Principal’s message

Windsor South Public School has provided the local community with quality Public Education for over 50 years. All members of staff work with dedication and enthusiasm, in cooperation with the wider community, to provide the best possible education for the children attending the school. The school is highly regarded within the district and beyond because of its educational programs, supportive student welfare programs, and the strong sense of community spirit.

We have had an ongoing focus on student achievement that is supported with a commitment to the development of social skills and resilience. This focus, both academic and social, has only been possible with the outstanding support of a committed and dedicated staff in partnership with supportive and involved families.

The major purpose of the Windsor South Public School is to create a happy, safe school environment where all children can confidently develop as individuals.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Peter Hayes
Principal

P & C and/or School Council message

The P & C has had a busy year of fundraising including Election BBQ, Easter and Christmas Raffles, Fathers’ and Mothers’ Day Stalls, Carols on the Green and Housie.

The P & C is run by 4 committee members and a few dedicated helpers as well as teacher support.

During the year the P & C donated to Dance Group and the gardens and outdoor furniture makeover.

Thanks to all the parents, teachers and P & C members for their help with fundraising and volunteering their time during 2013.

Melanie Milner
P & C President

Student representative’s message

As Captains, Vice Captains and Prefects at Windsor South Public School we try our best to represent all the students of the school. We strive to make our school an environment that promotes students being Safe, Responsible and Respectful learners and leaders.

We take pride in our positions as Captains, we enjoy all our responsibilities. We always try to listen to other students, be positive role models and do the right thing, even when it’s difficult. We demonstrate trustworthiness, reliability and helpfulness. Windsor South Public School is a happy and caring place to learn and we are proud to be the School Captains.

Clancy McKellar and Brianna Stoehr
School Captains

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

![Student Enrolment Chart]

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>100</td>
<td>50</td>
</tr>
<tr>
<td>2008</td>
<td>105</td>
<td>55</td>
</tr>
<tr>
<td>2009</td>
<td>100</td>
<td>50</td>
</tr>
<tr>
<td>2010</td>
<td>105</td>
<td>55</td>
</tr>
<tr>
<td>2011</td>
<td>100</td>
<td>50</td>
</tr>
<tr>
<td>2012</td>
<td>105</td>
<td>55</td>
</tr>
<tr>
<td>2013</td>
<td>100</td>
<td>50</td>
</tr>
</tbody>
</table>

Student attendance profile
Management of non-attendance

Non-attendance is addressed through the school’s attendance plan which includes a positive reward system for attendance.

Serious levels of absenteeism are managed by the Home School Liaison Officer and Assistant Principal through phone monitoring and an interview and support program.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>High Achieving Teacher (HAT)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>4</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.56</td>
</tr>
<tr>
<td>Total</td>
<td>13.675</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

The school staffing formula includes one Aboriginal Education Officer. Currently this is the only member of staff who identifies as Aboriginal.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>86</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>14</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>25</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary 30/11/2013

Income

Balance brought forward 124342.08
Global funds 110339.58
Tied funds 246442.23
School & community sources 37629.13
Interest 4883.58
Trust receipts 9379.70
Canteen 0.00
Total income 533016.30

Expenditure

Teaching & learning
- Key learning areas 37725.36
- Excursions 11241.10
- Extracurricular dissections 9065.04
Library 2237.04
Training & development 1421.65
Tied funds 206217.23
Casual relief teachers 19786.43
Administration & office 21173.51
School-operated canteen 0.00
Utilities 31963.56
Maintenance 9221.32
Trust accounts 8673.94
Capital programs 0.00
Total expenditure 358726.18

Balance carried forward 174290.12

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

**NAPLAN Year 3 - Literacy**

**NAPLAN Year 5 - Literacy**

**NAPLAN Year 5 - Numeracy**

**NAPLAN Year 3 - Numeracy**
Other achievements

Arts

Creative and Practical Arts are highly regarded within the Windsor South Public School community. In 2013, all students participated in regular creative art lessons as part of the curriculum. Our students’ work is recognised and celebrated via displays throughout the school and through external competitions.

The school offers opportunities to students for their talents in art, choir, drama and dance.

A highlight of our cultural year was our Junior Choir coming second in their division of the Hawkesbury Eisteddfod.

This year most students participated in class items and performances at school assemblies. Students also performed at our Education Week Open Day and Presentation Day.

During the year students were given the opportunity to develop their public speaking skills through leadership assemblies, ANZAC and Remembrance Day services. Students from Kindergarten to Year 6 were encouraged to participate in our Annual Public Speaking Competition.

The Windsor Riverview Shopping Centre hosted dance and choir performances by our school during Education week.

Music classes from an outside school provider are available.

In 2013 Multiple Intelligences (MI) Clubs were introduced providing learning environments linked to a wide range of education stimuli.

Sport

Windsor South Public School has sought to provide a variety of experiences in sport for each student.

While the school does not participate in weekly inter-school sport, intra school competitions are organised to ensure experience in friendly, competitive sport.

Where available, coaching clinics for a variety of sports are offered.

Musical

Our Musical Performances reached their tenth consecutive year with this year’s ‘The Adventures of Neverland’, written and directed by staff member Amy Telfer.

Significant programs and initiatives

Beginning Teachers Program

Our Highly Accomplished Teacher meets with Beginning and Early Career Teachers from around the district twice per term. She supports these teachers by providing advice and assistance where required. She runs professional development workshops around behavior management, establishing a quality classroom environment, writing comprehensive teaching and learning programs to cater for the needs of all students, how to conduct parent interviews, how to write a CV and apply for a job, and seeking and maintaining accreditation with the NSW Institute of Teachers.

Community Centre

Our Community Centre allows groups offering support to the community easy access to a meeting centre.

Currently our centre houses an Aboriginal Outreach Program giving access to Hawkesbury-Nepean Legal Services, Centrelink, Hawkesbury Area Health Services and the NSW Department of Housing.

Playgroups are also run within the Community Centre including Aboriginal Playgroup (Mondays) and Community Playgroup on Wednesdays and Thursdays.

Other

Stage 3 students attended Canberra in June undertaking experiences in government, social, historical and scientific learning environments.

Aboriginal Education

In 2013 Windsor South Public School enhanced parent input in Aboriginal education by including several members of the local Aboriginal
Education Consultative Group (AECG) as well as Aboriginal parents in our school Aboriginal Education committee.

37% of students at Windsor South Public School identify as Aboriginal.

In 2013 the school’s Bush Tucker garden and community mural was unveiled.

In 2013 all Aboriginal students had a completed Personalised Learning Program (PLP). 72% of Aboriginal families had a member who attended a meeting at school to discuss their children’s PLP, other family discussions were conducted by phone.

Aboriginal education across the whole school community has been experienced across curriculum areas through literature, art, craft, dance and drama.

NAIDOC Day celebrations were undertaken by the whole school and accessed by the wider community.

**Early Intervention Unit**

We have children diagnosed with a wide range of abilities, such as Autism, global delays, Cerebral Palsy and severe language delays and more. We provide a safe, supportive and structured, routine environment where all the children are valued for their achievements on all levels.

Windsor South Early Intervention has successfully transitioned 26 children from preschool to a wide range of schools and support classes for 2014. This year we have 21 new children who are being supported through class (session) or through regular visits to their preschools (Resource). All the children attending session for 2014 are settling in well with their new routines.

**Transitional Equity Funding**

Transitional Equity Funding financed an additional teacher allowing for reduced class sizes across the school. This strategy provided improved learning outcomes for all students while enhancing student access to a wider range of curriculum experiences.

Funding was also used to staff a QUICKSMART program addressing remedial numeracy needs in stages 2 and 3 which has shown increased levels of student participation and achievement across all KLA’s.

**National partnerships and significant Commonwealth initiatives (participating schools only)**

In 2013 Windsor South Public School has been supported by the commencement of Low SES National Partnership funding which will continue until the end of 2015. The school has again this year employed, through the Low SES National Partnership, a Highly Accomplished Teacher (HAT) and SLSO’s in K-2 Literacy and Numeracy.

The HAT position focused on improving teacher quality through a program of peer coaching and professional development.

The SLSO assisted teachers in the delivery of individual learning programs in Literacy and Numeracy and supported students with specific needs K-2.

**Multicultural education**

The school places major significance on the delivery of programs which promote racial harmony and tolerance. The school utilised significant calendar dates, such as International Harmony Day to increase student awareness and is opportunistic in promoting multiculturalism perspectives across the curriculum. The enrolment of a small number of families with diverse cultural backgrounds has allowed opportunities for further multicultural studies.

**School planning and evaluation 2012 — 2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysed student achievement data, including detailed NAPLAN analysis using SMART
- Survey of parents, students and staff to determine their opinions of aspects of school life
- Analysis of policies and programs, plans, budgets, meeting minutes, assessment information, communications, program evaluations and other documents seen by the school as informing the review
• Observation of classroom practice (K-6) in the delivery of explicit teaching

School planning 2012—2014: progress in 2013

School priority 1
Further improve literacy and numeracy outcomes

Outcomes from 2012–2014
Evidence of progress towards outcomes in 2013:
• Reduction of students at or below national minimum standards in literacy from 49% to 29% in Year 3 and 59% to 26% in Year 5
• Reduction of students at or below national minimum standards in numeracy from 33% to 10% in Year 3 and 69% to 47% in Year 5
• 70% of Kindergarten students achieving above Western Sydney regional targets for reading
• 90% of Year 1 students achieving above western Sydney regional targets for reading.

Strategies to achieve these outcomes in 2014:
• Continue L3 implementation in early stage 1
• Employ SLSO to work K-2 literacy sessions
• Continue peer coaching and peer observations
• Continue funding of additional reading recovery positions

School priority 2
Increased Aboriginal student and family participation

Outcomes from 2012–2014
• Aboriginal student attendance to exceed state average of 89%
• Increased opportunities for Aboriginal parent participation in school

Evidence of progress towards outcomes in 2013:
• Aboriginal parent representation in school P & C
• Increased parent participation in local Aboriginal Educational Consultative group
• Establishment of Bush Tucker garden and school community Mural as an initiative of Aboriginal parent community

Strategies to achieve these outcomes in 2014:
• Continue to implement PLPs for all Aboriginal students
• Continued facilitating of community mural project
• Continue promotion of parent participation in Aboriginal education team.

School priority 3
High standards of curriculum delivery and assessment are evident across the school.

Outcomes from 2012–2014
Evidence of progress towards outcomes in 2013:
• Tracking of student progress against literacy and numeracy continuums is evidenced through teacher assessment and review schedule
• Professional development for all staff in use of PLAN software
• Programming across school reflects a deep understanding of curriculum and teaching strategies

Strategies to achieve these outcomes in 2014:
• Continue to use HAT and LaST to implement appropriate teaching and learning strategies
• Continue peer coaching program
• Provide teacher release to further implement national curriculum

Professional learning
Professional Development at Windsor South Public School has been linked directly to school targets of implementing the new NSW English syllabus and improving Literacy & Numeracy. Teachers participated in weekly professional
learning sessions which are mostly led by our Highly Accomplished Teacher.

In 2013, all teachers completed the Team Leadership for School Improvement workshops. Our Highly Accomplished Teacher led 2 schools through all modules for the new NSW English Syllabus. All staff participated in workshops on how to implement the Positive Behaviour for Learning Program and Professional Learning included sessions on how to differentiate teaching programs to cater for the needs of all students in our school community.

Professional Development for teachers also includes Peer Coaching which emphasises sustained efforts to build teacher capacity in a supportive and individualised manner. Each teacher spends one hour per fortnight with the Highly Accomplished Teacher, setting goals and developing plans to reach these goals. This is followed up with in class support from the Highly Accomplished Teacher where she is able to demonstrate, team teach and give feedback to each teacher on their teaching practice.

In addition to Peer Coaching, once per term, each teacher has the opportunity to observe another teacher and give critical and constructive feedback. This practice has seen many positive changes in teacher pedagogy throughout the school.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Students were overwhelmingly positive in all categories surveyed. Students responded positively to the types of lessons taught, the level of interest and the management of classroom teachers.

Most parents were very positive in their responses regarding the achievement levels of children and the support given to them. Another area of interest was the high satisfaction of parents with the planning of individual student education plans.

The use of technology to engage and support learning was another area that parents are very positive about. The strong lines of communication between the school and the local community and parents also rated highly.

Teachers strongly believe that the support that they receive in TPL and the high expectations placed on all teachers has helped to ensure the delivery of quality programs.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Peter Hayes Principal
Belinda Bristol Highly Accomplished Teacher
Pam Condon School Administration Manager
Melanie Milner President P&C
Jane Bryan Assistant Principal

School contact information

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School Code: 4066

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: