

Wilberforce Public School

Annual Report



2017



3441

Introduction

The Annual Report for 2017 is provided to the community of Wilberforce Public School 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.

In preparing this report the school has gathered information following evaluations carried out during the year. The report analyses and details the school's practices and students learning outcomes. We continually monitor the school plan and this serves as directions for the school's future development. Student learning outcomes have improved steadily in recent years. The multi-age class structure has successfully supported quality teaching and learning.

David Deal

Principal

School contact details

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Message from the Principal

It is with great pleasure that I present the 2017 Annual Report of Wilberforce Public School. This report highlights the achievements of students and staff and acknowledges the valuable contribution of parents and community members.

Wilberforce Public School continues to offer 'Quality Education in a Caring Environment'. Our school promotes individual and team efforts, academically, culturally, through sports and also socially. Consequently, we offer students a range of programs and learning activities, catering to those who excel, those who require support and all students on the learning continuum. We celebrate effort in appreciation and make clear the standards of behaviour we expect.

Our efforts are directed at students attaining the highest possible standard of learning outcomes. We have in the past year, concentrated on making the full curriculum available, relevant and interesting for the students, as well as making an effort to teach the children to be reflective learners.

The school supports special programs in the performing arts, art and student welfare. There is a particular focus on programs for students with special needs. The hard work, dedication and commitment of the staff of Wilberforce Public School in providing the best possible education for the students is acknowledged and commended.

I certify that the information in this report is the result of a rigorous school self evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

David Deal

Principal

School background

School vision statement

“Quality Education in a Caring Environment”

Our vision is to provide a holistic, quality learning environment

to develop confident and creative global citizens and leaders.

Wilberforce Public School aims to offer ‘Quality Education in a Caring Environment’.

Our school seeks to promote individual and team efforts, academically, socially, culturally and through Sport development. We aim to offer students a range of programs and learning activities, catering to those who excel, those who require support and all students on the learning continuum. We celebrate effort in appreciation and make clear the standards of behaviour we expect.

School context

Wilberforce Public School is in a semi-rural environment, in the Hawkesbury District, north-west of Sydney. The school has 335 students with a dynamic and caring staff, providing a rich and varied learning environment. The school has a strong academic record and this combined with sound performing arts and successful sports programs, gives opportunity for the students to gain a well-rounded education.

Due to an enhanced state-wide model of school financing, we received significant equity funding in 2015. This has enabled us to initiate significant research based initiatives in our school. These have included:

- increased release time for the school executive to better support stage teams with successful practice and student wellbeing initiatives.
- a planning day every term for each stage teaching team to examine data, share best practice initiatives, design units of work and to contribute to consistency of teacher practice and assessment.
- engagement in Learning Community projects, planning and communications, including website links, newsletter, school app, media liaison, competitions and performances with a view toward supporting new enrolments at the school.
- significantly enhanced technology purchases in partnership with the P&C Association.
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Due to significant programs being introduced, our aim is to embed and consolidate our improvements through ongoing support for staff and a culture of high expectations of our students in the 2015–2017 plan. In addition, we will actively implement new reforms and mandatory processes.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. 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.

A secure, purposeful and meaningful learning environment assists the nurtured learner. Skilful, accredited teachers that direct the learner toward an informed educated future, is the focus at Wilberforce. The organisation and structure at Wilberforce is aimed at the provision of skills for the 21st Century learner. Foundations for learning, a comprehensive curriculum and a participatory engaging school program support learning for life at Wilberforce.

Students are to take pride in their learning achievements. Teachers provide a balance of independent and group learning activities. Teachers provide support for those in need, further development with all students curriculum learning and extend the students toward further accomplishment and the potential for leading learning as teachers. Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Sustained Student Engagement and Attainment

Purpose

The organisation and structure at Wilberforce is aimed at the provision of skills for the 21st Century learner. Foundations for learning, a comprehensive curriculum and a participatory engaging school program support learning for life at Wilberforce. Parents in partnership supports this direction. Life skills to equip each student with the readiness to explore and achieve with confidence, assisting the attainment of aims and goals. From this springs the confidence to succeed.

Overall summary of progress

Have made provision for opportunities for parents to gain an understanding of school learning programs and the ways they benefit student learning outcomes.

We are now ensuring that parents have the opportunities to discuss ideas with the school leaders.

We feel we have been able to communicate to parents the professional learning undertaken by staff to develop an understanding of new ideas and concepts.

We have also been able to provide regular opportunities for staff to reflect on current teaching practices, to enhance learning opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
*A high percentage of Year 3 and Year 5 students in the top two bands in all aspects of NAPLAN.	\$1000 QTSS. NAPLAN Teaching development. NAPLAN On-line.	Growth in all bands of learning and further development for students not in a NAPLAN examination year.
*An increase in students K-6 at or above the Stage levels in Literacy & Numeracy.	\$1000 School based testing to accompany District and State based testing.	Size effect increase through QTSS and targeting support for beginning teachers.
	\$2700 English proficiency training and course alignment. QTSS.	Target achieved through Literacy proficiency programs and courses of training.

Next Steps

The school is to look at ways to further improve its performance. The students at the school to take more pride and responsibility for their learning.

Developing the student interests, needs, abilities and systematic requirements to determine the curriculum and school organization. The Staff at the school to continually upgrade their skills toward providing learning experiences that are new and different and organisational processes that adopt best practice moving forward

Strategic Direction 2

Teaching: Foster a culture of high expectations and quality teaching practices

Purpose

A secure, purposeful and meaningful learning environment assists the nurtured learner. Skilful, accredited teachers that direct the learner toward an informed educated future, is the focus at Wilberforce.

Students are to take pride in their learning achievements. Teachers provide a balance of independent and group learning activities. Teachers provide support for those in need, further development with all students curriculum learning and extend the students toward further accomplishment.

Overall summary of progress

We are providing opportunities for parents to gain an understanding of school learning programs and the ways they benefit student learning outcomes.

We look to ensure that parents have the opportunities to discuss ideas with the school leaders.

As a school we have been able to communicate to parents the professional learning undertaken by staff to develop an understanding of new ideas and concepts.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
*Teaching and learning plans to encompass growth in personal development plans to benefit student learning outcomes. *All teachers using BOSTES Units of work to strengthen Curriculum *Communicate to parents the professional learning undertaken by staff to develop an understanding of new ideas and concepts.	\$5000 – \$10000 QTSS. Beginning teacher. Language proficiency.	Professional development improved through alignment to NESA and MyPL Courses. Communicating levels of teaching development to community put a greater professionalism focus for staff.

Next Steps

We aim to have all students being exposed to a wide variety of teaching and learning experiences. We seek all aspects of teaching and learning will be examined with the areas of focus being curriculums. on-going evaluations and survey results will help to collect findings on the teaching and learning focus. Involvement in further training and development to improve skills in the teaching and learning and district involvement, would be a by-product.

Strategic Direction 3

Leading: To lead a community which values, and is engaged in, learning.

Purpose

Leading/ Community

Effective communication measures to link all facets of the learning community are at the forefront of 'connectedness in the community'. Creating opportunities for support, synergy, sponsorship and the awareness of learning community support will build cohesiveness and strength of unity.

We aim to promote partnerships with parents, work collaboratively with the

Hawkesbury Learning Community

develop positive relationships with stakeholders in the local area and strengthen connections with organisations and institutions that will enhance the opportunities of learners to aspire to achieve their personal best with confidence and a sense of pride in the Hawkesbury.

Overall summary of progress

To date we have been reviewing the progress at the Hawkesbury learning community meetings each term.

We seek to allow for success and the publicity of achievement.

We have been able to produce the notification as to success in programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
*Teaching and learning plans to encompass growth in personal development plans to benefit student learning outcomes.	\$5000 – \$10000	Personal Development Planning growing in accordance with school planning.
*All teachers using BOSTES Units of work to strengthen Curriculum	QTSS. Literacy and Numeracy Proficiency.	New Curriculum's adhered to using units of work with NESA.
*Communicate to parents the professional learning undertaken by staff to develop an understanding of new ideas and concepts.	NESA and MyPL courses of development to aid teacher development and accreditation.	Newsletter communications to promote professional staff development to wider learning community.

Next Steps

Students

Further involvement in programs across the learning community in order to achieve at a high rate. we desire access for all student steward programs of involvement and commitment. We also seek Increased community links.

Parents

We aim for greater communication for events and programs that promote, encourage and support parental engagement in the school.

Hawkesbury Learning Community

We seek to consolidate the jointly coordinated professional learning and school initiatives that target leadership, transition and engagement. students and teachers.

Local Area

We aim to consolidate and establish strong links with the community that creates further opportunities for students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3,839 Aboriginal Education Programs	Strategic Direction 1 All students have an individual learning plan(ILP) and are making progress across the literacy and numeracy continuums. Aboriginal students are demonstrating higher average levels of progress than non – Aboriginal students. Cultural significance is included in all ILPs and with explored school programs.
English language proficiency	\$5,475 Literacy professional learning and development. Ongoing L3 and Multilit Literacy programs	Strategic Direction 2 Accelerative Literacy engaged in practising skills in this area under the guidance of experienced practitioners. They are involved in coaching and feedback to improve their skills and understandings. Strategic Direction 3 Community Linkage Programs communicating with parents and inviting them to meetings with students to develop ILPs and monitor progress.
Low level adjustment for disability	\$119,392	Strategic Direction 1 All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. 35 students were referred for learning support. 80% of students have increased their engagement in the classroom with 15% being referred for further support.
Quality Teaching, Successful Students (QTSS)	Half day per week allocated entitlement PDP development – Observations and evidence gathering Collegial Assistance. New Curriculum adherence	QTSS Development: School executive assisting with the development of personal development programs through collegial assistance, observations and evidence gathering. Time for collegial share, development of lessons and accordance with new curriculums.
Socio–economic background	\$20,900 Executive release time Community Linkage Programs	Strategic Direction 2 School leadership team and staff sharing coaching training and practising discussions with stage teams for Professional Development Framework purposes. Strategic Direction 3 All feedback from community, wider community, staff and students attests to the positive relationships built through the linkage programs with Community Liaison
Support for beginning teachers	\$26,734 TPL Course attendance Release for planning. Inductions	Beginning Teacher Support: Inductions to school systems, assessment and reporting as well as familiarisation with new curriculums the focus for assistance. Beginning teachers being able to supply program delivery, individual learning plans and attendance at

Support for beginning teachers

\$26,734

courses for development.

TPL Course attendance

Release for planning.
Inductions



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	173	166	169	176
Girls	157	151	153	166

Enrolments have increased steadily in recent years. Though Wilberforce is not in a growth area some migration from the private system has occurred and families moving out of the area for High School and work have been replaced by families with Primary children. The population for Wilberforce is expected in time to plateau out at approximately 310. A healthy interest in the school and the provision of 'quality education' at Wilberforce remains.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.7	95.9	96.4	96
1	96	96.4	95.8	94.3
2	93.6	96.9	95.7	96.1
3	94.1	94.3	96	94.6
4	95.5	95	93	95.3
5	94.6	95.1	93.9	93.3
6	93.6	94.5	93.5	94.4
All Years	94.7	95.4	94.8	94.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Attendance at Wilberforce remains strong. Adherence to the Department's 'Attendance Policy' has meant follow up as to reasons behind absences and the importance of good attendance for on-going education

at the school. Promotion and celebration of students' good attendance at school also a focus at Wilberforce.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	12.43
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.82
Other Positions	0

*Full Time Equivalent

Aboriginal Workforce Composition:

Out of our 26 staff membership, inclusive of support staff membership at Wilberforce Public School, two members are of Aboriginal indigenous background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	75
Postgraduate degree	25

Professional learning and teacher accreditation

At commencement of 2108 all teachers will be accredited to teach in the NSW Education system. 4 new teachers at Wilberforce received beginning teacher accreditation in 2017. Training and Development courses had measures in place for ongoing hours of maintenance for accredited teachers including development hours at staff meetings and out-of-hours professional learning. Training was in accordance with

the school plan measures of development and key initiatives identified at the school as part of the school plan.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	157,113
Revenue	2,833,785
Appropriation	2,721,186
Sale of Goods and Services	-25
Grants and Contributions	110,284
Gain and Loss	0
Other Revenue	0
Investment Income	2,340
Expenses	-2,741,834
Recurrent Expenses	-2,741,834
Employee Related	-2,489,621
Operating Expenses	-252,213
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	91,952
Balance Carried Forward	249,064

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. Financial considerations include information on;

- voluntary school contributions
- any significant variation between income and expenditure
- retained income and retained income held in trust
- expenditure on student curriculum materials, resources and technology.

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

A full copy of the school's 2016 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 summary equity funding

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

	2017 Actual (\$)
Base Total	2,338,715
Base Per Capita	49,210
Base Location	0
Other Base	2,289,505
Equity Total	196,518
Equity Aboriginal	2,650
Equity Socio economic	62,647
Equity Language	6,657
Equity Disability	124,563
Targeted Total	69,902
Other Total	69,213
Grand Total	2,674,349

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

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.

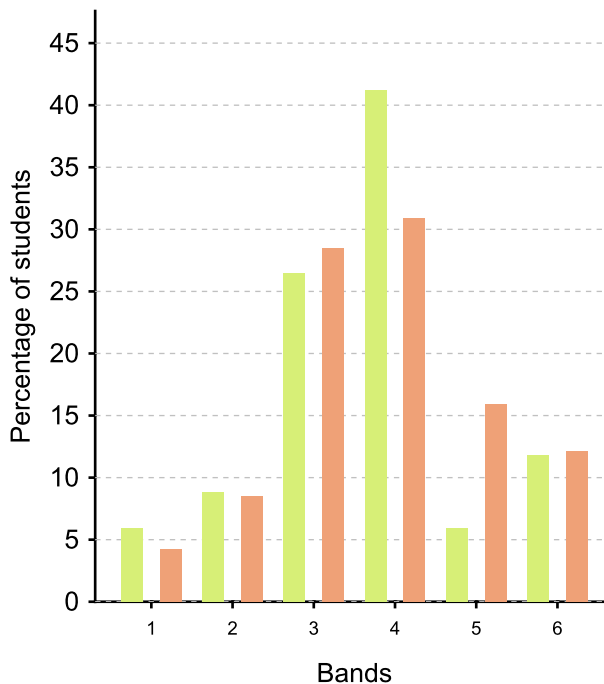
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

- Year 3: from Band 1 (*lowest*) to Band 6 (*highest for Year 3*)
- Year 5: from Band 3 (*lowest*) to Band 8 (*highest for Year 5*)

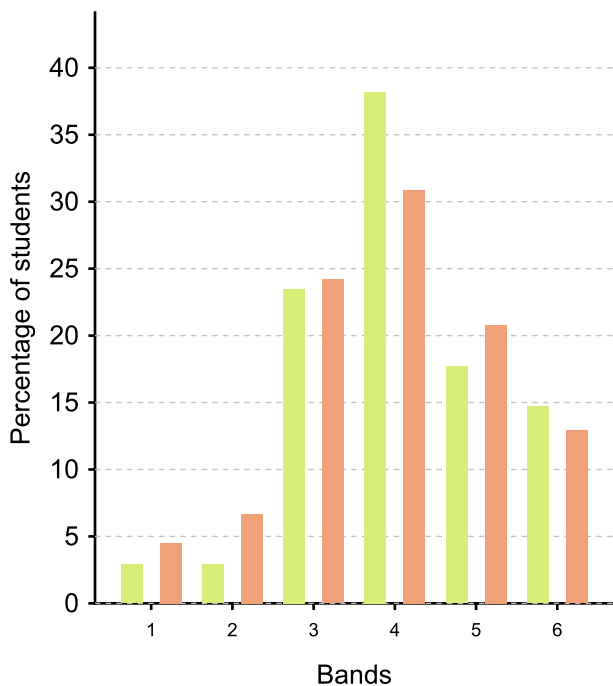
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

Percentage in bands:
Year 3 Reading

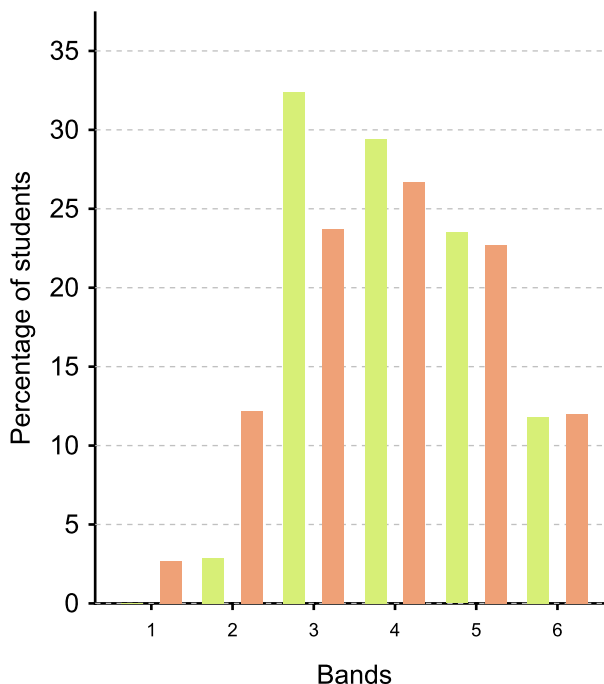


Percentage in bands:
Year 3 Grammar & Punctuation



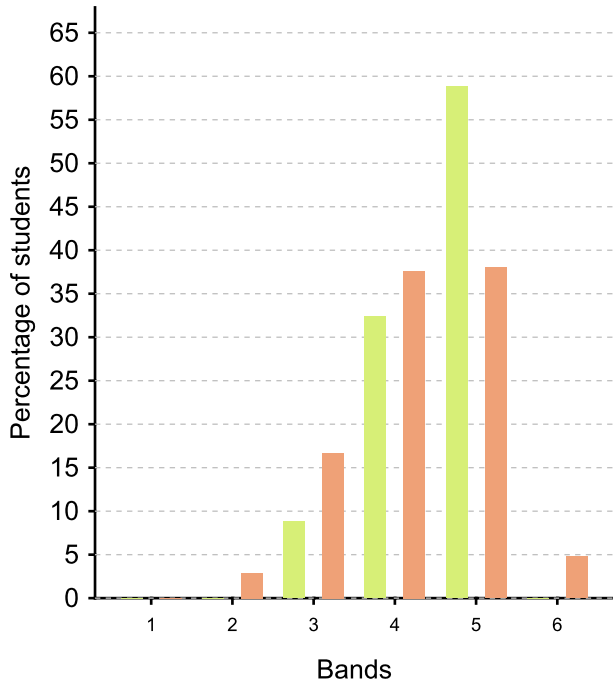
Band	1	2	3	4	5	6
Percentage of students	2.9	2.9	23.5	38.2	17.7	14.7
School avg 2015-2017	4.5	6.7	24.2	30.9	20.8	12.9

Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	0.0	2.9	32.4	29.4	23.5	11.8
School avg 2015-2017	2.7	12.2	23.7	26.7	22.7	12.0

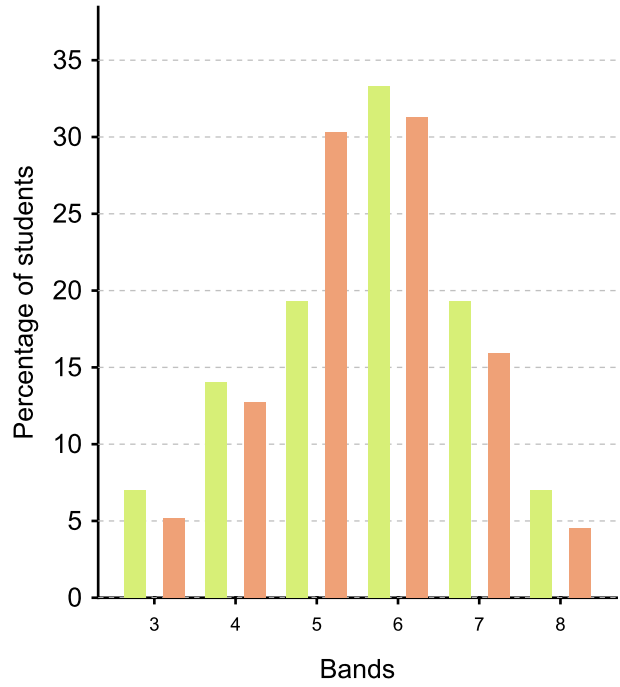
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	8.8	32.4	58.8	0.0
School avg 2015-2017	0.0	2.9	16.7	37.6	38.0	4.8

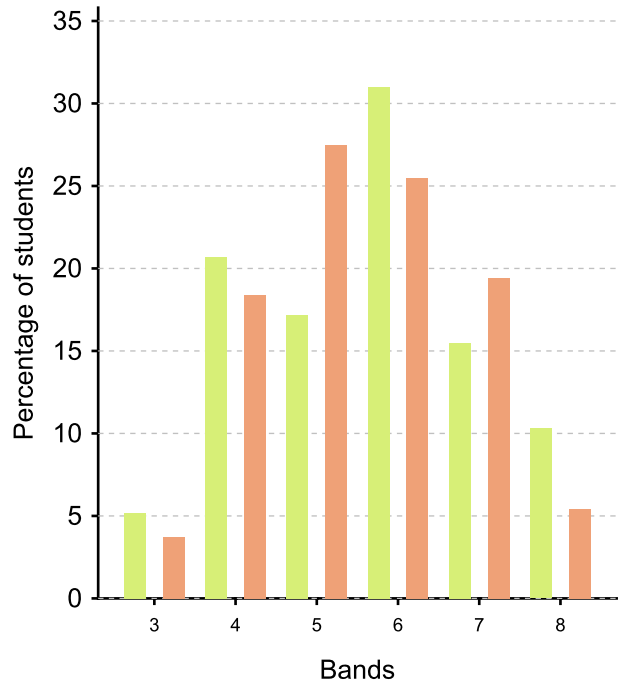
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	7.0	14.0	19.3	33.3	19.3	7.0
School avg 2015-2017	5.2	12.7	30.3	31.3	15.9	4.5

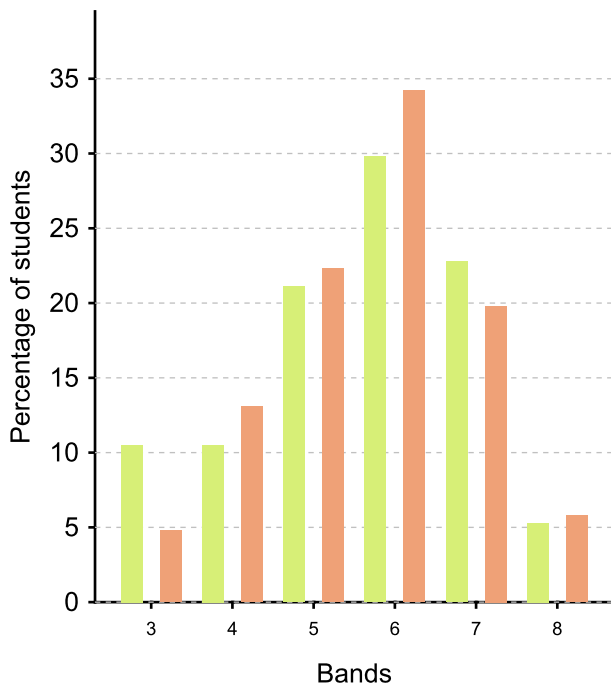
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	5.2	20.7	17.2	31.0	15.5	10.3
School avg 2015-2017	3.7	18.4	27.5	25.5	19.4	5.4

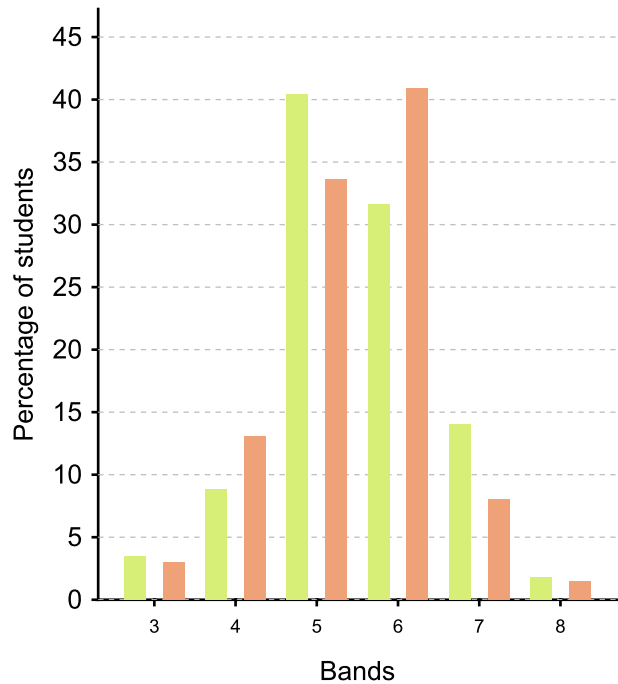
**Percentage in bands:
Year 5 Spelling**



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	10.5	10.5	21.1	29.8	22.8	5.3
School avg 2015-2017	4.8	13.1	22.3	34.2	19.8	5.8

**Percentage in bands:
Year 5 Writing**



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	3.5	8.8	40.4	31.6	14.0	1.8
School avg 2015-2017	3.0	13.1	33.6	40.9	8.0	1.5

NAPLAN Year 3 – Literacy.

In 2017, 37 Year 3 students sat for the National Skills Tests (NST) in Literacy and Numeracy.

Strengths in Curriculum – Literacy (Yr. 3)

Analysis of the NST indicates a general strength in locating information, identifying connections, and selecting parts of speech. There was a weakness in comparison with the State where language choices in the text and the use of character descriptions was examined in writing.

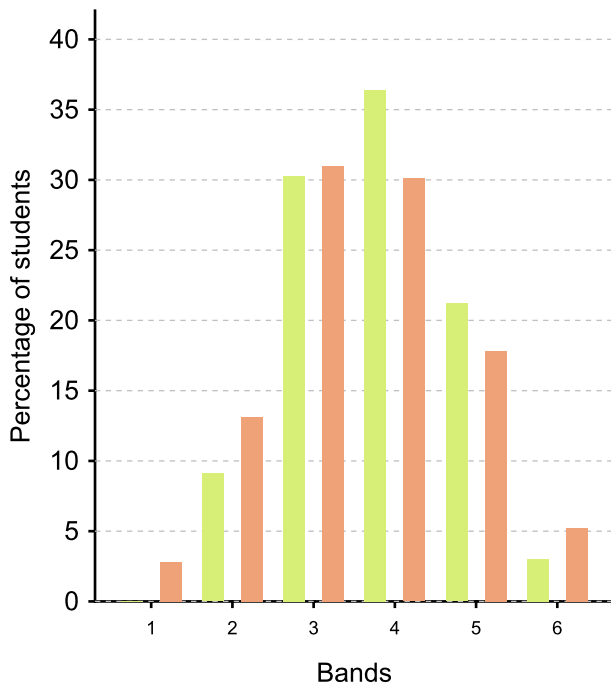
NAPLAN Year 5 – Literacy.

In 2017, 60 Year 5 students sat for the National Skills Tests (NST) in Literacy and Numeracy.

Strengths in Curriculum – Literacy (Yr. 5)

Analysis of the NST indicates a general strength in spelling and making connections in reading. Also, in making inferences and selecting parts of speech and making resolution to a complication in writing. There were differences in the identification of grammatical structure in comparison with the State.

Percentage in bands:
Year 3 Numeracy



Band	3	4	5	6	7	8
Percentage of students	3.5	14.0	28.1	35.1	12.3	7.0
School avg 2015-2017	2.7	15.3	30.0	30.7	14.6	6.7

NAPLAN Year 3 – Numeracy.

In 2017, 37 Year 3 students sat for the National Skills Tests (NST) in Numeracy.

Strengths in Curriculum – Numeracy.

Analysis of the NST indicates a general strength in money, calculations and numeration. The areas for development are space and position.

NAPLAN Year 5 – Numeracy.

In 2017, 60 Year 5 students sat for the National Skills Tests (NST) in Numeracy.

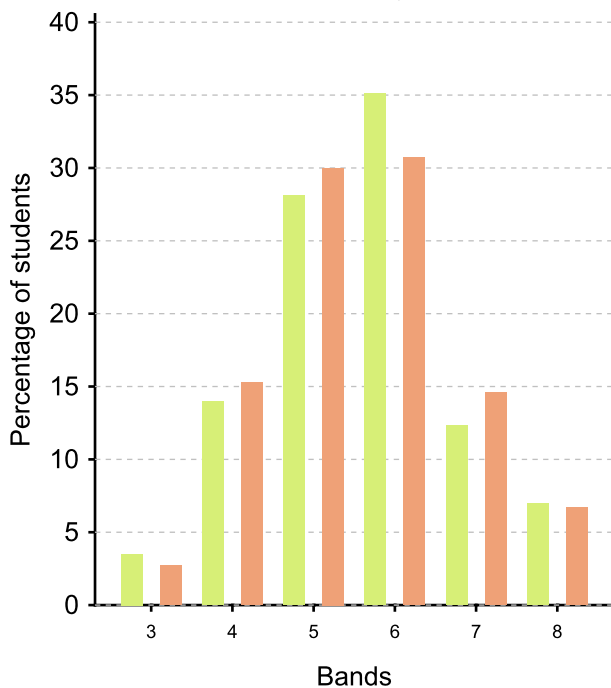
Strengths in Curriculum – Numeracy.

Analysis of the NST indicates a general strength in graphing, mass and 3D shapes. There is no real weakness in comparison with the State.



Band	1	2	3	4	5	6
Percentage of students	0.0	9.1	30.3	36.4	21.2	3.0
School avg 2015-2017	2.8	13.1	31.0	30.1	17.8	5.2

Percentage in bands:
Year 5 Numeracy



Policy requirements

Aboriginal education

Aboriginal Education

Knowledge and understanding of Aboriginal Australia is evident in and out of school through the observance of special days and perspectives across the curriculum. Policies and programs reflect the views and aspirations of Aboriginal Australia. Human society and its environment (HSIE) units include Aboriginal history and famous Aboriginal leaders who were actively involved in preserving Aboriginal culture. NAIDOC Week recognition being an integral part of indigenous culture celebration at Wilberforce.

All students participate in Aboriginal studies programs in various areas of HSIE, music, art, craft, literacy and dance, as well as through special visits.

Multicultural and anti-racism education

Multicultural Education and Anti-racism

Multicultural perspectives were integrated in all class programs, particularly during HSIE and CAPA lessons. Each class investigated the culture of another country. The individual class studies culminated in our whole school studies centring on countries of 'The World' which showcased aspects of the cultures of these countries. It incorporated many key learning elements across the curriculum.

We have zero tolerance in the school's anti-bullying and discipline procedures towards any form of racist behaviour. The school has an Anti-Racism officer to monitor school practices and procedures. Staff awareness has been raised, through discussions at staff meetings, when the cultural practices of students impacts on school events. Student's respect and understanding of cultural differences has been developed through class discussion and activities.