

Willmot Public School Annual Report



2016



4470

Introduction

The Annual Report for 2016 is provided to the community of **Willmot** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Anne Denham

Principal

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Message from the Principal

Willmot Public School has achieved many of the key milestones outlined in our school plan for 2016. The three strategic areas of our school plan are: Safe, Respectful Learners; Effective, Reflective and Visible Teaching and Leading; and Positive Connected Communities.

Our three school-side expectations are Safe, Respectful, Learners. Our teachers have been busy teaching students what these expectations mean and how to follow the expectations in all settings across the school. We have also introduced and implemented the 'Values of the Week' program as a complimentary program to support the Positive Behaviour for Learning initiative. As a direct result of these universal programs and practices, many more students have demonstrated an increase in their ability to follow our school discipline code, and have accessed appropriate rewards for demonstrating positive behaviour e.g. Bronze, Silver and Gold Awards; class based reward systems; and whole school reward systems such as Willmot Gold Class and popcorn days, or Willmot Water Wars.

During 2016, teachers and leaders have been involved in an explicit improvement agenda in both classroom and non-classroom settings. Systems have continued to be developed so that teaching and learning remains as the core focal point for our work in school. Teachers and leaders have also been involved in their own learning through explicit coaching and mentoring that has focussed on quality instruction, establishing challenging goals, and building a body of evidence of outcomes, through reflective feedback, observation, and collection and analysis of student and teacher data.

In term 1 and 2, our staff completed and 40 hour training course on Personalised Learning and Support. The course required much online reading of research and evaluation reports, as well as implementing practical classroom strategies and concepts, catering for diverse student learning needs. Our staff were rewarded for their hard work in this area, culminating in our school presenting at the national summit on Personalised Learning and Support, led by the Australian Council for Education Leadership (ACEL) organisation. Willmot PS is now recognised as a 'lighthouse' school in leading Personalised Learning and Support, with many primary school leadership teams visiting our school to seek assistance and support in this area.

This year community development and empowerment has continued as a key area for school improvement. Our Community Liaison Officer, Alicia Stead, has worked tirelessly alongside our P & C to provide support to parents and children, as well as linking families to outside support agencies. 'WisH Day' was a great success once again this year. Since last year's event, we had an increase of 25% of parents who took place in sessions on the day, as well as accessing local support agencies and organisations. 'Make a Wish' assembly was an absolute credit to the P&C, Community Liaison Officer, and school executive, who spent hours of their time making this an event to remember (see link below for 'Make a Wish' assembly video.)

<https://youtu.be/mPykjbGcwN0>

Our work with local high schools and links to Western Sydney University has also been a major achievement this year. It was so wonderful to see so many families attend the First Foot Forward Program open night at Western Sydney University. Families involved really enjoyed the learning experience as well as the opportunity to find out how their child can access university level programs in the future. Transition to high school programs have meant that our students have had a real opportunity to see what is on offer at our local high schools, as well as take part in practical lessons and tutorials (see youtube link below: Willmot students attending Chifley Campus Shalvey HS orientation below.)

<https://youtu.be/kl5nAWhvEOE>

We are really looking forward to another productive year at Willmot PS in 2017.

Yours sincerely,

Ms Anne Denham

School background

School vision statement

Willmot Public School is a dynamic, responsive and student focused school. Visible teaching and learning is our central core. Our quality educational programs nurture and enhance student and teacher talents, interests and abilities. Students and teachers are committed learners with the capacity and confidence to succeed in the twenty-first century. We are a safe, respectful and responsible community.

School context

Willmot Public School (enrolment 147 students, including 31 Aboriginal students and 42 students from a non-English speaking background) is a K-6 school located on the western fringe of Mount Druitt.

The school works closely with the Parents and Citizens' Association and the Aboriginal Education Consultative Group.

The school is committed to building partnerships with external agencies and working within networks of schools to achieve successful learning outcomes for students.

Significant programs to support student learning include Early Action for Success, Every Student Every School, and Norta Norta tuition.

Willmot Public School has a strong focus on literacy, numeracy and teacher capacity building to deliver quality programs and practices.

The school is focused on quality teaching, student learning and thinking skills, student equity and wellbeing, and environmental education and sustainability.

We incorporate real life experiences into daily learning opportunities through our involvement in and commitment to the Stephanie Alexander Kitchen Garden Program.

Willmot Public School is a Positive Behaviour for Learning school with high expectations for student engagement and academic achievement.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

LEARNING – Domain 1

Learning Culture:

Our school has a demonstrated commitment within the school community to strengthen and deliver on school learning priorities. We have well-developed policies, programs and processes, that assist to identify, address and monitor student learning needs.

Wellbeing:

At Willmot PS, students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the school's Welfare and Discipline policy. However, we have still much work to do with building positive relationships with our student population, as evidenced by *Tell Them From Me* survey student results.

Our school has identified aspects of, and factors contributing to, wellbeing, in the delivery of teaching and learning. We are committed to the principles of Positive Behaviour for Learning and Kidsmatter and are working to embed these systems and practices more effectively.

Our school encourages students to recognise and respect cultural identity and diversity. We still have work to do in this

area as our Aboriginal students appear to somewhat concerned that our teachers do not fully understand and respect their cultural identity and heritage (as evidenced by *Tell Them From Me* survey results.)

Curriculum and Learning:

At Willmot PS, curriculum provision is enhanced by learning alliances with other schools and organisations. We would like to further enhance these alliances in the next iteration of our school plan.

Our school actively collects and uses information to support students' successful transitions. We work closely with our feeder high schools, Chifley College, Shalvey and Dunheved, to ensure our students start well in Year 7 and continue positively for latter years of education.

An important part of this process is teachers involving students and parents in planning to support students as they progress through the stages of education.

Our Learning and Support Team has developed systematic policies, programs and processes to identify and address student learning needs.

Assessment and Reporting:

Our school analyses internal and external assessment data to monitor, track and report on student and student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.

The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.

Student Performance Measures:

Our school has achieved good value-added results as evidenced by internal and external data measures.

TEACHING – Domain 2

Effective Classroom Practice:

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. We use a Critical Partners model so that collectively, teachers can improve their efficacy and increase student outcomes.

Data Skills and Use:

At Willmot PS, teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.

The school leadership team is engaging the school community in reflecting on student performance data, including academic and behavioural data.

Collaborative Practice:

Quality processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. These coaching and mentoring relationships ensure ongoing development of all staff.

Teachers work together to improve teaching and learning in their stages, or for particular student groups. As a result of this collaboration, our school identifies expertise within its staff and draws on this to further develop our professional community.

Learning and Development:

Our involvement in the Early Action for Success initiative means that our school has a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers draw on and implement evidence-based research to improve their performance and development.

Teachers at Willmot PS are actively engaged in planning their own professional development to improve their performance, and they actively share learning from targeted professional development with others.

Professional Standards:

Our school leadership team has developed an effective implementation model relating to achievement and attainment in regard to professional teaching standards. This model has been recognized by our external colleagues as a best practice approach in assisting teachers to demonstrate responsibility, adaptability and ethical practice in working towards the school's goals.

Teachers at Willmot PS work beyond their classrooms to contribute to broader school programs, such as the Arts.

LEADERSHIP – Domain 3

Leadership:

Our school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students. Examples of this include our involvement in the First Foot Forward program and the Reading Ambassador program with the University of Western Sydney.

Our school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes. We work closely with our key partners, The Smith Family; Uniting Way (The Hive); Mission Australia; The Salvation Army; to ensure that our families have are positively connected in the wider school community.

School Planning, Implementation and Reporting:

Our school uses evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes. We conduct a community consultation event each year via our WisH Day. We successfully foster collaboration with key stakeholders in the development of our school vision, strategic directions and annual plans.

School Resources:

Willmot PS has had a high turnover of staff during 2016. During this time we have been focused on succession planning, leadership development and workforce planning to continue to drive whole-school improvement.

Our school leadership team explicitly targets longer-term financial goals and integrates this within school planning and implementation processes.

The use of school facilities is optimised within the local community, to best meet the needs of students and the local community. Examples of this include programs that run both within and out of school hours such as Kid Zone, Kids Xpress, Rage, Managing the Bull, and parent programs offered by Mission Australia and Catholic Care.

Management and Processes:

Willmot PS endeavours to provide many opportunities for students and communities to provide constructive feedback on school practices and procedure. An example of this is the yearly implementation of the *Tell Them From Me* surveys and consultation conducted as part of WisH Day.

Flexible processes exist to deliver services and information and strengthen parental engagement. Our school app is heavily promoted as the primary source of information provided by our school.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Safe, Respectful, Learners

Purpose

To provide students with a safe and supportive learning environment that is built on a culture of mutual respect and a willingness and readiness to learn.

Student capacity will be built through the implementation of evidence-based teaching programs and practices and a personalised learning plan with pathways to future learning and employment opportunities.

Overall summary of progress

Positive Behaviour for Learning and Learning and Support continued to be major focus areas during 2016. Other areas included:

Student Citizenship

In 2016, 14 out of the 15 Student citizenship and leadership development milestones were achieved during the anticipated timeframe, in that they were inducted into their roles, had their leadership capacity developed through weekly meetings and by attending the National Young Leaders Day at Homebush. This enabled the Student Leadership team to develop the skills and confidence to plan, manage and evaluate 11 fundraising events throughout the year. This helped to subsidise the costs of the Year 6 Farewell so that 100% of Year 6 students were able to attend this event.

Evidence of the effectiveness of the Student Leadership team's increased leadership capacity was that the students initiated the recruitment of the Stage 3 Camp, meaning that it was able to run for the first time in 4 years due to a higher level of student interest. They also successfully led a number of whole school events, such as the ANZAC Day service, fortnightly school assemblies, WisH day, Presentation Day and the Year 6 Graduation. The exception of this success was the Term 2 milestone: "Student leaders trained as Playpals to support all students to play effectively in the playground and transition effectively back to the classroom". The Playground Pals program still needs greater focus and more specific training for the students training as PlayPals. Equipment has been purchased for use and has been utilised by about 50% of our students. Our Scholl Learning Support Officers have managed this part of the program so far. Next year, more planning and support will be put in place to ensure students take greater ownership of the Play Pals program.

More coordination time is also required for student input into the Willmot Wizard Buddy program. The team leader will continue to liaise with the Families NSW Connect Coordinator so that student input continues to be valued and supported in the Willmot Wizards (pre-school program.)

Student Engagement & STEM Education

In response to this during the second half of the year, students were engaged in broader opportunities for developing their Mathematical problem solving and inquiry skills, through the school launching a STEAM (Science, Technology, Engineering, Arts & Maths) learning focus for 2016. This involved a teacher professional learning focus on STEM teaching for staff, which aimed at developing teachers' ability and confidence to teach STEM subjects. Inquiry learning and 21st Century learning strategies and frameworks were discussed and developed with all staff.

The school also had a culminating 'STEAM Day' event which enabled all students and staff to engage in a variety of STEM inquiry learning workshops. This gave teachers the opportunity to trial and evaluate their new STEM knowledge and skills in a supportive experience. It also enabled students to gain exposure to STEM subjects, while applying their mathematical skills across a number of highly engaging inquiry learning experiences. Evidence of success of the STEAM professional learning is that over 80% of staff indicated that it had developed their ability to implement an inquiry learning approach with STEM subjects. Evidence of success with increasing student engagement in their learning of Mathematics is that 78% of students included a specific, personal reflection of their Mathematics learning in their end of year school report. This was an increase of over 25% compared with their half-yearly school report personal reflection.

The Stolen Generations inquiry project was a great success and presented at a celebration event with the local schools involved (see Aboriginal Background report.)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>80% of students in K–2 reach EAFs benchmarks in literacy and numeracy</p>	<p>All students (K–6) have been tracked on literacy and numeracy data walls. Teachers are demonstrating and developing understanding of tracking students using the language from the Literacy / Numeracy continuums, and know how to place their students on Bump Up Walls (evidenced through data 1:1 chats).</p> <p>RESULTS:</p> <p>80% of students in K–2 reach EAFs benchmarks in literacy and numeracy. Even though not all K–2 EAFs benchmarks targets have yet to be met, growth has been considerable in comparison to previous years. For example, PLAN data shows:</p> <p>COMPREHENSION:</p> <p>2014 results</p> <p>0% of Year 1 and Year 2 achieved benchmark</p> <p>2016 results</p> <p>40% of ES1 achieved benchmark</p> <p>39% of Year 1 achieved benchmark</p> <p>28% of Year 2 achieved benchmark</p> <p>WRITING:</p> <p>2014 results</p> <p>0% of Year 1 and Year 2 achieved benchmark</p> <p>2016 results:</p> <p>68% of ES1 achieved benchmark</p> <p>33 % of Year 1 achieved benchmark</p> <p>8% of Year 2 achieved benchmark</p> <p>READING:</p> <p>2014 results</p> <p>0% of Year 1 and Year 2 achieved benchmark</p> <p>2016 results</p> <p>50% of ES1 achieved benchmark</p> <p>44% of Year 1 achieved benchmark</p> <p>56% of Year 2 achieved benchmark</p> <p>NUMERACY: Early Arithmetical Skills</p> <p>2014 results</p> <p>59% of Year 1 and 46% Year 2 achieved</p>	<p>0.6 Specialist Intervention Teacher = \$60,000 (EAFs)</p> <p>3 x SLSOs = \$180,000 (Socio– Economic funding)</p> <p>0.2 Speech Pathologist = \$7,000 (EAFs)</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>80% of students in K–2 reach EAFS benchmarks in literacy and numeracy</p>	<p>benchmark</p> <p>2016 results</p> <p>83% of ES1 achieved benchmark</p> <p>80% of Year 1 achieved benchmark</p> <p>85% of Year 2 achieved benchmark</p> <p>NUMERACY: Place Value levels 1 & 2</p> <p>2015 results</p> <p>30% of Year 2 achieved benchmark</p> <p>2016 results</p> <p>85% of Year 2 achieved benchmark</p> <p>2014 results</p> <p>0% of Year 1 and Year 2 achieved benchmark</p> <p>2016 results</p> <p>40% of ES1 achieved benchmark</p> <p>39% of Year 1 achieved benchmark</p> <p>28% of Year 2 achieved benchmark</p>	
<p>An increased number of students achieve NMS proficiency standard in NAPLAN, based on 2016 levels of achievement.</p>	<p>Yearly student report results, NAPLAN data and PLAN data have been analysed and will be presented to teachers at whole school professional learning meeting in Term 1, 2017 – due to high staff turnover at the end of 2016.</p> <p>RESULTS:</p> <p>NAPLAN Numeracy:</p> <p>Year 3</p> <p>No students from Year 3 scored in the bottom band for Numeracy, which signifies a general increase of 30.6% of students scoring in Bands 2–5 Year 5</p> <p>There was a 10.3% increase in the number of students scoring in Band 5 as well as a 9.7% decrease in the number of students scoring in Band 4</p> <p>NAPLAN Reading:</p> <p>Year 3</p> <p>In 2016 school performance in Reading indicates 7.1% of our students scored in Band 6 compared with 0% in 2014 and 2015</p>	<p>2.5 SLSOs = \$150,000 (Low-level Disability funding and Socio-Economic funding)</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>An increased number of students achieve NMS proficiency standard in NAPLAN, based on 2016 levels of achievement.</p>	<p>Year 5</p> <p>There was a 21.2% decrease in the number of students performing in the bottom 3 bands for reading.</p> <p>There was a 25.3% increase in the number of students performing at the Band 6 level</p> <p>NAPLAN Writing:</p> <p>Year 3</p> <p>In 2016 there was a significant increase in spelling in Band 5 students, demonstrating a 28.8% shift upwards.</p> <p>There was a 30.8% increase of students performing in bands 4 and 5 for writing.</p>	
<p>80% of students respond to school-wide positive behaviour systems by showing a decrease in problem behaviours occurring in classroom and non-classroom settings.</p>	<p>The 2016 PBL targets were; to maintain staff confidence with reinforcing PBL expectations and develop PBL knowledge for new staff members, to continue to build the PBL Team and teacher knowledge of mental health and welfare as well as to refine the practices and management of the existing PBL reward system.</p> <p>To maintain staff confidence and ensure consistency when reinforcing PBL expectations and responding to problem behaviours, we refined our current practices to streamline the data allowing us to pinpoint target areas to focus on. We designed and implemented new behaviour slips to monitor problem areas and create targeted interventions. To ensure teacher understanding and engagement we ran targeted professional learning to discuss new systems and gain feedback on our practices.</p> <p>To support student mental health and welfare, the PBL Team used the KidsMatter principles to create an intervention for students who identified in the 'Tell them from me' survey that they lacked positive relationships. We implemented a Morning Meeting that focused on building positive peer relationships and confidence amongst the target groups. We shared the data to show students why we were targeting them as a year group. This intervention had great success, reducing the number of problem behaviours for that year group.</p>	<p>Socio-Economic funding for:</p> <p>Teacher and leader coordination time = \$1200</p> <p>Student Leadership Conference = \$600</p> <p>10 x student blazers for debating and leadership initiatives = \$1500</p>
<p>Evidence of school based data showing improvement in number of student rewards, detentions, suspensions and attendance (qualitative, quantitative).</p>	<p>We continued to reflect on and refine our PBL reward system. In addition to the reward days, we motivated students to gain access to the 'No-slip Reward Day'. Students could only gain entry by not receiving a problem behaviour slip throughout the year. We had 56 students eligible for this reward this year.</p> <p>We also added another layer of rewards for students. Students could trade-in their Willmot</p>	<p>Socio-Economic funding for:</p> <p>Total spend for Reward day costs = \$2500</p> <p>Medallions and Presentation Day Award costs = \$500</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Evidence of school based data showing improvement in number of student rewards, detentions, suspensions and attendance (qualitative, quantitative).</p>	<p>Ways for prizes and weekly Trade-in sessions. Students could trade-in for small, medium or large prizes or they could save up to get reward time such as iPad time or arts and crafts.</p> <p>The PBL Reward system was highly successful in 2016. We had 16 students from across the school achieve Medallion Level.</p> <p>Our attendance survey results and student attendance data were presented to staff, students and parents (highlighting successes and areas for improvement.) Parents and families of students in the early grades were targeted in our Attendance Improvement whole school plan. Families have become more eagerly involved when they have seen an improvement in attendance data for their child.</p> <p>Contributions have been welcomed from the community on how to continue to raise attendance levels and meet State benchmarks.</p>	<p>0.5 School Admin Officer above establishment in Attendance Officer role. Total spend for year = \$23750</p>
<p>Teaching programs reflect knowledge of BOSTES syllabus documents, school scope and sequences and quality teaching practices with evidence of personalised learning, differentiation and accommodations/adjustments.</p>	<p>A refined professional learning schedule was implemented using data gleaned from individual teacher / stage team professional development planning reviews, as well as student data from semester 1 reports. Teacher survey data reflects effectiveness and responsiveness of refined professional learning schedule.</p> <p>Teacher Professional Learning has included literacy and numeracy programs and practices at universal, targeted and intensive levels consolidating personalised learning and targeted teaching introduced and implemented in 2015 (eg: 5 weekly PLAN monitoring, assessment tools, learning intentions, strategies for diverse learners, effective feedback, success criteria and data-driven instruction).</p> <p>In 2016, an increased focus has involved a further emphasis on visible learning. Demonstration lessons, observations, planning days and weekly individual mentoring have continued during 2016, so teachers have opportunities to reflect on and refine their practices.</p> <p>Evidence, such as, photos and video footage of quality teaching practices and a quality learning environment have been shared and discussed with the K-6 team and have been used to inform teachers' Professional Development and Performance (PDPs) . Further, teachers have worked with their critical partners to develop professional dialogue and collegial relationships to analyse and improve their practice using strength-based coaching strategies.</p>	<p>Teacher Professional Learning = \$11,000</p> <p>Kitchen Garden Program = \$11,000 (Socio-Economic funding)</p>

Next Steps

Student Citizenship

Student Leaders will continue to lead whole school fundraising events, host school events and participate in leadership development programs in 2017. In term 2, school leaders will participate in a 10 week program delivered by the Salvation Army that encompasses learning about teamwork, anger management, communication and leadership. An evaluation of our 2016 milestones indicated that immediate focus needs to be placed on providing specific training for our leaders as "Play Pals" to support all students to play effectively in the playground and transition effectively back to the classroom. Training for this program will be provided by the Learning and Support Team and will also incorporate buddy reading and writing initiatives as well as planning for future leaders' involvement in the Willmot Wizards Transition to School program in terms 3 and 4.

STEAM

STEM events, experiences and professional learning in 2016 informed the development of the Willmot Public School STEAM policy and support document. The document is an effort to translate the goals outlined in the National Stem School Education Strategy into a pedagogical approach that will support teachers and students at Willmot Public School. Incorporating "Artistic creativity" (resulting in "STEAM") and with an element of inquiry learning ('BV5E', Willmot Public School's Inquiry Learning model, which is an elaboration of the Primary Connections 5Es teaching and learning model, November 2008) it is hoped that the STEAM approach will develop the capacity and passion of students and staff with regards to STEM education.

The National Stem School Education Strategy has identified five key areas for national action through which school education has the greatest leverage. Our school's future directions in STEM education attempt to address these 5 areas in the following ways:

1. Increasing student STEM ability, engagement, participation and aspiration.
 - A whole school STEAM scope and sequence has been developed and will be trialled in 2017. The scope and sequence clearly articulates meaningful links across the Geography, History, HSIE or Science & Technology (GHHoST) subject areas and incorporates digital learning technologies and the creative and practical arts. Each term, teaching and learning experiences will be planned in accordance with the policy and scope and sequence documents and will culminate with whole school "Celebration of Learning" days upon which parents and community members will be invited into the school to participate in activities that demonstrate the rich learning that has taken place.
 - A dedicated STEAM day has been planned to coincide with Science Week (12th – 20th August 2017). The aim of the day being to promote STEM education, increase parent and community awareness and increase student participation, learning and engagement in STEM subjects.
2. Increasing teacher capacity and STEM teaching quality.
 - Ongoing personalised professional learning for teachers has been planned for 2017 with particular focus on building capacity in the meaningful and creative use of technology and evidence based models for inquiry learning.
3. Supporting STEM education opportunities within school systems.
 - In 2017, teachers will continue to collect and use data to analyse student achievement and identify individual student learning needs. A specific focus will be placed on improving the integration of statistical concepts, data analysis and problem solving skills across all teaching and learning areas in order to support student to strengthen their analytical thinking in STEM subjects.
4. Facilitating effective partnerships with tertiary education providers, business and industry
 - In 2017, Willmot Public School students will continue to participate in the First Foot Forward Program with Western Sydney University. In addition, the school will work to create opportunities for students to engage with industry leaders in the local community to highlight the importance and relevance of STEM skills.
5. Building a strong evidence base
 - In 2017, we will begin to collect data to enable us to track trends overtime and improve our understanding of what works for our students. Specifically, we will start to track our students across a range of STEM data indicators with a focus on gender specific and ATSI outcomes. We will also work closely with local high schools to track our students' progress in STEM subjects, as well as other indicators including school attendance, graduate and employment outcomes.

Strategic Direction 2

Effective, Reflective and Visible Teaching and Leading

Purpose

Teachers and leaders will be involved in an explicit improvement agenda where they become evaluators of their own teaching / leading. Systems will be developed to support teachers and leaders to teach / lead in the most deliberate and visible way. Teachers and leaders will become the 'learners' through explicit coaching and mentoring that focuses on quality instruction, challenging goals and reflective feedback.

Overall summary of progress

During 2016, *Tell Them From Me* student / teacher / and parent survey results indicate a high level of satisfaction with school programs and practices. We have demonstrated significant progress in the following areas:

Teacher Professional Learning and Collaborative Planning:

This year our school leadership team has spent time building staff capacity to collaboratively plan universally designed teaching programs, ensuring that differentiation in teaching is effective in all learning areas.

Staff participated in a 40 hour registered online course about Personalised Learning with a particular focus on developing SMART goals for students and implementing quality interventions that match the personalised SMART goals. We were asked to present our work as part of the Australian Education for Educational Leadership, Personalised Learning Summit.

Here is a link to a youtube video of our teachers working together about personalised learning and collaboration:
<http://bit.ly/2oVnzv2>

Performance and Development:

All staff have devised a performance and development plan, outlining their professional learning goals, which reflect school directions and the Australian Teaching Standards. All teachers have met the Australian Teaching Standards; as evidenced by performance frameworks that include classroom observations, review of professional learning goals, individual conferences and monitoring of teaching programs and student assessment data.

Early Action for Success, Curriculum Implementation and Teaching Practice:

All teachers demonstrated and shared their expertise of current syllabus and teaching practices, by working beyond their classrooms to contribute to broader school programs.

Joint analysis of student work and on teaching strategies for improving student learning occurred on a regular basis through team and individual teacher meetings.

Evidence of current pedagogies (*Synthetic Phonics*, *Words Their Way*, *RRACE*, and *TOWN*) were incorporated into teaching and learning programs, and implemented in classrooms with fidelity. Results were monitored and reported on, and pedagogies were adjusted accordingly.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff will have a performance and development plan, outlining their professional learning goals, which reflect school directions and the Australian Teaching Standards.	Teachers' PDPs have been informed by a goal-setting process. This process has included teachers reflecting on their practice (that is, analysing video footage of modelled and guided lessons) and identifying their strengths and SMART goals for improvement. The goals were monitored by executive and the relevant Australian Teaching Standards were recorded with evidence attached.	1x AP higher duties above establishment to support IL shadowing, and mentoring and coaching of teachers = \$30,000 (Socio-Economic funding and QTSS)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff will have a performance and development plan, outlining their professional learning goals, which reflect school directions and the Australian Teaching Standards.	School Plan targets were cross-referenced to SMART goals, so it became transparent to teachers that this process was also an integral part of teacher professional learning and the school plan. A parallel system for teachers and students, promoted personalisation of learning, resulting in improved outcomes for all.	
Evidence of current pedagogies/practices (<i>Synthetic Phonics, Words Their Way, RRACE, SWIM, Writing Fluency</i> and <i>Vocab</i>) incorporated in teaching and learning programs, and implemented in classrooms with fidelity Results are monitored and reported on, and pedagogies are adjusted accordingly.	<p><i>Words Their Way</i> was implemented but adjusted to cater for the needs of Willmot students. Letter sounds were introduced in the Carnine Order in ES1, and cumulative review was incorporated into the K–2 daily routine to ensure the maintenance of skills.</p> <p>In 2016, <i>Jolly Phonics</i> resources were embedded in the K–2 phonics program. Success has been indicated by students reaching grade benchmarks in PLAN – Year 1: 2014–0%, 2016–34% Year 2: 2014–8%, 2016–33%</p> <p>The <i>Heggerty Phonemic Awareness Program</i> was implemented daily and strategically and success has been indicated by the majority of students reaching grade benchmarks in PLAN – Year 1: 2014–0%, 2016–21% Year 2: 2014–8%, 2016–83%</p>	
Teachers are experts in current pedagogies, have high levels of confidence in teaching these pedagogies; are eager to expand their subject knowledge and to share this knowledge beyond their classroom.	<p>Teachers have completed intensive Teacher Professional Learning in quality literacy and numeracy teaching.</p> <p>In 2016, Visible Learning has been the focus for both students and teachers. Collegial partners have supported each other's journey in implementing quality, evidence-based programs and targeted teaching. Their confidence and passion for the needs-based teaching has resulted in a steady growth of student outcomes.</p> <p>Teachers report that mentoring and coaching support from APs / IL is highly valued and has positively impacted their classroom teaching capacity.</p>	0.4 teacher position above establishment to support teacher release for lesson study, demonstration and observations and 1:1 data chats = \$40,000 (EaFS and Socio- Economic Funding)
Increased number of teachers and leaders seeking to achieve higher levels of accreditation.	Although no staff members have sought to take on accreditation at higher levels, many staff members have been keen to take on further training and development to extend their teaching practice and pedagogical knowledge.	

Next Steps

Willmot Public School has experienced a very high turnover of staff during end of 2016 and beginning of 2017. This will mean a significant amount of re-teaching and modelling of universal and targeted programs and practices. Work will be conducted in the following areas:

General Reflections and Future Directions

- Learning Walkabouts have been sporadic and need further refinement with opportunities provided for global and specific feedback to staff (feedback gained through stage team meetings and individual teacher support meetings).
- Further work is required with teachers' professional development plans to increase reflective practice and focus on

individual and team improvement to support increased levels of student achievement.

- Although teachers' reflections indicate a knowledge, understanding and implementation of differentiation and open-ended learning opportunities for their students., further consolidation is required to ensure growth in this area.
- *Tell The From Me* Staff survey results particularly indicate that teachers would like more shoulder to shoulder support from our Instructional Leader for Early Action for Success. They feel highly resourced and are keen to see teaching demonstrations and modelling in a side-by-side approach.
- Although Visible Teaching has been a great focus for 2 years, we still have much work to do with student feedback. Students will be invited to attend the 1:1 data chats between the Instructional Leader, Assistant Principal and classroom teacher.

Specific Future Directions

1) Curriculum Implementation

Teachers have continued to use the Quality English Block and Quality Maths Block resource folders to inform their programming and increase its effectiveness for planning instruction in 2017. These folders are updated regularly with current research and evidence-based practices. In 2017, we are implementing a similar system by developing Assessment and Reporting and Behaviour Management folders.

Intensive training in data-driven and visible learning practices in literacy and numeracy for new teachers at Willmot PS will continue in 2017. Mentoring and coaching is personalised depending on teachers' needs. Our focus this year is literacy and numeracy across the curriculum, where integrated units for geography and history have strong links to literacy and numeracy.

2) Early Action for Success and Teaching Practice

Early Action for Success is to include building communities through The Smith family Let's Count project and forming a network with preschool services such as the local playgroup facilitator and the Hippy Coordinator based at Emerton.

Let's Count involves training parents of Kindergarten students to play numeracy games at home. Parents are supplied with resources and meet regularly with the class teacher and Instructional Leader.

The Instructional Leader, in collaboration with the library teacher is extending the school focus on differentiation to include learning environments. The library is to be the model and teachers will receive professional learning around the importance of differentiated learning environments. Further, increasing student engagement and learning through whole brain teaching techniques will be implemented K-6. Using visible learning data, the Instructional Leader has been providing professional learning for teachers to reflect on their practices. This is to be extended by teachers forming critical partners to reflect on each other's data and effective instruction through lesson studies. The intention is to build teacher capacity and sustainability by creating collaborative networks within the school.



Strategic Direction 3

Positive, Connected Communities

Purpose

To build a positive educational community, that works alongside proactive support agencies and local consultative groups, to develop and deliver quality educational, social / emotional and behavioural learning opportunities for our students and the wider Willmot community. To provide services that are integrated, flexible and responsive to our community needs.

Overall summary of progress

Community Organisation Partnership Development

Our work with community organisations has also flourished this year. Details of community organisations involved in supporting community participation and interest are as follows:

- Mission Australia continues to support our parent community by offering a variety of programs such as cooking and Boot Camp. The Mission Australia team have also initiated a playgroup for toddlers and self-help programs for our older students such as Managing the Bull and RAGE.
- Our partnership with The Smith Family has also grown in momentum, with many families receiving support to help their children to come to school ready to learn (via Learning for Life Scholarships). The Smith Family also intends to continue our involvement in the Optus Bikes on Trikes Program (where brand new bikes are donated to our students.) Learning Club and Technology in Homes programs are also well supported by our families.
- **WisH Day** – family attendance was far greater at WisH Day in 2016 (significant increase in parent / community members as well as key community contributors as last year.) We hope to increase participation rates for 2017.
- Adult Education classes coordinated through TAFE were continued
- Working Together in Willmot team coordinated by The Hive at Mt Druit has begun service delivery reform in the Willmot area focussing on work conducted with 0–5 year olds

School Council/Parents and Citizens Association

The school's P&C meet monthly and coordinate fundraising events throughout the year. A significant achievement of the P & C was being successful at gaining a community grant of \$160,000 which will fund airconditioning for the school in 2017.

Networked Specialist Centre

The Department of Education established a Network Specialist Centre was onsite during Term 1, 2016

- An Itinerant Hearing Team consisting of 3 Itinerant teachers and 1 Assistant Principal will be established at Willmot during 2017

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in numbers of community members involved in volunteering at school.	Although we had many volunteers working at Willmot PS this year, we have still found it difficult to encourage parents as partners in learning. Our greatest successes have been with our Kitchen Garden program and with our sporting teams. Our P & C continue to volunteer their time to assist	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in numbers of community members involved in volunteering at school.	our school with fundraising efforts and were extremely helpful in writing the submission for the community grant which was successful.	
Annual parents and students' "Tell them from me" surveys reveal an incremental improvement in culture within the school over three years, with measurements compared to 2016 data.	<p><i>Tell Them From Me Survey</i> Results indicate that 75% of parents surveyed agree that they are well informed about school activities. 79% of parents feel that activities are scheduled at a time they can attend. 85% agree that communication is presented in clear, plain language.</p> <p>Our Skoolbag App stats are as follows: 142 Android Downloads and 125 iOS downloads. Parents are now using the app to communicate explanations for student absences.</p> <p>Inter-agency and Community Service work has been a major focus for our school executive team and our Community Engagement Officer.</p> <p>The Networked Specialist Centre Facilitator (NSCF) was appointed in Term 3 meaning that more intense work in this area could begin.</p> <p>The Hive has assisted the school to facilitate community consultation processes as well as more active and collaborative work within the wider school community.</p> <p>WisH Day: Greater level of interagency involvement was achieved for WisH Day 2016. Environmental Education group members from Shalvey Public School also attended.</p>	
Increased number of parents accessing the Willmot PS Community Room and becoming involved in adult learning programs hosted at our school.	<p>The Community Engagement Officer has successfully coordinated the Community Room and associated support and activities this year.</p> <p>Number of parents accessing the community room continues to rise each term. Parents are mainly accessing the room and services for the following reasons: access to technology services and support, access to community programs and support links.</p> <p>The Community Engagement Officer is assisting parents to independently link with other key organisations to provide ongoing support.</p>	0.6 x Community Engagement Officer position = \$40,000 (Socio-Economic Funding)
Higher percentage of cultural groups are represented at community events hosted within the school.	<p>Although it was difficult to assess the number of families from diverse cultural backgrounds involved in events hosted by the school this year, there was definitely a noticeable increase across the board.</p> <p>WisH Day and NAIDOC celebrations were our most attended events, with parents becoming involved in most activities on the day.</p> <p>Our most successful programs held during the year, were the First Foot Forward (UWS) program and the high school transition program. Feedback from families indicated a high level of satisfaction with these events, with families from diverse cultural</p>	WisH Day and School promotion, including access to a School Admin Officer above establishment = \$11,000 (Socio-Economic Funding)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Higher percentage of cultural groups are represented at community events hosted within the school.	backgrounds being significantly represented as well.	
Increased parent participation in the Willmot Wizards transition to school program.	<p>There was an increased number of enrolments in Wizards with all parents attending and participating in the program.</p> <p>The Wizards Program was altered so that we could encourage parents to attend this early learning program alongside their child.</p> <p>The Wizards Program teacher and coordinator noted a significant change in the knowledge and understanding of parents who are trying to assist with early learning and successful entry in to Kindergarten.</p>	0.2 x teacher position = \$10,000 (Socio-Economic Funding and funding support form Families Connect NSW)

Next Steps

Aspects of this area of the strategic plan have been delayed, primarily a result of staffing changes and challenges in maintaining consistency in the key roles required for full implementation. Priority areas for 2017 include:

- IL and APs designing literacy, numeracy, assessment and reporting workshops and brochures for parents.
- Update guidelines for volunteers and service providers working in the school as per new procedures due to be released by the department.
- Teachers to be trained in "Let's Count" parent tutor program in 2017 (provided by The Smith Family partnership).
- Increase the number of students accessing The Smith Family's Learning for Life Scholarship (an increase in 50–60 students)
- Collaboration between Kids Early Learning Centre (Willmot Preschool), AEO and Community Engagement Officer to ensure that the Willmot Wizards program is even more successful during 2017.
- Much greater work needs to be carried out in our inter-agency and community partnership area with a continued focus on developing the working guidelines for the Willmot Working Group (led / facilitated by The Hive leaders.)
- Extend Kids Xpress therapy services to a full day – increasing from 6 to 12 student cases per term
- Begin work in 100 Lives Project (Western Sydney Service Delivery Reform)
- Breakfast Club to be negotiated in partnership with Salvation Army starting in T2 2017
- Introduce Family Referral Service Education Worker to the community. The FRS team aims to bring families, support services and community resources so that our children and are safe and well. The Family Referral Service works with many different services to find the best available support for families and children.
- It was difficult to assess involvement from various cultural groups at school events during the year. Our Community Engagement Officer intends to collect this data for 2017.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Aboriginal School Learning Support Officer was recruited and employed.</p> <p>Aboriginal Education Officer (AEO) developed History lessons with the Teacher Librarian (strong emphasis on Aboriginal perspectives).</p> <p>Identified Aboriginal students received AEO support and SLSO support (in lead up to NAPLAN).</p> <p>AEO contributed to P&C to keep community up to date with Aboriginal Education initiatives.</p> <p>Aboriginal Education Team lead the development of the 2016/2017 Aboriginal Education plan.</p> <p>Stolen Generations initiative with students in Year 4–6 (supported by The Deadly Arts Program), was a great success, leading to the production of a quality teaching resource to be shared across the 5 participating schools and beyond.</p>	<p>1 x Aboriginal Education Officer position = \$66,0001 (Aboriginal Background funding)</p> <p>1 x Aboriginal SLSO position = 40,280 (Aboriginal Background and Socio–Economic funding)</p> <p>Stolen Generations project money (funded by Deadly Arts Project)</p>
English language proficiency	<p>EAL/D specialist teacher was identified to fulfil the role of supporting teachers to cater for EAL/D students in the classroom.</p> <p>EAL/D specialist teacher took up a valuable role on the Learning and Support Team.</p> <p>Continued training in the EAL/D Learning Progression for the EAL/D specialist teacher was provided.</p> <p>Time was allocated for cooperative planning and collaboration between EAL/D specialists and class teachers (as part of planning days).</p> <p>Annual cycle for EAL/D planning and evaluation was established and supported.</p> <p>EAL/D specialist teacher worked with school executive on plotting school achievements on EAL/D related segments of the School Evaluation Framework.</p> <p>EAL/D specialist teacher provided professional learning to class teachers on the EAL/D Learning Progression.</p> <p>EAL/D specialist teacher assisted classroom teachers to recognise and address the cultural and language demands of tasks for EAL/D students, including marking criteria which differentiates between content knowledge and language skills.</p> <p>EAL/D student data is reported on and learning targets are set for the 2017 school year.</p>	<p>0.4 x EAL/D teacher = \$40,000 (English Language Proficiency funding)</p>
Low level adjustment for disability	Assessment plan for students with diverse	1 x SLSO position =

<p>Low level adjustment for disability</p>	<p>learning needs were developed in collaboration with all stakeholders.</p> <p>There was an improvement in literacy and numeracy outcomes for targeted students requiring targeted and/or intensive interventions (as highlighted by internal assessment data).</p> <p>Teachers reviewed and revised student Personalised Learning Plans with Assistant Principals and the SLSO appointed to their class and shared information with parents, asking for feedback and contributions.</p> <p>Highly complex cases were referred to the Networked Specialist Centre for additional assistance.</p> <p>Further paediatric visits were arranged for students identified as needing specific support by the Learning and Support Team. The number of parents/caregivers attending paediatric appointments and providing reports and information to the Learning and Support Team has increased.</p> <p>Training for SLSOs is rated highly in terms of its effectiveness.</p>	<p>\$60,000 (Low level Adjustment for Disability and Socio–Economic funding)</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>An Assistant Principal Mentor was identified to shadow the Instructional Leader appointed through the Early Action for Success Program.</p> <p>Teachers reported that mentoring and coaching support from APs / IL is highly valued and has positively impacted their classroom teaching capacity.</p>	<p>0.3 Assistant Principal Mentor position = \$11,000 (QTSS and Socio–Economic funding)</p>
<p>Socio–economic background</p>	<p>Community Engagement Officer has continued in the role of supporting parents and community and assisting school to source evidence–based intervention programs for students identified with diverse learning needs.</p> <p>Students from Years 4–6 attended a school camp for the first time in 3 years.</p> <p>Developmental play equipment was purchased for K–2 classrooms and playground use.</p> <p>School Learning Support Officers were assigned to work in one classroom only, which assisted classroom climate as well as providing effective support to students.</p> <p>Breakfast Club continued, supporting up to 45–50 students each morning.</p> <p>Therapy services were provided to identified students e.g. <i>KidsXpress</i>, <i>Be Safe With Emmy</i> program, <i>Rage</i>, <i>Managing the Bull</i>, <i>Drum Beats</i>.</p> <p>All students from K–6 classes had the</p>	<p>Socio–Economic Funding for:</p> <p>3 x SLSO positions = \$180,000</p> <p>Dance Fever professionals = \$6,000</p> <p>PSSA, school camp, and Life Education subsidy payments = \$5,000</p> <p>Staffing and supplies for Breakfast Club and Kitchen Garden Program = \$17,200</p>

<p>Socio-economic background</p>	<p>opportunity to attend Life Education classes and dance and movement programs with the <i>Dance Fever</i> teachers.</p> <p>More students had the opportunity to participate in PSSA and other sporting events such as the Royce Simmons Shield and the Panther Trophy.</p> <p>Our School Learning and Support Officers were provided with training on a weekly basis via 1:1 meetings and SLSO team meetings.</p> <p>The <i>Kitchen Garden Program</i> continues to be a highly successful initiative, with 95% of students and parents indicating a high satisfaction with the program (based on <i>Tell Them From Me Survey</i> results.)</p>	<p>Socio-Economic Funding for:</p> <p>3 x SLSO positions = \$180,000</p> <p>Dance Fever professionals = \$6,000</p> <p>PSSA, school camp, and Life Education subsidy payments = \$5,000</p> <p>Staffing and supplies for Breakfast Club and Kitchen Garden Program = \$17,200</p>
<p>Early Action for Success</p>	<p>Early Action for Success underpins all of the strategic directions in our school plan. This makes it difficult to separate the impact and achievements of EAfS as a stand alone initiative.</p> <p>We have reported specifically on EAfS in strategic direction 2, with the following results:</p> <ol style="list-style-type: none"> 1. Evidence / data for all areas of Visible learning, universal programs and practices have been collated and analysed for impact on student outcomes. 2. Student results for vocabulary comprehension, writing fluency, and place value, show a marked improvement (based on internal and external data sets). 3. Teachers demonstrate ownership and responsibility for implementation of teaching continuums and student assessment rubrics. 4. Collaborative planning for quality English and Maths blocks is highly rated by teachers (anecdotally and through teacher evaluations). 5. Teachers and students report that Learning Walkabouts have helped to improve teachers' teaching practice. 6. Teachers report that mentoring and coaching support from APs / IL is highly valued and has positively impacted their classroom teaching capacity. 7. Teacher feedback in stage team meetings and 1:1 data chats indicate a high satisfaction with professional learning that is designed to accommodate individual teacher needs while also relating to EAfS and NAPLAN targets. 8. Teachers and students report that SLSO's have a large impact on student learning and teacher support. 9. The Special Innovation Grant has been particularly successful in assisting our EAfS team to identify students with particular learning needs in speech and language development, and to develop comprehensive programs to support these students in their learning. <p>Willmot Wizards program is highly rated by parents. Students demonstrate readiness to begin Kindergarten in 2017. Increased</p>	<p>EAfS funding for:</p> <p>0.6 x Specialist Intervention Teacher = \$60,000</p> <p>0.2 x Speech Pathologist position = 7,000</p> <p>0.2 x teacher position = \$11,000</p>

Early Action for Success

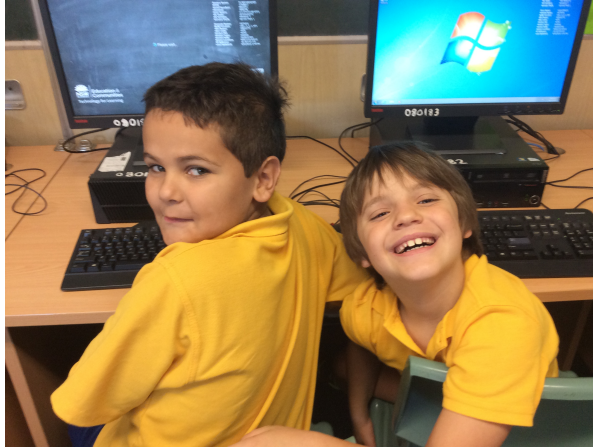
numbers of pre-schoolers attending Willmot Wizards school readiness program.

EAFS funding for:

0.6 x Specialist Intervention Teacher = \$60,000

0.2 x Speech Pathologist position = 7,000

0.2 x teacher position = \$11,000



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	103	94	77	77
Girls	91	86	75	65

Student attendance profile

School				
Year	2013	2014	2015	2016
K	86.7	92.6	88	87.3
1	89.6	90.3	88.5	84.3
2	89.7	92.4	87	88.6
3	91.6	90.8	90.3	91.1
4	91	93	86.5	89.9
5	93.7	92.1	91	88.1
6	93.5	92.3	92.4	90.4
All Years	91	91.9	89	88.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
KT	13
KB	13
1/2L	17
1/2SW	20
3/4NW	26
45/6 H	25
4 5/6D	26

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	4.55
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.4
School Administration & Support Staff	2.81
Other Positions	0.36

*Full Time Equivalent

Willmot Public school had one Aboriginal Education Officer and one Aboriginal School Learning and Support Officer employed in full time capacity during the 2016 school year.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

Our staff were provided with many quality professional learning experiences in 2016. Training occurred in the following areas:

- Personalised Learning and Support – 40 hours for all teaching staff
- STEAM – introduction, development, and implementation – 10 hours for all teaching staff
- Schema Theory and Practice – 3 hours for all staff
- Emergency Care and Cardiopulmonary Resuscitation training – 2 registered hours for all staff
- Anaphylaxis training – 2 hours for all staff
- English syllabus 'cloud' planning and programming – 12 hours for teaching staff
- Personalised Learning Summit – 12 hours for 4 teaching staff
- Early Action for Success leadership and development conferences – 20 hours for 3 teaching staff

- First Aid Certificate training – 15 hours for 6 SASS staff
- Clontarf Foundation training – 1 staff
- Ignite Conference – 6 hours for 2 teaching staff
- Anti-Racism Contact Booster training – 6 hours for 1 teaching staff
- LMBR training – 100 hours for 2 SASS staff
- LMBR training – 40 hours for 1 teaching staff
- LMBR training – 20 hours for 1 teaching staff

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	0.00
Global funds	0.00
Tied funds	0.00
School & community sources	0.00
Interest	0.00
Trust receipts	0.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	0.00
Excursions	0.00
Extracurricular dissections	0.00
Library	0.00
Training & development	0.00
Tied funds	0.00
Short term relief	0.00
Administration & office	0.00
School-operated canteen	0.00
Utilities	0.00
Maintenance	0.00
Trust accounts	0.00
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The Department of Education's Networked Specialist Centre began onsite during 2016. The Centre received establishment funds which were also deposited into our school account but not available for school use.

Income	\$
Balance brought forward	226 050.99
Global funds	200 109.68
Tied funds	491 830.76
School & community sources	7 354.99
Interest	4 074.79
Trust receipts	1 762.60
Canteen	0.00
Total income	931 183.81
Expenditure	
Teaching & learning	
Key learning areas	11 882.64
Excursions	3 197.27
Extracurricular dissections	16 169.30
Library	2 464.96
Training & development	100.00
Tied funds	303 853.40
Short term relief	23 211.52
Administration & office	28 459.34
School-operated canteen	0.00
Utilities	30 998.83
Maintenance	10 415.23
Trust accounts	5 460.92
Capital programs	0.00
Total expenditure	436 213.41
Balance carried forward	494 970.40

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	515 192.25
(2a) Appropriation	508 265.56
(2b) Sale of Goods and Services	832.00
(2c) Grants and Contributions	5 732.97
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	361.72
Expenses	-223 895.04
Recurrent Expenses	-223 895.04
(3a) Employee Related	-177 949.13
(3b) Operating Expenses	-45 945.91
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	291 297.21
Balance Carried Forward	291 297.21

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

- our school financial team meets regularly to review and plan for the school's financial management meeting financial policy requirements set by the Department of Education
- we experienced an overspending this year accommodating staff leave associated to illness
- Our school did not use all of the money allocated to it for Early Action for Success as we knew that we would need to self-fund part of the program during 2017 and beyond. Therefore, funds were kept and held over for programs to continue in 2017.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 164 393.69
Base Per Capita	8 120.79
Base Location	0.00
Other Base	1 156 272.90
Equity Total	586 032.41
Equity Aboriginal	72 578.33
Equity Socio economic	324 098.99
Equity Language	33 937.04
Equity Disability	155 418.06
Targeted Total	2 450.87
Other Total	39 451.83
Grand Total	1 792 328.80

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial information (for schools fully deployed to SAP/SALM)

	2016 Actual (\$)
Opening Balance	0.00
Revenue	515 192.25
(2a) Appropriation	508 265.56
(2b) Sale of Goods and Services	832.00
(2c) Grants and Contributions	5 732.97
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	361.72
Expenses	-223 895.04
Recurrent Expenses	-223 895.04
(3a) Employee Related	-177 949.13
(3b) Operating Expenses	-45 945.91
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	291 297.21
Balance Carried Forward	291 297.21

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 164 393.69
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Other Total	39 451.83
Grand Total	1 792 328.80

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School performance

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 Literacy NAPLAN results:

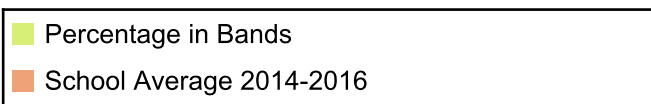
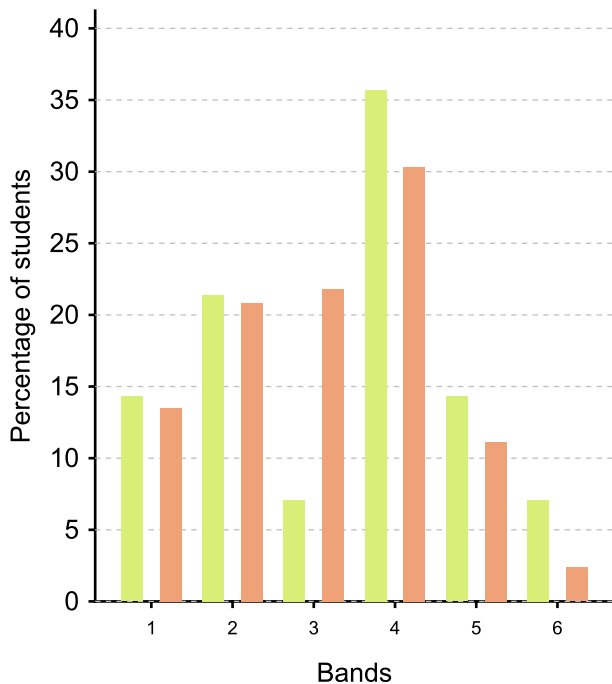
- Our Year 3 NAPLAN data showed a significant decrease in the bottom two bands in most areas of literacy for 2016
- Although the percentage of students falling in to the bottom two bands for reading remained relatively the same as the school average for 2014–2016, our 2016 results indicate a 5% increase of students falling in to the top band for reading
- This year we consolidated our 'word work' with the continuation of the *Words Their Way* program. We were particularly pleased with our spelling results showing an upward trend in Bands 3–5, with a large increase of 15% of students performing in Band 5
- Significant increases of students performing in

Bands 4 and 5 for writing were also noticed (7% and 12.5% respectively)

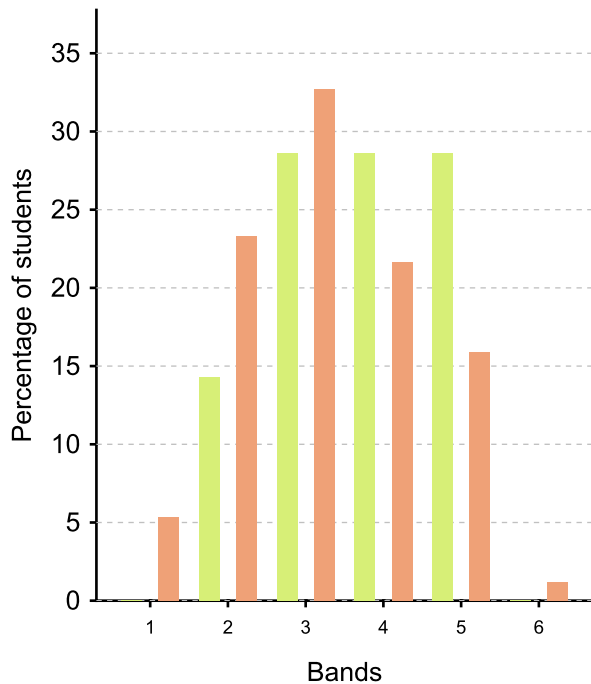
Year 3 Numeracy NAPLAN results:

- We were pleased to see a 15% drop of students in Band 1 for Numeracy and a 7% increase in the number of students performing in Band 4

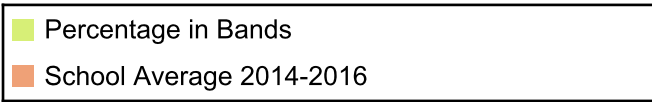
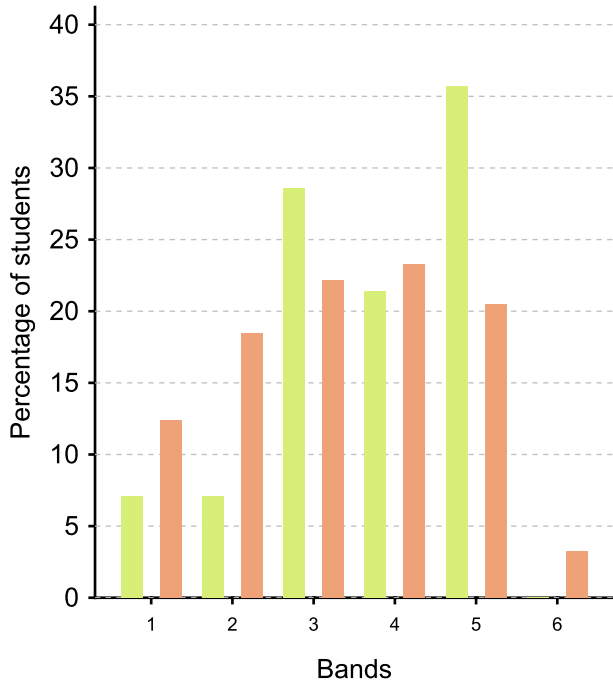
Percentage in bands:
Year 3 Reading



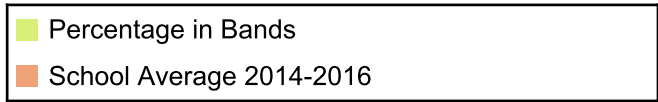
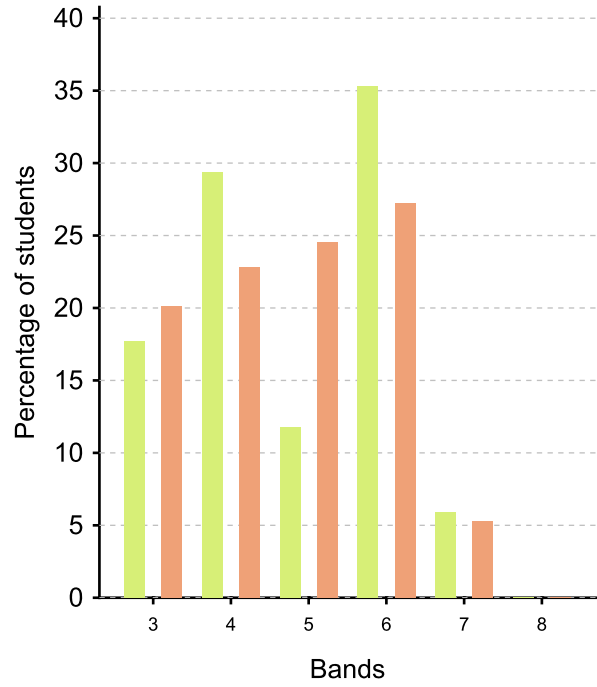
Percentage in bands:
Year 3 Writing



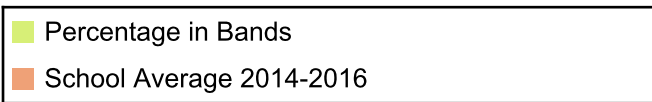
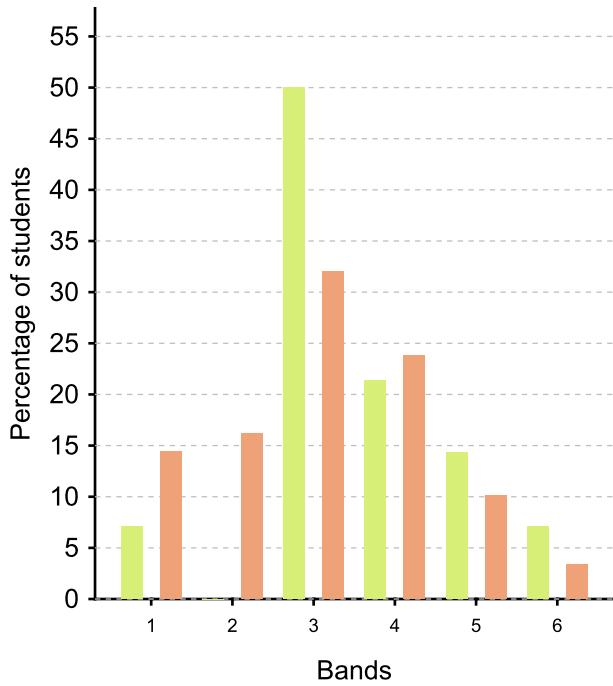
Percentage in bands:
Year 3 Spelling



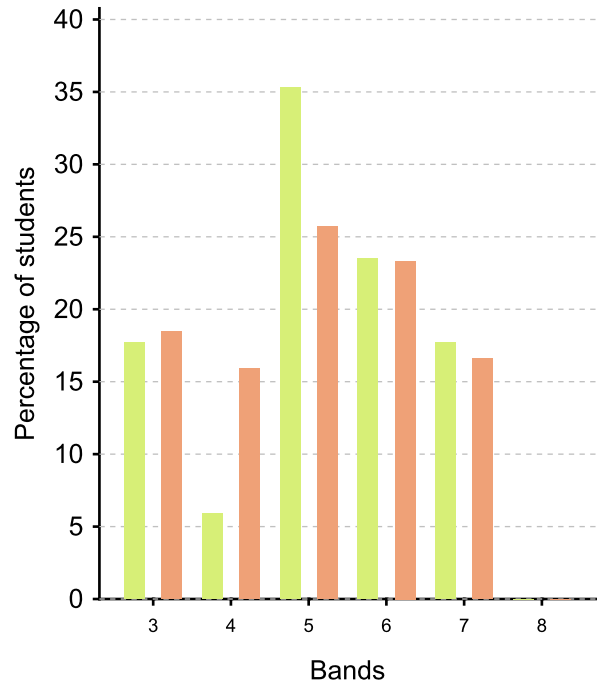
Percentage in bands:
Year 5 Reading



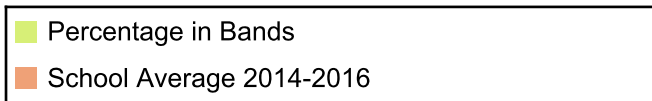
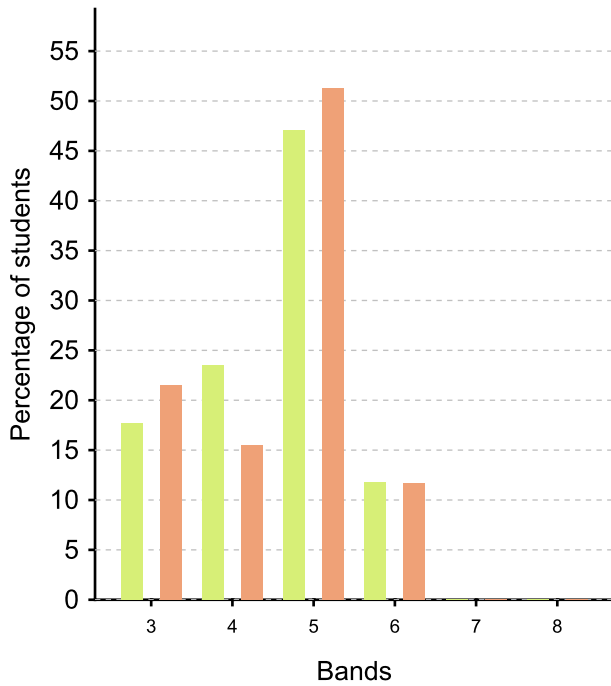
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing

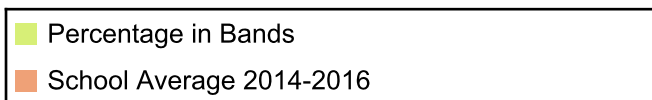
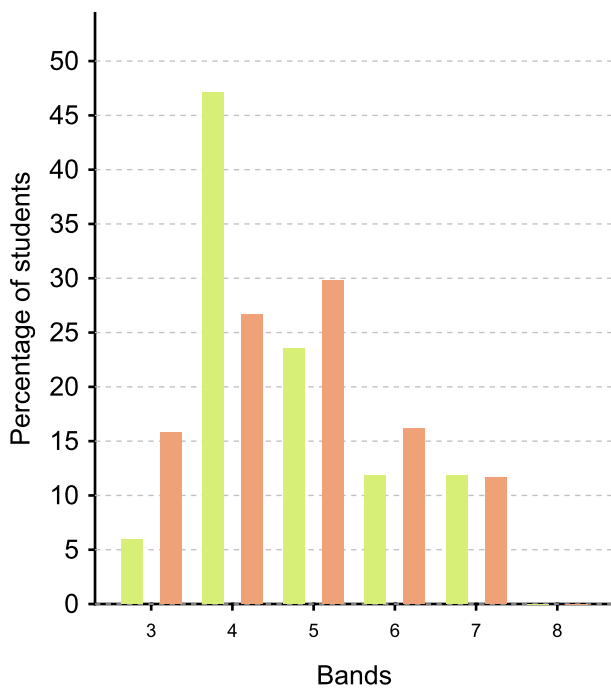


- amount for those students performing in Band 5
- Although we had a significant decrease of 10% of students falling into the bottom band for grammar and punctuation, our number of students performing in Bands 3–5 did not increase

Year 5 Literacy NAPLAN results:

- We were pleased to note an increase of 7% of students performing in Band 5 for numeracy, compared to the 2014–2016 average performance scores

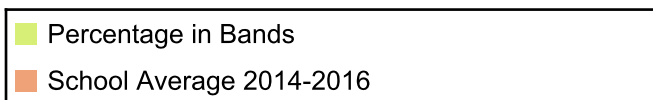
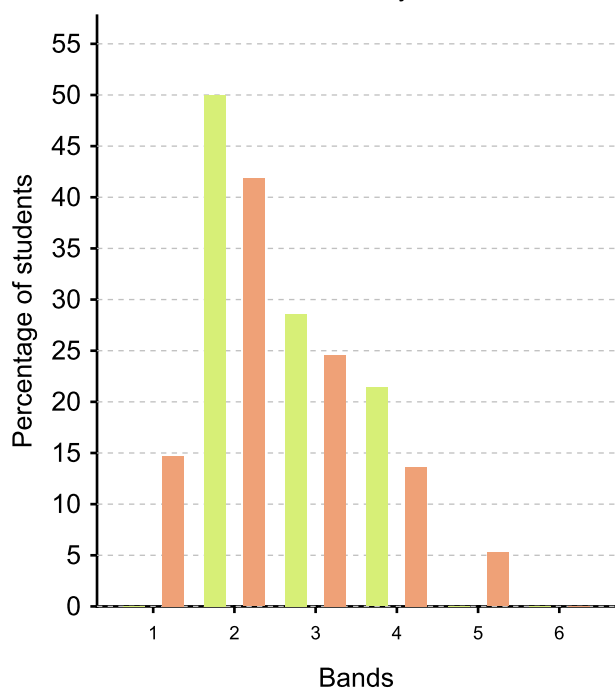
Percentage in bands:
Year 5 Grammar & Punctuation



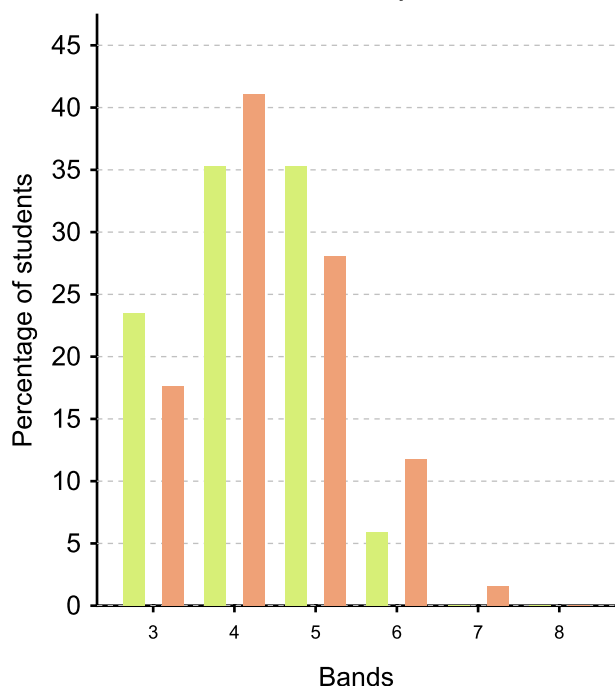
Year 5 Literacy NAPLAN results:

- We had an increase of 8% of students falling into Band 6 for reading
- Our results for Year 5 writing remained relatively stable compared with our 2014–2016 average scores
- The number of students performing in Band 4 for spelling dropped by 10%, but rose by the same

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <https://www.myschool.edu.au> and insert Willmot Public School in the Find a school tab and then select GO to access our school data.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, here are our general results:

Year 3 Literacy and Numeracy results:

- 0% Aboriginal students scored in the top 2 bands for NAPLAN in all areas
- 25% increase of students scored in Band 4 for reading
- 20% decrease of students performing in the bottom band for writing
- 50% increase of students performing in Band 4 for spelling
- 40% decrease of student performing in bottom band for numeracy since 2014

Year 5 Literacy and Numeracy results:

- 0% Aboriginal students scored in the top 2 bands for NAPLAN in all areas
- 25% decrease of students performing in bottom band for writing
- 8% increase of students performing in Bands 5 and 6 for spelling
- 8.3% decrease of numbers of students performing in the bottom band for grammar and punctuation

Parent/caregiver, student, teacher satisfaction

This year our school completed the Tell Them From Me school survey with our parents, students and teachers. This survey allows all sections of our school to provide valuable feedback on a whole variety of elements. The feedback provided by our entire school population, enables us to plan for improvement in our management and operation, as well as our program and practices.

Results and analysis of our surveys are as follows:

STUDENT SURVEY RESULTS:

This year, we paid particular attention to drivers for student outcomes in the student survey. Many areas were assessed with some interesting and mixed feedback, providing our teaching team with much insight into our students thoughts.

Results and descriptions for the various areas are as follows:

Effective learning time – Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

- In our school, students rated Effective Classroom Learning Time 8.3 out of 10. The NSW Govt norm for these years is 8.2.

Relevance – Students find classroom instruction relevant to their everyday lives.

- In our school, students rated Relevance 8 out of 10. The NSW Govt norm for these years is 7.9.

Rigour – Students find the classroom instruction is well-organised, with a clear purpose, and with

immediate and appropriate feedback that helps them learn.

- In our school, students rated Rigour 8.6 out of 10. The NSW Govt norm for these years is 8.2.

Students who are victims of bullying – Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet.

- In our school 37% of students were victims of moderate to severe Bullying in the previous month. The NSW Govt norm for these years is 36%. 40% of the girls and 34% of the boys in our school were victims of moderate to severe Bullying in the previous month. The NSW Govt norm for girls is 32% and for boys is 41%.

Advocacy at school – Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

- In our school, students rated advocacy at school 7.6 out of 10. The NSW Govt norm for these years is 7.7. In our school, advocacy at school was rated 8 out of 10 by girls and 7.4 out of 10 by boys. The NSW Govt norm for girls is 7.8 and for boys is 7.5.

Positive teacher–student relations – Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In our school, Positive Teacher–Student Relations were rated 8.2 out of 10. The NSW Govt norm for these years is 8.4.

Positive learning climate – There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

- In our school, students rated Disciplinary Climate of the Classroom 6.8 out of 10. The NSW Govt norm for these years is 7.2.

Expectations for success – The school staff emphasises academic skills and hold high expectations for all students to succeed.

- In our school, students rated Teachers' Expectations for Academic Success 8.4 out of 10. The NSW Govt norm for these years is 8.7.

PARENT SURVEY RESULTS:

Our focus for our school plan this year was Positive], Connected Communities. Our survey results highlight that we still have some work to do in this area but we are faring well in terms of the rest of the schools across the State.

Results and descriptions for the various areas are as follows:

Parents feel welcome

- In our school, parents rated that they feel welcomed by the school as 8.1 out of 10, which was above average in terms of the state average score.

Parents are informed

- In our school, parents rated communication and

information sharing as 7.7 out of 10, which was above average in terms of the state average score.

Parent participation

- In our school, 30–40% of parents indicated that they talked with a teacher at least two times, and some more than three times
- 40% of parents stated that they attended meetings more than three times
- 90% of parents indicated that they were not involved in school committees

Parents support learning at home

- In our school, parents rated supporting their children's learning at home as 4.9 out of 10, which was at the lowest end of the scores, in terms of the state average score. This is an interesting reflection, because at the same time, our parents have indicated that they would like their children to be doing more homework.

School supports positive behaviour and safety at school

- In our school, parents rated our support for positive student behaviour as 7.2 out of 10, which was average in terms of the state average score. In– class behaviour management and student safety was rated slightly lower by parents.

Parents are informed

- In our school, parents rated our inclusivity as 7.2 out of 10, which is slightly above average in terms of the state average score.

TEACHER SURVEY RESULTS:

Our teaching survey took on the same focus as our student survey for 2016 i.e. drivers of student learning

Results and descriptions for the various areas are as follows:

Leadership and collaboration

- In our school, teachers rated the effect of leadership and collaboration as 9.1 out of 10. We were extremely pleased with this result as this put us right at the top of the state.

Learning culture

- Our teachers are reflective learners and it is pleasing to see that they rated themselves above average in terms of learning culture, at a score of 8.3 out of 10. It is clear we still have much work to do in terms of building teachers confidence in providing students with effective feedback.

Data informs practice

- In our school, teachers indicate that they are confident at using data to inform practice, with a score of 8.2 out of 10, which is above average in terms of the state average scores.

Parent involvement

- Teachers at Willmot PS are mostly confident that they involve parents in their child's learning, with

an average score of 7.6 out of 10 which is above state average. However, teachers indicated that they did not ask parents to review and comment on students' work. This will require some further work in the 2017 school plan.

Teaching strategies

- A score of 8.3 out of 10 indicates that our teachers feel that their teaching strategies are effective. This score is above average as compared to the state average.

Technology

- Teachers at Willmot PS are still not confident with using technology. A score of 6.5 out of 10 is just below the state average. This has given us clear direction for our priorities for 2017 and beyond.

Inclusive School

- In our school, teachers believe that we are inclusive with an average score of 8.9 out of 10 which is significantly higher than the average score for the state.

Policy requirements

Aboriginal education

During 2016 our students have been involved in many great learning opportunities including:

Library: Our classes spent time looking at geography and the different areas where the Aboriginal people have lived in Australia. Ms Hickey has visited Stage 1 classes explaining the different living styles and customs and beliefs addressing the Geography curriculum.

Deadly Arts Program: This year we took part in the Deadly Arts Program with 3 other local schools. Our focus was on the Stolen Generation where we learned about the removal of Aboriginal children and the issues surrounding the Aboriginal children and their families at this time in history. We also spent time considering the concepts of lineage; loss of Indigenous identity, and the impact of these laws on people and communities.

A key outcome of this project was to produce a video that could be used as a teaching resource for other schools across the state. The video has been published online and available for use.

NAIDOC Celebrations: For our NAIDOC Day excursion, the whole school travelled to The Opera House to watch a performance by Bangarra called Saltbush. The students and teachers thoroughly enjoyed the performance and the experience. The materials provided were also helpful for our teachers in their classroom lessons.

We also created a yarnning circle with funding sought by Mrs Harris through environmental education links.

Transition to High School: Our girls attended *Sista Speak* on Tuesday afternoons at various schools. This is a transition to high school program for girls. All Year

5&6 Koori kids attended the Daramu project on transitioning and preparing for high school.

Multicultural and anti-racism education

Multi-cultural Education is carefully planned for as part of everyday lessons and teaching programs. Syllabus documents assist us to link multicultural perspectives in a meaningful and significant manner. We also embed multicultural education in the arts programs and performances across the K-6 school.

Harmony Day is a key event where we come together to celebrate all cultures living and working together in a productive way. The students really enjoy learning about each others' cultures and take the time to listen to the stories from the past and the present.

This year, one teacher trained as an Anti-Racism Officer with a comprehensive training program offered by the Department of Education. An Anti-Racism plan was developed, and shared with staff and students. Students indicated that they felt confident to report problems associated with anti-racism. Only one complaint was made during 2016.

During 2017, our community engagement program will place a greater emphasis on engaging parents and families from all cultural backgrounds. Students completing the Tell Them From Me survey also highlighted their need for more time dedicated to discussing and learning about different cultures.

Other school programs

Sport Participation at Willmot Public School

- PSSA Touch Football (1 girls and 1 boys team) – 24 students participated in Term 2 and 3
- Rugby League competitions (Royce Simmons Shield, Greg Alexander, Panther Trophy) – 24 students from years 3 – 6
- Zone Cross Country – 41 students
- Zone Athletics – 28 students
- School Swimming Carnival – 10 students
- Swim School (School Swimming Scheme) – 38 students
- Sydney West Regional Athletics – 1 student
- Basketball competitions (1 Stage 2 boys team, 1 Stage 2 girls team, 1 Stage 3 boys team and 1 Stage 3 girls team) – 34 students
- Sporting Schools (Terms 1 –3 covering orienteering, athletics and hockey) – 60 students from K-6

Debating

Six students were involved in debating in 2016. In term one, four students, Dansia, Mendhi, Makayla and Ellizah, went to a training day organised by the Arts Unit. Hunter and Sapphire joined the team later and became our second and fourth speakers. The students were dedicated to practicing weekly during lunch, developing their general knowledge and their ability to express their ideas and to disagree with an opposing

view. We had four debates, at Westmead PS, Hambledon PS, Doonside PS and at one at home. Our first debate at Westmead was a tough one against the reigning champions. We lost our debate at home against Colyton PS, as we had trouble arguing against the idea that kids should be able to use technology for more than 30 minutes per day. We narrowly lost at Hambledon PS, arguing the topic 'That smart kids should not go to separate schools'. This was a great achievement since we only had 3 team members due to illness. We ended with a great win against Doonside PS in a very close debate about whether children under 18 should be allowed to be models. Over the year, everyone improved in all aspects of debating, including: delivering a speech using a clear and expressive voice, planning ideas as a team, and rebutting the other teams' arguments. We look forward to Dansia and Hunter leading the team in 2017 and sharing their expertise in debating with new team members.

Kitchen/Garden Program

In 2016, our Kitchen Garden Program was carried out from Kindergarten to Year 6. Mrs Harris is our Kitchen Garden teacher implementing the program and she is trained through Stephanie Alexander Kitchen Garden Program. We have a suitable teaching environment for program implementation, with a functioning garden and kitchen area. A consistent timetable also aids the functioning of the program.

Students across all grades demonstrated active engagement in all lessons. Mathematics, literacy, science and art integrated into the program. Students are learning life skills through program involvement, and are also learning collaborative group work and social cohesion .

Our key achievements for 2016 with our Kitchen Garden program were as follows:

- Enviromentors Program for Stage 1 and Stage 2 students "Lunches Unwrapped"
- Excursion to Blacktown Showground Catchment Area for St 2 and student leaders
- Blacktown Council involvement in designing and engineering a "rain garden" to help sustain the Cumberland Plains Woodland area of the playground
- Blacktown City Garden Competition entered (second place)
- Brewongle unit of work on "Stormwater" trialed with St2 and St3
- Student leaders involved in development of Brewongle's E-reader on Stormwater
- Sustainable Education Network meeting attended
- Entries to the Hawkesbury Show included: photography, herbs, pumpkin, eggs, decorated eggs, preserves, biscuits (first place) and fruit cake (parent entry)
- an increased level of community involvement during 2016.