WINDSOR PARK PUBLIC SCHOOL
Annual School Report
Our school at a glance

Students
In 2012 Windsor Park Public School had a student enrolment of 274. Our students had the opportunity to involve themselves in many aspects of their school life. Dance, debating, choir, drumming and various sporting activities remained a focus throughout the year. Students understand the core values of our school, they are respectful to each other and their teachers and act in a responsible and safe manner within the school. Our parents should feel proud of their children especially in regards to their effort, commitment and achievement.

Staff
Staff at Windsor Park are committed to ensuring that all students strive to do their best and develop a love of learning as they prepare for their future. The experience and expertise provided by the staff allows the school to offer outstanding teaching and learning programs along with many extra-curricular activities. All members of our staff continue to develop their skills in order to provide quality learning within our caring and supportive school environment.

Student achievement in 2012
In 2012 thirty four Year 3 students sat for the National Assessment Program in Literacy and Numeracy. The percentage of our Year 3 students achieving in the top three Bands; Band 4, Band 5 and Band 6 are as follows; Reading-59%, Writing-68%, Spelling-56%, Grammar/Punctuation -51%, Numeracy-48%.

Thirty four Year 5 students sat for the National Assessment Program in Literacy and Numeracy. The percentage of our Year 5 students achieving in the top three Bands; Band 6, Band 7 and 8 are as follows; Reading-43%, Writing-40%, Spelling-47%, Grammar/Punctuation -42%, Numeracy-53%.

Messages
Principal’s message
Our school promotes the development of a quality education in a happy and safe environment built on the values of respect, responsibility, tolerance and caring. To achieve this, students, parents and staff work co-operatively to maintain a stimulating whole-school community environment. High priority is given to student welfare and the integration of our students with special needs. Whilst recognising the individual differences of students, the school aims to develop student outcomes in all key learning areas, an understanding of the social and physical environment in which we live and provide significant opportunities for creative and cultural pursuits. We are very proud of our school.

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.

Joan Kahl- Principal

P & C and/or School Council message
The Parents and Citizens Association at Windsor Park is a small but devoted group of voluntary workers who tirelessly work towards a variety of goals and continue to support the school with much needed funding. Major fundraising projects this year have included: Easter Raffle, Mother’s and Father’s Day Stalls along with a wonderfully successful School Fair. The funds raised have provided literacy and numeracy resources, another new Smartboard for a classroom, and educational resources for the classrooms. There continues to be a good level of support by volunteer parents and community members for classroom learning activities, excursions and sporting events. Also support from local businesses and service clubs when required is substantial and valued greatly.

Donna Keith  President of the P and C

School Fair 2012
Student representative’s message

During 2012 we were proud to be the Captains of Windsor Park Public School. We were also members of the Student Representative Council (SRC) which was made up of the school captains and vice captains elected from Year 6 and two representatives elected each Semester from each class. The council met regularly with the guidance of Ms. O’Flynn and Mrs Maclean to discuss school issues that needed improving and/or fundraising. The children who were members of the SRC showed great pride in our school and were good role models. We wore the correct school uniform and followed the school rules. SRC fundraising during the year saw many improvements to our school playground including board games and sporting equipment provided at recess and lunch. We also made a donation to the Bryson Anderson Memorial Fund at the end of 2012 to assist the family of this respected Hawkesbury policeman. It was a great privilege to be Captains and members of the SRC during 2012.

![Annyka Turner](image1.png)  ![Ryan Carroll](image2.png)

School Captains 2012

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>147</td>
<td>138</td>
<td>141</td>
<td>150</td>
<td>149</td>
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</tr>
<tr>
<td>Female</td>
<td>155</td>
<td>156</td>
<td>145</td>
<td>130</td>
<td>130</td>
<td>116</td>
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Student Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.0</td>
<td>94.2</td>
<td>94.3</td>
<td>91.8</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>95.7</td>
<td>93.9</td>
<td>93.5</td>
<td>93.1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>93.9</td>
<td>94.2</td>
<td>94.2</td>
<td>91.6</td>
<td></td>
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<td>3</td>
<td>94.7</td>
<td>94.9</td>
<td>94.1</td>
<td>91.1</td>
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</tr>
<tr>
<td>4</td>
<td>95.3</td>
<td>95.2</td>
<td>92.6</td>
<td>89.9</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>93.5</td>
<td>94.7</td>
<td>92.8</td>
<td>89.8</td>
<td></td>
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<tr>
<td>6</td>
<td>94.6</td>
<td>93.4</td>
<td>92.5</td>
<td>93.8</td>
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<tr>
<td>Total</td>
<td>93.9</td>
<td>94.3</td>
<td>94.3</td>
<td>93.5</td>
<td>91.6</td>
</tr>
</tbody>
</table>

Management of non-attendance

Regular and consistent school attendance is essential to student achievement and social development.

Class rolls are legal documents and are monitored daily by class teachers and recorded on the school’s OASIS system. All absences require an explanation by the parent/carer in written form upon return to school. Where a pattern of non-attendance is identified, the teacher will contact the parent/carer to discuss concerns. If non-attendance issues continue, the class teacher will notify their team leader who will approve the issue of a letter which may be followed up with an interview. If attendance issues continue, the Home-School Liaison Officer (HSLO) is contacted to intervene. This will require an interview to outline legal responsibilities and possible solutions to problems. An individual attendance program would then be developed in consultation with parent and HSLO to support regular attendance. This program and every stage before this is monitored through a weekly report to the Principal.
**Science Day 2012**

**Staff information**

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

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
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<tr>
<td>Assistant Principal Special Needs</td>
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</tr>
<tr>
<td>Classroom Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teachers Special Needs</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.522</td>
</tr>
<tr>
<td>Total</td>
<td>22.442</td>
</tr>
</tbody>
</table>

At Windsor Park Public School we have one member of the teaching staff of Indigenous background.

During 2012 one member of the teaching staff was appointed as a Highly Accomplished Teacher at a neighboring school for a period of two years.

All other staff members were retained during the 2012.

**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>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>119950</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>77345</td>
</tr>
<tr>
<td>Interest</td>
<td>6126</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1750</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>491369.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Balance carried forward</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>151948.00</td>
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</table>

A full copy of the school’s 2012 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 2012**

Windsor Park Public School prides itself on providing opportunities for all students to explore their talents and interests across all areas of the curriculum. The Arts and Sport continue to be a significant component of our student’s educational experiences.
Achievements

Arts

Opportunities and experiences available to our students during 2012 included:

- the debating team participating in the Premier’s Debating Challenge and the Regional Debating Camp,
- four students competing in the Hawkesbury Public Speaking Competition;
- dance groups (Stage 1, Stage 2 and Stage 3), choirs and the Djembe Drumming Group performing during the Education Week at the Riverview Shopping Centre and at our school assembly;
- the performance of our senior choir at the Western Sydney Regional PULSE Concert at the Opera House was a highlight of the year;
- Musica Viva was again successfully implemented as a quality component of the school’s music program and culminated in the highly attended performances of ‘The World According to James’ and The Chamber Maids;
- Aboriginal cultural performances of song and dance enhanced the students’ understanding of aboriginal traditions.

Sport

Throughout 2012 sport has continued to be an area of success for Windsor Park Public School. Our students are keen to participate in sporting activities and we have some very dedicated staff and community members who ensure our students have the skills to be competitive in all competitions they enter into.

Significant achievements on the sporting field include:

- students representing the school at the Hawkesbury PSSA District level in Athletics, Cross Country and Swimming;
- Windsor Park students representing the Hawkesbury District at the Western Sydney Regional Swimming Carnival at Sydney Olympic Park;
- student Holly Sparks representing the Western Sydney Region at the State Swimming Carnival;
- 60 children from Stages 1 to 3 participated in the Special Swimming Scheme for two weeks;
students from WPPS representing the Hawkesbury PSSA in Rugby League and Netball and

the school Rugby League teams participating in the Panther Trophy, the Royce Simmons Shield and the Greg Alexander Shield.

Parental involvement in their children’s sporting efforts and extra-curricular activities is extremely valuable, but in these busy times, often difficult. Again this year, we have been fortunate to have the support of many parents who have assisted with transportation to the various events. This support further strengthens the students’ participation and is greatly appreciated by the staff of Windsor Park.

Academic

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.

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

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

**Significant programs and initiatives**

**Aboriginal education**

Teachers in all grades included an Aboriginal perspective in their teaching and learning programs. Our COGS Units allow students to gain a greater understanding of the issues facing the Aboriginal community, past and present. They also allow students to appreciate the contributions of the Aboriginal people to the Australian identity.

When studying the British colonisation of Australia, the impact of European settlement on Aborigines is covered in depth and students gain an insight to this part of our history.

Students were given the opportunity to experience aboriginal traditions through the celebration of NAIDOC Day and a performance by Ryka Ali.
This group shared many different aspects of their culture through demonstration, explanation and participation. These included traditional aboriginal and islander cultural dances along with costumes and artwork.

Welcome to Country is a part of all school assemblies

Norta Norta Program

The Norta Norta program provides targeted support to Aboriginal students to accelerate progress in student achievement. The focus of the program is to provide learning assistance in the key areas of literacy and numeracy to improve educational outcomes for Aboriginal students.

Multicultural education

Multicultural perspectives continue to be a focus at Windsor Park Public School. This year we have developed our students understanding of our multicultural society through the International Day Program. Students have demonstrated an appreciation of cultural diversity, knowledge and understandings in the context of learning outcomes and experiences from this program. The culmination of this program was the International Day Food Fair and an International Assembly in Term 3.

The promotion of Harmony Day in March also saw students gain an understanding of cultural harmony.

Respect and responsibility

The school continues to promote respect and responsibility through:

- student goal setting which encourages students to take increasing responsibility for their learning and conduct;
- annual participation in the Multicultural Day of celebration and the food fair which promotes positive values, tolerance and understanding;
- Harmony Day activities which celebrate the different backgrounds of students and promote respect across the school;
- highly effective buddy activities which encourage the senior students to respect and support their junior peers;
- a Student Representative Council which demonstrates respect and responsibility at individual and group levels;
- using a homework grid to promote student responsibility within a range of in-school and out-of-school activities;
- environmental initiatives to encourage student participation and responsibility for the environment, ‘Clean Up Australia’;
- each term students organise fundraising activities for charities, ‘Jeans for Genes’;
- all students voting for the school leaders through an open, honest and democratic process;
- students leading many events at school such as the weekly whole school assembly, ANZAC Day, Remembrance Day and Presentation Assembly and
- 2012 saw our first Grandparent’s Day at Windsor Park which was well supported and enjoyed by a large number of our grandparents.

National partnership programs

In 2011 the Federal Government and Department of Education combined to create a National Partnership program to support ‘Local Schools Local Decisions’. In 2012 this program provided our school with funding for the implementation of a new financial management system and for the local decision to support students through additional ‘Learning and Support Teacher’ time. During 2013 the school will be one of the first schools in the state to transition to new systems to aid with student welfare, attendance and learning management. Also our school will be among the first to move to the Resource Allocation Model of school funding with the school responsible locally for 70% of all funding provided by State and Federal authorities.
Progress on 2012 targets

Target 1 Literacy and Numeracy

To improve levels of student outcomes in Literacy and Numeracy, our achievements include:

- All staff K-6 are developing an understanding of the Literacy and Numeracy Continuum and how student progress is plotted on these Continua;
- The number of students achieving the top three bands in Literacy in Year 3, 59.5% and in Year 5, 43%;
- An increase in the proportion of students in Year 5 in NAPLAN numeracy in top three bands from 38% to 51% 2011-2012;
- Improved identification of student needs through implementing Best Start, improved student database and analysis of results;
- The employment of a support teacher learning one day per fortnight in addition to our allocation to support development and implementation of Early Learning Plans and
- Increasing the range of strategies for identifying and remediating low performance in literacy and numeracy;

Target 2 Engagement and Attainment

To support learning K-6 through the development of more effective systems, procedures for monitoring attendance, learning, transitioning and engagement for all students, our achievements include:

- Learning Support Team referral and recommendation processes being further refined;
- Early identification and programming for Early Stage 1 students with significant learning needs;
- An increase in Learning and Support Teacher (LAST) allocation assisting with individual education plans;
- Tracking learning of students into Stage 2 with Best Start data;
- Further develop of transition programs from Preschool to Kindergarten and Yr 6 to High School, enabling early identification of needs, continued student support and improved communication with the wider learning community.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012, our school carried out evaluation of:

Learning

Background

Student learning is our top priority at Windsor Park Public School and our management plan provides for the development of all six key learning areas. This year we have evaluated student learning.

Findings and conclusions

The responses to our surveys revealed that:

- The learning environment at Windsor Park Public School is highly regarded. There is strong agreement that learning opportunities are provided in a secure environment, with the learning needs of students addressed through the use of a wide range of appropriate resources. Students believe in trying to always do their best;
- Strong support is also evident regarding student learning processes. Students take pride in their learning, working both independently and with others. Most students are beginning to develop an awareness of the importance of self-assessment and
- Widespread acceptance and understanding of the need for effective teaching practice and finding new ways to help students learn.
Future directions

The significant outcome of this evaluation was the belief that learning at Windsor Park Public School encourages students to achieve their best. It showed that students need to be more effectively informed about when and why changes in learning procedures are made in the school and how teachers support what is happening in the school. Also we must continue to promote home-school communication as changes occur in teaching, learning and management.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

From the parent surveys returned came the following:

- 95% of parents agreed that Windsor Park School was a good place for their children to learn;
- 90% of those parents strongly agreed that students enjoyed coming to school and that students were the school’s main concern and
- parents indicated agreement as to the school having good teachers who were approachable and agreed that the school strives for the highest standard of student behaviour, academic achievement and educational programs.

From the student survey came the following:

- 96% of students agreed that Windsor Park School is a good school and that they like their school; more than half the students did not believe that the students behave well and are respectful and
- 92% believe that the school rules are fair, that teachers care for students and that they have learnt a lot this year.

From the teacher survey came the following:

- strong agreement that students are the school’s main concern, that the school is well resourced, friendly, tolerant and has effective welfare programs;
- strong agreement that they are well supported and enjoyed teaching at Windsor Park School and
- teachers only somewhat agreed that the students were always respectful and that our students achieved high academic standards.

Professional learning

Windsor Park Public School in accordance with its Management Plan targeted literacy, numeracy, quality teaching and welfare as professional learning priorities in 2012. Individual staff members had their professional needs met through a collaborative management system which is aligned with the Teacher Assessment and Review Schedule. The 2012 Teacher Professional Learning expenditure was $11,873.00.

Professional learning activities include:

- Stage planning days to ensure consistent high quality programs for student learning and assessment;
- professional learning activities for staff to develop capacity and skills in implementing connected learning;
- developing explicit teaching skills in the focus area of Numeracy and
- all staff participated in school development days at the beginning of terms 1, 2, 3 and at the end of term 4.

Claymation Day 2012
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Improved levels of student outcomes in Literacy and Numeracy.

2013 Targets to achieve this outcome include:

- consistent quality standard of educational practice;
- all staff K-6 have an understanding of the Literacy and Numeracy Continuums;
- 80% of students achieving Western Sydney Region targets in reading;
- all staff completed familiarisation
- school literacy policy reviewed and developed to align with the new NSW BOS syllabus documents and
- all staff learning focused in the areas of literacy and numeracy ensuring quality teaching and learning outcomes for students.

Strategies to achieve these targets include:

- all program planning, development and assessment completed in Stage groups ensuring consistent standard of educational practice;
- analysis of literacy and numeracy programs to ensure teachers are developing skills to differentiate the curriculum to suit student needs, especially low/high achieving students and
- supporting teachers to achieve consistent standards of educational practice focused professional development in line with the School Management Plan.

School priority 2

Outcome for 2012–2014

All students engaged and supported in their learning and in a safe and respectful environment.

2013 Targets to achieve this outcome include:

- continue to reduce the gap between Regional attendance targets and school attendance;
- establish identification of and pathways for high achieving students;
- Student Welfare Policy, inclusive of Kid’s Matter Program embedded at student, staff and community level and
- technology mediums used for all teaching and learning strategies.

Strategies to achieve these targets include:

- continue with improvements in the identification of student needs through use of Best Start and NAPLAN data;
- analysis of student results used for planning;
- additional Learning and Support Teacher employed one day per fortnight to support early learning needs;
- continue to review and revise all learning support systems to further ensure efficient, effective and sustainable interventions;
- implement revised Learning Support Team processes using Learning and Support Teacher to support individual education plans for high achieving students and
- continue transition programs from Preschool to Kindergarten and Yr 6 to high school, enabling early identification of needs, continued student support and improved communication with the wider learning community.
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.

Joan Kahl       Principal
Robyn Pearce    Assistant Principal
Simon French    Assistant Principal
Warwick Edgecombe Sports Organiser
Heather Kells   Teacher Librarian
Donna Keith     President of P and C

School contact information

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186 Rifle Range Rd
Bligh Park 2756
Ph: 45743070
Fax: 45743074
Email: windsorpk-p.school@det.nsw.edu.au
Web: www.windsorpk-p.schools.nsw.edu.au
School Code: 4614

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