

Windang Public School Annual Report



2017



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Introduction

The Annual Report for **2017** 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.

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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 and participated in an external validation. 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.

On 09/11/2017 our school completed the external validation process. In preparation for this meeting, a body of evidence was prepared, reviewed and annotated. All members of the school community participated in the preparation of the External Validation evidence. The school community were consulted on the school's processes and practices through a consultation meeting held in June, 2017. All staff collaborated on the collection of evidence and assisted the school's leadership team in the evaluation of the school's practices, processes and products against the School Excellence Framework. The Leadership Team then collated the evidence under seven themes that they believed provided a clear illustration of the work of the school. Evidence was then annotated and a final decision made regarding where the school currently sits when evaluated against the School Excellence Framework.

Learning

As a result of our school evaluation processes, we determined that we are **Delivering** in the Learning domain of the School Excellence Framework.

Windang Public School reflects a **Learning Culture** that is positive and is a place where respectful relationships are evident among staff, students and the school community. Our evidence demonstrates that our students are encouraged and respected, ensuring that positive conditions exist for learning. Our school community supports and values the positive environment that the school provides for every child and works together with staff to ensure a safe and happy learning environment where all students can exceed their potential. Teaching staff have high expectations of themselves and our students and work to provide opportunities for students to develop and improve their skills, knowledge and understandings in all curriculum areas. We have determined that in this element we are **Sustaining & Growing**.

In the element of **Wellbeing**, we determined that we are **Sustaining and Growing** after further consultation with the external validation panel. We maintain high expectations of our students through a clearly defined set of core values which helps to set the welcoming and positive tone of the school. The school provides many opportunities for our students to take on leadership roles where they are seen as positive role models for their peers and promote the school's good name within the community. Students also care for and show empathy towards others, demonstrate resilient behaviours and in most situations, make appropriate decisions.

Curriculum and Learning programs and teaching practices are underpinned by evidence-based practice. The school has committed itself to engaging with the research of Professor John Hattie through the Visible Learning Framework and is exploring formative assessment strategies through professional learning that is focused on the work of Dylan Wiliam and Shirley Clarke. We are working with other like-minded schools to explore these strategies and to learn from and share with them. As a result of professional learning, we are using student assessment data to inform practice and to differentiate curriculum delivery. Clearly defined learning and support procedures are in place to identify and address student learning needs and to support students' successful transitions. As a school, we have determined that in the element of **Curriculum and Learning** we are **Sustaining and Growing**.

In the element of **Assessment and Reporting**, we have identified that we are currently **Delivering**. To monitor and evaluate progress in our strategic directions we regularly analyse internal and external data sources such as PLAN, NAPLAN and online assessment data. We use this data to report back to parents on their child's progress either through formal written reports, and/or parent/teacher interviews and for students with additional learning or social needs, personalised learning interviews. The staff uses a wide range of formative and summative assessments to monitor and adjust their practice. Students are beginning to identify their learning needs and are developing the skills to monitor their own progress through the use of learning intentions and success criteria.

Student Performance Measures are beginning to drive teaching and learning programs. Through developing a commitment to data-driven decision making and continuous collaboration around the exploration of data, we are making teaching and learning decisions that are increasingly informed by student performance. Although our results indicate strong performance in year 5 NAPLAN, our value-added gains demonstrate less than a year's growth in learning for a year's instruction. We have established high expectations regarding the collection and use of data to target teaching and track progress in order to support all students to move along the learning continuum whatever their current level of achievement. As a school, we have determined that in the element of **Student Performance Measures** we are **Delivering**.

Teaching

The school's self-assessment processes have identified that our processes, practices and products indicate that in the School Excellence Framework domain of Teaching we are **Delivering**.

At Windang Public School we are working to develop highly effective teachers who are focused on improving student outcomes through their commitment to ongoing professional development. The school leadership team demonstrates instructional leadership supporting teachers to improve their practice, whatever their stage of career. Teachers regularly review and revise teaching and learning programs and quality teaching is evident through both the review of student performance data and feedback. Teachers display a shared responsibility for improvement, working to develop their skills in explicit instruction. As a school, we have determined that in the element of **Effective Classroom Practice** we are **Delivering**.

Systematic practices have been developed to ensure classroom and whole school decisions are based on qualitative and quantitative evidence to enhance student achievement and whole school effectiveness. Teachers analyse and use student assessment data to understand the learning needs of students. Data review meetings are scheduled for every five weeks to ensure staff have time to collaboratively reflect upon the data collected and use that data to inform their teaching. Staff are supported to interpret student performance data that has been collected by both formative and summative means. As a school, we have determined that in the element of **Data Skills and Use** we are **Delivering**.

Staff at our school work collaboratively in order to improve teaching practice and student achievement. We work across stages and schools and receive planned constructive feedback through the provision of a formal coaching program. The school has identified expertise within its staff and student body and draws on this to further develop our professional community. Our middle school program strengthens links between our local Community of Schools, developing shared understandings and skills in effective pedagogy. In the element of **Collaborative Practice** we have determined that we are **Sustaining and Growing**.

As a school, we have determined that in the element of **Learning and Development** we are **Delivering**. We believe that effective professional learning is the cornerstone of school improvement. Every staff member at Windang Public School has a Performance and Development Plan that reflects a school and stage goal and also incorporates a personal goal for his/her professional growth. To support beginning teachers, the school has clear procedures and practices to assist them to attain accreditation at the proficient level. With a 2017 focus on improving our skills in the teaching of Mathematics, professional learning activities are focused on building teachers' understandings of effective teaching strategies in this area.

All Performance and Development Plans (PDPs) are monitored, reviewed and updated as per the Department of Education's guidelines. All PDPs are linked to the professional standards and the school provides professional learning to support the attainment of teachers' goals. Professional learning is reflected in teacher practice in all curriculum areas. Teachers are beginning to look at innovative ways of developing their own individual professional learning networks through the use of social media, demonstrating their commitment to their ongoing professional development. As a school, we have determined that in the element of **Professional Standards** we are **Delivering**.

Leading

As a result of our school evaluation processes, we have determined that we are **Sustaining and Growing** in the **Leading** domain of the School Excellence Framework.

In the element of **Leadership**, we have determined that the school is **Sustaining and Growing**. Leadership is an essential component of our school for all staff. We provide a diverse range of leadership opportunities to develop the capacity of staff, whatever their position in an attempt to increase leadership skills and to assist in smooth succession planning. Teachers are leading and evaluating key initiatives and milestones across the school's three strategic directions. The leadership team actively solicits and addresses feedback on school performance and their own leadership practices. The school's leadership team have established positive and productive relationships with a number of community groups and agencies in order to improve the educational opportunities for our students.

As a school, we have determined that in the element of **School Planning, Implementation and Reporting** we are **Sustaining and Growing**. The staff have had an active involvement in our School Excellence Framework journey with the careful interrogation of our in-school placement against the 14 elements. Our school plan and milestones enable us to reflect on and evaluate our performance in order to plan for and work towards improvement. The School Report is used to inform our community on the goals we have achieved and our next steps. Staff at all levels have purposeful roles and responsibilities based on professional expertise and we work collaboratively towards the effective implementation of the school plan.

As a school we take care to recruit high quality staff in order to ensure that our students receive quality instruction. Additional staff are employed to deliver the focus areas within the school plan and to enrich the school's curriculum. The school has invested heavily in improving our technology infrastructure to ensure that our students have the resources required to participate in future-focused learning. We have also invested in creating physical learning spaces that can be used flexibly and are easily accessible to staff and students. Strategic financial management has been able to gain efficiencies in order to maximise resources available to implement the school plan. As a school, we have determined that in the element of **School Resources** we are **Sustaining and Growing**.

Staff actively engage in reviewing milestones and reflect on their role in achieving them. Students and community are provided with opportunities to offer constructive feedback on school practices and procedures through the P&C, focus groups, surveys and consultation meetings. The implementation of social media tools such as Facebook and SeeSaw provide opportunities for parents and our wider community to become engaged in the life of the school. The school is also acknowledged as a welcoming place that strives to engage parents through a variety of events and also communicates clearly about school development and improvement plans. As a school, we have determined that in the element of **Management Practices and Processes** we are **Sustaining and Growing**.

Our self-assessment and the external validation process will assist the school to refine our school 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/sef-evidence-guide>

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

During 2017, the Strategic Direction 1 team focused on developing with staff a deeper understanding of formative assessment practices, especially in developing Learning Intentions and Success Criteria that would have impact on student achievement. All staff members joined with the staff of five other local primary schools to receive training in effective teaching & learning strategies as identified in Visible Learning, with four members of the Strategic Direction 1 team completing the Evidence into Action professional learning series. Explicit processes to collect, analyse and report on internal and school performance data were used to guide differentiated teaching and learning programs including the updating of PLAN data every five weeks. All teaching staff completed training in either the NAPLAN narrative or persuasive writing certificate to aid in consistent judgement of students' writing samples. Online assessments, including ACER's PAT assessments and Primary Indicators of Performance (PiPs) from the University of Western Australia have been introduced to monitor and provide further information on student progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching staff are updating PLAN software every five weeks to document student literacy and numeracy progress with increasing levels of accuracy		All staff continued to update PLAN data every five weeks, with the school's leadership team monitoring student achievement levels. The addition of ACER data has provided teachers with the opportunity to moderate summative assessment data against formative means. Staff are developing greater proficiency in analysing data and are developing a deeper knowledge and understanding of the importance of data analysis when planning for learning.
Units of learning are informed by student progress data to ensure quality teaching and learning in literacy and numeracy	\$47 300 used for: <ul style="list-style-type: none"> • Staff teaching teams release for professional learning days • TEN Facilitator training • Funding for staff complete assessments in Best Start and PiPs • Purchase of online assessments including ACER online assessments and PiPs • Attendance at professional learning conferences including Visible Learning and Dylan Wiliam • Funding for staff to complete professional learning on NAPLAN writing criteria 	Due, in part, to the difficulties in accessing casuals, there were only a small number of professional learning days conducted to support teachers in learning how to use data to inform teaching and learning programs. Those professional learning days that were conducted had staff engage in the online professional learning course " <i>Mathematical Building Blocks</i> " and a professional book club studying Shirley Clarke's "Outstanding Formative Assessment" to guide teachers' work in using learning intentions and success criteria. Staff are developing their knowledge in explicitly using learning intentions and developing success criteria for use in writing.
80% of students are achieving grade standards in all key literacy		We continue to aspire to the target of 80% of students achieving grade standards in all key

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
and numeracy indicators		literacy and numeracy indicators. Our in-school data reflects SCOUT data in that a student's level of progress declines as he or she moves through our school and transitions into high school. Online assessments are assisting us confirm or challenge our in-school data.

Next Steps

- Introduction of pre and post assessments in Mathematics through the implementation of Oxford Maths.
- Continue to build on teacher understanding and use of learning intentions and success criteria to have a positive impact on student achievement in literacy and numeracy.
- Complete professional learning on how to utilise PAT achievement data to inform classroom teaching and learning programs.
- Professional learning for staff to support their understanding and use of the new literacy and numeracy progressions.
- Continue to modify school's assessment and reporting schedule to those items that will have an impact on student achievement and assist teachers to measure their impact.
- Implement synthetic phonics program – Get Reading Right in classrooms K–4 and provide intervention to students in Stage 3.

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

All staff completed professional learning that was aligned with individual Performance and Development Plans and the school's strategic directions. Coaching processes supported individual teachers achieve specific goals that were centred around the explicit teaching framework. Throughout the year the Strategic Direction 2 team worked to implement Project Based Learning (PBL) within their classrooms to demonstrate what was possible. A number of teachers received training in PBL under the guidance of Claire and David Price from the UK and translated this professional learning into their classrooms. Many of the PBL projects completed in classrooms received strong positive feedback from the community. The team also supported a number of student "Techsperts" to support the school's ICT programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Innovation Funding – \$10 000 Leadership Initiative – \$10 000	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/s that reflected individual professional needs aligned to the school plan. Teachers met with the school's principal on three occasions throughout the year in structured, formal conversations to identify and then reflect on their goals. Teachers provided evidence to support the attainment of their goals and received a summative report at the end of 2017 that reflected their achievements and conversations held across the year. Aspiring leaders acted in an Assistant Principal role for five weeks in term 3, undertaking professional projects that had an impact on the review of school reports, coordination of NAPLAN online and the identification of a synthetic phonics program for 2018.
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.	QTSS Funds – \$ 23 000	All teachers completed the mandatory two observations throughout the year. In Semester 2, the majority of staff elected to participate in a coaching program that incorporated Jim Knight's Instructional Coaching principles. Coaching centred on the implementation of the Explicit Teaching framework.
Evidence of increased confidence and authentic use of creative and productive pedagogies, environments and technologies from both students and staff.	PBL Professional Learning – \$4 000 Upgrade to School Wifi and devices – \$20 000	Stage 2 teachers implemented Project Based Learning units, holding public exhibitions of students' work that were well received by the school community. Additional teachers were trained in PBL pedagogy with Year 6 students planning for and holding the annual fete as a PBL unit of learning. Google Apps are increasingly being used in classrooms to assist student collaboration and are also being used to improve communication across the school between teaching and

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence of increased confidence and authentic use of creative and productive pedagogies, environments and technologies from both students and staff.		administration staff.

Next Steps

- The school's leadership team will continue to demonstrate instructional leadership promoting the importance of data analysis to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.
- Explicit systems for moderation, collaboration, classroom observation, coaching and feedback are developed, implemented and sustained.
- Teachers use data effectively to evaluate student understanding of lesson content and determine the impact of their teaching on student learning.
- Strengthen teacher's practice in the use of technology to support the integration of ICT into classroom units of learning.
- Develop collaboration spaces for students and teachers.
- Provision of professional learning for all teachers so that PBL can be implemented in all classrooms K–6.

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

During 2017, the school worked to strengthen the relationship between all members of our school community in order to improve student outcomes. Feedback was consistently sought from all sections of our community to strengthen the school's practices and processes. After consultation with our parent community, student reports were modified to include learning goals in all of the Key Learning Areas, with attendance reported as a percentage and greater transparency in the grading and reporting system was provided. Students completed two Tell Them From Me surveys and provided additional feedback through appreciative inquiry questions. SeeSaw was introduced in all classrooms, led by staff mentors. Staff mentors provided professional learning to classroom teachers and access was provided to parents/carers in term 4. The school's Facebook page has grown in importance as a communication tool with school news, reminders and celebrations of student achievement regularly posted. Team members, including a parent representative, attended the Positive Psychology in Schools conference to provide guidance in identifying possible directions for the 2018 – 2020 school plan. Learning and Support provisions were monitored more effectively through the use of Synergy (Student Wellbeing).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student wellbeing and achievement is evident for all students and is clearly communicated and celebrated within the school.	<ul style="list-style-type: none"> • Learning Support Team Meetings are held weekly, with one class per week as the focus of the process • G&T group – 2 hours per week for Stage 2 students & 3 students attending the Wollongong Network's Year 5 AG class – \$8 200 	Student wellbeing and academic progress is closely monitored through the school's Learning Support Team meetings and through close attention to student achievement data. Interrelate saw large numbers of students and parents attend personal development seminars for children in years 3–6.
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.		The use of digital technologies to enhance service delivery was a feature of the school's practices in 2017. Google apps are increasingly being used to strengthen communication and administration processes between teaching and administration staff. Classroom teachers are also using Google Classroom to support student learning and collaboration, especially in those classes implementing Project Based Learning. The importance of Facebook as a school communication tool cannot be underestimated.
Students, parents and staff have an active 'voice' in the implementation of school programs.	\$1 000 Community Consultation Funding	The school values the feedback of all members of our school community when reviewing our current plan and preparing for the future. Students in years 4–6 participated in the Department's Tell Them from Me surveys in both Semester 1 and 2. Appreciative inquiry principles were used to develop a deeper understanding of the results after they were returned to school in Semester 1.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students, parents and staff have an active 'voice' in the implementation of school programs.		Teachers and community members joined together for two extended consultation meetings to review the school's current processes and practices and then to plan for 2018–2020. Our Aboriginal community were also consulted through regular meetings throughout the year.

Next Steps

- Increase the number and variety of opportunities provided for community members to engage in the work of our school.
- Continue to promote the use of student SeeSaw digital portfolios that are shared with parents and carers; build collaborative expertise in SeeSaw including the sharing of resources.
- Increase the frequency of student to teacher feedback in order to inform teachers' professional practice.
- Redirect all staff energies toward improving attendance data; staff and parents work together to support improved student attendance.
- Strengthen relationships with the wider school community to support the school's vision.
- Explore and implement positive psychology practices across the school in order to build students' resilience and growth mindset.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$8 040 Aboriginal Background Equity loading</p> <p>\$2 000 Accumulated school funds</p> <p>\$400 Community Consultation Funds</p>	<p>All Aboriginal students and parents/carers were consulted in developing and reviewing Personalised Learning Pathways (PLPs). This ensured that 100% of Aboriginal students were supported by differentiated learning within their classroom so that each child could work towards achieving their individual learning goals. An Aboriginal Learning and Support Officer was employed for two hours each day to provide support to Aboriginal students experiencing learning difficulties. We acknowledged Reconciliation Week by having our Aboriginal students attend, in the company of one of their friends, <i>Sharing Stories</i>, at Wollongong Town Hall. A highly successful and locally relevant NAIDOC celebration was held in Term 3 with the support of the school's Aboriginal community. An Aboriginal community member assisted our students to create a mural which celebrates the Dreaming story of Gang–Man–Gang, a story that has significant links to our local area. Our local elder, Aunty Beverly Armer has been an important resource for our work in supporting our Aboriginal students and developing stronger links with our local Aboriginal community. A new server, for the use of a specific literacy program identified for support of Aboriginal students was purchased. Due to the Department's proxy servers, it took significant time and support from our local ICT team to have the LTK+ program work in our school</p>
Low level adjustment for disability	<p>Total RAM funding of \$62 684 (including staffing allowance of 0.5).</p>	<p>The school seeks to cater for all students who require additional learning support and adjustments. An individual learning support report was created for those students who have been diagnosed with a learning disability and were provided for those parents who nominated they would prefer that form of report. A growing number of students were identified as having a specific learning disability in reading and two teachers attended a professional learning day to inform the school's support of students who experience those difficulties. Funding supported the completion of Best Start (Semester 1) and PiPs assessments (Semester 1 & 2) for all Kindergarten students. Students access to an intervention teacher was designed to be increased and based on PLAN data although we did experience some challenges in offering a stable Learning and Support timetable across the year due to staffing issues.</p>
Quality Teaching, Successful Students (QTSS)	<p>\$30 879 – Staffing</p>	<p>QTSS support was provided by all members of the school's leadership team. 100% of teachers completed two observations as per PDP requirements and all but one teacher volunteered to be a part of the coaching program during second semester. The coaching program enabled teachers to receive coaching from a school leader of their</p>

Quality Teaching, Successful Students (QTSS)	\$30 879 – Staffing	choice as they worked towards a goal related to the explicit teaching framework. Most teachers received between 2–3 coaching sessions across the project, with feedback received informing the structure of the program in 2018.
Socio–economic background	\$87 216	All staff attended the Visible Learning Foundation Day, with Strategic Direction Team 1 team members also attending the two day Evidence into Action professional learning. Select members attended the Dylan Wiliam Formative Assessment conference to inform future directions in formative assessment. Only a small number of stage based professional learning days were held due, in part, to difficulties in employing casual teachers and staff illness during Semester 2. Only a small number of staff took advantage of the Innovation funding available to them throughout the year to undertake professional learning that supported their PDP goals. SeeSaw was implemented in all classes K–6 during 2017, with access to parents provided in Term 4. The school's WiFi was also upgraded to support access to a range of technologies and pedagogies.
Support for beginning teachers	\$13 450 – Beginning Teacher Funding	One teacher received Beginning Teacher Funding in 2017. The teacher received support in developing her PDP and engaged in a weekly mentoring program with the leader of her stage. Classroom observations were conducted and the beginning teacher's mentor also conducted demonstration lessons. The teacher received an additional two hours release weekly from face to face teaching (as per guidelines). The teacher submitted her accreditation portfolio at the end of 2017 and was officially granted Accreditation at Proficient early in 2018.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	77	80	78	82
Girls	94	87	95	88

Student enrolment is relatively stable and is expected to remain that way.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.1	96.1	94.3	93.2
1	95	94.5	92.1	92.5
2	94.4	94.2	95	91.8
3	93.4	94.3	92.5	94.5
4	94.5	91.5	92.5	93.4
5	94.8	91.6	92.1	93.7
6	94.3	95.1	93.9	86.9
All Years	94.5	94	93.1	92.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Throughout the year, the school regularly informs parents and caregivers of their responsibilities under the Education Act to ensure their children attend school regularly. Parents and carers are advised of their children's rate of attendance each term. We have a number of students who take extended periods of leave to access family holidays during the school term and this is reflected in our attendance data. Compulsory School Attendance procedures are advertised in the school's newsletter and are also provided when formal

letters of concern are sent.

At Windang Public School the resolution of attendance difficulties is reached with the following strategies:

- Teachers implementing attendance monitoring plans when a student's attendance is causing concern
- Meeting with the student and parents/carers
- Referral to the school's Learning and Support Team to identify and implement strategies that address the learning and support needs of the students
- Development of a school-based attendance improvement plan with the students and parents/carers and the provision of support through the Family Referral Service
- Possible report to the Child Wellbeing Unit due to the habitual absence of a student
- Referral to Home School Liaison support
- Formal acknowledgment of improved attendance
- Raising attendance concerns with a student's future high school during the transition process

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	5.72
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.92
Other Positions	0

*Full Time Equivalent

One staff member identifies as Aboriginal.

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	7

Professional learning and teacher accreditation

It is what teachers know, do and care about that has the greatest in-school impact on student achievement. Research by Professor John Hattie suggests that teacher quality accounts for 30 percent of the variance in student achievement. That is why we invest so heavily in research-based professional learning at Windang Public School.

The year commenced with all teaching staff completing the Foundation Day of Visible Learning. Members of the Strategic Direction 1 team then completed the two-day Evidence into Action series. Our work in the principles of Visible Learning was further supported by teachers participating in a professional book club using Shirley Clarke's "Outstanding Formative Assessment". Further work on formative assessment was completed by the principal and a stage 3 teacher as part of the middle school project in our Community of Schools. A number of staff members also attended the Dylan Wiliam formative assessment conference in preparation for a future focus of the school.

Professional learning days focused on the effective teaching of Mathematics and used the Department's "Mathematical Building Blocks" as a focus. One staff member also trained as a TEN facilitator. Staff were also trained in using Guttman charts to identify students' Zone of Proximal Development (ZPD) and to begin to develop an understanding of how the Literacy and Numeracy progressions will be used in 2018 and beyond. Training in how to use ACER's online assessments was also undertaken to enable staff to commence using them from the start of term 4.

In addition to professional learning that has an impact on teachers' professional practice, all staff have participated in mandatory training requirements. During 2017, staff completed First Aid/CPR training, emergency care and anaphylaxis care and response. Staff also completed Child Protection training and completed their yearly review of the Code of Conduct.

Performance and Development Plans include both a school and stage goal, with most staff members electing to just have one additional goal. Three staff members completed their accreditation at proficient level in 2017. One staff member started to explore accreditation at Highly Accomplished.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	193,377
Revenue	1,600,655
Appropriation	1,554,500
Sale of Goods and Services	1,061
Grants and Contributions	42,134
Gain and Loss	0
Other Revenue	0
Investment Income	2,960
Expenses	-1,611,642
Recurrent Expenses	-1,611,642
Employee Related	-1,403,887
Operating Expenses	-207,755
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-10,987
Balance Carried Forward	182,389

The principal and School Administration Manager monitor the accuracy, reliability and integrity of the school's accounting and financial administration. Professional learning that focused on the use of the HR budget tool and the Electronic Financial Planning Tool was undertaken by both in the latter part of the year. A financial audit was conducted in 2017 with the school's processes and practices confirmed as complying with the Public Finance and Audit Act 1983.

In 2018, the school intends to use funds available to upgrade facilities especially in support of future-focused learning and to create collaborative learning spaces for both teachers and students.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,307,931
Base Per Capita	26,439
Base Location	0
Other Base	1,281,492
Equity Total	157,940
Equity Aboriginal	8,040
Equity Socio economic	87,216
Equity Language	0
Equity Disability	62,684
Targeted Total	0
Other Total	64,543
Grand Total	1,530,414

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.

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 NAPLAN literacy, our students' results in years 3 and 5 have shown some pleasing improvement. Year 3 results have shown improvement in the areas of Reading and Writing although disappointingly there has been a sharp decline in our results in Spelling and Grammar and Punctuation. Despite the improvement in Reading, our results in all areas of year 3 Literacy, except for Writing, are below national average.

The school's focus on improving students' writing has seen our results above the national average in both years. In year 3, 58.3% of students achieved in the top two bands, with 24% of students in year 5 achieving proficiency. Both of these results are above Similar School Group and State averages. Our poor results in Spelling and Grammar and Punctuation where our students achieved below both the State and Similar School Group means in the proficient bands has encouraged the school to explore synthetic phonics and

implement Get Reading Right in 2018.

In Year 5, our results are above national average in all areas. We have 48% of our students in the proficient bands in Reading, with 24% of students achieving proficiency in Writing. Year 5 students achieved strong results in Spelling and Grammar and Punctuation with 44% of students achieving in the proficient bands for Spelling, above both our Similar School Group and State. 32% of students achieved results in the top two bands in Grammar and Punctuation which is above the achievement of our Similar Schools Group.

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	16.7	4.2	4.2	33.3	8.3	33.3
School avg 2015-2017	6.9	1.4	14.7	21.8	17.4	37.8

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	4.2	4.2	16.7	33.3	20.8	20.8
School avg 2015-2017	2.7	2.7	18.9	28.4	17.6	29.6

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	4.2	8.3	25.0	41.7	16.7	4.2
School avg 2015-2017	2.7	5.4	23.0	25.9	18.9	24.1

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	4.2	4.2	8.3	25.0	45.8	12.5
School avg 2015-2017	1.4	4.1	12.1	24.3	45.9	12.2

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	0.0	16.0	8.0	44.0	16.0	16.0
School avg 2015-2017	1.5	13.0	25.8	26.7	18.9	14.2

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	0.0	8.0	12.0	32.0	28.0	20.0
School avg 2015-2017	3.7	11.8	18.3	28.6	26.2	11.4

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	0.0	4.0	20.0	32.0	24.0	20.0
School avg 2015-2017	5.2	7.5	26.5	30.5	20.8	9.6

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	52.0	24.0	16.0	8.0
School avg 2015-2017	5.2	5.6	37.5	32.0	15.2	4.5

In 2017, our results in numeracy showed improvement over our results in 2016 in both years 3 and 5.

In year 3, the percentage of students in the top two bands for Numeracy was 33.3%. This is above our Similar Schools Group yet our overall results were below the national and state average. Again, our results in year 5 were above those of our Similar Schools Group with 30.8% of students achieving in the top two bands. Our year 5 results were above national average in numeracy with our strongest value-added data evident in this area. Pleasingly, year 7 results have shown improvement over previous years.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	4.2	8.3	20.8	33.3	20.8	12.5
School avg 2015-2017	1.4	9.7	19.3	28.8	23.1	17.7

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	0.0	3.9	26.9	38.5	7.7	23.1
School avg 2015-2017	1.9	15.3	19.9	38.8	15.0	9.2

Windang Public School has 20% of students achieving in the proficient bands for all areas of NAPLAN in years 3 & 5 and in Spelling, Grammar and Punctuation and

Numeracy in year 7. Our value-added results indicate that we have much work to do in ensuring our highest performing students achieve a year's growth for a year's instruction.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Windang Public School had no Aboriginal students complete NAPLAN in 2017.

Parent/caregiver, student, teacher satisfaction

A positive school culture is a critical factor in school effectiveness and one way that we are seeking to strengthen our culture at Windang Public is by building an ethos of feedback across all sections of our community.

Accessing student voice is an important part of Windang Public School's evaluation processes. Time and time again we have found that when we pay attention to student voice we learn about what is working and what needs attention. We are seeing that our students are becoming adept at providing feedback to each other, to teachers and the school leadership.

All students in years 4–6 take part in both survey periods provided by Tell Them from Me. Survey results indicate that our students have a strong sense of belonging through the development of positive relationships at school. They find the instruction they receive to be relevant to their everyday lives and report significantly low levels of bullying.

It is important for the school to recognise that a number of students, especially those in year 6, reported a decline in intellectual engagement from survey 1 to survey 2. Our students also report that they would like teachers to expect more of them and provide more challenge in their work. Classroom instruction that is well organised, with a clear purpose and that provides students with immediate feedback that helps them learn is nominated as another area where the school could improve.

Parent input is gathered at each monthly P&C meeting and significant parent/caregiver consultation occurred in preparation for the 2018 – 2020 school plan. Twelve parents/caregivers completed the Tell Them from Surveys in 2017. This small sample of responses makes it difficult to generalise the results as representative of all members of the school community. Of those parents/carers that did respond, they nominate the school as a place where they feel welcome, can easily speak with any member of staff and are provided with written information that is in clear, plain language. Feedback from community consultation and the Tell Them from Me survey nominates that our parent community would like to

explore the school's practices regarding homework during 2018.

Nine staff members completed the Tell Them from Me survey in 2017. Staff nominate the school's leadership as a particular strength with teachers valuing the opportunity to work with school leaders to create a safe and orderly school environment. They also value the fact that school leaders take the time to observe their teaching, support them through stressful times and assist them to establish challenging and visible learning goals for students.

Teachers have again nominated the opportunity to collaborate with other staff members to develop cross-curricular learning opportunities and to share lesson plans and other materials as something they would value in 2018. The addition of an hour of collaboration time built into the school's timetable in 2018 should provide teachers with the time to strengthen their collaborative practices, especially around building a learning culture in their classroom and in using data to further inform practice.

Policy requirements

Aboriginal education

Our school has a small but mighty Aboriginal community who support our vision for Aboriginal Education. A staff member once again took the lead in liaising with our community and in overseeing Aboriginal Education initiatives and events. We acknowledge the traditional custodians of the land at all formal school events and embed Aboriginal perspectives across all Key Learning Areas.

We are especially grateful to our local elder, Aunty Bev who meets with us, guides and supports our efforts to improve outcomes for all Aboriginal students in our cares. In 2017, the school received \$8 040 Aboriginal equity loading and all funds were used to employ an Aboriginal School Learning Support Officer to assist Aboriginal students to achieve their learning goals. All staff work in partnership with their Aboriginal students and parents/carers to complete Personalised Learning Plans. As a result, 100% of Aboriginal students have a PLP to support differentiated learning within their classroom.

Reconciliation Week was celebrated by all Aboriginal students with their attendance at the "Sharing Stories" event. Each student also invited a friend to accompany them to share in the experience and learn more about our local Aboriginal history and culture. With the support of our Aboriginal community, we held another highly successful NAIDOC Day, where all members of the school community were invited to join in the celebrations that were culturally and locally relevant. A highlight of the celebrations in 2017 was our NAIDOC Day assembly where Aunty Bev shared the Gang-Man-Gang dreaming story with us before students assisted local artist, Alyssa Willstrop, complete a new mural for our school. The NAIDOC Day celebrations also featured the "Black Swans" from Lake Illawarra High School who moved many staff and

their songs.

Multicultural and anti-racism education

All members of our school community work to make our school an inclusive place where everyone will feel welcome. Multicultural perspectives are embedded in all learning areas with the celebration of Harmony Day highlighting the importance of tolerance and everyone belonging. A number of Project Based Learning units fostered students' understandings of culture, cultural diversity and the critical importance of inclusiveness, respect and belonging for all Australians.

Windang Public School has an Anti-Racism Officer (ARCO) who is the designated contact if any student, staff, parent or community member wishes to make a complaint regarding racism. As in 2016, there were no reported incidents of racism in 2017.