

# 2022 Annual Report

## Winston Heights Public School



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# Introduction

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

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

## School contact details

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## School vision

Winston Heights Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for every child. Through collaborative and collegial practice, we seek to provide a rich learning environment that inspires, challenges and supports students to "Learn, Communicate and Grow" in order to become successful, confident and creative individuals and respectful, responsible citizens. Every student is known, valued, cared and planned for in our inclusive school community. We are committed to working in partnership with all stakeholders to promote continual school improvement and excellence.

## School context

Winston Heights Public School has a student enrolment of 378 and is located in an established residential area in North West Sydney. Our school enjoys a rich diversity of cultures with 45% of families from a language background other than English. The school enjoys an excellent reputation within the community and is highly regarded for its caring, supportive, and inclusive culture. Students, staff, parents and the wider community work in collaboration to foster high expectations for student learning and achievement, and are committed to the pursuit of continual school improvement and excellence.

Winston Heights PS enjoys strong community participation with active support for teaching and learning, school initiatives, special programs and activities. In partnership with our school community, we are committed to ensuring all students are able to participate in sport, music, debating, public speaking, dance, choir, environmental and student leadership opportunities. We recognise the outstanding contributions made by parents and community members and acknowledge the importance of home-school partnerships in enhancing learning opportunities and outcomes for our students.

The school community, involving students, staff, and parents were consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan.

Through our situational analysis, we have identified the following priorities:

- In order to maximise student learning and growth in literacy and numeracy and to build strong foundations for academic success, we need to develop and refine data driven processes and practices that are responsive to the learning needs of individual students.
- In order to strengthen capacity for high-quality teaching in literacy and numeracy, differentiated professional learning will reflect student needs and current research, deepening teaching practice for ongoing growth in student progress and achievement.
- In order to implement evidence based improvement to whole school practices, a school-wide collective responsibility for student learning, wellbeing and success will be shared and planned.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the school, student and whole community in this process will be essential for success.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning and growth in literacy and numeracy and to build strong foundations for academic success, we will develop and refine data driven processes and practices that are responsive to the learning needs of all students.

### Initiatives

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

- School-wide assessment and data practices
- Assessment and Data Use in teaching

### Resources allocated to this strategic direction

**QTSS release:** \$1,068.00

**Professional learning:** \$10,680.00

### Summary of progress

#### School-wide assessment and data practices

Stage Teams created an overview of assessments completed during the year. This demonstrated a lack of consistency across the school and a need for formative assessment to be embedded as part of daily practice. Supervisors reviewed the overview of assessments, and further discussions with staff to ensure that deep rich assessments drive planning for student learning. There is a range of assessments occurring across the school to assess students in English and mathematics. In 2023 the school will build on this and reflect on the quality and effectiveness of these assessments in supporting student learning to ensure we have a comprehensive and flexible assessment schedule that includes both summative and formative assessments.

Research was collected from a variety of different sources to gain a deeper understanding of essential elements of a data tracking tool and how different programs would suit the school context. Due to a possible change in school administration systems we have put this activity on hold to ensure the school can obtain the most effective and efficient tool for teachers to use. In 2023, based on the decisions around school administration systems, the school will determine the most suitable data tracking tool to be used that will best support data informed practices for teachers. Subsequently, the school will implement, evaluate and review the data tracking tool in terms of effectiveness, flexibility, quality and ease of use.

#### Assessment and Data Use in teaching

All Stage 2 and 3 staff members presented their analysis of Check-in data. 97% of teachers engaged in Professional Learning on analysing PAT data and worked collaboratively to identify and analyse class areas of need. 100% of staff felt confident in using PAT reports. 50% of staff used PAT data to inform their reporting to parents. 75% of staff found the data useful in planning and programming. Internal data is consistently analysed and discussed in team meetings and this data is used to drive professional learning. This resulted in relevant programs and adjustments within the classroom. In 2023 the focus will be on consistently analysing formative assessment practices and the impact on student learning.

Executive members confidently analysed and presented data for discussion. They outlined challenges in collating formative assessment data and dedicating time required to data analysis in teams. Further development in collecting a range of data and consistently embedding data talks with teams is required in 2023.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>NAPLAN - Top Two Bands Reading</b> Increase the proportion of Year 3 and	54.55% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target.

Year 5 students in the top two NAPLAN bands (or above) in reading by an uplift of 6%.	
<b>NAPLAN - Top Two Bands Numeracy</b>  Increase the proportion of Year 3 and Year 5 students in the top two NAPLAN bands (or above) in numeracy by an uplift of 8%.	37.6% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
Increase the proportion students achieving expected growth in reading by an uplift of 4%.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.
Increase the proportion students achieving expected growth in numeracy by an uplift of 8%.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.
<b>Student Growth - Best Start to NAPLAN</b>  Increase the proportion of student growth from Kindergarten to Year 3 to a target value of 10.	Student growth cannot be calculated as comparative student performance results are not available.

## Strategic Direction 2: Building Capacity for High-Quality Teaching

### Purpose

In order to strengthen capacity for high-quality teaching in literacy and numeracy, differentiated professional learning will reflect student needs and current research, deepening teaching practice for ongoing growth in student progress and achievement.

### 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.

- Professional Learning & High-Quality Practice - Reading and Literacy
- Professional Learning & High-Quality Practice - Numeracy

### Resources allocated to this strategic direction

**Curriculum Reform Teacher Release:** \$16,421.00

**Professional learning:** \$8,544.00

**Beginning teacher support:** \$2,136.00

**QTSS release:** \$5,874.00

### Summary of progress

#### Professional Learning & High-Quality Practice - Reading and Literacy

Teachers reflected on the units of work provided by the Department of Education (DoE) and demonstrated an understanding of how the units of work supported their teaching and learning. They identified student needs and adjusted the units of work to provide targeted teaching for the next steps in student learning. Professional learning with the DoE Curriculum Advisor, Melanie Oxley for briefing, planning, feedback cycle, and to support the implementation of the units and the new curriculum upskilled staff. Stage 1 teachers confidently used and adapted the new DoE units. Next year the focus will be supporting and upskilling new teachers across Early Stage 1 and Stage 1 to use and reflect on the units to meet the learning needs of all students.

Teachers successfully used InitialLit to support the teaching of phonics, oral language, phonemic awareness, spelling and handwriting within the new syllabus. 90% of staff engaged in professional learning on the new syllabus. Professional learning was developed to suit the context of the school and incorporated both DoE microlearning and individually designed sessions that highlighted the similarities and differences of the old and new syllabuses. Most teachers developed an understanding of the foundations, key principles and layout of the syllabus. To deepen teacher knowledge and understanding of the units of work, data identified further professional learning was required in the area of programming and teaching using textual concepts.

#### Professional Learning & High-Quality Practice - Numeracy

School leaders led NESA developed professional development to deepen their knowledge and understanding of the research that underpins the NSW mathematics syllabus. Teachers collaborated to discuss formative assessment, big ideas and rich mathematical tasks. Teachers have shown growth in their understanding of the syllabus and best practice in mathematics. Most teachers developed an understanding of the foundations, key principles and layout of the syllabus. Focus moving forward is to translate this understanding to programming and teaching across K-6 with the inclusion of a connectionist approach including big ideas and rich mathematical tasks.

100% of leaders participated in professional development led by the APC&I and the Curriculum Advisor on rich mathematical tasks. Leaders effectively chose quality tasks and led their teams in unpacking and planning effective lessons for their students. Collaborative discussions and coconstructed lessons demonstrated a gap in teacher understanding of how to effectively plan all components of a rich mathematical lesson. Moving forward further professional development is required for all staff to deepen their understanding of the components that make up a quality mathematics lesson. In K-2 teachers will use the new DoE units of work to support them in the implementation of the new curriculum. In Years 3-6 rich mathematical tasks will be incorporated weekly into teaching and learning programs. Lesson studies and peer modeling will support these teachers in deepening their understanding.

### 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
<p>Increase the percentage of correctly answered comprehension questions (by syllabus outcome) in NAPLAN Reading by 6%</p> <ul style="list-style-type: none"> <li>• Yr 3 - S1 &amp; S2 outcomes up to 68%</li> <li>• Yr 5 - S2 &amp; S3 outcomes up to 73%</li> </ul>	<ul style="list-style-type: none"> <li>• The percentage of students achieving expected growth in reading decreased to 63.7% for Stage 2 indicating progress yet to be seen toward the lower bound target.</li> <li>• The percentage of students achieving expected growth in reading decreased to 61.66% for Stage 3 indicating progress yet to be seen toward the lower bound target.</li> </ul>
<p>Increase the percentage of correctly answered spelling questions (by syllabus outcome) in NAPLAN Spelling by 6%</p> <ul style="list-style-type: none"> <li>• Yr 3 - S1 &amp; S2 outcomes up to 63%</li> <li>• Yr 5 - S2 &amp; S3 outcomes up to 63%</li> </ul>	<ul style="list-style-type: none"> <li>• The percentage of students achieving expected growth in spelling for Year 3 increased to 67% indicating achievement beyond the lower bound target.</li> <li>• The percentage of students achieving expected growth in spelling for Year 5 decreased to 51.53% indicating progress yet to be seen toward the lower bound target.</li> </ul>
<p>Increase the percentage of correctly answered grammar, punctuation, and vocabulary questions (by syllabus outcome) in NAPLAN by 6%</p> <ul style="list-style-type: none"> <li>• Yr 3 - S1 &amp; S2 outcomes up to 66%</li> <li>• Yr 5 - S2 &amp; S3 outcomes up to 67%</li> </ul>	<ul style="list-style-type: none"> <li>• The percentage of students achieving expected growth in grammar, punctuation and vocabulary for Year 3 decreased to 59.18% indicating progress yet to be seen toward the lower bound target.</li> <li>• The percentage of students achieving expected growth in grammar, punctuation and vocabulary for Year 5 decreased to 53.37% indicating progress yet to be seen toward the lower bound target.</li> </ul>
<p>Increase the percentage of correctly answered whole number questions (by syllabus outcome) in NAPLAN by 6%</p> <ul style="list-style-type: none"> <li>• Yr 3 - S1 &amp; S2 outcomes up to 62%</li> <li>• Yr 5 - S2 &amp; S3 outcomes up to 73%</li> </ul>	<ul style="list-style-type: none"> <li>• The percentage of students achieving expected growth in whole number for Year 3 increased to 67.5% indicating progress beyond the lower bound target.</li> <li>• The percentage of students achieving expected growth in whole number for Year 5 increased to 69% indicating progress toward the lower bound target.</li> </ul>
<p>Increase the percentage of correctly answered addition and subtraction questions (by syllabus outcome) in NAPLAN by 6%</p> <ul style="list-style-type: none"> <li>• Yr 3 - S1 &amp; S2 outcomes up to 56%</li> <li>• Yr 5 - S2 &amp; S3 outcomes up to 67%</li> </ul>	<ul style="list-style-type: none"> <li>• The percentage of students achieving expected growth in addition and subtraction for Year 3 increased to 64.85% indicating achievement beyond the lower bound target.</li> <li>• The percentage of students achieving expected growth in addition and subtraction for Year 5 decreased to 50.47% indicating progress yet to be seen toward the lower bound target.</li> </ul>
<p>Increase the percentage of correctly answered multiplication and division questions (by syllabus outcome) in NAPLAN by 6%</p> <ul style="list-style-type: none"> <li>• Yr 3 - S1 &amp; S2 outcomes up to 55%</li> <li>• Yr 5 - S2 &amp; S3 outcomes up to 55%</li> </ul>	<ul style="list-style-type: none"> <li>• The percentage of students achieving expected growth in multiplication and division for Year 3 increased to 64% indicating achievement beyond the lower bound target.</li> <li>• The percentage of students achieving expected growth in multiplication and division for Year 5 remained stable at 53.5% indicating progress yet to be seen toward the lower bound target.</li> </ul>
<p>Student growth between Kindergarten and Year 3 is Sustaining and Growing</p>	<p>Best Start Kindergarten to NAPLAN 3 value added data is not available due to changes to the Best Start Kindergarten assessment in 2018.</p> <p>School Excellence Framework Self-assessment Survey - 2022 for the learning domain indicates that for the element of Student Performance Measures, the overall on balance judgement is sustaining and growing.</p>
<p>NAPLAN value added data across Years 3 to Year 5 is Sustaining and Growing</p>	<p>Value added 3-5 data for 2022 cannot be calculated as NAPLAN was not run in 2020.</p>



## Strategic Direction 3: Connect, Succeed, and Thrive

### Purpose

In order to implement evidence based improvement to whole school practices, a school-wide collective responsibility for student learning, wellbeing and success will be shared and planned.

### 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.

- Sense of Belonging, Advocacy and Success

### Resources allocated to this strategic direction

**Socio-economic background:** \$13,075.30

### Summary of progress

#### Sense of Belonging, Advocacy and Success

While new systems were put in place to support the explanation of absences, the number of unexplained absences rose throughout the year. This data reflects a small number of families with a large number of unexplained absences. In 2023 further work will be needed with a select number of families. Investigations into systems that allow for text messaging, rather than email may be a way to increase communication between the school and the community. Newsletter articles on the importance of attending school remain important. Fact sheets have been collected from the HSLO to provide to parents about the importance of attending school on time.

Tell Them From Me (TTFM) survey data indicated 72% of Year 4, 71% of Year 5 students, and 79% of Year 6 students felt a sense of belonging to the school. Overall there was an increase of 10% from the previous year. Looking at the programs that were implemented, student need resulted in 80% of programs being run for students in K-3. Students in these grades were not part of the TTFM survey group. Increasing student sense of belonging remains a focus. Further programs, particularly targeted toward Stage 3 students will be necessary to continue the increase in this area. Further investigation into student feelings will give the PBL team a greater understanding of what students require to feel a greater connection to the Winston Heights community.

In 2022, prior to whole staff professional learning about learning support processes and supports, teachers submitted referrals for over thirty students to the learning and support team, while five parents contacted the learning and support team directly. During learning and support meetings, a large number of students were discussed over multiple weeks due to lack of information collected or available. Some referrals were for low level support that could be accessed in other ways, such as in-class adjustments. Following professional learning and discussions with the Assistant Principal Learning and Support, new procedures, practices and a flowchart were put in place. The learning and support team expressed a greater understanding of their involvement in the process and what was available. The updated processes will need to be outlined to staff and reviewed at the end of each term. The new system requires members of the learning and support team to collect more data about students. Time for this will need to be written into learning support timetables, however, it is essential this is outside of prime literacy and numeracy support time.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>Student Attendance</b> Increase the percentage of students attending school 90% of time or more by 3%	The number of students attending greater than 90% of the time or more has decreased by 33%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19 when this data was harvested.
<b>Student Positive Wellbeing</b> TTFM data shows an increase in the	Tell Them From Me data indicates 84% of students reported a positive sense of wellbeing demonstrating progress toward this progress measure.

percentage of students with positive wellbeing by 3%	
<b>Student Wellbeing - Sense of Belonging</b>  TTFM data shows an increase in the percentage of students with a positive sense of belonging by 8%	Tell Them From Me data indicates 73% of students reported a positive sense of belonging at school demonstrating movement toward this school-based progress measure.
<b>Student Wellbeing - Advocacy</b>  TTFM data shows an increase in the percentage of students with positive advocacy at school by 6%	Tell Them From Me data indicates 81% of students reported a positive sense of advocacy demonstrating movement toward this school-based progress measure.
<b>Student Wellbeing - Expectations for Success</b>  TTFM data shows an increase in the percentage of students with positive expectations for success by 1.5%	Tell Them From Me data indicates 97% of students reported positive expectations for success demonstrating movement toward this school-based progress measure.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$49,430.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Winston Heights Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning, behaviour, and wellbeing needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted strategies implemented for Identified students, who were able to achieve their learning goals as identified in the Individual Education Plans (IEPs) with the support of an SLSO. Students were supported in learning, social, and wellbeing goals. all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to employ SLSOs to implement strategies that support students who receive integration funding support with their learning, wellbeing and behaviour goals.</p>
<p>Socio-economic background</p> <p>\$15,816.52</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Winston Heights Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Sense of Belonging, Advocacy and Success</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of School Chaplain to support Stage 3 teachers and develop social skills</li> <li>• professional development of staff through PBL to support student learning and behaviour support</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• Purchase of resources to increase equitability of resources and services, this includes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The purchase of equipment for the playground and the support of the school chaplain resulted in a reduction in major and minor playground incidents. Sentral data showed the resources were used by a variety of students and impacted the way that students interacted in a positive way. Financial support for students and families to ensure engagement in extra-curricular activities, incursions, uniforms and equipment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued purchase of resources to support students academic, social and wellbeing. Engagement of SLSOs during playtimes to support the play and social skill development of our K-2 students, and create leadership opportunities for our Stage 3 students. Creation of a AP Wellbeing and Engagement position will support the implementation of wellbeing and</p>

<p>Socio-economic background</p> <p>\$15,816.52</p>	<p>attendance initiatives with groups, targeted students and families.</p>
<p>Aboriginal background</p> <p>\$1,602.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Winston Heights Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers developed, implemented and reflected on PLPs for students with Aboriginal backgrounds. Parent consultation through this process allowed for quality plans and a positive relationship between the school and home for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued collaboration between home and school will support our student achievement and connection to school. Further funding will be spent allowing teachers time to develop plans and work with families.</p>
<p>English language proficiency</p> <p>\$83,496.85</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Winston Heights Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional teacher time to provide targeted support for EAL/D students and for development of in class programs</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased teacher knowledge and implementation of EAL/D phases. 86% of students (consolidating) in Year 3 achieved in the top two bands in literacy, which demonstrated an increase from previous data. 54% of students (consolidating) in Year 3 achieved in the top two bands in Numeracy, which demonstrated consistency between 2021 and 2022.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Our results demonstrate positive growth in students. In 2023 further development of teacher skills and strategies for supporting EAL/D learners vocabulary and numeracy skills will be supported through targeted professional learning and in class EAL/D teacher mentoring.</p>
<p>Low level adjustment for disability</p> <p>\$112,020.67</p>	<p>Low level adjustment for disability equity loading provides support for students at Winston Heights Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Low level adjustment for disability</p> <p>\$112,020.67</p>	<ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy and numeracy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The development of strong processes and programs to allow teachers to accurately identify, plan for and support students in academic and wellbeing areas has assisted teachers and students. Data shows that a greater number of students have accessed learning support and the school counsellor through these processes. Employment of SLSOs to support the learning of identified students resulted in a decrease of incidents in the playground and classroom.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Professional learning in assessments as well as support strategies for students within the classroom will be completed with the Learning and Support Team. This upskilling will allow for an expert team to support teachers and students.</p>
<p>Professional learning</p> <p>\$25,635.00</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 Winston Heights Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• School-wide assessment and data practices</li> <li>• Assessment and Data Use in teaching</li> <li>• Professional Learning &amp; High-Quality Practice - Reading and Literacy</li> <li>• Professional Learning &amp; High-Quality Practice - Numeracy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging teacher as APC&amp;I to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The employment of APC&amp;I to coordinate, facilitate and evaluate professional learning for 3 days a week has resulted in more structured and cohesive professional learning. Through professional learning with the APC&amp;I the Executive developed a deeper understanding of the new curriculum, with a particular focus on rich mathematical tasks. Through the accelerated adopter program Stage 1 teachers developed their understanding of the pedagogy behind the new English and Mathematics programs and how to adapt these to suit the needs of the learners in their classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Development of a Professional Learning program that incorporates team teaching and mentoring to support the introduction of the new Mathematics syllabus into all classes K-6. Through this professional learning teachers will develop quality maths instruction skills that will support the learning in the classroom. The APC&amp;I position will allow greater focus on professional learning that is differentiated to allow all teachers from beginning teachers to those with more experience allowing for the development of deep and rich</p>

Professional learning \$25,635.00	<p>lessons that cater for the needs of every child.</p>
Literacy and numeracy \$12,969.43	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Winston Heights Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Implementation, purchase of resources and professional learning of evidence-based literacy programs InitialLit, MiniLit and MacqLit. Additional learning support teacher was employed, to increase the level of support and allow early intervention programs to be implemented with targeted students. Internal student assessment data shows increased student achievement in phonemic awareness and knowledge, decoding reading skills and comprehending texts.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Professional learning for all teachers focusing on how to effectively support a wide range of student needs within the classroom. Through this professional learning focus all teachers will be upskilled to allow a greater number of students to be supported at point of need within the classroom at the exact time that students require the support.</p>
QTSS release \$80,444.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Winston Heights Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• School-wide assessment and data practices</li> <li>• Professional Learning &amp; High-Quality Practice - Reading and Literacy</li> <li>• Professional Learning &amp; High-Quality Practice - Numeracy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support the development of a school data plan and the assessments to support the collection of data.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A school wide data plan was developed which allowed all teachers to have a greater awareness of when and what data would be collected and why. This allowed more deep and rich assessment tasks to be developed, with a result of greater understanding of student need.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Using the collected data to support teaching and learning within the classroom so that students are receiving differentiated and supported work at the point of need. To continue this process further professional learning in data conversations to inform teaching practice; Beginning teacher mentoring; Collaborative shoulder-to-shoulder differentiated professional learning, mentoring and co-teaching; and Implementation of collaborative professional learning in practice through instructional rounds, WOW, lesson</p>



<p>QTSS release</p> <p>\$80,444.00</p>	<p>study, etc.</p>
<p>Literacy and numeracy intervention</p> <p>\$60,333.53</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Winston Heights Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Implementation, purchase of resources and professional learning of K-2 evidence-based literacy programs InitialLit and MiniLit. Additional learning support teacher in K-2, so that increased support and early intervention is provided to targeted students. Internal student assessment data shows increased student achievement in phonemic awareness and knowledge, decoding reading skills and comprehending texts. Evidence can be seen in a combination of phonic and reading assessment, writing samples, teacher observation, NAPLAN and Check-In data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Professional learning for all teachers focusing on how to effectively support a wide range of student needs within the classroom. Through this professional learning focus all teachers will be upskilled to allow a greater number of students to be supported at point of need within the classroom at the exact time that students require the support.</p>
<p>COVID ILSP</p> <p>\$50,976.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in Reading and additive strategies.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Initialit data comparison from 2021-2022 shows positive growth for those students achieving between 65-79% in phonics and spelling. This resulted in 80% of students in 2022 achieving expected or above grade outcomes. Students in this group attended targeted Minilit support with a Learning and Support teacher.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Employment of teachers/educators to withdraw students to focus on reading comprehension and rich problem solving strategies within small group interventions.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	231	227	219	195
Girls	224	214	199	185

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.0	97.4	94.9	90.4
1	94.6	96.2	94.7	90.4
2	95.3	96.0	94.9	90.8
3	93.7	95.9	94.5	88.6
4	94.7	95.4	94.9	85.2
5	93.4	95.6	92.8	88.1
6	92.4	94.5	94.6	87.9
All Years	94.1	95.8	94.5	88.6
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

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.93
Literacy and Numeracy Intervent	0.53
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher ESL	0.2
School Administration and Support Staff	3.12

\*Full Time Equivalent

## Workforce composition statement

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

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

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

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	257,766
<b>Revenue</b>	3,825,227
Appropriation	3,510,170
Sale of Goods and Services	4,119
Grants and contributions	304,228
Investment income	3,864
Other revenue	2,846
<b>Expenses</b>	-3,774,870
Employee related	-3,118,693
Operating expenses	-656,177
<b>Surplus / deficit for the year</b>	50,358
<b>Closing Balance</b>	308,123

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	41,223
<b>Equity Total</b>	212,936
Equity - Aboriginal	1,602
Equity - Socio-economic	15,817
Equity - Language	83,497
Equity - Disability	112,021
<b>Base Total</b>	2,822,179
Base - Per Capita	105,620
Base - Location	0
Base - Other	2,716,559
<b>Other Total</b>	253,022
<b>Grand Total</b>	3,329,360

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

## Parent/caregiver, student, teacher satisfaction

Winston Heights Public School conducted a number of surveys with students, staff and the community throughout 2022, including school generated surveys, external surveys, and Tell Them From Me surveys. Overall survey data was positive but also provided information which guided decision making, practices, programs and planning in all aspects of the operation of our school.

Students, staff and parents feel safe at Winston Heights Public School. They expressed a strong feeling of welcome from the administration staff. The TTFM survey demonstrated that parents feel that the school supported positive behaviour, through clear expectations. Teachers felt confident in establishing and maintaining expectations.

Parents felt that teachers help students develop positive friendships and that school staff take an active role in making sure all students are included in school activities. Parents expressed that they could easily speak with their child's teachers and teachers listen to their concerns.

Teachers expressed that the leadership team at Winston Heights Public School created a safe, supportive and organised environment to work in.

The 2022 data showed a continued positive shift in school culture at Winston Heights PS with students and staff feeling supported, understood, listened to and cared about as members of our school community.

Areas of focus for 2023 will include increasing the opportunities for students to participate in extra-curricular activities. Teacher professional learning will focus on high quality teaching and learning practices and resources in all curriculum areas across the school. Parent surveys indicated that their child's wellbeing, academic success, life skills and teacher excellence continue to be their top priorities. This will be taken into account in the 2022-2025 School Improvement Plan.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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