Windsor State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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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 over 700 students in 2018.

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 school's 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

School progress towards its goals in 2018

2018 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
- Engaged 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.
- Continued to implement an ICT professional learning to 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 developed 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
- Strengthened our School Council and P&C Association to establish 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 2019, Windsor will continue to move the strategic agenda forward, by:
- Continuing to embed 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 –Prep and Year 2
- Reviewing and refining the School Pedagogical Framework
- Identifying whole school strategies for Reading, Writing and STEM/Technologies

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- Ongoing staff learning opportunities through mentoring and coaching program
- Identifying and documenting whole school strategies for writing
- Developing a schoolwide diagnostic writing assessment and building teacher capacity in writing
- Developing phonemic and rich intervention programs in Prep – Year 2
- Strengthening alignment between curriculum and assessment
- Engaging staff in data conversations
- Reviewing and refining out tiered approach to Student Support to ensure all students are on a sustained trajectory of improvement.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	655	689	708
Girls	313	335	351
Boys	342	354	357
Indigenous	18	17	20
Enrolment continuity (Feb. – Nov.)	97%	97%	97%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The school continues to experience enrolment growth over recent years, the current enrolment of approximately 710 students is made up of 303 students in Years Prep to Two and 407 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	25	24
Year 4 – Year 6	25	24	24

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

The school offers a quality education in all keys learning areas. The school's curriculum plan allows for a strong focus on Literacy and Numeracy across all key learning areas.

Learning units and programs are contextualised and adapted by teachers to meet student and community needs.

A broad, balanced and consistent assessment and reporting culture which aligns to the Australian Curriculum achievement standards Curriculum units designed to build general student capabilities in literacy and numeracy, Information and Communication Technology (ICT), creative and critical thinking, social and personal skills, ethical and intercultural understanding.

Assessment and reporting practices which ensure regular and clear feedback to students and parents on student achievement and progress.

Music, Health and Physical Education and Japanese (Languages) are taught separately by specialist teachers to all students from Prep –Year 6.

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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 with the other schools within the City Cluster of State Schools.

Extra-Curricular activities offered in 2018 included:
- Enrichment Activities: Chess Club, Debating, STEAM Club, Innovators of Tomorrow Program, 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

ICT is interwoven through our school's pedagogical framework and is used when it supports, enables or extends student learning. In 2018 we continued to embed our BYO (Bring your own device) program which was implemented across all Year 4 and Year 5 classes and the narratives we share through our newsletters and social media outlets demonstrates how powerful learning can be when pedagogy is the driver and technology the accelerator.

Coaching and other professional learning opportunities are offered to staff and this plays an integral role in shaping the way ICT is used to improve learning. The teachers and members of the School Leadership Team work closely with teachers as they plan units, ensuring that there is clear alignment between curriculum intent and the use of ICT to meet this intent.

A focus for Windsor State School in 2018 was the continuing to embed the Digital Technologies Curriculum. As part of this, we worked with our staff to understand the clear differences between ICT and Digital Technologies as there is a significant shift in students simply using and creating with ICT to students being confident creators of digital solutions. The implementation of this curriculum will continue into 2019 and beyond.

Our school currently offers an after-school program which is one avenue through which ICTs and Digital Technologies are being used in order to empower students to make a difference. Titled 'Innovators of Tomorrow' program, this program utilises parental expertise, teacher assistance and industry links to offer a wide range of exciting and innovative workshops involving children from Prep to Year 6. This program is evolving constantly and is a wonderful opportunity for our whole community offering amazing opportunities to our students, on-site and free PD to our teachers and a valuable chance for our parents to gain an insight into the way of the future.

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 socioeconomic 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 English as Another Language/Dialect (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 school's 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. This program was extensively reviewed at the end of 2018 to ensure it continues to meet the needs of our school and school community. More information about our Pastoral Care program can be found on our school website.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	99%	96%
• this is a good school (S2035)	99%	99%	99%
• their child likes being at this school* (S2001)	100%	100%	99%
• their child feels safe at this school* (S2002)	100%	100%	97%
• their child's learning needs are being met at this school* (S2003)	96%	99%	96%
• their child is making good progress at this school* (S2004)	97%	99%	95%
• teachers at this school expect their child to do his or her best* (S2005)	99%	97%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	97%	97%
• teachers at this school motivate their child to learn* (S2007)	97%	97%	95%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school treat students fairly* (S2008)	99%	98%	95%
• they can talk to their child's teachers about their concerns* (S2009)	100%	97%	96%
• this school works with them to support their child's learning* (S2010)	96%	95%	94%
• this school takes parents' opinions seriously* (S2011)	90%	91%	94%
• student behaviour is well managed at this school* (S2012)	97%	98%	97%
• this school looks for ways to improve* (S2013)	97%	95%	97%
• this school is well maintained* (S2014)	99%	100%	99%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	98%	99%
• they like being at their school* (S2036)	100%	99%	98%
• they feel safe at their school* (S2037)	100%	98%	98%
• their teachers motivate them to learn* (S2038)	98%	98%	99%
• their teachers expect them to do their best* (S2039)	100%	99%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	99%	98%	99%
• teachers treat students fairly at their school* (S2041)	94%	91%	91%
• they can talk to their teachers about their concerns* (S2042)	99%	91%	95%
• their school takes students' opinions seriously* (S2043)	96%	94%	96%
• student behaviour is well managed at their school* (S2044)	98%	96%	91%
• their school looks for ways to improve* (S2045)	100%	98%	100%
• their school is well maintained* (S2046)	98%	100%	98%
• their school gives them opportunities to do interesting things* (S2047)	100%	97%	98%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	100%	98%
• they feel that their school is a safe place in which to work (S2070)	100%	97%	100%
• they receive useful feedback about their work at their school (S2071)	98%	87%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	92%	97%
• students are encouraged to do their best at their school (S2072)	98%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	94%	88%

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Percentage of school staff who agree# that:	2016	2017	2018
• staff are well supported at their school (S2075)	92%	94%	86%
• their school takes staff opinions seriously (S2076)	96%	80%	84%
• their school looks for ways to improve (S2077)	98%	94%	100%
• their school is well maintained (S2078)	96%	100%	98%
• their school gives them opportunities to do interesting things (S2079)	96%	97%	92%

* 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 (including a student led conference) 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 fundraising 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 education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	2	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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). In 2018 we also began establishing a sustainability sub-committee within the P&C. Although only in the early stages, this committee will continue to grow in the future and look for ways to reduce our environmental impact.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	227,267	230,606	233,141
Water (kL)	3,159	6,821	3,277

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

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3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	49	35	<5
Full-time equivalents	44	21	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	2
Graduate Diploma etc.*	11
Bachelor degree	33
Diploma	2
Certificate	0

*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 2018 were **$53,700**

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The major professional development initiatives are as follows:

- Preparation and implementation of the National Curriculum
- Planning, assessment, moderation and reporting
- The Teaching of Reading and Writing
- The use of Digital Technologies
- Social and Emotional Development of Students
- Student support services and differentiation

The proportion of the teaching staff involved in professional development activities during 2018 was **100%**.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	95%	95%
Attendance rate for Indigenous** students at this school	89%	85%	88%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

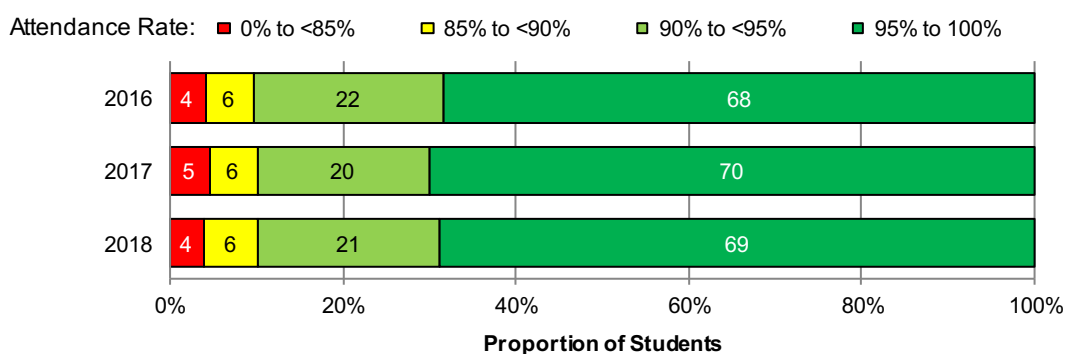Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	95%	95%	96%
Year 1	95%	96%	94%
Year 2	95%	94%	96%
Year 3	96%	95%	95%
Year 4	96%	96%	95%
Year 5	96%	96%	96%
Year 6	94%	96%	95%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ☐ 85% to <90% ☐ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	4	6	22	68
2017	5	6	20	70
2018	4	6	21	69

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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/SMS messages to parents. Unexplained absence reports are regularly produced to identify regular absenteeism and a daily absentee reports are checked by the Office staff. We also record late arrivals and track this data on OneSchool.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

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Find a school	**Search website**

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

> View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and

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