School context statement

Windang Public School is 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. We actively promote practices that ensure students are aware of the rights of others in sharing in the life of the school. The school and community have high expectations of students and value the provision of a wide variety of learning opportunities at the school – academic, social, sporting and in the performing and visual arts.

Principal’s message

2014 has been another successful year for students at Windang Public School. Our curriculum continues to offer a broad range of opportunities for students from Kindergarten to Year 6 in the areas of public speaking; creative thinking; chess and book club; university competitions; public speaking; enrichment groups; continued involvement in the Southern Stars; sporting achievements and successes across a wide range of areas. As we continue to focus on the development of the whole child, our strong and effective student welfare programs and school values system permeate all school programs. Our school Chaplain position continued to support students and families through social skills groups. As a school we focus on developing the individual holistically across a broad range of academic, sporting and cultural pursuits.

New curriculum documents seek to develop in students the capacity to work together, to problem solve, to collaborate and to use 21st century learning and technologies. In support of these aims we have increased accessibility to iPads which are now located in each class across the school. As a K-6 school we encourage students to be involved and experience as many opportunities as possible, while at the same time our core business remains to develop literate and numerate students.

Academically, results across all grades continued to be high in school-based assessments. In NAPLAN, our total percentage of students in the top 2 bands in both years 3 and 5 continues to remain consistently high both with the DEC and the all schools state average across all aspects of literacy and numeracy.

This year staff members continued to engage with a broad range of professional learning opportunities at the school and regional level and also with other local schools. These initiatives further improved teachers’ skills, knowledge and understandings for the benefit of all students. Major teacher learning initiatives in 2014 included extensive training associated with the 2014 implementation of the new English and Mathematic syllabus; a focus in particular, the teaching of numeracy.

I commend our students for their hard work, our families for their support of their children’s learning and school programs and our P&C for their contributions to funding improvements and their continued support of Windang Public School. Our school is a place where excellence is nurtured, achievement is recognised and encouraged and students enthusiastically embrace learning. Our positive reputation continues to grow due to the hard work and dedication of all our members of the school community.

It is with great pride that I present the Annual School Report for 2014. With the community support I look forward to the joy and challenges
2015 may bring, it is a privilege to be the Principal of such a special place.

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.

**P&C Message**

During 2014 the P & C once again welcomed some new faces to the active and dedicated P & C committee, who bought with them some new fresh ideas. These ideas were used in our fundraising efforts.

Fundraising is a key part of the P & C function and 2014 proved to be once again a very successful year. We raised funds in a variety of ways, with regular fundraising events held throughout the school year.

These events included the Easter raffle, mother’s day and father’s day stalls, children’s disco and a Trivia Night. The local community continues to astound us with their contributions.

These events allow the P & C committee to actively contribute financially to the school and in turn benefits every child. This year we raised $5,800 and so far this year we have been able to finance some awaited items including our playground equipment refurbishment, and, a much needed footpath is now at our school’s entrance.

The uniform shop underwent a few changes this year with the purchase of a new cash register. It is run with the help of volunteers who do an amazing job at keeping the school stocked with affordable uniforms and provides additional funds for the P & C.

The hard work and dedication of all the wonderful staff at Windang Public enrich our children’s lives and bring them an education that sets them on the path of their future. It is our focus to support this fantastic work by providing equipment that helps the teachers in their job and gives our children new products and technology to further their education and enrich their learning experience.

We have already started planning for the 2015 fundraising calendar and actively seek help with these events and love to see new faces. We always welcome suggestions, ideas and donations of goods and services to be used as prizes throughout the year.

**Student representative’s message**

As leaders, we have had many amazing opportunities here at Windang. We have run special assemblies, attended ANAZC marches, ran ANZAC ceremonies and Remembrance Day ceremonies. We have been able to demonstrate our leadership qualities by setting up things for special occasions, such as Reconciliation Day activities, Literacy Week and Education Week.

We have also learnt many leadership skills like the importance of unity and teamwork, organisation and being positive role models for the other students in the school. We leaders have perfected and embodied our SURF rules: Safe, United, Respectful and Fair. We have enjoyed every second of leading and representing our school.


**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**

Windang Public School’s enrolments have continued to be similar for the past 6 years. The large number of students encompassed the Kindergarten class entering and Year 6 graduating to high school. We expect this trend to continue with an average of 25 students enrolled to Kindergarten.
Student attendance profile

In 2014, we continued to highlight the importance of student attendance through the publishing of student attendance rates in our weekly newsletter and implementing a class attendance competition based on attendance rates. As in previous years, our Community Liaison Officer contacts families with students who have two or more day’s absence and they appreciate this consistent follow up.

The school’s new attendance policy and weekly monitoring procedures have had a positive impact on the attendance rates of some students who have been identified as having lower than expected attendance. Long-term absences are required to be preceded by an application from parents or carers. Applications are only approved where reasonable grounds for absence are provided.

Workforce information

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

Windang Public has again maintained its mix of experienced and early career teachers in 2014.

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>Classroom Teacher(s)</td>
<td>5</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.72</td>
</tr>
<tr>
<td>Total</td>
<td>12.52</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The school currently has no staff who identify as Indigenous.

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>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>21%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Staff professional learning was related to the school’s three-year priority areas and to the implementation of the new English and Math syllabus. Departmental funding for general teacher professional learning and additional funding of to support the implementation of the new syllabuses for the Australian curriculum was further supplemented by school funds. Additionally, many DEC run courses were offered for the final time in 2014 due to DEC restructuring and changes in the delivery of curriculum consultancy services. This meant that additional training was undertaken in 2014. All allocations were used to provide high quality teacher professional learning through regional projects and school-based initiatives.

Beginning Teachers

The school currently has no beginning teachers on staff.

Financial summary

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

![RAM Funds Chart]

- Base (86.6%)
- Location (0%)
- Aboriginal (0.3%)
- Socio-Economic (3.7%)
- Language (0%)
- Disability (4.2%)
A full copy of the school’s 2014 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 2014

As part of a balanced, well-rounded curriculum, Windang Public continues to deliver quality programs in student welfare, the arts, sport and academic areas. We have enjoyed a year of fantastic achievement with the success directly attributed to the dedication of staff and the support of our school community enabling us to provide students with a range of diverse and challenging experiences.

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)

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

and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

<table>
<thead>
<tr>
<th>Component</th>
<th>RAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td>1,215,596</td>
</tr>
<tr>
<td>Equity</td>
<td>115,067</td>
</tr>
<tr>
<td>Location</td>
<td>-</td>
</tr>
<tr>
<td>Aboriginal</td>
<td>4,515</td>
</tr>
<tr>
<td>Socio-Economic</td>
<td>51,468</td>
</tr>
<tr>
<td>Language</td>
<td>-</td>
</tr>
<tr>
<td>Disability</td>
<td>59,084</td>
</tr>
<tr>
<td>Targeted</td>
<td>18,733</td>
</tr>
<tr>
<td>Other</td>
<td>53,496</td>
</tr>
<tr>
<td>Total</td>
<td>1,402,893</td>
</tr>
</tbody>
</table>

Financial Summary for the Year Ended 31 December 2014 (Windang Public School)*

<table>
<thead>
<tr>
<th>Component</th>
<th>2014 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>(162,643)</td>
</tr>
<tr>
<td>Revenue</td>
<td>(1,449,414)</td>
</tr>
<tr>
<td>Appropriation</td>
<td>(1,407,271)</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>-</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>(38,738)</td>
</tr>
<tr>
<td>Investment Income</td>
<td>(3,405)</td>
</tr>
<tr>
<td>Gain and loss</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>-</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>1,439,220</td>
</tr>
<tr>
<td>Employee Related</td>
<td>1,297,852</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>141,368</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td>-</td>
</tr>
<tr>
<td>Surplus/Deficit for the Year</td>
<td>(10,194)</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
<td>(172,837)</td>
</tr>
</tbody>
</table>

* date source: Schools Finance - Learning and Business
NAPLAN Year 3 - Numeracy

### Year 3 NAPLAN Numeracy

#### Average score, 2014

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>401.3</td>
<td>377.5</td>
<td>401.6</td>
</tr>
</tbody>
</table>

#### Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>5.0</td>
<td>0.0</td>
<td>15.0</td>
<td>45.0</td>
<td>25.0</td>
<td>10.0</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>3.8</td>
<td>7.5</td>
<td>21.8</td>
<td>33.8</td>
<td>24.1</td>
<td>9.0</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>6.8</td>
<td>17.3</td>
<td>28.0</td>
<td>26.3</td>
<td>13.4</td>
<td>8.2</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>6.8</td>
<td>14.3</td>
<td>22.1</td>
<td>24.7</td>
<td>16.7</td>
<td>15.4</td>
</tr>
</tbody>
</table>

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

### Year 5 NAPLAN Reading

#### Average score, 2014

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>506.3</td>
<td>479.7</td>
<td>497.3</td>
</tr>
</tbody>
</table>

#### Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>15.0</td>
<td>30.0</td>
<td>30.0</td>
<td>10.0</td>
<td></td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>3.8</td>
<td>7.5</td>
<td>21.8</td>
<td>33.8</td>
<td>24.1</td>
<td>9.0</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>6.8</td>
<td>17.3</td>
<td>28.0</td>
<td>26.3</td>
<td>13.4</td>
<td>8.2</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>6.8</td>
<td>14.3</td>
<td>22.1</td>
<td>24.7</td>
<td>16.7</td>
<td>15.4</td>
</tr>
</tbody>
</table>

### Year 5 NAPLAN Spelling

#### Average score, 2014

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>502.0</td>
<td>488.1</td>
<td>502.7</td>
</tr>
</tbody>
</table>

#### Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>10.0</td>
<td>30.0</td>
<td>30.0</td>
<td>15.0</td>
<td>15.0</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>3.7</td>
<td>9.6</td>
<td>28.2</td>
<td>34.8</td>
<td>18.5</td>
<td>5.2</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>6.5</td>
<td>10.7</td>
<td>23.9</td>
<td>28.2</td>
<td>22.0</td>
<td>8.6</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>6.3</td>
<td>9.0</td>
<td>19.0</td>
<td>24.6</td>
<td>26.5</td>
<td>14.5</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives – Policy and equity funding**

**Aboriginal education**

Throughout 2014 many experiences and programs were run to ensure that the students of Windang Public School gain valuable and accurate knowledge in regards to the Aboriginal people and their culture.

During the year the staff, of Windang Public School have been committed to Aboriginal Education this has included training in No Gaps: No Excuse.

Enhancing community relations with local Aboriginal people has also been heightened by establishing a connection with local community members having a sharing day where students were able to write their own Acknowledgement of Country. Sharing this with parents and the
community giving students ownership of their learning.

As part of the school’s ongoing commitment to acknowledging Aboriginal people, past and present, an acknowledgment of country is read at each whole school assembly. To increase the successful integration of the Aboriginal perspective on a daily basis several children will be learning the national anthem in Dharawal to then teach to the school.

Windang public school encourages and supports a school environment where all students, staff and community members feel valued. Participating in NAIDOC week activities, inviting outside personnel where the students are given a clear understanding of the culture.

Our Aboriginal policy updates the Personal Learning Plans (PLP) identifying the learning needs of every Aboriginal student in the school and ensuring their learning needs are met through explicit teaching and learning programs.

**Multicultural education**

The students and staff of Windang Public School celebrate the diversity of multicultural communities by participating in a variety of teaching and learning activities encompassing many different cultures.

Multicultural perspectives permeate all areas of the curriculum and are embedded into the school’s scope and sequences. This develops knowledge, tolerance and understanding of the importance of individuality and acceptance to well-being. Harmony Day is always a celebration of how cultures come together to make the world, as we know it. Teachers planned and taught a variety of activities from around the world.

We currently have one permanent staff member trained as an Anti-Racism Contact Officer (ARCO) who is able to respond to incidences of racism and share strategies and teaching activities with staff.

**Learning and Support**

The main focus of learning support is the development of differentiated learning programs which respond to the students’ needs. With the work of the learning support teachers, school counsellor, class teacher, school chaplain and parents, Windang Public School is able to respond to the welfare and learning needs of children.

At Windang we offer differentiated learning programs for all students as they are entitled to relevant and engaging opportunities that support their learning needs, strengths and goals.

When planning curriculum, teachers at Windang always consider student diversity in abilities to ensure that all students including those with learning needs and high achieving students are supported appropriately to reach their full potential. As well as providing engaging learning activities aligned with the Australian Curriculum and student needs, teachers offer opportunities to support varying styles and preferences of learning. At Windang Public School we understand that all students are capable of learning successfully when motivated and given appropriate learning opportunities and support.

**Other significant initiatives**

**Professional Development**

2014 has been another year full of new learning experiences with our staff participating in school based and non-school based professional learning.

In line with the school plan, Mathematics was our focus area for 2014. The final modules for the implementation of the Mathematics syllabus have been completed. Throughout the year during staff meetings and staff development days teachers participated in a series of workshops on Mathematics pedagogy that required readings of *ACER Teaching Mathematics- Using Research Informed Strategies*, by Peter Sullivan. An Assistant Principal led these workshops and provided scaffold for teachers to discuss the
research and its application to Windang Public School.

All staff have been involved in interclass and stage 3 teachers participated in interschool visits, where the focus was to build teacher capacity in Literacy and Numeracy. Teachers visited each other’s classrooms each term in an observation and feedback role to support teachers in their own and suggested areas of need. Teachers then met for professional discussions where classroom practice, pedagogy and data were discussed. Teachers found this support invaluable because they were able to share ideas, strategies and achievements of our students.

Teachers met with supervisors and stage colleagues to analyse classroom based assessments and work samples in English and Mathematics. Analysis took place by examination of assessment data and tracking using PLAN. The achievements and needs of whole classes, groups and individual students were discussed and teaching strategies developed to inform teaching.

All teaching staff participated in collegial sharing sessions across stage groups with our Community of Schools. Staff attended schools in our COS to share and discuss best practice in Mathematics, including the implementation of new Mathematics Syllabus documents. These sessions enabled staff to share our great practices here at Windang and to hear about other schools. All staff were able to widen the collegial networks and sustain these into the future. Feedback from staff was that these sessions are extremely beneficial.

The Empowering Local Schools reform has involved many hours of training for our Principal, Executive and SASS staff throughout the year. This ongoing professional development has included large changes to school systems and processes. New systems being put in place are Learning Management Business Reform Program (LMBR), Student Wellbeing, SAP and Student Administration and Learning Management (SALM).

All teachers attended Science professional development day with the team from Primary Connections. The workshops enabled staff to discuss the content and implementation of the new Board of Studies Science Syllabus in 2015.

Other professional learning included;

- 4 Teachers completed Taking Off With Numeracy (TOWN) training
- Interclass/ interschool lesson observations
- 1 teacher completing 1st year of Reading Recovery training
- 1 teacher attending Primary Connections workshop -Science
- 1 teacher completed National Rugby League coaching Level 1
- 2 teachers attending Best Start online training
- Principal attended NSW principals conference
- 3 Executive members completing 3 day Growth Coaching training
- 100% of staff completed CPR training & Anaphylaxis e-learning
- 2 Assistant Principals attended Assistant Principal Meeting with the School Education Director
- 2 staff attended training for Southern Stars production
- 1 teacher and 1 School Learning Support Officer attended training on TOWN & TEN strategies

Many staff attended workshops held by the Australian Literacy Educator Association (ALEA) and Mathematical Association of NSW, in their own time.

**Windang Community Garden**

Since the establishment of the Windang Community Garden in 2010, many students and members of the community have enjoyed the benefits of spending time in the garden through tending plants and growing herbs and vegetables.

In 2014, students contributed to the school gardens by extending on the Native Garden that was established in 2013 with the intension of
celebrating Aboriginal heritage. A grant through the ‘Environmental Trust Food Gardens in Schools’ provided funding for the additions to the school gardens. The expertise of Terry Rankmore, the Agricultural Assistant at Lake Illawarra High School, guided plant choices for the Bush Tucker plants that were planted. This garden allowed a focus on Aboriginal heritage as students learned about how Indigenous groups in the Windang area used these plants in everyday life.

The school vegetable garden was also upgraded with garden beds being redesigned and a small area paved to provide a space to locate a picnic bench.

Both the Bush Tucker and the vegetable gardens were used for social skills lessons and opportunities for positive social interactions as facilitated by the School Chaplain. This opportunity for catering for students’ social needs has resulted in positive social outcomes for many students.

Library

The library continues to be an integral part of the school community providing relevant and current resources for staff and students. The library program both supports and extends the work of classroom teachers by developing library skills and information literacy for students. This year in the library we have had a fantastic increase in the amount of students borrowing from our library from both fiction and non-fiction areas. The love of reading and the love of the library is evident each lunchtime, our library is packed with students reading, enjoying story time, playing board games, chess, and Ipods or researching and creating on our computers, helped by our Library leaders and our teacher librarian.

This year our library programs included:

**The NSW Premiers Reading Challenge**

This challenge is a great initiative to encourage our students to read for individual’s enjoyment and pleasure. A special congratulations to the students who received their gold certificate for completing the challenge for four years and also to the students who have successfully completed the challenge up to six times receiving Platinum.

**Book Week**

Once again Book Week was a highlight for the school year, it was combined with the celebrations of National Literacy and Numeracy Week. The week began with a visit from ‘Tiddalik the Frog’ a well-known Australian Indigenous story of the frog that drank all the water in the world. This was followed with our Public speaking finals, three students from each stage participated in the school finals. Stage 2 was lucky to attend a performance of ‘Audrey of the outback’ by Christine Harris, at Warrawong Community Library. We finished the week with the school Book exchange; this was very successful and enjoyable for all. Students donated books to the exchange and received tickets to choose books back from the exchange. The library was also open most mornings for students and families to visit and see the classes Book Week displays as well as have a look and guess at the secret reader display.

**Chickens**

We were very lucky this year to have some precious little visitors. We had 12 chicken eggs and 3 chicks visit our library. All classes had an opportunity to watch and observe the transformation of the eggs cracking, the chicks hatching and becoming chicks. Every student had the opportunity to hold and watch these gorgeous creatures transform.

**Chess**

This year, Chess Club took place once a week in the Library. All students were welcome to attend and it was a great to see children from nearly all classes participate together in an exciting game which offers the opportunity to develop intellectual and strategic skills at the same time as learning gamesmanship. It was particularly
encouraging to see a number of younger students keen to learn how to play.

As well as Chess Club, children were also welcome to play chess during the lunchtimes that library was open: Tuesdays, Wednesdays and Thursdays.

**Book Circle**

Book Circle in 2014 comprised of a group of approximately 10 students from Years 5 and 6. As well as reading and discussing a number of books, we were also able to view and discuss film versions of some of the books we had read. This provided an enriching appreciation and understanding of the texts and also gave excellent opportunities to compare the ways meaning is made between print text and multimedia texts. All Book Circle members enjoyed the opportunities to have lively conversations about what we were reading. It was wonderful to see students having an enthusiasm and love for reading.

**Active After-School Communities Sport**

Windang was fortunate to offer Active After-School Communities Sports Program this year. This program is free for students to participate in as it aims to encourage students to lead active and healthy lifestyles and have the confidence to try various sports. Activities take place after school hours, three times a week, every term. It provides students with the opportunity to have fun, make new friends, learn how to work within a team, and develop skills in numerous sports such as soccer, dance, orienteering, athletics and tennis.

**Premier’s Spelling Bee**

This year, Windang Public School entered the Premier’s Spelling Bee Competition. The Premier’s Spelling Bee is a fun and educational way for primary school students to engage with spelling. The program aims to encourage all students to engage with spelling. Words for the competition are provided by Macquarie Dictionary and are divided into several categories. Junior and senior students study different word lists at school in preparation for the competition. We held a Senior Competition for Year 5 and Year 6 and a Junior Competition for Year 3 and Year 4. The winners of the Senior Competition were Bailey H and Jacqui B. Max B and Kasey H won the junior competition. These four students proudly represented Windang at the Regional Finals.

**Enrichment Groups**

Windang has for many years had an innovative creative arts program. Once a week, students from K to 6 are involved in Enrichment Groups which provides them with the opportunity to select a creative art group to participate in. The wide range of artistic activities includes percussion, painting, knitting, movie making, art attack, and singing. Students are able to explore various forms of creative arts ranging from traditional techniques to modern forms involving the use of technology.

**Sport**

Sport is an integral part of the school culture at Windang Public School. Many events are held throughout the year that allow for students to display their sporting prowess. The school is affiliated with the local Mid-South PSSA which organises annual District athletics, swimming and cross-country carnivals, providing opportunities for children to compete at higher levels. Mid-South District also provides opportunities for children to trial and to become representatives in a range of team and individual sports.

Children from Windang Public School participated in the Rod Wishart/Paul McGregor Shield. We have had visits from the Wollongong Hawks who ran a workshop for year 3 and 4 students. The senior students participated in an AFL training session. All students participated in the Indigenous Games, which were a whole school event and a session
of physical activity for students. They played modified games and activities, offering children an excellent opportunity to enjoy the benefit of sport.

At a school level, class sport within the stages is rostered on Fridays, with an emphasis on improving fundamental skills and involvement in organised games. The senior students participate in fishing, tennis, walking and various games/activities at school.

**Sporting Champions for 2014 were:**
- Swimming:
  - Junior Girl – Tully Phillips
  - Junior Boy – Caleb Boon
  - Senior Girl – Keely Boon
  - Senior Boy – Darcy Phillips
- Athletics:
  - Junior Girl – Tahlia Kennedy
  - Junior Boy – Cooper Hardaker
  - Senior Girl – Anna Imisides
  - Senior Boy – Sam Giles

**Major Sporting Awards for 2014:**
- Sportsperson of the Year - Sam Giles.
- Premiers Sporting Challenge Medal - Abbey Giles

The champion sporting house for 2014 was Pelicans. Students at Windang thoroughly enjoy their sport.

**Reading Recovery**

Reading Recovery is a researched based intervention program for Year 1 students and is in its 19th year at Windang. Presently we have four trained Reading Recovery teachers in our school. Reading Recovery provides an intensive, individually designed and individually delivered series of lessons for 30 minutes each day for a maximum of twenty weeks.

Windang Public was able to provide a place in the program for 8 children who required support and met the criteria. All students in Years 2 and 3, who previously received Reading Recovery have continued to make progress. Reading Recovery will continue in 2015.

**Creative Arts**

2014 has once again been a busy year for our students in the area of Creative Arts (visual arts, dance and music) through the many opportunities provided by the staff. During Term 3 students were involved in enrichment groups once a week where they had the opportunity to select a creative art group to participate in. The wide range of artistic pursuits included percussion, drama, textiles and design and dance. Students made use of traditional techniques and new age techniques made possible via technology.

The Windang talent show was once again a great showcase. The students displayed great talent with a variety of dancing forms and some confident and heartfelt singing. 2014’s Talent show was an excellent opportunity for children to perform in front of Windang Public School students, families and the school community.

Mr. Jason Young continued to provide music tutoring to interested students to develop their singing and / or their ability to play a musical instrument.

**Fitness**

The Fitness program at Windang Public School runs for three days of the week Monday- Wednesday from Kindergarten right through to year 6. All activities are organised in accordance with the Personal Development, Health and Physical Education
Syllabus and assist in providing children with opportunities to further develop and improve their self-confidence and self-esteem, balance, team building skills and their gross motor and ball skills. This year we have included a variety of activities ranging from cross country and athletics carnival activities, fine and gross motor skill development games, obstacle courses and so much more.

**Southern Stars**

Our school participated in the Southern Stars #webelieve2014 showcase. This is a performing arts program highlighting the creative talent of the Illawarra and South East Region. This wonderful creative showcase attracts an audience of more than 12,000 every year. It showcases the musical, dramatic and dancing talent of over 3000 students from the region. It provides them with an opportunity to practice their gross motor and social skills, make new friends and maintain school friendships, build self-confidence and show off their talents. 24 students from Windang in years 3-6 participated in the introduction dance, ‘Spiderman’ dance and the Finale. We were proud to see our students dancing and having fun in the exciting performance. A big thank you goes to Mrs. Dimoski, Miss. Ralevska and the parents of Windang who gave their own time to give our students this wonderful opportunity.

**Public Speaking**

Students from Kindergarten to Year 6 had the opportunity to take part in the Windang Public School ‘Public Speaking Competition.’ Students from every stage were provided with specified topics which were assigned to the local schools in our region for them to work on at home. Every student presented their speech in front of their class. Successful stage finalists were then expected to present their speeches at a whole school assembly which was adjudicated by three judges volunteering their time to assist in selecting the finalist from each stage. The finalists represented Windang Public School at the Annual Community of Schools Public Speaking Competition at Lake Illawarra High School during September. These students included Skye B, Tahlee J.G, Chelsea C and Anna I in the absence of Talyse R. A huge congratulations to Skye B for winning the Annual Community of Schools Public Speaking Competition for the Early Stage 1 category.

**Talent Show**

Windang Public School has created a tradition over the past few years of holding a very successfully Talent Show. This event is held in Term 4 and is a great opportunity for students to showcase their singing, dancing, dramatic and comedy skills. It is excellent to see family, friends and community members attending, demonstrating their support for participating students.

**Kinder Orientation**

To transition our 2015 Kindergarten students and welcome their families Windang Public School hosted a range of orientation and meet and greet information sessions. A successful Expo night was held with all teaching staff attending to host information tables covering a range of topics such as curriculum, technology and school readiness. The night was also attended by the Commonwealth Bank and Big Fat Smile (after school care). The P&C hosted a uniform table
which was popular. Parents received information packs to support their child’s transition to school.

All beginning Kindergarten students attended orientation sessions with Mrs Dimoski in the Kindergarten room. Students were supported in their orientation by their year 5 buddies who will continue in the role in 2015. Parents were also informed of their child’s Best Start Assessment date and time at the beginning of 2015.

Finally, Windang held a Teddy Bear’s Picnic to encourage and support community and family links with all current and future Kindergarten children and families invited. The picnic was well attended and enjoyed by all. Mrs Kerry Fernandez supported the event with canteen donations of fruit platters and ice-blocks for all the children. Community support was also present with visits from Big Fat Smile’s character Billy Backpack and Commonwealth Bank’s character Spen.

All of the events ensured a smooth and enjoyable transition to Kindergarten.

Australian Curriculum – Literacy

All teachers programmed literacy guided by the NSW English K-10 Syllabus for the Australian Curriculum, as implemented 2014. The key processes of responding to and composing texts are central to students using language purposefully and meaningfully and engaging with a wide range of texts. Professional Development was undertaken in visual literacy, multi-modal texts and digital literacies to allow teachers to provide educational programs that give students the opportunity to participate fully in and progress through the curriculum. Staff development was also supported by staff participating in inter-class visits and teaching observations and feedback of Literacy lessons.

Students engage personally with texts; develop and apply contextual knowledge; and understand and apply knowledge of language forms and features. Literacy is taught in an uninterrupted two-hour block across K-6.

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. Evaluations were completed using prepared surveys (paper and electronic) and formal and informal discussion groups.

School planning 2012-2014:

School priority 1

Literacy and Numeracy

Outcomes from 2012–2014

- Every child demonstrates continuous improvement, especially in the areas of literacy and numeracy.
- Improved literacy and numeracy outcomes for all students

Evidence of achievement of outcomes in 2014:

- Whole school analysis of NAPLAN and school data is used to determine strengths and weaknesses in literacy and numeracy
- All staff using the K-6 literacy and numeracy continuum for the identification of students’ learning needs and to create flexible grouping
- Teacher professional learning focused on the explicit teaching of literacy and numeracy. Creating ‘rich tasks’ that cater for all students’ needs and interests

Strategies to achieve these outcomes in 2014

- Develop, implement and evaluate whole school approach to the use of innovative technology for teaching, learning and professional development
- Revise and refine the schools scope and sequence for both literacy and numeracy.
• Review current assessment practice in Stage meetings. Data collected will assist in the development of a whole school approach to assessment.

School priority 2
Curriculum and Assessment

Outcomes from 2012–2014
• Developing teacher knowledge of the curriculum and use of performance assessments to guide student work and inform teaching

Evidence of progress towards outcomes in 2014:
• 100% of staff will be involved in professional learning in relation to the NSW Mathematics Syllabus K-10.
• 100% of teachers will implement the NSW K-10 English Syllabus in 2014.
• 100% of staff will develop differentiated learning programs that reflect deep understanding and knowledge of new syllabus.

Strategies to achieve these outcomes in 2014:
• Provide professional development in the K-10 Australian Curriculum and the new NSW English and Mathematics Syllabus. Provide Professional Learning for all staff on quality assessment practice.
• Develop scope and sequence in Writing from K-6 that successfully aligns with the K-10 NSW English Syllabus.
• Review current assessment practice in Stage meetings. Data collected will assist in the development of a whole school approach to assessment.
• Ensuring parents are kept well informed of changes to the K-10 English Syllabus.

School priority 3
Community of Schools. Engagement through Quality 21st Century Pedagogy and Leadership.

Outcomes from 2012–2014
Leaders, teachers and students working together across the Community of Schools to improve student outcomes. Increase engagement for all students by providing a learning environment that challenges students and reflects quality-teaching practices.

Evidence of progress towards outcomes in 2014:
• 100% of our Aboriginal students making the same satisfactory yearly growth rate as non-Aboriginal students.
• 100% of teaching programs provide evidence of a differentiated, student centred learning approach.
• 100% of staff attending learning and development sessions, school visits, collegial collaboration across the CoS.

Strategies to achieve these outcomes in 2014:
• Continue to develop common approaches to teaching and learning across the Community of Schools (CoS)
• Develop and implement a whole school transition strategy to improve student transition and learning opportunities between primary school and high school
• Investigate further research in differentiation, quality teaching and continue to trial teaching methods that reflect innovative practice.
• Provide professional learning for all staff in the implementation of the Quality Teaching Framework and Teaching Standards.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.

Parents
• Many parents commented that the school provides their children with a wide range of opportunities and they indicated that teachers and office staff are very dedicated, friendly and approachable.
• Parents liked the organisation of the Kindergarten students’ first day of school and also believe the transition to school is working well.
Parents agreed that the partnership between the school and the community was very strong.

Parents were happy with the reporting schedule, which includes mid-year interviews. They feel well informed about their child’s academic and social progress.

99% agreed or strongly agreed with the statement: Teachers at this school expect children to do their best

96% agreed or strongly agreed with the statement: Teachers at this school motivate my child to learn

Parents believe there is a wide range of extra curricula activities and students are encouraged to participate in both sporting and cultural activities.

The use of technology to integrate and engage students across all Key Learning Areas was supported by parents. They felt that teachers used a range of strategies to appeal to all students

85% agreed or strongly agreed with the statement: This school works with me to support my child’s learning

Parents felt very strongly that the staff conveyed the feeling that they care about each and every child and that the children know this.

Students:

97% agreed or strongly agreed with the statement: My teacher expects me to do my best

96% agreed or strongly agreed with the statement: My teacher motivates me to learn and helps me to learn

Students feel they are making good progress in their learning at Windang Public School.

83% agreed or strongly agreed with the statement: Teachers at this school treat students fairly

94% agreed or strongly agreed with the statement: I feel safe at this school

94% agreed or strongly agreed with the statement: Students have easy access to technology

Staff:

Staff agreed with the statement: I motivate children in my class to learn and to do their best

Staff are happy with the schools efforts to create an environment that helps student learning

100% agreed or strongly agreed with the statement: Student behaviour is well managed at this school

100% agreed or strongly agreed with the statement: The school has a focus on meeting student learning needs

100% agreed or strongly agreed with the statement: Teachers work with parents to support student learning

96% agreed or strongly agreed with the statement: The school listens to parents and their opinions

78% agreed or strongly agreed with the statement: This school is well maintained

73% agreed or strongly agreed with the statement: Students have easy access to technology

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Windang Public School has outlined 3 strategic areas of focus for the 2015-2017 plan.

• Assessment and data used in a challenging, engaging and inclusive curriculum
• Quality Teaching through a changing learning environment
• Student wellbeing and community engagement

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.
Alisa McDonald Principal (Relieving)
Ambre Chapman Assistant Principal
Vicki Sweet P&C President

School contact information
Windang Public School
Oakland Avenue,
Windang, 2528
Ph: (02) 42951852
Fax: (02) 42972806
Email: windang-p.schools@det.nsw.edu.au
Web: www.windang-p.schools@det.nsw.edu.au
School Code: 1992

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: