

2023 Annual Report

Windang Public School



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Introduction

The Annual Report for 2023 is provided to the community of Windang Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

The academic year 2023 at Windang Public School was undeniably exceptional. This success was a tribute to the relentless dedication and hard work of our students, teachers, and staff members, who continuously support and uplift our learning community.

Our school's core values revolve around a commitment to excellence, ensuring that each child is recognised, valued, and cared for. It is with immense pleasure that I share the remarkable accomplishments of our students, exemplifying the embodiment of this commitment evident throughout this report.

Academic Achievements

- Year 1 students excelled, with 81% achieving at grade or above for their phonological assessment, positioning them in the top 19% statewide.
- Year 3 and Year 4 students surpassed the NSW State Average for Reading and Numeracy.
- Year 5 students achieving (achieved) results above Similar School Groups (SSSG) in Reading and Numeracy.
- Year 6 students achieving (achieved) results above Similar School Groups (SSSG) in Numeracy.

Continuous Growth Our school's academic performance is on an upward trajectory, validating that our teaching practices from Kindergarten to Year 6 are yielding positive results. The implementation of various methodologies, coupled with Italian and Music lessons, has proven to be successful in nurturing every student's success.

The Introduction of Morning Routine All staff have engaged in high quality professional learning on the Science of Learning and Schema Theory. This has strengthened our understanding of how students learn, and how we can use the most effective strategies in our classrooms to improve student engagement and learning outcomes. As a result, we have committed to every class in the school starting each day with an excellent planned and structured Morning Routine.

In all classrooms, the day begins with a 30 minute Morning Routine which covers Day/Date/Weather, Talk for Learning, Sentence of the Day and 100 Days of Learning - these four quadrants set students up for their learning for the day and week. It is a non-interrupted, structured way to begin each day and our students are absolutely loving it!

Therefore, it is imperative that all students are at school no later than 9am everyday as the first 30 minutes are dedicated to reviewing work and learning content that will be needed throughout the week in various subjects.

The Introduction of Talk for Writing is an engaging teaching framework that raises progress and boosts standards in Writing.

The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

7 Seven staff members have attended a two-day training course in Parramatta this term in Talk for Writing, and as a result, our writing programs and results are improving rapidly! Student engagement is at an all-time high, and we are all just loving writing!

The Introduction of Daily Review All Mathematics lessons K-6 at Windang Public School begin with The Daily Review. The Daily Review consolidates students' understanding and develops their fluency in essential understandings for numeracy sessions. It also ensures that students have the prerequisite skills for the day's lesson.

The Daily Review adds to students' confidence by ensuring that previously taught skills and concepts are reviewed in a sequenced and planned way. Students are loving the success they are experiencing in The Daily Review, and we are seeing more confident mathematicians in every classroom!

Mr Murat Dizdar, Secretary of the NSW Department of Education, visits Windang PS Firstly, I'd like to extend my gratitude on behalf of our school and community to Mr Murat Dizdar, Secretary of the NSW Department of Education, for prioritising a visit to our school. During his visit, we had the opportunity to showcase the exceptional teaching and learning that takes place every day, as well as the refurbishments and builds that have been completed over the past three years.

It was a wonderful opportunity for us to highlight the progress and achievements we have made as a school community, and, I am thrilled to share that Mr Dizdar was highly impressed with what he saw. In fact, he even took to Twitter to express his appreciation. He tweeted, "Today I saw great work on data & tracking student progress, as well as fantastic 'Talk to Writing' explicit instruction implemented across all classes. Thanks Loreta & team for all you're doing for the school community."

Temporary to Permanent Appointment More exciting news continued, this time it was all about our long-term temporary staff. As part of the NSW Government's Temporary to Permanent initiative, Mrs Gardiner, Mrs Ugrinovski and Miss Khaika have accepted permanent teacher positions, while Mr Panteli has accepted the General Assistant position. Together, they have contributed an impressive 27 years of dedication and contribution to our Windang family. We are incredibly fortunate to have such talented and committed individuals as part of our team. Their wealth of knowledge, skills, and experiences make our school better every day.

Windang PS - BREAKS SOCIAL MEDIA RECORDS On the final night of the competition in the race to become Wave FM's 2023 School of Year, Windang PS broke local social media records in the run to the finish line. Wave FM's logo replaced countless local business and community profile pictures, supporting Windang PS's endeavour to take the crown of 2023 School of the Year! Mammoth effort by several P&C members, particularly Lisa Bassingthwaite-Fogarty, P&C President, and Secretary, Laura Aboozid.

Lake Learning Community of Schools Public Speaking Competition In 2023, we hosted the Lake Learning Community (LLC) of Schools Public Speaking Grand Final Competition. The LLC of Schools is comprised of; Windang PS, Primbee PS, Lake South PS, Warilla North PS, Mount Warrigal PS and Lake Illawarra HS.

Congratulations to all the finalists representing who represented their school. The standard of all speakers was incredibly high and each of our students presented outstanding speeches.

We were thrilled to announce Breanna from Windang PS won the Early Stage One category with Elaina & and Indi behind by 2 points from first place.

The judges Ms H Wiltshire and Ms J Scott, teachers from Lake Illawarra HS had an extremely difficult job judging, with Miss Lombardi as timer. Much gratitude for their time and contribution.

Thank you to all our families and teachers who supported and helped prepare our students for their speeches.

Congratulations to all the students from all the schools for having the courage and resilience to participate in the public speaking competition.

Some other Highlights from 2023 Our school school turned green and gold in support of the Matildas as they made history reaching the finals in the 2023 Women's World Cup, along with bringing the entire nation together.

The school's Southern Stars dancers joined 3000 students from 120 schools, with the theme EMBRACE. In 2023, we had double the number of students from previous years. A total of 35 students performed over the three days, along with 40 students attending the matinee show. I'm extremely proud that our small school was able to strongly support this initiative which is a powerhouse for extraordinary opportunities and creating lifelong memories.

The events continued, from the heartwarming Celebration of 100 Days of Kindergarten, to the excitement of Education Week to and the creativity and imagination showcased during the Book Week Parade. We also enjoyed the lively P&C School Disco, cheered on our students at various sporting events, and witnessed the joy and learning that come from

grade excursions.

This year, we have had the pleasure of hosting the Lake Learning Community Public Speaking Grand Final that included finalists from Windang PS, Primbee PS, Lake South PS, Warilla North PS, and Mount Warrigal PS, with the judges from Lake Illawarra HS. There is extraordinary talent in all our schools.

We celebrated the news that Ayland from Kindy and Annelise from Year 6, had their artworks selected to represent NSW public schools, as part of the Nagoya Sister City Art Exchange 2023. Ayland's artwork will be displayed at the Nagoya Exhibition in Sydney, with Annelise's artwork displayed in Nagoya, Japan.

Celebrations continued with;

- Fleur, a Year 6 student, achieving 10th place and Beckham, Year 5, placing 19th at the South Coast Regional Cross Country
- Koa, our gifted and talented School Captain accepting a place in The Australian Ballet workshop with The Arts Unit
- Acknowledging the dedicated school administrative and support staff (SASS) and ancillary staff, who are the backbone of our school operations, with special student messages and a Principal's lunch. as they are the backbone of our school operations
- Presenting students with their merit, bronze and silver certificates, and importantly celebrating student birthdays at our weekly SURF assemblies
- Sharing the joy with Romeo, Hunter, Lexin, Jacob and Angus for reaching the U/12 football grand final with their teammates from the Warilla Wanderers
- Owen & Lachie winning their Tennis grand final
- Staff members reaching milestone birthdays and
- Mrs Dimovski & and Mrs Curties welcoming their beautiful baby girls.

Building Projects Completed in 2023

- The school's original playground built approximately 35 years ago was replaced with a brand-new playground built by ForPark.
- A cantilever cover was built for the quiet area, providing much needed shade for our students.
- The cantilever cover was built to provide shade at the outdoor park tables near the hall.
- New shelves were purchased and installed in the library.
- The girls and boys toilet refurbishment was completed with new toilets, new taps, paint, signage, reflect mirrors and soap dispensers.
- New fence banners were designed, ordered and installed around the school to provide some privacy for our neighbours and our school. The images on the banners are photos from the school gardens at various times throughout the year.
- The school hall technology upgrade included new visual and audio equipment. Specifically, a remote control projector screen, new data projector & speakers were installed.

May the spirit of Windang Public School continue to shine bright in all our endeavours.

Regards

Loreta Kocovska

Principal

Windang Public School

School vision

Windang Public School is a world class school that provides outstanding education with a strong focus on continuous improvement for students and staff. We are committed to ensuring every child is known, valued and cared for. Academic excellence is our focus balanced with the creative and performing arts and sport in which all students become skilled collaborators, communicators, critical and creative thinkers. Community is our culture thus our belief in the proverb "it takes a village" to raise students who are committed to the school values of: safety always, united in learning, respectful and cooperative and are fair in work and play.

School context

Windang Public School is a P1 school located on the northern side of Lake Illawarra and is the southern-most suburb of Wollongong. Established in 1942, the school has a proud history of being central to its community, enrolling many children who are second and third generation students of our school. We have a strong focus on creating a safe, happy and caring environment where every student is known, valued and cared for.

School staff are committed to providing quality educational programs that provide enrichment and encourage success in learning, sport and the creative arts. Extra-curricular opportunities in Sport, Science, Technology and Creative and Performing Arts, enable our students to excel through a range of different experiences.

The school has embarked on the journey of aligning teaching children to read to The Science of Reading thus all K-6 teachers are trained or willing to be trained in The Science of Reading. The school also has a strong focus on explicit teaching of English and mathematics complemented by high expectations.

Our school has an active P&C and enjoys strong ties with its community. We seek feedback from all members of the school community to underpin ongoing school improvement and the professional effectiveness of all school members.

Physical resources, facilities and classrooms have recently been rebuilt or refurbished, transforming our learning spaces to meet the broad range of student learning interests and needs.

Windang Public School is a member of the Lake Learning Community and works together with leaders and teachers from within, and beyond, our Community of Schools to build and sustain a culture of effective, evidence-based teaching for ongoing improvement and to support the learning of students as they transition from primary to high school.

We have a commitment to continuous improvement and are working to enhance the learning experience of each student through high quality and consistent teaching practices and effective school planning, self-assessment and change management processes.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around deep teacher engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

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 | 2023 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Excelling |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Excelling |
| LEARNING: Student growth and performance | Sustaining and Growing |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Excelling |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Excelling |

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise outcomes in reading and numeracy and build strong foundations for academic success, we will ensure quality teaching, curriculum planning and delivery, and assessment promotes learning excellence.

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.

- Literacy and Numeracy
- Data informed Practice

Resources allocated to this strategic direction

Integration funding support
Socio-economic background
Per capita
AP Curriculum & Instruction
Low level adjustment for disability
English language proficiency
Beginning teacher support
QTSS release
Professional learning

Summary of progress

The focus for 2023 was on collaborating and implementing evidence-based teaching across literacy and numeracy, and making informed decisions using student data to guide teacher practice.

This involved engaging teachers in high impact professional learning in explicit teaching and evidence-based literacy and numeracy pedagogy. Teachers collaborated in Data and Curriculum Planning Days (5 weekly cycles), stage meetings (weekly cycles) and in targeted professional learning opportunities to unpack student data using Data Action Plans, assessments and work samples. The construction of a Data Wall to show all student faces on the data was completed as a starting point for a whole school commitment to shared responsibility and accountability.

As a result time teachers were provided time for collaboration, professional learning and planning, and opportunities were given to all teachers to see models of explicit instruction. Time and support was provided for the development, completion and analysis of assessments, enabling teachers to identify gaps in learning and next steps, highlighted on the school's data wall.

Next year the focus will be continuing to strengthen the collaboration and implementation of evidence-based teaching across literacy and numeracy within the school and as part of a wider collaborative network. The school will also commit to embedding strong processes to ensure all students are taught at their point of need and supported through a case management approach. This will support further improvement towards an excellent learning culture and high levels of student engagement.

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 |
|---|---|
| An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022. | The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 8.3%. |
| An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with | The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 4.6%. |

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| Year 3 and 5 in 2022. | |
| Self-assessment against the School Excellence Framework in the element Data skills and Use will move from Delivering to Sustaining and Growing. | Self-assessment against the School Excellence Framework in the element of Data skills and use shows the school currently performing at Sustaining and Growing. |

Strategic Direction 2: Excellence in teaching and learning

Purpose

Teachers are critical in ensuring excellence in learning in every classroom. To achieve this excellence of practice all teachers will be provided with high impact professional learning to inform their work.

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.

- Educational Leadership
- Teacher Learning and Development

Resources allocated to this strategic direction

Beginning teacher support

QTSS release

Professional learning

Summary of progress

The focus for 2023 was on establishing a culture of shared teacher practice through modelled lessons and opportunities to reflect of effective pedagogy, building a strong performance and development culture.

This involved all teachers engaging in high impact professional learning and readings to improve their practice. All teachers committed to being organised, prepared and open to conversations around effective practice in action, as all staff participated in Learning Walks and Talks, co-planning and co-teaching, and observation of demonstration lessons delivered by teachers, executive staff and knowledgeable others.

As a result, consistency in teaching and learning across all classrooms was achieved as non-negotiables were identified for literacy and numeracy blocks. All teachers updated the data wall in 5 weekly cycles at least, and the rich discussions around shared practice, continuous improvement and student achievement grew throughout the year.

Next year the focus will be putting a spotlight on learning and the celebration of learning by providing teachers with a high level of guidance in regularly supporting each other to reflect on and improve their practice. This will support further improvement towards shared practice, and a school wide consensus that everyone is consistent, persistent and insistent on implementing best professional teaching and learning practice.

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 |
|--|---|
| Self-assessment against the School Excellence Framework in the element Educational Leadership indicates improvement from Delivering to Sustaining and Growing. | Self-assessment against the School Excellence Framework in the element of Educational Leadership shows the school currently performing at Sustaining and Growing. |
| Self-assessment against the School Excellence Framework in the element Curriculum indicates improvement from Delivering to Sustaining and Growing. | Self-assessment against the School Excellence Framework in the element of Educational Leadership shows the school currently performing at Sustaining and Growing. |

Strategic Direction 3: Student achievement, engagement and wellbeing

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes and learning dispositions that support student wellbeing, independence and engagement in their learning.

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.

- Evidence-based programs
- Connect, succeed, thrive

Resources allocated to this strategic direction

Socio-economic background

Per capita

Integration funding support

Low level adjustment for disability

Summary of progress

The focus for 2023 was on strengthening the engagement and participation of all students, and streamlining wellbeing and behaviour guidelines and practices across the school.

This involved professional learning for teachers and SLSOs to lead and teach the You Can Do It! program K-6, and executive staff working alongside teachers to ensure whole school behaviour and wellbeing practices are followed. A case management approach to strengthen inclusive teaching and wellbeing practices was also established through the creation of the data wall, where all students have faces on the data,

As a result, differentiated and targeted programs were delivered to all students, and the regular review of data to lead conversations was embedded as part of the school's culture and processes. There is active engagement of students in the You Can Do It! lessons and the school has behaviour supports in place to ensure explicit teaching can occur.

Next year the focus will be strengthening the behaviour and wellbeing practices across the school with centered vision on building the whole school community's understanding and authentic engagement with the school's wellbeing framework. This will support improved health wellbeing and learning outcomes.

Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|---|--|
| Increase the percentage of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to be at or above the upper bound system negotiated target of 98.8%. | Tell Them from Me data shows 88.02% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress toward the lower bound target. |
| Improvement in the percentage of students attending school 90% or more of the time to the lower bound system-negotiated target of 74.5%. | The number of students attending greater than 90% or more of the time is 74.34% indicating progress towards the lower bound target. |
| Self-assessment against the School Excellence Framework in the element 'Learning Culture' indicates improvement from Sustaining and | Self-assessment against the School Excellence Framework in the element of Learning Culture shows the school currently performing at Sustaining and Growing. |

Growing.

| Funding sources | Impact achieved this year |
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| <p>Integration funding support</p> <p>\$38,289.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Windang 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"> • Connect, succeed, thrive • Data informed Practice • Literacy and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrated progress towards their personalised learning goals and were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms. Eligible students were provided with one to one intervention from Student Learning Support Officers in the classroom and in the playground</p> <p>After evaluation, the next steps to support our students will be: To ensure the learning and support team processes are evaluated and refined with professional learning for all staff. The school will continue to upskill staff to update their knowledge and skills to incorporate reasonable adjustments that will cater for all students along with updating teaching and learning programs.</p> |
| <p>Socio-economic background</p> <p>\$84,054.85</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Windang 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"> • Connect, succeed, thrive • Data informed Practice • Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through employing Literacy Expert Consultants to support student learning • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Reading and spelling support with the introduction of short, sharp lessons (10 mins) targeting foundational skills of decoding, blending, segmenting and reading of word lists and short texts. Continued support to unpack structured literacy and implement decodables across K-2 and learning support enabled the school to implement the new K-2 English Syllabus, and professional learning in Anita Chin mathematics further developed teacher capacity in teaching number skills and place value.</p> |

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| <p>Socio-economic background</p> <p>\$84,054.85</p> | <p>After evaluation, the next steps to support our students will be: To consolidate teacher knowledge using decodable texts to teach reading. Teachers will work with the Assistant Principal Curriculum and Instruction to embed the implementation of the new K-2 syllabuses and engage in the new 3-6 syllabuses</p> |
| <p>Aboriginal background</p> <p>\$33,021.71</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Windang 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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Collaborative, inclusive and supportive partnerships for Aboriginal students with evaluation and refinement of intervention strategies and personalised learning pathways (PLPs). Students were supported to participate in cultural activities, and teacher professional learning to engage in the use of Aboriginal texts further enhanced quality literacy learning opportunities for all students.</p> <p>After evaluation, the next steps to support our students will be: To continue teacher and staff professional learning in Aboriginal education.</p> |
| <p>English language proficiency</p> <p>\$2,400.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Windang Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: Employment of a school learning support officer (SLSO) to provide eligible students with classroom support.</p> <p>After evaluation, the next steps to support our students will be: Continued employment of an SLSO and the purchase of teaching resources to ensure students are supported with their learning</p> |
| <p>Low level adjustment for disability</p> <p>\$61,417.75</p> | <p>Low level adjustment for disability equity loading provides support for students at Windang 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"> • Connect, succeed, thrive • Data informed Practice • Literacy and Numeracy |

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| <p>Low level adjustment for disability</p> <p>\$61,417.75</p> | <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes. <p>The allocation of this funding has resulted in the following impact: A whole school focus on explicit teaching practices that are aligned to student learning needs..</p> <p>After evaluation, the next steps to support our students will be: Targeted and strategic learning and support and intervention, evaluated each 5-week cycle in consultation with assistant principals.</p> |
| <p>Professional learning</p> <p>\$15,419.17</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 Windang 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"> • Literacy and Numeracy • Teacher Learning and Development <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • access to professional learning that focused on literacy and numeracy • collaborative professional practices with high impact professional learning <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective evidence based practices with opportunities for staff to attend targeted professional learning experiences at home, school and off site provided throughout the year.</p> <p>After evaluation, the next steps to support our students will be: To continue to build teacher capacity, connections among staff within and beyond the school, and enhanced curriculum knowledge.</p> |
| <p>QTSS release</p> <p>\$33,853.25</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Windang Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed Practice • Teacher Learning and Development <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Stage collaboration and data days every 5 weeks, conducted and led by assistant principals curriculum and instruction along with stage assistant principals. These professional learning opportunities along with weekly collaboration sessions enabled assistant principals to work with their teams to inform teaching practices in their stages and provide informal mentoring and coaching to support improved teaching practice.</p> |

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|--|---|
| <p>QTSS release</p> <p>\$33,853.25</p> | <p>After evaluation, the next steps to support our students will be: Ensuring the leadership team lead improvement in areas where teachers need support, such as literacy or numeracy.</p> |
| <p>COVID ILSP</p> <p>\$67,807.49</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers, student learning support officers and speech therapists to deliver small group tuition. • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of students. • providing targeted, explicit instruction for student groups in literacy and numeracy, specifically: <ul style="list-style-type: none"> - Mini-Lit - StoryChamps - DIBELS Reading Intervention. • releasing staff to participate in professional learning • leading/providing professional learning for COVID teachers and student learning support officers. • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieve significant progress towards their personal learning goals.</p> <p>Check-in Reading Assessment, the % of questions answered correctly were:</p> <ul style="list-style-type: none"> • Year 3 - 53.6%, Year 4 - 53.2%, Year 5 - 41.4% <p>Check-in Numeracy Assessment, the % of questions answered correctly were:</p> <ul style="list-style-type: none"> • Year 3- 66.7%, Year 4 - 59.1%, Year 5 - 44.7% <p>Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>Improved student engagement in learning.</p> <p>After evaluation, the next steps to support our students will be: Ensuring the use of data sources in the implementation of literacy and numeracy small group tuition to identify students requiring additional support and early intervention. The school learning and support processes will continue to ensure regular monitoring of students as they transition back into classrooms.</p> <p>Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. Engagement of additional teaching staff using other flexible funding to extend intensive small group intervention programs. To monitor students who have been on the program in 2023 to ensure ongoing success. To continue to upskill teachers by attending relevant professional learning sessions. To continue to provide progress updates to class teachers and parents</p> |

| | |
|--------------------------------------|---|
| <p>COVID ILSP</p> <p>\$67,807.49</p> | <p>during and/or at the end of each learning cycle.</p> <p>Ensure ongoing high impact professional learning takes place to enable consistent delivery of effective practice on student data to differentiate learning in literacy and numeracy.</p> <p>Small-group tuition to continue in the foundational skills of reading, writing and using number sense.</p> |
|--------------------------------------|---|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2020 | 2021 | 2022 | 2023 |
| Boys | 77 | 79 | 88 | 92 |
| Girls | 77 | 79 | 86 | 98 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2020 | 2021 | 2022 | 2023 |
| K | 95.1 | 94.7 | 89.9 | 93.2 |
| 1 | 89.5 | 92.8 | 82.4 | 93.1 |
| 2 | 92.9 | 94.2 | 88.3 | 92.8 |
| 3 | 95.4 | 94.4 | 80.4 | 90.3 |
| 4 | 91.2 | 93.2 | 85.0 | 89.9 |
| 5 | 91.6 | 89.0 | 90.6 | 91.1 |
| 6 | 92.5 | 93.1 | 84.5 | 92.3 |
| All Years | 92.7 | 93.2 | 85.9 | 92.1 |
| State DoE | | | | |
| Year | 2020 | 2021 | 2022 | 2023 |
| K | 92.4 | 92.8 | 87.9 | 91.1 |
| 1 | 91.7 | 92.7 | 87.4 | 90.5 |
| 2 | 92.0 | 92.6 | 87.8 | 90.8 |
| 3 | 92.1 | 92.7 | 87.6 | 90.9 |
| 4 | 92.0 | 92.5 | 87.4 | 90.6 |
| 5 | 92.0 | 92.1 | 87.2 | 90.3 |
| 6 | 91.8 | 91.5 | 86.3 | 89.8 |
| All Years | 92.0 | 92.4 | 87.4 | 90.6 |

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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) | 3.2 |
| Classroom Teacher(s) | 6.92 |
| Learning and Support Teacher(s) | 0.4 |
| Teacher Librarian | 0.4 |
| School Administration and Support Staff | 1.92 |

*Full Time Equivalent

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 2023, 2.5% 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 | 2023 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.00% | 3.60% |
| Teachers | 3.00% | 3.40% |

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

| | 2023 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 2,492.95 |
| Revenue | 2,496,336.98 |
| Appropriation | 2,406,452.12 |
| Sale of Goods and Services | -227.35 |
| Grants and contributions | 82,264.87 |
| Investment income | 1,607.34 |
| Other revenue | 6,240.00 |
| Expenses | -2,577,426.95 |
| Employee related | -2,101,892.68 |
| Operating expenses | -475,534.27 |
| Surplus / deficit for the year | -81,089.97 |
| Closing Balance | -78,597.02 |

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.

| | 2023 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 38,289 |
| Equity Total | 180,894 |
| Equity - Aboriginal | 33,022 |
| Equity - Socio-economic | 84,055 |
| Equity - Language | 2,400 |
| Equity - Disability | 61,418 |
| Base Total | 1,637,996 |
| Base - Per Capita | 45,285 |
| Base - Location | 0 |
| Base - Other | 1,592,710 |
| Other Total | 275,950 |
| Grand Total | 2,133,129 |

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

Year 1 Phonics Screening Results:

81% of students At or above 28 correct; above state average

Year 3 NAPLAN Results:

- **Reading**
 - School average **above** national average
 - 50% students **above** national average
 - 39% students **above** school average
- **Writing**
 - School average **above** national average
 - 61% students **above** national average
 - 56% students **above** school average
- **Spelling**
 - School average **above** national average
 - 56% students **above** national average
 - 50% students **above** school average
- **Grammar & Punctuation**
 - School average aligned to national average
 - 56% students **above** national average
 - 56% students **above** school average
- **Numeracy**
 - 39% students **above** national average
 - 50% students **above** school average

Year 5 NAPLAN Results:

- **Reading**
 - 50% students **above** national average
 - 60% students **above** school average
- **Writing**
 - School average **above** national average
 - 60% students **above** national average
 - 60% students **above** school average
- **Spelling**
 - 55% students **above** national average
 - 55% students **above** school average
- **Grammar & Punctuation**
 - 45% students **above** national average

- 60% students **above** school average
- **Numeracy**
- 50% students **above** national average
- 55% students **above** school average

Parent/caregiver, student, teacher satisfaction

STUDENTS

The Tell Them from Me student survey in Years 4, 5 and 6 elicited responses for their satisfaction in the broad categories of social-emotional and drivers of student outcomes. There were numerous elements within each category. In the 2023 survey there were 60 respondents.

Sense of Belonging

- An upward trend at 72% (NSW Govt Norm is 81%) of students indicated they felt accepted and valued by their peers and others at the school.

Participate Sports

- An upward trend at 95% (NSW Govt Norm is 89%) of students indicated they participated in school sports and clubs.

Positive Relationships

- An upward trend at 89% ((NSW Govt Norm is 85%) of students indicated they had positive relationships at school.

Values School Outcomes

- An upward trend at 89% (NSW Govt Norm is 96%) of students indicated they valued schooling outcomes.

Positive Behaviour at School

- An upward trend at 90% (NSW Govt Norm is 83%) of students indicated they demonstrated positive behaviour at school.

Quality Instruction

- An upward trend at 89% (NSW Govt Norm is 86%) of students indicated they were intellectually engaged through quality instruction at school.

PARENTS / CARERS

The Tell Them from Me parent and carer survey used a ten-point scale, with 0 indicating strong disagreement, 10 strong agreement, and 5 neutrality for different elements within seven broad categories. In the 2023 survey there were 22 respondents.

Two-way Communication with Parents (School Mean: 8.0)

- Parents generally feel welcome, teachers listen to concerns, and written information from the school is clear

Parents Are Informed (School Mean: 6.6)

- Areas for improvement in informing parents about behaviour, progress, and social/emotional development

Parents' Participation at School

- 36% of parents reported they talked with a teacher 3 or more times since the beginning of the school year about their child's learning or behaviour.
- 50% of parents reported they talked with a teacher 2 or more times since the beginning of the school year about their child's learning or behaviour.
- 45% of parents reported they attended a meeting (e.g., parent-teacher meetings) or social functions at school 3 or more times since the beginning of the school year.
- 45% of parents reported they attended a meeting (e.g., parent-teacher meetings) or social functions at school 2 - 3 or more times since the beginning of the school year.
- 27% of parents indicated they are involved in a school committee(e.g., P&C)

Aboriginal or Torres Strait Islander

- 14% of parents identified as Aboriginal or Torres Strait Islander
- 14% of indicated their child identifies as Aboriginal or Torres Strait Islander
- 82% of parents agree or strongly agree that school is a culturally safe place for all students with 9% indicating they neither agree nor disagree.

Parents Support Learning at Home (School Mean: 8.1)

- Parents are actively involved in supporting their child's learning at home.

School Supports Learning (School Mean: 7.6)

- Positive feedback on teachers showing interest, having high expectations, and supporting individual needs.

School Supports Child's Behaviour (School Mean: 7.3)

- Addressing behaviour issues promptly and creating a safe and inclusive environment for all students.

Inclusive School (School Mean: 6.3)

- Recognition of the importance of supporting students with different learning needs.

Perception of School Facilities

- 100% of parents agreed or strongly agreed that the school is well maintained with 95% of parents indicating the physical environment is welcome with easy to access/move around the school.

Recommendation and Satisfaction

- 95% of parents indicated Windang PS was their school of choice for their child thus most parents would recommend the school to others, indicating satisfaction with the school's support.

TEACHERS

The Tell Them from Me "Focus on Learning" teacher survey examined the Eight Drivers of Student Learning, with Likert format questions converted to a 10-point scale. The survey involved 9 respondents, evaluating leadership, collaboration, learning culture, data-informed practice, teaching strategies, technology, inclusive school practices, and parent involvement.

Leadership

- School Mean: 8.3 (NSW Govt Norm: 7.8) School leaders support teachers in goal-setting, creating learning opportunities, and providing feedback.

Collaboration

- School Mean: 8.2 (NSW Govt Norm: 8.0) Teachers collaborate on cross-curricular activities, share lesson plans, and discuss learning goals.

Learning Culture

- School Mean: 7.9 (NSW Govt Norm: 7.8) Teachers focus on setting high expectations, giving feedback, and making lessons relevant.

Data Informs Practice

- School Mean: 8.0 (NSW Govt Norm: 7.9) Teachers use assessment data to understand student challenges, plan lessons, and guide improvement.

Teaching Strategies

- School Mean: 6.2 (NSW Govt Norm: 6.7) Teachers employ various strategies, including technology use, to enhance student learning.

Technology

- School Mean: 8.4 (NSW Govt Norm: 8.2) Interactive technology is utilized to track progress, analyze data, and improve technological skills.

Inclusive School

- School Mean: 7.1 (NSW Govt Norm: 6.8) Efforts are made to support students with special needs, set clear expectations, and create inclusive opportunities.

Parent Involvement

- School Mean: 7.8 (NSW Govt Norm: 7.3) Parents are engaged in students' learning, goal-sharing, and reviewing work regularly.

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.

Aboriginal Education - School statement

In 2023, the National NAIDOC Week was celebrated from Sunday, 2 July - Sunday, 9 July 2023. As the event fell in our school holiday period, we acknowledged and gathered together as a community on Wednesday 28 June to celebrate the culture, history and achievements of Aboriginal and Torres Strait Islander people.

Our staff, students, parents and families were captivated by Uncle Richard and the Gumaraa Aboriginal Experience team in what was a truly memorable and authentic experience that included a smoking ceremony, Welcome to Country, didgeridoo and traditional dance.

The students from K/1 sang "Care for Country" which was equally captivating. Parents and families then joined their children in their classrooms for NAIDOC activities followed by morning tea. The day was definitely a highlight of the year with approx. 50 guest and we've already received wonderful community feedback.

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.