Learning Support Officers for school camps. This allowed for extra support for students when in unfamiliar settings. <p>The allocation of this funding has resulted in the following impact: Integration funding was used to effectively provide support both in accessing the curriculum and in student well-being for students receiving funding.</p> <p>After evaluation, the next steps to support our students will be: The school will continue with the same model for the 2023 school year as it is very successful.</p>
<p>Socio-economic background</p> <p>\$22,984.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Winmalee 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"> • Mathematical comprehension <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Money from Socio-economic background funds were used to pay for a teacher to provide targeted support for students in stage 2 and 3 who were identified as high performers in Mathematics. • Money from Socio-economic background funds were also used to provide casual relief for teacher professional learning in the form of Collective Teacher Efficacy days. These days focus on collaborative practices, consistent teacher judgement in the area of assessment moderation, and tracking of student achievement. • Money from Socio-economic background funds were used to purchase resources for students and to also reduce the cost of excursions. • K-2 staff implemented the new K-2 English and Mathematics syllabus as part of the curriculum reform. As an Accelerated Adopter school the K-2 staff were able to trial and implement new units of work with a strong explicit focus on mathematical comprehension. <p>The allocation of this funding has resulted in the following impact: Staff completed feedback surveys on Collective Teacher Efficacy days, collaborative practices and the impact of formative and summative assessment practices. 100% of Staff indicated that the Collective Teacher Efficacy and collaborative practices were beneficial to not only student achievement, but also had a positive and sustained impact on their own professional practice.</p> <p>After evaluation, the next steps to support our students will be: After the deep analysis of numeracy NAPLAN data, along with school based data it was decided that a new approach to mathematical comprehension was needed at Winmalee Public School. Socio-economic funds will still be</p>

<p>Socio-economic background</p> <p>\$22,984.00</p>	<p>used to provide financial support for excursions, purchase resources for student and fund a teacher one day a week for support, however the focus of the funded teacher will be shifted. The focus of this teacher will be to work closely with the Assistant Principal Curriculum and Implementation to develop lessons with a strong focus on mathematical comprehension and research that was used to develop the K-2 Mathematics syllabus. These lessons will then be taught in a team teaching situation so that teachers can be actively involved in turning the research into practice. There will still be targeted support for students K-6 from support teachers with a focus on mathematical comprehension.</p>
<p>Aboriginal background</p> <p>\$18,004.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Winmalee 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"> • Feedback and learning goals to impact learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Aboriginal background funding was used to employ a School Learning Support Officer to work with identified students in the areas of English and Mathematics • A school Learning Support Officer was employed to work with Aboriginal students to develop a personalised Acknowledgment of Country that was given at school gatherings. This approach increased the connection to culture for the Aboriginal students. • Aboriginal background funds were also utilised to provide casual support for teachers so that they could work with parents and students to not only develop Personalised Learning Pathway plans, but to also form strong relationships with the students and parents. <p>The allocation of this funding has resulted in the following impact: As a result of the allocation of Aboriginal background funding all Aboriginal students were able to develop a personalised Acknowledgment of Country that was then shared with the wider community. This approach allowed the Aboriginal students to build upon their connection to culture. The PLP process at the school was also extremely effective and provided the support for the forming of strong relationships between home and school.</p> <p>After evaluation, the next steps to support our students will be: Due to the successful implementation of Aboriginal background funds the school will implement the same approach as this year. Another focus for Aboriginal Education will be the development of a yarning circle at the front of the school and landscaping in the school that is tied into the yarning circle.</p>
<p>Low level adjustment for disability</p> <p>\$35,557.10</p>	<p>Low level adjustment for disability equity loading provides support for students at Winmalee 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"> • Feedback and learning goals to impact learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • The majority of Low level adjustment for disability funds were used to employ School Learning Support Officers to assist students in accessing the curriculum and well-being goals both inside and outside of the classroom. • Funds from Low level disability funds were also used to provide casual

<p>Low level adjustment for disability</p> <p>\$35,557.10</p>	<p>relief for teachers so that they could participate in meetings with the school Learning and Support teacher to develop learning plans for students. Casual relief was also provided for teachers for parent meetings at the end of the school year.</p> <p>The allocation of this funding has resulted in the following impact: The employment of School Learning Support Officers provided support for students in accessing the curriculum and well-being goals both inside and outside of the classroom. Teachers were also provided support from School Learning Support Officers as they were able to implement teacher developed differentiated programs to students when needed. School Learning Support Officers also supported students in reaching their individual learning goals.</p> <p>After evaluation, the next steps to support our students will be: This highly successful model will continue in 2023.</p>
<p>Professional learning</p> <p>\$28,300.00</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 Winmalee 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"> • Feedback and learning goals to impact learning • Mathematical comprehension • Staff as effective collaborators of best practice • Staff as active and effective participants in professional learning to enhance own practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional learning funds were utilised across multiple activities in 2022. One of these activities was the participation in the Mid Mountains Mathematical Comprehension Project. Members of the team met once a term to participate in professional learning, analyse learning community data, and share evidence-based practices. In Term 2 members of the team participated in a whole day professional learning day which was then shared back at each individual school. • Stage 3 teachers participated in Learning Community stage meetings twice a term in Terms 3 and 4. These meetings consisted of targeted professional learning, consistent teacher judgement regarding data, sharing of ideas and networking. • Staff also participated in 8 Collective Teacher Efficacy days throughout the year. These days focused on Writing and Additive Strategies. Stage teams worked alongside an Assistant Principal to discuss student assessment data, moderate student work samples, track student data and develop resources. When surveyed to measure impact 100% of staff felt that these days had a positive impact on their own professional learning as well as student achievement. <p>The allocation of this funding has resulted in the following impact: To gather evidence of impact staff were surveyed about the professional learning conducted throughout the year. The Stage 3 teachers indicated that the Learning Community stage meetings were a valuable source of professional learning and that the meetings not only had a positive impact on their professional learning, but also increased their professional network. The Stage 3 teachers participated in professional learning that focused on the 'Singapore Bar Model' approach to mathematics which was then implemented in the classrooms at Winmalee PS. The impact of the Collective Teacher Efficacy days on both teacher and student achievement has been significant. These professional learning days have a strong focus on collaborative practices that are valued by the staff. Staff feel more confident in data use and practice and this has had a positive impact on student learning and achievement.</p> <p>After evaluation, the next steps to support our students will be:</p>

Professional learning \$28,300.00	Collective Teacher Efficacy days and the Mid Mountain Mathematical Comprehension Project will continue in 2023. The Collective Teacher Efficacy Days will also have a strong focus on the implementation of the new K-2 syllabuses and the trial of the new 3-6 syllabuses.
Literacy and numeracy \$8,986.74	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Winmalee Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Mathematical comprehension <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Literacy and Numeracy funds were used to subscribe to online learning resources to support student learning both at school and at home. Soundwaves and 7 Steps to Writing Success and Cars and Stars subscriptions were used to support teaching and learning in English, the Tinker subscription and Maths Olympiad subscription was used to support teaching and learning in Mathematics and technology. The Inquisitive subscription was used to support Literacy and Numeracy skills across other Key Learning Areas, and the PAT subscription was used as both a summative and formative assessment tool to track student achievement. • Throughout 2022 staff participated in professional learning that focused on effective writing strategies. This professional learning consisted of demonstration lessons, data analysis, professional learning sessions after school and task moderation. <p>The allocation of this funding has resulted in the following impact: The subscriptions that were purchased allowed the staff and students to access learning materials in a variety of ways that maximized student learning. Many of the subscriptions could be used during independent learning and provided self paced aspects to them.</p> <p>After evaluation, the next steps to support our students will be: After reflecting on resources purchased during the 2022 school year it was decided that only certain online subscriptions would be renewed. The school decided not to continue with the 7 Steps for Writing success and Tinker subscriptions.</p>
QTSS release \$68,952.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Winmalee 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"> • Mathematical comprehension <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • The QTSS release time was divided among several different initiatives across the school. Part of the release time was used to implement targeted Mathematics support across the school under the 'Bump it Up' strategy and the extension mathematics strategy. • QTSS release was also used to staff the Collective Teacher Efficacy days that staff participated in. <p>The allocation of this funding has resulted in the following impact: The structure of QTSS was successful in deepening the staff's capacity around collaborative practice, data literacy and use and mathematical comprehension strategies.</p> <p>After evaluation, the next steps to support our students will be: The use of QTSS will take on the same format in 2023 as it has done in 2022. The support will also be given to successfully implement the new</p>

<p>QTSS release</p> <p>\$68,952.00</p>	<p>syllabuses in both K-2 and 3-6.</p>
<p>Literacy and numeracy intervention</p> <p>\$45,968.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Winmalee Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Mathematical comprehension <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Literacy and numeracy intervention funding was combined with COVID ILSP funding and used to staff English and Mathematics support across the school. Each term a stage identified students in different grades were provided with targeted intensive support to help in their understanding of comprehension in both English and Mathematics <p>The allocation of this funding has resulted in the following impact: The allocation of Literacy and numeracy intervention funds allowed comprehension support in both English and Mathematics to be spread out across the school throughout the whole school year. This allowed for targeted support for students.</p> <p>After evaluation, the next steps to support our students will be: As the Literacy and numeracy intervention funding will be removed due to the establishment of the Assistant Principal Curriculum and Implementation role, the school will need to revise how learning and support will be allocated across the 2023 school year.</p>
<p>COVID ILSP</p> <p>\$79,846.00</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"> • Mathematical comprehension <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • COVID ILSP funds were used to staff an intervention program that focused on students in years 1-6. School based data was used to identify students who would take part in the program. <p>The allocation of this funding has resulted in the following impact: The tracking of student data demonstrated that students who were part of the COVID ILSP program improved in their PAT assessment data as well as other internal data sources. Due to the nature of the program students were able to move in and out of the program based on their identified need.</p> <p>After evaluation, the next steps to support our students will be: 2023 COVID ILSP funding will be utilised in the same format.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	175	179	183	182
Girls	175	185	180	162

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.4	96.4	94.3	90.3
1	92.5	94.8	93.2	88.2
2	92.0	93.7	95.0	89.4
3	94.3	92.9	93.0	88.5
4	93.0	93.8	91.9	88.3
5	93.2	94.2	90.0	87.8
6	92.1	94.6	92.2	86.4
All Years	93.1	94.3	92.7	88.4
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

The regular attendance of students has been a strong focus for the 2022 school year and will continue to be a focus for the 2023 school year. While the attendance profile of students of Winmalee Public School is above the State average there is still room for improvement. Families taking holiday leave due to postponed holidays has had a significant impact on student attendance,

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)	3
Classroom Teacher(s)	12.79
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*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	287,928
Revenue	3,730,780
Appropriation	3,593,864
Sale of Goods and Services	2,814
Grants and contributions	129,879
Investment income	4,223
Expenses	-3,626,971
Employee related	-3,311,307
Operating expenses	-315,664
Surplus / deficit for the year	103,808
Closing Balance	391,737

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	152,542
Equity Total	211,418
Equity - Aboriginal	18,004
Equity - Socio-economic	42,936
Equity - Language	0
Equity - Disability	150,478
Base Total	2,622,358
Base - Per Capita	91,723
Base - Location	0
Base - Other	2,530,635
Other Total	213,042
Grand Total	3,199,360

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Each year students in years 4-6 complete the Tell Them From Me survey in Term 1 and Term 4. 85% of students surveyed stated that they had positive relationships with their peers, and 88% of students indicated that they value schooling outcomes and see schooling as having a strong bearing on their future. When questioned on their effort to try hard to succeed in their learning 84% of students indicated that this was true.

Throughout the year the school has been working on developing strong collaborative practices with the school community. Parents were recently surveyed on these practices. 84% of parents either strongly agreed or agreed that they had a clear understanding of the school's direction in regard to collaborative practice. 89% of parents either strongly agreed or agreed that they felt comfortable in communicating with the school about their child's learning, and 87% of parents indicated that the school's primary emphasis is on improving student learning. 91% of parents indicated that they feel welcomed when visiting the school, and 92% of parents indicated that they feel confident to support their child's learning at home.

Teaching staff were also surveyed on collaborative practices and the impact of professional learning undertaken throughout the year. 100% of staff indicated in the survey that they felt that as a result of professional learning and collaborative practices that their own professional practice had grown in a positive way. 94% of staff stated that the Quality Teaching Rounds had improved the collaborative practices at Winmalee PS, and that 93% of staff felt confident in giving quality feedback to their peers.

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.