

Windang Public School Annual Report



2016



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Introduction

The Annual Report for 2016 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 school 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.

Susan Tolhurst

Principal

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Message from the Principal

It has been a joy to return to Windang Public School after nearly four years away. I admit to having more than just a few nervous butterflies on my first day, but the wonderful welcome and support I have received from staff, students and community throughout 2016 has made my return an incredibly rewarding professional experience.

I wish to express my sincere thanks to all of the staff who so expertly led the school in my absence, especially Alisa McDonald who was the Relieving Principal for over three and a half years. Thanks also goes to Janine Hopwood who led the school for the final six months of my secondment.

Windang Public School is a unique place. We are a proud community school with a strong history of providing a wide range of teaching, learning and extra curricula activities that meet the needs of our students. The staff of Windang Public School are hardworking, passionate about what they do, committed to improving their skills and go to great lengths to support all students. Our administration staff are frequently identified as one of the strengths of our school, not just by our community but by students as well.

The support of teachers, students and the community enables us to offer a wide variety of opportunities for our students. Not only do we provide opportunities in the Key Learning Areas, our students have been involved in Southern Stars, environmental programs, Centenary of the ANZACs' recordings, Sydney Writers' Festival, sporting carnivals, coding workshops ... to name just a few. A highlight of the year was the school's Olympic Day, completely organised and implemented by the students of 5/6L as part of their first project based learning unit.

As we look to 2017 I am excited by the possibilities presented to us. We are focused on ensuring our teachers continue to receive high quality professional learning in order to have the greatest impact on student achievement. Continuing to improve the connection between school and home is another priority and we expect that the implementation of the digital learning platform See-Saw will enable this goal to become reality. We are also continuing to take small steps in improving our school's physical spaces, transforming them into flexible learning places that can support future focused pedagogies and deeply engage students in developing critical 21st century skills.

It is an exciting time to be a school leader and to be part of such a dynamic school. I am proud of the work and achievements of our school and students in 2016 and I look forward to seeing what we will achieve together in 2017.

Mrs Susan Tolhurst

Principal

Message from the school community

The P&C is a very small group of around six dedicated volunteers and we work tirelessly to raise the very much needed funds for our school.

Fundraising is a vital part of the P&C's function and once again 2016 has proven to be a successful year. We raised funds in a variety of ways, with our regular events such as our Cross Country BBQ, our ever successful Easter Raffle and student disco. This year we also hosted a Mothers Day morning tea, which was a lovely event the entire Windang community became involved in. Again, this year we held a Trivia Night at Club Windang, which was a great night of fun. We raised \$4 325, \$1 300 more than last year and it was so lovely to see so many members of our community join us. Trivia will now be an annual event, so here's hoping that even more members of our school community can join us next year to make it even bigger. It's such a fun night with so many prizes on offer too.

All of the events we run allows the P&C to financially contribute to the school's programs, which in turn benefits our children. In 2016, we were able to buy and install air conditioners in every classroom. Thanks to everyone who has contributed to our fundraising over the last few years to enable us to give the school the \$20 000 required for them. We have also allocated \$9 000 to repair the playground to make it safe again and up to the Australian Safety Standards. During the year, we also contributed to the bus costs for Southern Stars and paid for the dinner of all year 6 students at their formal. Our uniform shop has been running very smoothly since the purchase of our cash register a couple of years ago. I would like to thank Michelle R and Tara H for opening up each Monday and Friday morning. This year we raised a fantastic \$12 201.

Our P&C meetings are held on the 3rd Tuesday of the month in the evenings and we would love to see some new faces next year. We would welcome you with open arms. It is a rewarding role and the children do enjoy seeing their parents, caregivers or family members being a part of the school life. Annual membership is only 50 cents and once you've attended two meetings, you have full voting rights. Most meetings are over in an hour and a half and it is a great opportunity to hear what is happening in our school.

Finally, I would like to thank the P&C members and the parents who have helped with events throughout the year, as without you, we wouldn't have been able to hold the events that are truly needed. I would also like to thank the office staff, Mrs Cosgrove and Mrs Carrol as we appreciate the help that has been given to us and for sharing your work space. We look forward to seeing everyone in 2017 and thank you, the school community, for your continued support.

Vicki Sweet

P&C President 2016

School background

School vision statement

Our vision at Windang Public School is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them as life-long learners, to participate in and contribute to the global community and practice the core values of the school: safe, united, respectful and fair.

Our Mission

Is to enable every student to achieve at his or her maximum potential in an engaging, inspiring and challenging environment through the provision of:

- Providing an exciting, challenging and enriching curriculum through which students pursue critical thinking and problem solving in a variety of contexts
- Maintaining high expectations of our students through clearly defined set of core values, adding to the tone and character of the school and its members
- Developing students who care for and value themselves and others, have high self-esteem, are resilient and make appropriate decisions
- Highly effective teachers, focused on improving student outcomes, through their commitment to ongoing professional development, quality teaching, evidence based practices, coaching, mentoring and collaboration
- Maintaining and renewing facilities and resources required to support the high quality education of every student
- A school community that supports and values the opportunities offered to the students and works together with the staff to ensure a safe and happy learning environment where all students can reach their highest potential

School context

Windang Public School is a P1 school located on the northern side of Lake Illawarra and in the southern most suburb of Wollongong. Established in 1942, our school has a strong focus on creating a happy, caring environment with an emphasis on high achievement in student learning outcomes. The school is a community-focused school, recognising and responding to the diverse needs of students across our whole school community. A strong partnership between home and school ensures that education is valued, that children want to learn and that they enjoy the trust of teachers. The school and community have high expectations of students and value the provision of a wide variety of learning opportunities at the school. Currently the school has 7 main stream classes, as well as a library/ learning hub and learning support room. The school has 5% Aboriginal student enrolments; our student body also includes a significant number of children with learning difficulties and special needs. At Windang Public School a variety of quality programs exist to improve the quality of teaching in every classroom, for every student. Staffing and school funding is used flexibly to support literacy and numeracy programs, teacher training and professional development. Our highly effective Learning Support Team promotes engagement and quality learning through early intervention and equity funding.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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. In 2016, the staff of Windang Public School used the School Excellence Framework as a tool to inform, monitor and reflect on our school improvement processes and achievements.

Learning

In this domain, the focus of our work has been across all of the elements: Learning Culture, Wellbeing, Curriculum and Learning, Assessment and Reporting and Student Performance Measures. As a school we continue to work on implementing quality teaching and professional practices in every learning environment, providing students with the opportunity to succeed, connect and thrive whatever their stage of learning or development.

Windang Public School has a focus on working with parents to ensure each child's social, academic and emotional needs are met. Our Learning Support Team meets weekly to review students' individual learning needs and liaises with parents and support agencies. Parents with students who require individual learning plans are invited to meet twice per

year with classroom teachers outside of the school's regular reporting schedule.

During 2016, our focus on attendance has been on raising awareness with staff and parents, regularly reviewing attendance rates every five weeks during staff data review meetings. Attendance data was published weekly in the school newsletter, which also regularly carried messages related to the importance of school attendance. End of year school reports contained each student's attendance percentage for the year, rather than just the number of days absent. In 2017, the school will need to pay closer attention to attendance figures, especially for students who have been identified by the Home School Liaison Officer as being at risk.

The staff of Windang Public School are committed to improving their teaching through extensive professional learning. In 2016, the whole school focus has been on developing a common approach to the teaching of writing, with differentiation of teaching enabled through accurate assessment against the cluster markers in the Department's PLAN tool. Staff update PLAN data every five weeks to carefully track student progress across the Literacy and Numeracy continua.

Within School Performance Measures, and on the basis of NAPLAN data, Windang Public School is considered to be excelling in Year 3, sustaining and growing between Years 3 and 5 and pre-delivering between Years 5 and 7. Tracking of students' Best Start data between Kindergarten and Year 3 demonstrate that Windang Public School makes a significant difference to students' academic outcomes. In 2016, we were advised that we are considered to be Tier 2 Bump It Up School and will be focusing our efforts on improving the academic outcomes of all students to not only meet the Premier's priorities but increasing their life chances. We have also developed a Middle School project plan, in consultation with other members of the Lake Learning Community of Schools, in order to address the difficulties our students experience in transitioning to high school.

Teaching

Our major focus in the domain of Teaching has been on Collaborative Practice for staff members, in concert with Data Skills and Use. Time was provided to each stage team of teachers to meet fortnightly in order to review data, plan for instruction and reflect on practice. All teachers have now been trained in the Growth Coaching model and this training was put to good use during the implementation of peer observation sessions throughout Semester 2. As a result of these collaboration sessions, staff members are developing evidence based practice through their reflections and evaluations of collective work.

Professional learning sessions have enabled teachers to improve their skills in the use of technology, data analysis and syllabus and continua knowledge. All staff were trained in using the Point of Instructional Need Tool (POINT) with a focus on the teaching and assessment of writing. Classroom observations and feedback provided focused on the teach of writing, aligned with our school plan. Through the Community of Schools sharing sessions, teachers were able to meet with teachers from different schools, who share the same teaching stage, and explore successful strategies.

During the year, staff also undertook training in a collaborative process, DataWise, with the school's leadership team completing the Harvard online course. The course enabled the staff to use a clear, disciplined 8 step process for using a wide range of data sources to improve instruction. Regular five week updating of PLAN was introduced and implemented by staff in order to provide direction to teaching and learning programs and to differentiate the classroom program in order to meet student need. Sharing a common set of writing samples at each cluster of achievement has enabled staff to develop greater consistency when making assessment judgments.

Leading

In the domain of Leading, our focus has been on the elements of Management Practices and Processes and School Planning, Implementation and Reporting.

All teachers are part of a strategic direction team, charged with delivering the initiatives contained within the school plan. Each strategic direction team met fortnightly, enabling a focus to be maintained on delivering the school's projects for 2016. By having all staff members as part of a team, we were able to build leadership capacity and create a culture of ownership of the school's directions by all. Throughout the year, staff met with the principal on three occasions as part of the performance and development process, to receive and provide feedback on their professional goals. All staff share a whole school and stage goal, with most staff then choosing to select one personal goal on which to focus. Through sharing goals, we have been able to focus on a small number of strategic actions across the school, developing a shared understanding of the school's direction and vision. Having shared goals has also increased opportunities for teacher sharing and collaboration.

Communication amongst staff has been enhanced by the use of digital technologies, especially Google Docs. All meetings have their agendas and minutes maintained in this shared platform and staff are increasingly using online applications contained in G Suite and Office 365 as they discover the possibilities. The school is also increasingly using the electronic resources provided by the Learning Management and Business Reform (LMBR) to centralise and

maintain records of meetings and student learning plans.

Throughout the year, Windang Public School has commenced developing productive relationships with external agencies in order to improve the educational opportunities for our students. Liaising with mentor schools, businesses and community organisations have all added to the life our school, increasing opportunities for innovation and improvement. We are looking to expand these connections in 2017.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Assessment and data used in a challenging, engaging and inclusive curriculum

Purpose

Windang Public School aims to successfully create a culture in which collaborative planning, reflection on instruction and peer coaching are used to facilitate high expectations of student achievement and engagement across all areas of literacy and numeracy. By building the capacity of staff to use data to inform and improve teaching practice, Windang Public School will shift the focus from what teachers are doing to what students are learning.

Overall summary of progress

In 2016, school structures enabled stage teams to meet fortnightly in order to collaborate on student achievement and attendance data. Professional learning focused on the explicit teaching of writing and how to differentiate student learning experiences using data. Staff completed learning on using Learning Intentions and Success Criteria, with the evidence of their learning visible in classrooms. The systematic monitoring of student achievement has been achieved through the updating of PLAN data every 5 weeks, with the school's leadership team monitoring individual students through the use of a data wall. Assessment documents, aligned with the syllabus and PLAN, have been created to ensure a shared understanding among teachers of what level of achievement is expected at each stage of learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teaching staff are updating PLAN software every five weeks to accurately document student literacy and numeracy progress	All staff updated PLAN data every five weeks, with Assistant Principals approving the data. Some correction of student achievement levels was required as staff developed a deeper knowledge of the continua through professional learning and the use of PLAN.	\$4 000 release for Assistant Principals to approve PLAN data every 5 weeks.
100% of teachers utilise the DataWise 8 step process when using a wide range of data sources in order to plan for improved instruction and inform interventions	All Literacy and Numeracy team members trained in the use of DataWise, leading their stage team members used the process to address a Problem of Practice in writing instruction during Term 4.	\$49 000 release time for teachers to meet in stage teams and for the Literacy and Numeracy Team to meet for one hour fortnightly.
Units of learning are informed by student progress data to ensure quality teaching and learning in literacy and numeracy	Staff received training in using the Point of Instructional Need Tool in the teaching of writing. Professional learning enabled teachers to differentiate their units of learning in order to meet student need. A consistent structure for teaching in the writing hour was introduced to staff and supported through classroom lesson observations and feedback.	All training in the use of the Point of Instructional Need Tool was conducted in after school professional learning.
80% of students are achieving grade standards in all key literacy and numeracy indicators	School Leadership Team monitored student achievement data through PLAN at five weekly intervals. Staff commenced monitoring of achievement data in the latter part of the year.	\$49 000 release time for teachers to meet in stage teams and for the Literacy and Numeracy Team to meet for one hour fortnightly.

Next Steps

- Reconstruction of the staff room data wall
- Investigation of an electronic data wall that enables teachers to easily see if students are working above, at or below syllabus expectations
- Extend implementation of Learning Intentions and Success criteria to the teaching of Mathematics
- All staff to receive training in Visible Learning (Corwin), with the Literacy and Numeracy team completing the two

day Evidence into Action program in order to develop the school's directions based on the research of Professor John Hattie and what works best.

- Continuation of professional learning in assessment for teaching, including Dylan William conference in formative assessment strategies.
- Introduction of trial of online assessment platforms to evaluate their effectiveness and suitability in our school setting.

Strategic Direction 2

Quality teaching through a changing learning environment

Purpose

Windang Public School aims to encourage all students to be successful learners, confident and creative individuals, and active and informed citizens. Staff will consider our current physical and pedagogical environments and develop partnerships beyond the school in order to be able to effectively integrate quality, authentic technology practices into teaching and learning programs.

Overall summary of progress

Professional learning undertaken by staff enabled the introduction of Project Based Learning (PBL). Four teachers were trained in PBL at Hilltop Rd Public School by Claire and David Price. One class completed a PBL unit on the Olympics and planned and conducted a whole school Olympic event, managing all aspects of the day. All staff completed training in Growth Coaching's Peer Coaching in the Classroom. A coaching and mentoring model was introduced and then implemented with staff agreement in Semester 2 to provide feedback and model effective teaching strategies. Feedback was sought from students, staff and community members through the Tell Them from Me Surveys. School strategic direction teams planned for and monitored the implementation of the school plan through the provision of one hour per fortnight and five weekly school plan meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff have Professional Development Plans that are aligned to the Australian Professional Standards for Teachers, to school, stage and personal goals and will ensure that teachers meet accreditation requirements by 2017.	100% of school teaching staff completed Professional Development Plans that reflected the Australian Professional Standards for Teachers and contained a whole school, stage and personal goal. All teaching staff met with the school principal three times during the year in structured, formal conversations to identify and then reflect on their goals.	Teachers completed PDP conversations in meetings prior or after school or in release from face to face teaching time. Time spent in PDP conversations was credited in the coaching and mentoring time.
<ul style="list-style-type: none"> 100% of staff demonstrate a commitment to a culture of collaboration that features observation and effective feedback, which is structured and planned, in order to improve quality teaching and learning practices. 	Commencing in Semester 2, staff participated in coaching and mentoring sessions under the leadership of Assistant Principals. Time spent in reflection and receiving professional feedback was credited to staff and additional time off class was provided.	\$9 000 to provide teachers with two days release each due their participation in PDP conversations, reflecting on and receiving feedback and participation in out of school events.
Learning spaces are created that are dynamic and creative, supporting students to learn in collaborative ways that foster creativity and enable them to interact and communicate for authentic learning purposes	Bi fold doors in four classrooms replaced to improve the opportunities for collaboration as the school plans for the implementation of PBL. Creation of outdoor learning space to integrate environmental programs and provision of outdoor handwashing space.. Investigation of Makerspace in existing school structure. Further work to be completed on this in 2017.	<p>\$31 615 to replace bi fold doors in four classrooms, making classrooms spaces more flexible.</p> <p>\$7 546 to purchase of Infinity One computers to improve increased flexibility in using learning spaces.</p> <p>\$6 000 for the provision of the outdoor handwashing space to improve ease of access for K–2 students when engaged in hands on projects.</p>

Next Steps

- Project Based Learning to be implemented in Stage 2 classrooms in 2017
- MakerSpace area to be developed in 2017
- Development and training of student technology team to increase student leadership skills
- Further professional learning for staff on project based learning.

Strategic Direction 3

Student wellbeing and community engagement

Purpose

Windang Public School is a significant and pivotal part of the local community. The school and the community aim to provide a focus on personalised learning and support, enabling highest outcomes for student engagement, wellbeing and learning. The staff aims to build on community partnerships and relationships. By building partnerships with parents, carers, families and the broader community student progress becomes the focus and students are provided with rich learning, personal development and citizenship opportunities. Increased opportunities promote high expectations and build the identity of the school within the local and wider community.

Overall summary of progress

The school's Learning and Support Team commenced using a case management approach in Semester 2 to develop targeted interventions in order to support students who require additional learning support. Professional learning with staff was commenced in order to teachers to develop the confidence trialing the use of See–Saw, with a view to full implementation in 2017. The school promotes a whole school approach to wellbeing, with feedback being actively sought through the use of the Tell Them From me surveys and student focus groups. Our students contributed to their local community through the "Clean Up Windang" initiative, fundraising for Loud Shirt Day and their participation in the community's ANZAC Day march.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Student wellbeing and achievement is evident for all students and is clearly communicated and celebrated within the school.</p>	<p>Case management approach has been implemented in Learning Support Team meetings with a structured approach to each meeting incorporating a focus on a particular student or group of students with similar learning needs. Team minutes are being transitioned from a paper based system to using Synergy (Student Wellbeing) to centralise and streamline management systems. School learning and Support teacher was employed on a fulltime basis .</p>	<p>Learning Support Team meetings are conducted before school, every Wednesday.</p> <p>\$50 000 employment of school learning and support teacher (teacher also used to provide release for collaboration meetings).</p> <p>\$1 500 spent to purchase laptop and kiosk materials for use by the student photography team to upload photos for use by school staff in promoting the school.</p> <p>\$500 to train student photographers to record school events for publication on Facebook and celebration slideshows.</p>
<p>Student learning is evident through digital portfolios and the articulation of learning. The school is using information technologies as a way to connect teaching, learning and communication.</p>	<p>Two staff members experimented with See Saw to create digital portfolios for students in their classes but was not shared with community members. Department of Education requirement for student information and rules of engagement applied to school's implementation of Facebook. Facebook being used regularly, but not daily, by all staff members to publicise school events and to share classroom learning. Google doc created to provide ease of access to staff re permission to publicise.</p>	<p>\$9 910 was spent on upgrading the school's WiFi service to enable a reliable system to be in place when See Saw is fully implemented in 2017.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students, parents and staff have an active 'voice' in the implementation of school programs.	Students, staff and community members used the Tell Them from Me surveys to provide feedback to the school on its programs and practices. School also requested feedback on its continued use of the SkoolBag app. School community members also attended the screening of "Most Likely to Succeed" to provide context on the purpose in implementing Project Based Learning into the school.	\$2 000 to screen "Most Likely to Succeed" – one for local school staff and one screening for the local school community.

Next Steps

- Increase parental engagement with the school through the use of See–Saw (electronic portfolio)
- Expand use of Facebook to improve the school's communication with its community
- Training of student photography team to have a focus on photo journalism

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	A highly successful and locally relevant NAIDOC celebration was held in Term 3 with the support of the school's Aboriginal community. We attempted to hold YARN Up meetings at regular intervals throughout the year but did not achieve regular attendance.. All Aboriginal students continue to have Personalised Learning Plans, with a review held at the end of Semesters 1 & 2. At the request of the Aboriginal community, students in K–2 attended an excursion at Killalea with a focus on Aboriginal local heritage.	<ul style="list-style-type: none"> • School Aboriginal Community members. • • Aboriginal background loading (\$1 895.00)
English language proficiency	PLAN data reflected student achieving at or above expected academic level in literacy and numeracy. Use of local holiday park as housing for newly arrived refugees saw some students enrol for short periods of time. Using additional staffing funding of 0.6 FTE we were able to offer a fulltime EaL/D teacher for newly arrived students as the teacher employed agreed to cease work depending on the time new arrivals were enrolled in the school. Warrawong Public School EaL/D staff provided invaluable support to our teacher throughout this time.	<ul style="list-style-type: none"> • DoE New Arrivals Program staff, PLAN, EaL/D local network • English language proficiency (\$685.00)
Low level adjustment for disability	Student access to intervention teacher was increased and based on PLAN data. Closer monitoring of student achievement data enabled more timely support of literacy and numeracy support for students. Our learning and support team processes have been enhanced through the inclusion of a case management approach. The Learning and Support teacher position had three teachers in that role across the year due to teachers taking and returning from leave.	<ul style="list-style-type: none"> • Learning and Support Teacher, Learning Support Team • Low level adjustment for disability (\$30 222.00)
Quality Teaching, Successful Students (QTSS)	Agreement from staff to have regular observation and feedback sessions, with feedback recorded in coaching booklet was gained from the beginning of semester 2. A regular observation timetable was developed for all teachers K–6. Assistant Principals conducted observations and provided feedback to teachers. Observation data was also incorporated into the DataWise process. A limited number of teachers engaged in peer observations. Feedback was provided outside of classroom teaching time, with all teachers receiving additional time off class in lieu of time taken to receive feedback. Visible Classroom trialed by one teacher to identify potential use as a teacher feedback process.	<ul style="list-style-type: none"> • \$1 00Visible Classroom • DataWise • Quality Teaching, Successful Students (QTSS) (\$12 300.00)
Socio–economic background	Individual student case management approach implemented through the Learning and Support Team. Tell Them From Me student survey results highlighted improved responses in the area of student engagement and academic expectations. Student attendance figures are slightly below the expected percentage. Attendance figures and percentage of students at or above expected academic achievement levels published at	<ul style="list-style-type: none"> • Environmental Education teacher – 1 day per week • Creative Arts teachers – 1 day per week • Socio–economic background (\$26 454.00)

<p>Socio-economic background</p>	<p>five weekly intervals. Employment of additional 0.4 FTE teachers to enable provision of collaboration timetable for school plan and stage teams. Additional staff members employed added to the school's curriculum, incorporating environmental education and aspects of the performing arts.</p>	<ul style="list-style-type: none"> • Environmental Education teacher – 1 day per week • Creative Arts teachers – 1 day per week • Socio-economic background (\$26 454.00)
<p>Support for beginning teachers</p>	<p>Beginning teaching funding was used to release the school's beginning teacher for an additional hour per week. The teacher also completed Stage 1 L3 professional learning, which he attended fortnightly. QTSS funds were utilised for the Assistant Principal to conduct lesson observations and provide feedback. Support was provided with the accreditation process.</p>	<ul style="list-style-type: none"> • Assistant Principal K-2, Growth Coaching process, Stage 1 L3 professional learning. • Support for beginning teachers (\$2 040.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	80	77	80	78
Girls	107	94	87	95

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.2	95.1	96.1	94.3
1	95.3	95	94.5	92.1
2	94.6	94.4	94.2	95
3	93.4	93.4	94.3	92.5
4	93.7	94.5	91.5	92.5
5	94.2	94.8	91.6	92.1
6	94.5	94.3	95.1	93.9
All Years	94.7	94.5	94	93.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Teachers commenced monitoring of student attendance every five weeks, making contacting with parents and caregivers where required. Our school attendance is regularly monitored by the Home School Liaison Officer. The school continues to work with parents to raise awareness of school processes including Applications for Extended Leave and the importance of school attendance. Attendance percentages were included in school reports for the first time in 2016.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.59
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration & Support Staff	1.92
Other Positions	0.06

*Full Time Equivalent

Windang Public School has no staff who identify as Aboriginal or Torres Strait Islander.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

Significant time was spent in professional learning in 2016, with a particular emphasis on the explicit teaching and assessment of writing, in addition to data analysis skills and use. Staff were released one hour per fortnight to engage in the DataWise collaborative process and to review student achievement data.

Staff completed mandatory training in CPR, Anaphylaxis and Child Protection, with the Term 2 School Development Day now being designated as our Workplace Health and Safety training day.

During the year, one teacher gained accreditation at Proficient, with another successfully maintaining his accreditation at that level. Another teacher is expected to complete his accreditation at the beginning of the 2017 school year.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 27 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	177 835.20
Revenue	1 477 735.90
(2a) Appropriation	1 442 613.47
(2b) Sale of Goods and Services	1 020.00
(2c) Grants and Contributions	31 193.20
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 909.23
Expenses	-1 462 194.18
Recurrent Expenses	-1 462 194.18
(3a) Employee Related	-1 337 290.04
(3b) Operating Expenses	-124 904.14
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	15 541.72
Balance Carried Forward	193 376.92

The school intends to use funds available to continue to upgrade its facilities, creating more flexibility in learning spaces.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 268 443.22
Base Per Capita	8 994.77
Base Location	0.00
Other Base	1 259 448.46
Equity Total	108 610.47
Equity Aboriginal	3 790.18
Equity Socio economic	42 907.54
Equity Language	1 368.66
Equity Disability	60 544.08
Targeted Total	0.00
Other Total	58 554.69
Grand Total	1 435 608.38

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

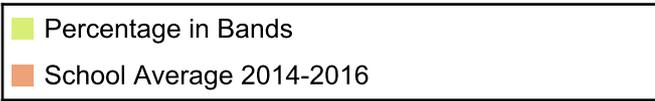
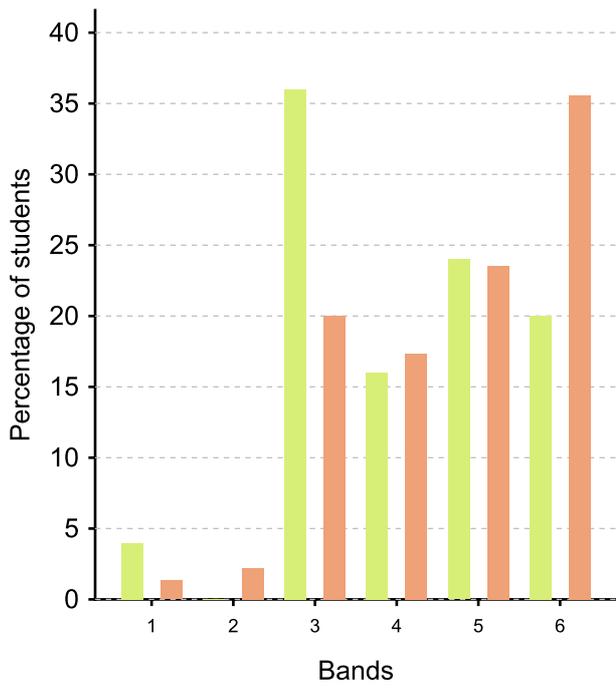
School performance

NAPLAN

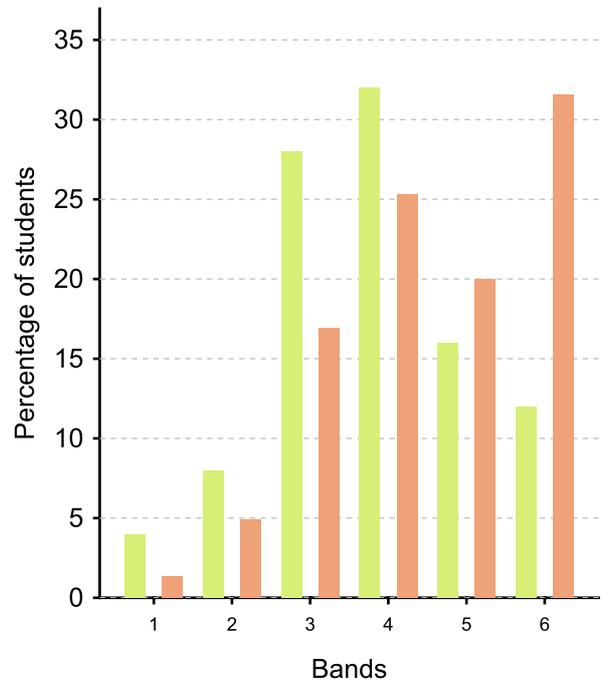
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In Year 3, in all aspects of literacy, there was an over-representation of students in the middle two bands. Students' strongest performance area was Grammar and Punctuation, with 44% of students performing in the top two bands. Year 5 students were also over-represented in the middle bands in all aspects of literacy with the exception of Grammar and Punctuation, where 50% of students performed in the top two bands. The focus of our work, in line with the Premier's Priorities, will be in reducing the number of students in the middle two bands across all assessed areas of literacy.

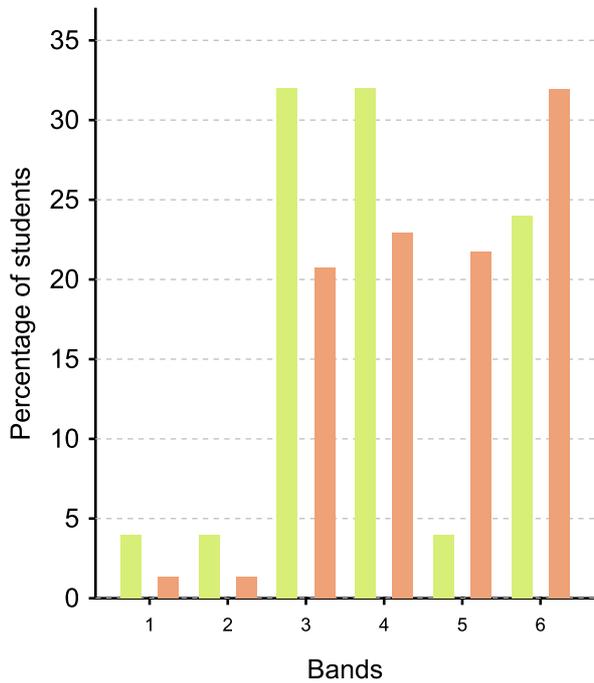
Percentage in bands:
Year 3 Grammar & Punctuation



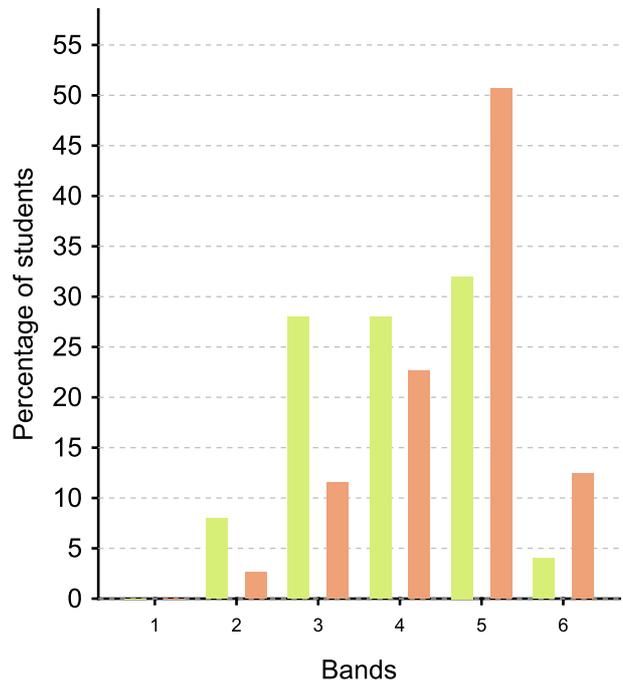
Percentage in bands:
Year 3 Spelling



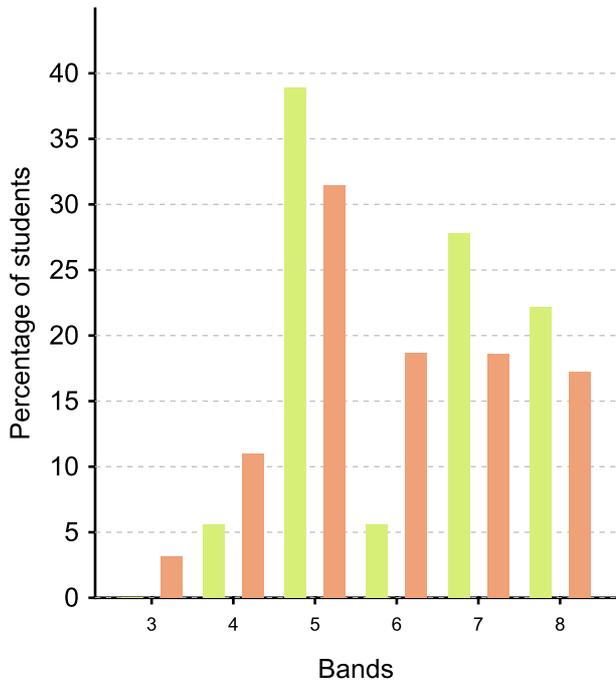
Percentage in bands:
Year 3 Reading



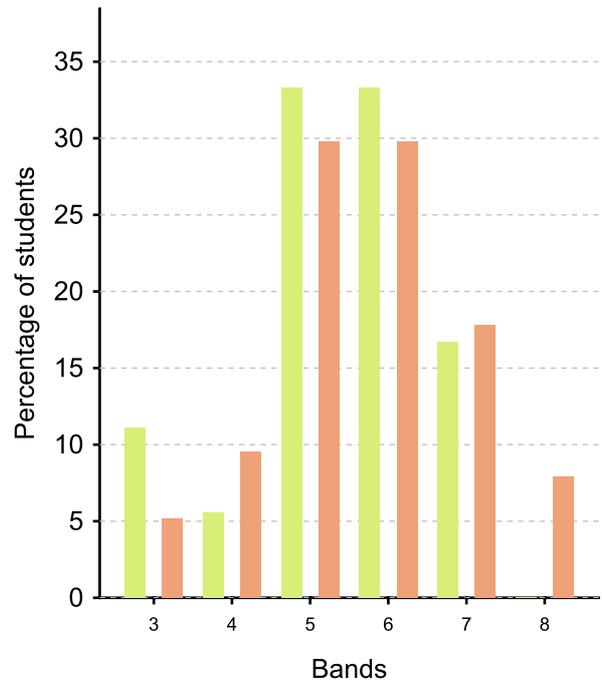
Percentage in bands:
Year 3 Writing



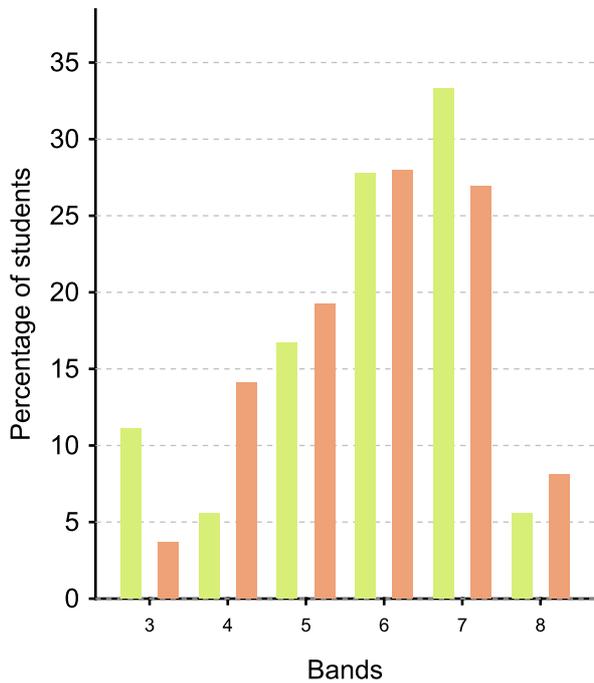
Percentage in bands:
Year 5 Grammar & Punctuation



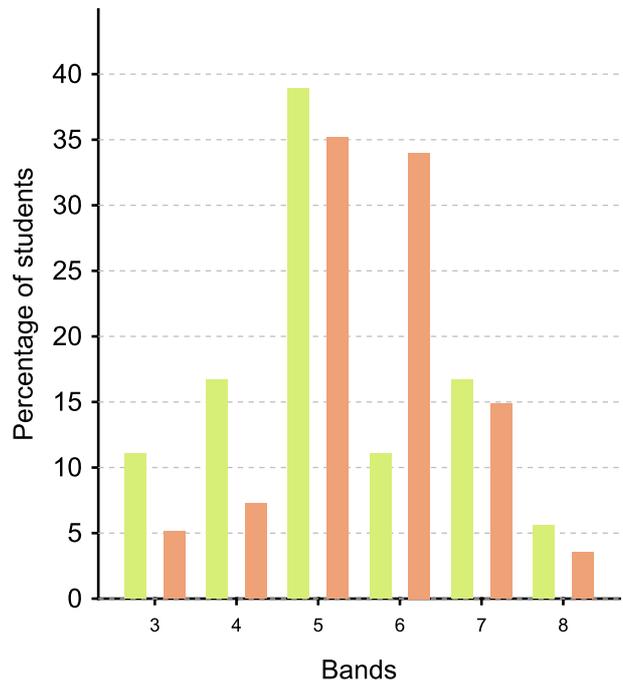
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



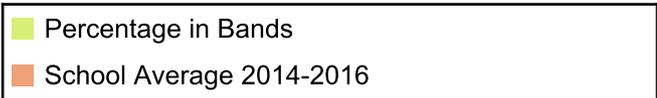
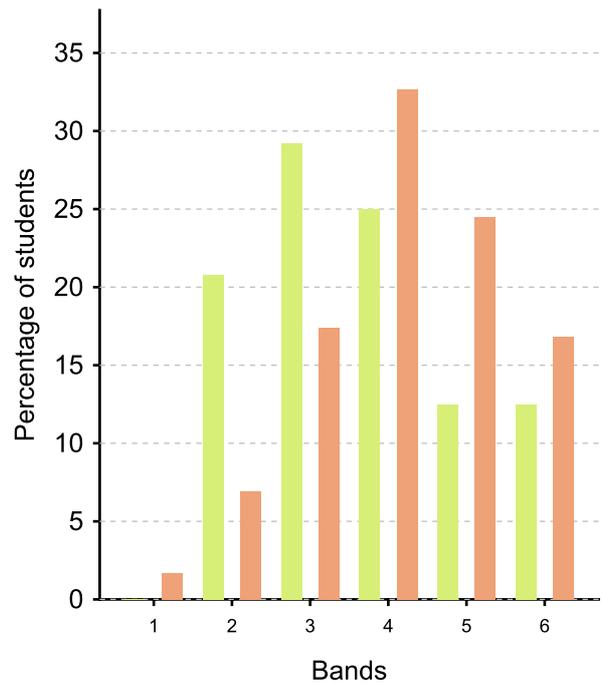
Percentage in bands:
Year 5 Writing



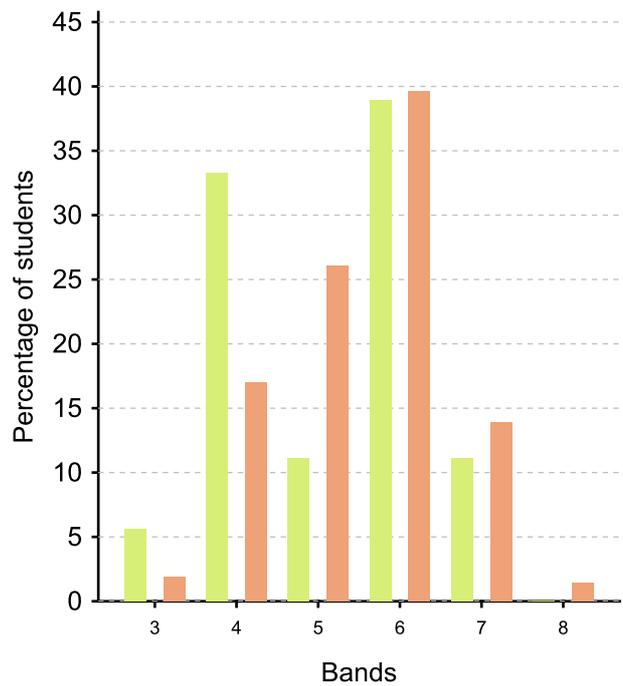
In Year 3 Numeracy, 25% of students achieved in the top two bands. A high number of students achieved at minimum standard and this must be addressed. Most difficulty for students in Year 3 was in data, Measurement, Space and Geometry. 11% of Year 5 students achieved in the top two, proficient bands. Students in Year 5 performed slightly stronger in Number, Patterns and Algebra. Again, in Numeracy,

the focus of our work is in reducing the number of students in the middle two bands.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers. In 2016, we did this through the use of the Tell Them from Me surveys, with students being surveyed twice throughout the year.

Parents see Windang Public School as being a welcoming place for parents, that supports positive behaviour and the learning of its students. Parents report that they encourage their children to do well at school, although they report that they don't often discuss how well their child is going in class with them or discuss how important school work is. Parents generally report that they are happy with the level of communication from the school.

On receipt of the first survey results from students, the school focused on improving quality instruction. The second survey reflected a significant improvement in this area, with students rating this aspect of our work significantly higher than in the previous survey. Students also reported in the second survey that they were putting more effort into their work and had a greater sense of belonging.

The provision of feedback that was encouraging but also challenging was identified by students as critical to improving their learning. They also identified teachers raising the level of challenge in class work as being vital to their improvement. A positive classroom climate was also identified as being important to students and their sense of positive wellbeing at school.

Teachers report that the professional learning completed on Learning Intentions and Success Criteria was considered to be the learning that created most impact on teacher practice and student achievement. Teachers note that creating learning intentions and success criteria has enabled them to help students set personal learning goals and provide feedback that is individual to the student.

School leadership is seen as enabling teachers to establish challenging and visible learning goals for students, with school leaders also assisting teachers to improve their teaching. Teachers also report they value collaborating with other teachers to discuss the learning problems of particular students, although they would like more opportunities to work with other teachers in developing cross-curricular or common learning experiences.

Policy requirements

Aboriginal education

Involving our Aboriginal community was an important part of our school plan in 2016. A staff member took on the role as the Aboriginal Education liaison officer to oversee Aboriginal Education initiatives and events and developed positive relationships with our community members.

On the advice and with the extensive support of our Aboriginal families, a celebration of NAIDOC week was held as the culminating activity in Education Week. All Windang Public students were involved in culturally and locally relevant activities as a result of the celebration. The school commenced Yarn Up time to build relationships with Aboriginal families and to receive feedback on its programs. All funding received was used to support students through additional learning and support teacher time.

All Aboriginal students continue to have Personalised Learning plans (PLPs) which are developed in consultation with students, parents and classroom teachers. The plans are developed during the first part of term 1 and reviewed at the end of terms 2 and 4. The school acknowledges the traditional custodians of the land in all assemblies and Aboriginal perspectives are integrated across all Key Learning Areas.

Multicultural and anti-racism education

Windang Public School has an Anti-Racism Officer (ARCO) who is the contact between staff, students, parents and community members who wish to make a complaint regarding racism. There were no reported incidents in 2016. We work hard to provide a school environment that is inclusive and where all students feel supported. Multicultural perspectives are embedded in all learning areas.

In 2016, the school enrolled a number of new arrivals, who stayed at the school for only a short period of time. We created a school supply of uniform items so that students would feel a part of the school family from their first day. By careful management of the EaL/D time, full-time teacher support was provided to our new arrival students while they attended Windang Public School. A multicultural teacher's aide was also employed to assist the EaL/D teacher and to act as an interpreter when required.