



Windsor State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Windsor State School was established in 1865, the fourth oldest state school in Brisbane. The school has experienced substantial growth in enrolments over recent years, growing in size from 500 students in 2009 to almost 700 students in 2016. The school offers a quality education in all key learning areas. The school's curriculum plan allows for a strong focus on literacy and numeracy across all key learning areas.

Our culture continues to be a central focus on the development of a positive school community. Our amazing school culture is built on the schools vision and values statement of:

- Respect for self,
- Respect for others and
- Respect for the school.

Our Pastoral Care program that groups students into multi-age Pastoral Care groups, based on the schools sport houses, provides the opportunity to teach values, friendship skilling, teamwork and strategies to overcome and prevent negative behaviours. A social skilling program based on the keys for success and the habits of mind support the achievement of high levels of social and emotional development for our children

The school's extra-curricular program aims to provide students with a wide array of sporting, cultural and enrichment activities to support the individual needs of students. The success of these programs ensure very high levels of support for school from the school community.

Introduction

School Progress towards its goals in 2016

2016 proved to be an exciting, active year of learning at Windsor State School.

In response to our Annual Implementation Plan, we:

- Provided coaching and mentoring on the teaching of writing
- Provided ongoing literacy coaching for teachers
- Engaging in reading and writing professional development, analysing literacy and numeracy data
- Identified key goals for teaching of reading and writing
- Implemented the Windsor State School Pedagogical Framework
- Used a range of professional learning models and resources to embed the key concepts of the Australian Curriculum – explicitly in the English and Technologies curriculums
- Developed a school ICT Plan that would expand our knowledge and skills in the areas of the Digital Technologies curriculum
- Engaged teaching teams in student learning data conversations and creating professional development plans
- Collaboratively developing Australian Curriculum units of work
- Focussed on feedback, assessment and moderated our assessment judgements
- Continued to embed our Pastoral Care and the You Can Do It! program
- Built our School Council and established short and long term goals
- Continued our strong partnerships with our local school community, Higher Education providers, City Cluster Schools, Queensland Academies and Outside School Hours Care providers.

Future Outlook

In 2017, Windsor will continue to move the strategic agenda forward, by targeting:

- Embedding Case Management discussions focussed upon strengthening our Expert Teaching Teams and improving student outcomes
- Embedding the research of Age Appropriate Pedagogies (AAP) into classroom practice
- Reviewing and refining the School Pedagogical Framework
- Identifying whole school strategies for Reading, Writing and Technologies
- Identifying and documenting whole school strategies for writing
- Developing a schoolwide diagnostic writing assessment and building teacher capacity in writing
- Developing age-appropriate learning programs in Prep (AAP)
- Strengthening alignment between curriculum and assessment
- Ongoing Staff learning through mentoring and coaching program
- Engaging in data conversations
- Developing a Student Support Framework that ensures all students are improving.

- Working with our community to create a vision for STEM/STEAM at our school
- Working with the Technologies Curriculum as we work towards full implementation in 2020

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	613	283	330	17	98%
2015*	622	306	316	17	97%
2016	655	313	342	18	97%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

The school has experienced continual enrolment growth over recent years, the current enrolment of approximately 691 students is made up of 308 students in Years Prep to Two and 383 students in Years Three to Six. Our students come from a range of different backgrounds but all share a very positive attitude to education and families have high expectations for their children in both the areas of academic competence and social competence.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	25	23
Year 4 – Year 7	23	25	25
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

The school offers a quality education in all key learning areas. The school's curriculum plan allows for a strong focus on Literacy and Numeracy across all key learning areas. Music, Health and Physical Education and Japanese (Language Other Than English) are taught separately by specialist teachers.

Co-curricular Activities

The School Extra-Curricular Program the school aims to provide students with a wide array of sporting, cultural and enrichment activities to support the individual needs of students. All students in year four to six participate in a variety of interschool sports in the summer and winter competitions. Extra-Curricular activities offered in 2016 included:

- Enrichment Activities: Chess Club, Debating, STEAM Club, ICAS Testing, Brisbane City Cluster High Achievers Program; IMPACT and Booster programs; Qld Academy on-line courses
- Choir: Junior, Senior and Chamber Choir
- School Bands
- String Ensembles
- Swimming Club – Sea Wolves

How Information and Communication Technologies are used to Assist Learning

The school has a focus on the integration of ICT's into all learning areas. The eLearning Plan has been developed for implementation in 2017 – with a view to commence a BYO iPad program. This is supported by the schools variety of access to ICT's including;

- A fully equipped computer laboratory
- Pods of iPads in all classrooms
- Interactive Whiteboards/Projectors in all classrooms
- Variety of software and learning programs

Social Climate

Overview

Windsor is recognised as a strong community school and this is highly valued by our families and promoted by the strong commitment to supporting student education programs and school events throughout the year.

The community can identify strongly with values, attitudes and beliefs in terms of caring strongly for their children, working hard in a range of professional industries and an above average socio-economic status. Many are double income families, with high expectations and support a range of extra-curricular activities for their children to be involved in. The large majority of our students do not identify as having EAL/D or Indigenous heritage.

"The Windsor Way" remains a critical component of making Windsor a highly valued community asset and features the core value of respect. Our Pastoral Care program that groups students into multi-age Pastoral Care groups, based on the schools sport houses, provides the opportunity to teach values, friendship skilling, teamwork and strategies to overcome and prevent negative behaviours. A social skilling program based on the keys for success and the habits of mind support the achievement of high levels of social and emotional development for our children. The ongoing success of these programs and the extra-curricular activities enable the very high levels of support for school as demonstrated in results from the 2014-2016 School Opinion Surveys.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	94%	98%	97%
this is a good school (S2035)	97%	98%	99%
their child likes being at this school* (S2001)	98%	98%	100%
their child feels safe at this school* (S2002)	99%	99%	100%
their child's learning needs are being met at this school* (S2003)	94%	96%	96%
their child is making good progress at this school* (S2004)	92%	96%	97%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	94%	96%
teachers at this school motivate their child to learn* (S2007)	96%	96%	97%
teachers at this school treat students fairly* (S2008)	94%	96%	99%
they can talk to their child's teachers about their concerns* (S2009)	98%	96%	100%
this school works with them to support their child's learning* (S2010)	92%	95%	96%
this school takes parents' opinions seriously* (S2011)	91%	90%	90%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
student behaviour is well managed at this school* (S2012)	97%	95%	97%
this school looks for ways to improve* (S2013)	94%	95%	97%
this school is well maintained* (S2014)	99%	99%	99%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	97%	100%
they like being at their school* (S2036)	100%	97%	100%
they feel safe at their school* (S2037)	100%	99%	100%
their teachers motivate them to learn* (S2038)	100%	99%	98%
their teachers expect them to do their best* (S2039)	100%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	98%	99%
teachers treat students fairly at their school* (S2041)	100%	92%	94%
they can talk to their teachers about their concerns* (S2042)	97%	94%	99%
their school takes students' opinions seriously* (S2043)	97%	97%	96%
student behaviour is well managed at their school* (S2044)	100%	97%	98%
their school looks for ways to improve* (S2045)	100%	98%	100%
their school is well maintained* (S2046)	96%	95%	98%
their school gives them opportunities to do interesting things* (S2047)	100%	98%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	98%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	97%	98%	98%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	91%	95%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	97%	98%	92%
their school takes staff opinions seriously (S2076)	97%	98%	96%
their school looks for ways to improve (S2077)	100%	100%	98%
their school is well maintained (S2078)	97%	100%	96%
their school gives them opportunities to do interesting things (S2079)	97%	98%	96%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Many Windsor SS parents generously volunteer their time to participate in the life of the school whether it be assisting in the classroom, being a member of the School Council or Parents and Citizens Association, helping on excursions, classroom activities or just supporting the school.

Windsor SS has a Twitter and Facebook account where school and community events/activities/achievements are regularly shared and celebrated. The school web page features information that allows parents the opportunity to know what is happening in the school. A school newsletter is produced each fortnight via Schoolzine. Twice a year the teachers offer parent teacher interview opportunities to discuss student progress but parents take advantage of our teacher's invitations to regularly have less formal conversations about their student's learning.

The School Council and Parents and Citizens Association are both very active groups, who meet monthly to participate in the strategic management and direction of the school. The P&C also organise a variety of community celebrations and funraising initiatives and their contributions are highly valued. The P&C contributes to enhance the school resources and facilities, and in the past 12 months held a number of working bees to beautify the school grounds.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. These programs include:

- Lessons developed that cover personal safety and strategies to keep self and others safe
- The You Can Do It! Program teaches students about relationships with others
- Participation in awareness raising events such as 'White Ribbon Day' and 'Walk to school day' help to educate our students about the importance of personal safety and respectful friendships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	3	1	2
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

As Windsor SS continues to grow in enrolments, we are making every effort to reduce our environmental footprint (as based on electricity and water usage rate provided in the table below).

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	222,317	1,428
2014-2015	218,068	2,221
2015-2016	227,267	3,159

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	44	29	<5

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Full-time Equivalents	38	18	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	2
Graduate Diploma etc.**	11
Bachelor degree	28
Diploma	2
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were **\$30637**

The major professional development initiatives are as follows:

1. Preparation and implementation of the National Curriculum
2. Assessment, moderation and reporting
3. The Teaching of Reading and Writing
4. The use of Digital Technologies
5. Social and Emotional Development of Students
6. Student support services and differentiation

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2016.

Performance of Our Students

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	95%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	83%	89%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

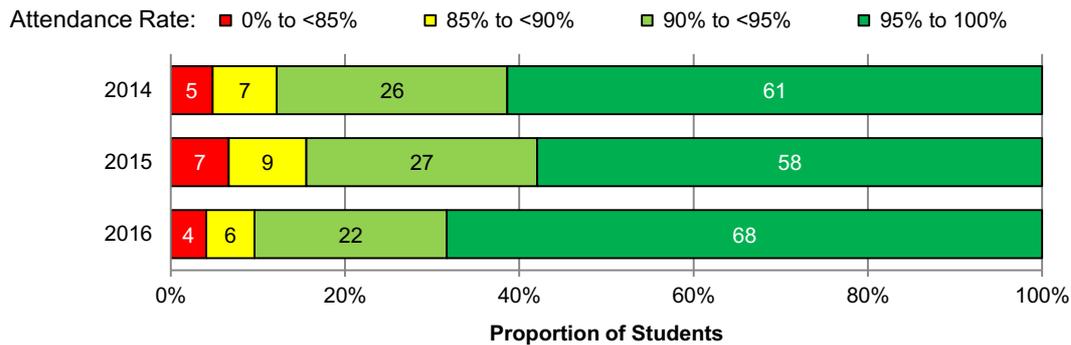
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	95%	96%	93%	93%	96%	95%	96%					
2015	94%	94%	95%	95%	93%	93%	95%						
2016	95%	95%	95%	96%	96%	96%	94%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Windsor SS, rolls are electronically completed using OneSchool. Unexplained absences are followed up every day with a phone call to parents. Unexplained absence reports are regularly produced to identify regular absenteeism and a daily absentee report are emailed to all teaching staff. We also record late arrivals and track this data on OneSchool database.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.