

2023 Annual Report

Winston Heights Public School



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Introduction

The Annual Report for 2023 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.

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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 353 and is located in an established residential area in North West Sydney. Our school enjoys a rich diversity of cultures with 49% 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	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

Professional learning

AP Curriculum & Instruction

Summary of progress

School-wide Assessment and Data Practices

Teachers worked collaboratively in stage teams to build an understanding of the progression of student learning in multiplicative thinking. Using the Numeracy Progressions and the new K-10 mathematics syllabus, teachers developed the Winston Heights Multiplicative Thinking Progressions. This led to the development of the Winston Heights Multiplicative Thinking Assessment. Teachers utilised the Interview for Student Reasoning and SENA to develop questions that assessed the different progression levels. A select group of teachers trialed, reflected and modified the assessment before all other teachers were given the opportunity to assess students in their class.

The development of the school wide progressions and assessment allowed teachers a greater understanding of how students progress in multiplicative thinking K-6. The assessment was completed in Term 3 and Term 4. It will be added to the school assessment schedule. 86% of teachers expressed confidence in using the assessment. 100% of teachers know how to access the assessment and found it easy to use. 92% found the Multiplicative Strategies Tracking Tool easy to use, with 93% finding it useful in providing information on how to support students in the development of their multiplicative thinking. In 2024 the addition of this assessment into the assessment schedule will inform teaching practice around multiplicative thinking and guide the next steps in student learning.

The WHPS data team was established in 2023. The team met to discuss and analyse standardised assessments across the school. This informed the development of the Data Tracking Tool. In creating the Data Tracking Tool, the team reflected on each assessment and discussed what components of the assessment data would be most valuable to teachers to differentiate teaching and inform student learning. The team identified the need to highlight the different levels of achievement to support the analysis of the data. A colour coding system was developed to allow for quick identification of students at all levels of achievement. Executive and staff were given the opportunity to explore the Data Tracking Tool.

The feedback from staff on the Data Tracking Tool has been positive. It has been used effectively during parent meetings to demonstrate student need and achievement. It will be used to inform 2024 classes and handover of student information. In 2024 the Data Tracking Tool will be continually updated and regularly reviewed at executive, whole school and stage meetings to inform planning of teaching and learning programs.

Assessment and Data Use in teaching

Teachers assessed a range of students with differing abilities from their class using the Multiplicative Thinking Assessment and recorded the data in the data spreadsheet. Teachers collaboratively analysed the data and identified trends, misconceptions and next steps to further support student understanding in multiplicative thinking. This led to the creation of stage goals targeting multiplicative thinking. During professional learning, teachers coplanned number talks that addressed their stage goal. Teachers were then given the opportunity to share their number talks with the staff which showcased the learning of students in terms of their multiplicative thinking. At the end of Term 4, all students were

reassessed and the data was analysed.

The process of designing, developing and implementing the Multiplicative Thinking Assessment has strengthened teachers' understanding of the syllabus and the progression of learning. Providing the guided and collaborative opportunity to analyse data as well as designing teaching activities, has allowed teachers to form a deeper understanding of the development of multiplicative thinking in students. 93% of teachers expressed that this assessment was useful in understanding the skills and abilities of their students. In 2024 teachers will refer to the assessment data to inform teaching and learning of multiplicative strategies.

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>Reading Growth</p> <p>Students in Years 3 - 6 demonstrate improved reading scores from Term 4 2022 to Term 4 2023 using PAT as a key data point.</p>	<p>In Year 5, 33% of students scored in the 75th percentile against Australian Standardised norm which was an 11% increase from 2022.</p> <p>In Year 4, 28% of students scored in the 75th percentile against Australian Standardised norms which was an 2% increase from 2022.</p> <p>In Year 3, 16% of students scored in the 75th percentile against Australian Standardised norms which was a decrease of 16% from 2022.</p>
<p>Numeracy Growth</p> <p>Students in Years 3 - 6 demonstrate improved numeracy scores from Term 4 2022 to Term 4 2023 using PAT as a key data point.</p>	<p>In Year 5, 49% of students scored in the 75th percentile against Australian Standardised Norms which was an increase of 9% from 2022.</p> <p>In Year 4, 33% of students scored in the 75th percentile against Australian Standardised Norms which was an increase of 12% from 2022.</p> <p>In Year 3, 23% of students scored in the 75th percentile against Australian Standardised Norms which is the same as 2022.</p>

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

Professional learning
QTSS release
AP Curriculum & Instruction

Summary of progress

Professional Learning & High-Quality Practice - Reading and Literacy

In Semester Two, we started to explore the structure and key components of the new English K-10 syllabus. It was decided that a focus on textual concepts would be too big for staff to fully understand due to time restraints. This will be revisited in 2024. Teachers collaborated to develop a deeper understanding of the syllabus through the lens of vocabulary and reading fluency. Teachers were upskilled in using the DoE Fluency Assessment Tool to assess students skills in reading fluency and identify areas of need for students. As a result of the varied and differentiated approaches to professional learning, teachers were confident in navigating and understanding the key components of the English syllabus. In 2024, professional learning will involve deepening teachers knowledge and understanding in the areas of reading fluency, vocabulary and textual concepts to support teaching and learning within the classroom.

The assistant principal curriculum and instruction (APC&I) worked collaboratively with K-2 teaching staff to upskill teachers in deepening their understanding of the key skills students need to progress with their reading. Teachers developed a deep understanding of the skills students need through exploring content in the syllabus and learning progressions. Teachers were supported in brainstorming how to support students with each skill in the classroom. Working collaboratively, teachers analysed student reading and identified the next steps to support reading instruction. During 2024, this initiative will see teachers working towards ensuring that all small group reading instruction has a clear learning intention, and text selection is driven by Initialit data or a specific focus. Initialit RAD readers along with sound and word books are utilised during small group instruction to support reading development.

Professional Learning & High-Quality Practice - Numeracy

Throughout the year, teachers collaboratively unpacked the departments mathematics units of work across Kindergarten to Year 2. Through this process the APC&I led teachers in developing an understanding of how to develop learning intentions to drive the focus of the lesson and assessment which ultimately supported student learning and development. Teachers were constantly referring back to the syllabus which deepened their understanding of the key elements of the syllabus and how to navigate it confidently. Years 3 to 6 teachers collaboratively programmed units of work and were guided by the APC&I and assistant principals to look deeply at the syllabus to ensure programs met the needs of the students, as well as the outcomes. The impact of this initiative was that teachers were able to confidently navigate the syllabus as well as develop a deeper understanding of the content and skills students needed to develop their mathematical knowledge.

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"> • Year 3 - S1 and S2 outcomes up to 68% • Year 5 - S2 and S3 outcomes up to 73% 	<p>In Year 3, the percentage of Stage 1 students that correctly answered comprehension questions (by syllabus outcome EN1-RECOM-1) was 66%.</p> <p>In Year 3, the percentage of Stage 2 students that correctly answered comprehension questions (by syllabus outcome EN24A) was 51%.</p> <p>In Year 5, the percentage of Stage 2 students that correctly answered comprehension questions (by syllabus outcome EN24A) was 68%.</p> <p>In Year 5, the percentage of Stage 3 students that correctly answered comprehension questions (by syllabus outcome EN33A) was 49%.</p>
<p>Increase the percentage of correctly answered spelling questions (by syllabus outcome) in NAPLAN Spelling by 6%</p> <ul style="list-style-type: none"> • Year 3 - S1 and S2 outcomes up to 63% • Year 5 - S2 and S3 outcomes up to 63% 	<p>In Year 3, the percentage of Stage 1 students that correctly answered spelling questions (by syllabus outcome EN1-SPELL-01) was 60%.</p> <p>In Year 3, the percentage of Stage 2 students that correctly answered spelling questions (by syllabus outcomes EN2-5A) was 49%.</p> <p>In Year 5, the percentage of Stage 2 students that correctly answered spelling questions (by syllabus outcome EN2-5A) was 57%.</p> <p>In Year 5, the percentage of Stage 3 students that correctly answered spelling questions (by syllabus outcome EN3-4A) was 41%.</p>
<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"> • Year 3 - S1 and S2 outcomes up to 66% • Year 5 - S2 and S3 outcomes up to 67% 	<p>In Year 3, the percentage of Stage 1 students that correctly answered grammar, punctuation, vocabulary questions (by syllabus outcome EN1-VOCAB-1) was 50%.</p> <p>In Year 3, the percentage of Stage 2 students that correctly answered grammar, punctuation, vocabulary questions (by syllabus outcome EN2-9B) was 45%.</p> <p>In Year 5, the percentage of Stage 2 students that correctly answered grammar, punctuation, vocabulary questions (by syllabus outcome EN2-9B) was 66%.</p> <p>In Year 5, the percentage of Stage 3 students that correctly answered grammar, punctuation, vocabulary questions (by syllabus outcome EN3-6B) was 50%.</p>
<p>Increase the percentage of correctly answered whole number questions (by syllabus outcome) in NAPLAN by 6%</p> <ul style="list-style-type: none"> • Year 3 - S1 and S2 outcomes up to 62% • Year 5 - S2 and S3 outcomes up to 73% 	<p>In Year 3, the percentage of Stage 1 students that correctly answered whole number questions (by syllabus outcome MA1-RWN-01) was 71%.</p> <p>In Year 3, the percentage of Stage 2 students that correctly answered whole number questions (by syllabus outcome MA2-4NA) was 56%.</p> <p>In Year 5, the percentage of Stage 2 students that correctly answered whole number questions (by syllabus outcome MA2-4NA) was 81%.</p> <p>In Year 5, the percentage of Stage 3 students that correctly answered whole number questions (by syllabus outcome MA3-4NA) was 50%.</p>
<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"> • Year 3 - S1 and S2 outcomes up to 56% • Year 5 - S2 and S3 outcomes up to 67% 	<p>In Year 3, the percentage of Stage 1 students that correctly answered addition and subtraction questions (by syllabus outcome MA1-CSQ-01) was 59%.</p> <p>In Year 3, the percentage of Stage 2 students that correctly answered addition and subtraction questions (by syllabus outcome MA2-5NA) was 37%.</p> <p>In Year 5, the percentage of Stage 2 students that correctly answered addition and subtraction questions (by syllabus outcome MA2-5NA) was 81%.</p> <p>In Year 5, the percentage of Stage 3 students that correctly answered addition and subtraction questions (by syllabus outcome MA3-5NA) was 41%.</p>

Increase the percentage of correctly answered multiplication and division questions (by syllabus outcome) in NAPLAN by 6%

- Year 3 - S1 and S2 outcomes up to 55%
- Year 5 - S2 and S3 outcomes up to 55%

In Year 3, the percentage of Stage 1 students that correctly answered multiplication and division questions (by syllabus outcome MA1-FG-01) was 53%.

In Year 3, the percentage of Stage 2 students that correctly answered multiplication and division questions (by syllabus outcome MA2-6NA) was 40%.

In Year 5, the percentage of Stage 2 students that correctly answered multiplication and division questions (by syllabus outcome MA2-6NA) was 51%.

In Year 5, the percentage of Stage 3 students that correctly answered multiplication and division questions (by syllabus outcome MA3-6NA) was 30%.

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

Low level adjustment for disability

Per capita

Professional learning

Summary of progress

In 2023, an assistant principal was tasked with overseeing student, parents and staff wellbeing and engagement. In Terms 1 and 2, the assistant principal supported beginning teacher inductions through shoulder-to-shoulder support on the playground and in classrooms with the aim of building consistency by explicitly demonstrating school procedures and expectations for students. An additional wellbeing SLSO was employed to cater for the needs of students who responded well to learning through physical activity and movement. The wellbeing SLSO ran programs to support respect and sportsmanship through Oztag competitions, soccer sportsmanship games and the Stage 3 soccer competition. The K-2 stars program allowed all students in K-2 to try extra curricular activities and perform in front of an audience. 3-6 students were offered the opportunity to participate in dance, drama, gardening, choir, technology, recorder and band activities as well as leadership opportunities such as Library Monitors, Structured Play Leaders and House Captains and School Leaders. Teachers trained in the Smiling Minds program. This initiative allowed 21% of students to access wellbeing programs supported by the school with a focus on friendship, resilience, team building, leadership and social skill development. These programs were developed to run in response to real time needs analysis. While, this effectively supported students; in 2024 we aim to look at providing programs that specifically target identified needs throughout the school. Parents, students and staff will be surveyed to look at the needs of the community and plan to help students and parents develop skills that will lessen emerging wellbeing concerns.

Professional learning in restrictive practices, restorative conversations and our school PBL systems were conducted at the beginning of 2023. In Term 3, the online school administration systems changed from Sentral to School Bytes and this required teachers to participate in further professional learning. Due to the changes, this transition has been extended into 2024. The introduction of fortnightly PBL values at morning assemblies has raised the profile of PBL. Professional dialogue occurred about the number of PBL tokens expected to be handed out to students each day which allowed teachers to have greater confidence in consistent judgement across the school. Our K-6 PBL assemblies were introduced and have been well attended by parents. In 2023, changes to policy and systems meant that our plans were delayed slightly. In 2024, using School Bytes many of the awards processes will be automated, thus making this an easier and more effective process. The fortnightly PBL assembly announcements, signs around the school, consistently reminding students of expectations and positively reinforcing behaviour have been extremely effective. In 2024 professional learning, introducing flow charts and instruction guides for all PBL and school behaviour procedures will allow teachers greater confidence in using the systems with more consistency across the school.

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
Student Attendance Increase the percentage of students attending school 90% of time or more by 5%	The number of students attending school greater than 90% of the time has increased by 22%.

<p>Student Positive Wellbeing</p> <p>TTFM data shows an increase in the percentage of students with positive wellbeing by 4%</p>	<p>Students reporting positive wellbeing outcomes had decreased by 5.77% across the positive wellbeing measures.</p>
<p>TTFM data shows an increase in the percentage of students with positive sense of belonging by 11% or more</p> <p>(2020 baseline = 71%; Lower bound = 83% Upper bound = 88%)</p>	<p>Tell Them From Me data shows 8.92% decrease in a sense of belonging at school.</p>
<p>TTFM data shows an increase in the percentage of students with positive advocacy at school by 8% or more</p> <p>(2020 baseline = 7.6; Lower bound = 8.0% Upper bound = 8.7%)</p>	<p>Tell Them From Me data shows a decrease of 3.94% with positive advocacy.</p>
<p>TTFM data shows an increase in the percentage of students with positive expectations for success by 2%</p> <p>(2020 baseline = 86%; Lower bound = 90% Upper bound = 95%)</p>	<p>Tell Them From Me data shows a decrease of 4.51% of students with positive expectations for success.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$54,776.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning, behaviour, and wellbeing needs <p>The allocation of this funding has resulted in the following impact: 100% of identified students made academic, social and behavioural progress with their IEP goals. The reduced number of student entries in Sentral reflects the ongoing positive work that the SLSO, students and teachers have made.</p> <p>After evaluation, the next steps to support our students will be: In 2024 we will continue to employ SLSOs to support the social, emotional, academic and physical goals of our identified students.</p>
<p>Socio-economic background</p> <p>\$18,116.23</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>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"> • Sense of Belonging, Advocacy and Success <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of wellbeing support officer to support all teachers and students, and to assist students develop their social skills. • professional development of staff through AP Learning Support and Smiling Minds to support student learning • 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: 21% of students across the school accessed targeted and responsive wellbeing supports offered by the wellbeing assistant principal and SLSO support officer. Support focused on friendship, resilience, team building, leadership, social skill development, sporting and extra curricular initiatives.</p> <p>After evaluation, the next steps to support our students will be: In 2024, wellbeing programs will be offered that specifically target identified need throughout the school. In collaboration with Tell Them From Me data, parents, students and staff will be surveyed to look at the needs of the community. Planned and purposeful supports and interventions will assist students and parents to develop skills that will lessen future concerns.</p>
<p>Aboriginal background</p> <p>\$1,083.98</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>Funds have been targeted to provide additional support to students</p>

<p>Aboriginal background</p> <p>\$1,083.98</p>	<p>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 equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Teachers and the learning support team participated in professional learning to develop an understanding of the Personalised Learning Pathways process. This was effective in ensuring high quality and relevant PLPs for 100% of Aboriginal students. Teachers developed, implemented and reflected on PLPs for students with Aboriginal backgrounds. Parent consultation throughout this process allowed for authentic plans and fostered a positive relationship between the school and home for students.</p> <p>After evaluation, the next steps to support our students will be: A greater focus in 2024 will be on using available resources including the academic and wellbeing support programs and SLSOs. This will allow for a more focused approach to supporting our Aboriginal students to achieve high expectations and their PLP goals.</p>
<p>English language proficiency</p> <p>\$86,770.94</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>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 equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of in class programs. • employment of additional staff to support delivery of targeted initiatives. <p>The allocation of this funding has resulted in the following impact: Teachers assessed the English understanding of the EaL/D students within their classroom and reflected on their areas of need. 100% of teachers spent time with the EaL/D team to develop their understanding of the EaL/D learning progressions and how they can be used to support students within the classroom.</p> <p>After evaluation, the next steps to support our students will be: In 2024 the EaL/D team will work closely with the APC&I and school executive to help develop teacher understanding of teaching vocabulary, and particularly how this can be used to support EaL/D learners within the classroom. The EaL/D team will continue to support teacher understanding of the EaL/D learning progressions and how this can support the strategies employed through planned programming of teaching and learning activities for our EaL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$144,914.70</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>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"> • Sense of Belonging, Advocacy and Success • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$144,914.70</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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: The development of strong learning support processes and programs to allow teachers to accurately identify, plan for and support students in academic and wellbeing domains 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 in the number of negative incidents in the playground and classroom.</p> <p>After evaluation, the next steps to support our students will be: In 2024 the learning and support team will continue to work with teachers, students and families to support the academic, social and behavioural progress and growth of students. Small group interventions combined with in class support will allow a greater number of students to access support. Teachers continue to use short explicit lessons as best practice for students who require additional support in literacy and numeracy.</p>
<p>Professional learning</p> <p>\$24,217.61</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>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"> • School-wide assessment and data practices • Assessment and Data Use in teaching • Professional Learning & High-Quality Practice - Reading and Literacy • Professional Learning & High-Quality Practice - Numeracy • Sense of Belonging, Advocacy and Success • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact: Differentiated professional learning designed and implemented by the APC&I focused on providing executive and teachers with a greater understanding of the new mathematics syllabus and the pedagogy that underpins it. Executive have developed the skills to lead strong curriculum conversations with teachers and support their team as they implement the new syllabus K-6 in 2024.</p> <p>After evaluation, the next steps to support our students will be: In 2024, further work will be done to refine and implement a K-6 professional learning program that incorporates team teaching and mentoring to support the introduction of the new English syllabus into all classes K-6. Through this professional learning teachers will develop quality literacy instruction skills that will support student learning and high expectations in the classroom.</p>
<p>QTSS release</p> <p>\$75,873.89</p>	<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>QTSS release</p> <p>\$75,873.89</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"> • School-wide assessment and data practices • Assessment and Data Use in teaching • Professional Learning & High-Quality Practice - Reading and Literacy • Professional Learning & High-Quality Practice - Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: 100% of teachers have been supported to implement the new English and mathematics syllabus through stage-based curriculum planning sessions. The practical, collaborative and differentiated nature of the professional learning developed teacher knowledge of the new syllabus and allowed them to implement the syllabus confidently. In 2023 professional development has primarily focused on the development of skills and understanding of the mathematics syllabus.</p> <p>After evaluation, the next steps to support our students will be: In 2024 QTSS release will focus on providing teachers with the opportunity to further develop their knowledge of the new English and mathematics syllabuses with a focus on developing skills in differentiation and assessment. Targeted, differentiated professional learning will include: collaborative shoulder-to-shoulder mentoring and co-teaching to allow all teachers to develop the skills they need to support the students in their class.</p>
<p>COVID ILSP</p> <p>\$38,177.33</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/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in Reading and additive strategies. <p>The allocation of this funding has resulted in the following impact: Increased support and early intervention has been 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>After evaluation, the next steps to support our students will be: Employment of teachers and/or trained SLSOs to withdraw targeted students for small group intervention. A continued focus will be on phonics development, reading comprehension and rich mathematical problem solving strategies within small group interventions.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	227	219	195	184
Girls	214	199	185	169

Student attendance profile

School				
Year	2020	2021	2022	2023
K	97.4	94.9	90.4	94.3
1	96.2	94.7	90.4	91.3
2	96.0	94.9	90.8	92.6
3	95.9	94.5	88.6	92.4
4	95.4	94.9	85.2	92.4
5	95.6	92.8	88.1	92.6
6	94.5	94.6	87.9	92.5
All Years	95.8	94.5	88.6	92.6
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)	4.6
Classroom Teacher(s)	11.83
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher EAL/D	0.2
School Administration and Support Staff	3.12

*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	308,123.35
Revenue	3,912,557.20
Appropriation	3,607,361.27
Sale of Goods and Services	5,823.66
Grants and contributions	280,406.56
Investment income	15,867.71
Other revenue	3,098.00
Expenses	-3,785,689.07
Employee related	-3,289,330.09
Operating expenses	-496,358.98
Surplus / deficit for the year	126,868.13
Closing Balance	434,991.48

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	54,776
Equity Total	250,886
Equity - Aboriginal	1,084
Equity - Socio-economic	18,116
Equity - Language	86,771
Equity - Disability	144,915
Base Total	2,749,301
Base - Per Capita	98,899
Base - Location	0
Base - Other	2,650,402
Other Total	260,150
Grand Total	3,315,112

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.

Parent/caregiver, student, teacher satisfaction

Winston Heights Public School conducted a number of surveys with students, staff and the community throughout 2023, including school generated surveys, external surveys, and Tell Them From Me surveys. While survey responses were limited in some areas, they were generally positive. The information and data provided guided decision making, practices, programs and planning in all aspects of the operation of our school.

The majority of parents and teachers at Winston Heights Public School expressed that the physical environment is welcoming and the school is well maintained and easy to access. They agreed that the school is a culturally safe place for all students. Parents responded positively about the various forms of communication utilised by the school. Emails and newsletters were the two preferred forms of communication.

Winston Heights Public School has exceeded the state average in our 2023 focus on increasing opportunities for students to participate in extra-curricular activities. Similarly, the school exceeded state norms for students demonstrating positive behaviour at school.

When surveyed, students expressed a sense of pride in the school, and felt confident in knowing where to seek help with bullying, if needed. Overall, student perseverance levels have increased over the last year, with a majority of students reporting that they set challenging goals for themselves and aim to do their best.

Areas of focus in 2024 will include developing the school community's sense of belonging. Teacher professional learning will focus on high quality teaching and learning practices and resources in all curriculum areas across the school, with specific focus on continued implementation of the new English and mathematics curriculums.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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