

Willmot Public School Annual Report



2017



4470

Introduction

The Annual Report for 2017 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.

Every 5 years schools undergo an external validation of the evidence of their school's self-assessment of progress by an independent panel. During 2017 our school went through this rigorous process. Effective self-assessment practices meant that our school was well positioned to identify and annotate our most significant pieces of evidence for submission to the validation panel. The external validation process provided an opportunity for us to discuss our judgements about our practices, demonstrate evidence that underpins them, and to share our findings with a panel of peers. We are pleased to advise our community that the progress being made in our school aligns with the expectations articulated in the *School Excellence Framework* (SEF). We were externally validated as achieving excellence in eleven out of the fourteen elements outlined in the *School Excellence Framework* (further details of our achievements will be outlined in the remainder of our 2017 Annual Report.)

2017 saw many changes for our school, particularly with staffing arrangements. We were pleased to form 7 classes, one above the allocated amount provided to us by the Department of Education. We were able to use flexible funding from our school budget to make a local decision based on the needs of our students, allowing us to create an extra class in the K-2 part of the school. Keeping smaller numbers in Kindergarten assists teachers to be able to personalise the classroom experience effectively, catering for individual needs, and focussing on student-centred learning approaches.

Our *Parents & Citizens Association* (P & C) led by Mrs Cindy Drake and Mrs Karen Allen were extremely fortunate to be the successful recipients of a community grant which meant that we could fully fund air conditioning across the entire school. The air conditioning units were installed in term 4 making our classrooms more comfortable for learning during the summer months. The Department of Education also provided an electrical upgrade at a cost of \$160,000. This now ensures that our school is well equipped and up to date with current standards. Other major works have included internal and external painting of buildings, with the desired net affect of a mini school facelift.

During 2017 we were nominated to host an Itinerant Team supporting students with hearing disabilities. This team consists of 1 specialist Assistant Principal and 3 specialist teachers. They are located onsite with other personnel from the Networked Specialist Centre (also located on our school site.) Our Network Specialist Centre Facilitator (NSCF), Mrs Rosemary Glassock, has also been working closely with us on a project with the Department of Premier and Cabinet. This project involves working with our students as they move through the middle years of schooling, ensuring a smooth transition and increasing the likelihood of connectedness to the high school setting. We will continue this work with the team during 2018.

Our students, families, and community remain at the centre of all we do. We are proud of local collaborations and partnerships and hope to continue evolving and growing these foundations during 2018.

Ms Anne Denham

Principal

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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 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated the following across the three domains outlined in the School Excellence Framework (SEF):

In the domain of Learning we were validated as achieving excellence, with some work to still do in a few elements, to move us from sustaining and growing to excelling. The breakdown of the achievement in this domain is as follows:

Learning Culture

Our focus during the 2015-2017 school plan has been to make learning matter for students, teachers, parents and the community. Leadership development programs have been developed and established across the school with a clear purpose to encourage student, parent, teacher and community leaders to take ownership of the learning culture, and to maximise reflective teaching and learning. We are working towards improving community engagement in student learning, as our Tell Them From Me parent surveys indicate that parents support for student learning at home is minimal.

Wellbeing

During 2017, our school conducted a review into wellbeing systems and practices. It is evident that our staff nurture relationships with students which are safe, respectful and supportive. Student survey results also indicate that this perception is supported by our students. However, one of our priorities for improvement, is for students to increase their self-awareness and their ability to regulate their own emotions and behaviours.

Curriculum and Learning

As an *Early Action for Success* (EAfS) school, we are constantly involved in developing effective and efficient ways to improve our curriculum provision. Strategic Direction 2 of our school plan directly focuses on visible teaching and evidence-based teaching practices, as well as creating opportunities for our teachers to be involved in an explicit agenda of self-improvement, supporting others to improve, and contributing to whole school improvement processes and practices.

In the domain of Teaching we were validated as achieving excellence. The breakdown of the achievement is as follows:

Effective Classroom Practice

We have invested a significant portion of teacher professional learning into developing quality English and maths blocks; strategies to accommodate diverse learners; developing staff understanding / implementation of 'high-yield' strategies in literacy/ numeracy e.g. vocabulary development; comprehension skills; explicit teaching of grammar and spelling; effective and efficient problem solving with a focus on place value. The seven themes outlined in the CESE report, '*What worksbest: Evidence-based practices to help improve NSW student performance*', have helped us to assess our strengths and areas for development. As a result, we believe we are **excelling** in terms of the levels of achievement defined by the *School Excellence Framework*.

Learning and Development

Our teachers are reflective learners and it is pleasing to see that in the *Tell Them From Me* survey, they rated themselves above state average in terms of creating classroom and school practices that support an environment where challenging and visible learning goals are established, and quality planned learning opportunities are provided.

In the domain of Leadership we were validated as achieving excellence. The breakdown of the achievement is as follows:

School Resources

We are a highly competent leadership team who targets its energies on finding the best people for the position. This has never been more so, than at the end of the 2016 school year, when we lost 90% of our teaching staff to merit selection or seconded positions. Our recruitment strategy involves utilising our resources to bring personnel in for a trial period, while we work alongside them with our systems and practices, looking for signs that our possible recruits appear up for the challenge, are quick to learn, and are committed to what it takes to operate in a high functioning and high alert, *Early Action for Success* school. This year we are proud to inform our community that we have recruited, two teachers who are at Assistant Principal level, 1 teacher who is the proud recipient of a *NSW Quality Teaching Award*, 2 early career teachers, 1 special education teacher, and 1 teacher who is proficient and working towards maintaining accreditation. Our school is utilised regularly by community groups and partners, meaning that our students also have access to quality after school programs such as *KidZone*, *Willmot Wonders*, *The Smith Family Learning Club*, *Fit 4 Change*. The school leadership team meets fortnightly to evaluate spending, ensuring that we remain within our budget, and that financial deadlines are met on time. We also plan with our P&C, so that funding can be targeted accordingly, and 'wish list' items can be considered as part of our longer-term financial planning.

Management Practices, and Processes

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students. We actively seek feedback from our community in a number of ways, including via our social media page, *Tell Them From Me Survey* for parents, drop-in and chat in our community room.

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

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

Process 1: Citizenship

The student leadership team were trained in the Salvation Army's sport leadership development course, and have been utilising the skills learned in their roles as school and house captains. The student leadership team have taken an active role in promoting and managing the end of year fundraising. They addressed issues raised by students each fortnight in assembly by presenting solutions to the school.

Process 2: Positive Behaviour for Learning and Kids Matter

Achievements are as follows:

- Reward trading days established – banking free and frequent tokens for prizes.
- New staff trained in PBL Systems.
- Focus on PBL displays in classrooms.
- Awards at various levels given at each assembly.
- TPL for new staff to ensure understanding and knowledge of systems and practices.
- TPL for staff to enter behaviour data on EBS4 management system.
- Kids Matter implementation, reviewed and decision made to implement whole school evidence based program to build staff skills and a consistent approach.
- Second Step program (Social Emotional Learning) purchased. Staff familiarisation of Second Step Program Content.
- Reviewed system for awarding Principal's certificates so that is aligned with visible learning and support students to set personal goals for behaviour.
- Mindfulness sessions in all classrooms to develop staff strategies and build knowledge of trauma informed practices.
- Second Step Program implemented across K-6.

Process 3: Learning and Support

Achievements are as follows:

- Students identified for learning support through whole school assessment.
- Behaviour Plans developed. Tier 2 and 3 programs implemented by interventionist and SLSOs, in collaboration with class teachers. Tier 2 and 3 students reviewed using PLAN data.
- IEPs developed by teachers with the support of the LaST.
- Student growth meant a number of students were removed from Tier 2 programs and replaced with students who had not shown growth in the past 5 weeks.

Process 4: Teacher Professional Learning and Collaborative Planning

Achievements are as follows:

- IL and AP mentors provided staff with planning and programming support on 5 weekly teaching programs to ensure modelled lessons are stage appropriate as well as tasks differentiated.
- Individual student progress on intensive programs were reviewed and programs adjusted where required.
- Interventionist/LaST assisted with Tier 2 and 3 programs.
- Teachers shared knowledge and practices that demonstrate differentiation in teaching and learning programs through stage team meetings, planning days/ individual teacher meetings.
- TPL for all teachers on personalised learning completed and evaluated for future directions.
- Universal Design for Learning principles used to develop TPL on high yield strategies for differentiation.
- A mock program was devised as a model for teachers to include and annotate the ways in which lessons are differentiated. Teachers' class programs embed differentiation practices according to the teaching and learning cycle.
- Student progress shared at stage meetings and differentiated groupings reviewed using PLAN data (eg Tier 2 and 3 students placed on Early Learning Plans for a 10 week intervention)
- Videos collated of teachers' differentiation in whole class modelled lessons – eg targeted questioning at student level, extra questioning or eliciting responses for students that need extra support to develop a skill or concept.
- Teachers and executive collaborated to develop vocabulary power points based on their English units of learning. Vocabulary and comprehension TPL continued.
- TPL: NAPLAN results analysed to determine students' needs to inform future Teaching and Learning. Staff supported in the use of NAPLAN Teaching Strategies.

Process 5: Future Focussed Learning

A change in the direction on this area of the School Plan was driven by the Banks Public School's presentation on Metaphors for Learning: Archetypal Learning Spaces at the Annual School Principals Conference.. The executive team recognised the value in students understanding when the spaces meet their learning needs. It became clear that this was an important first step in the schools future focussed learning journey. This understanding forms the foundations for future ICT learning.

Achievements are as follows:

- Training of Librarian in Metaphors for Learning (IL). Purchase of items and creation of flexible learning spaces.
- Teachers were trained in unpacking NAPLAN and a presentation was delivered on Whole School Assessment data to determine programming in term 4.
- Geography (STEAM) was the lesson focus in the library utilising differentiated learning environments.
- Learning environments differed in order to give students access to a comfortable learning space that meets their needs and included the Campfire, where teacher talk is prominent, the waterhole where students discuss tasks in small groups and the cave where students could concentrate on tasks by themselves.
- Teachers observed the different learning environment with the intention of adapting them to their class setting.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students in K–2 reach EAfS benchmarks in literacy and numeracy	3 X SLSOs = \$186,000 (shared cost between improvement measure 1 and 2) Professional learning attendance = \$2,200 Classroom resources to support literacy and	2017 end of year data analysis showed extensive improvement across literacy and numeracy K–2 when compared to 2016. For example, in Reading Texts for Year One, 6% of students achieved cluster 5 at end of 2016. In 2017, 66% achieved cluster 5 and above. In Reading Texts for Year Two, 6% of students achieved cluster 7 at end of 2016. In 2017, 53% of students achieved cluster 7 and above. In Early Arithmetical Strategies for Year One students, 24% of students achieved

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students in K–2 reach EAfS benchmarks in literacy and numeracy	numeracy K–2 = \$10,000	Level 3 (counting on and back) at end of 2016. At end of 2017, 54% of students achieved Level 3 and above. In Year Two, 0% of students achieved Level 3 in 2015, while in 2016 29% of students achieved counting on and back. In 2017, 85% of students achieved Level 3 or above. These gains are also mirrored in other aspects of literacy and numeracy and are evidence of the successful delivery of the Early Action for Success intervention thus far.
An increased number of students achieve NMS proficiency standard in NAPLAN, based on 2016 levels of achievement.	3 X SLSOs = \$186,000 (shared cost between improvement measure 1 and 2) Classroom resources to support literacy and numeracy Years 3–6 = \$10,000	The work committed to increasing the number of students at proficiency standard in NAPLAN over the life of the 2015–2017 school plan yielded some small improvements. The school achieved a 5% increase in the number of year 3 students at proficiency standard in reading and a 4% increase in the number of year 5 students at proficiency standard in numeracy.
80% of students respond to school-wide positive behaviour systems by showing a decrease in problem behaviours occurring in classroom and non-classroom settings.	2 x SLSOs = \$124,000 Second Step Program = \$5,000	In term 1 of 2017, teachers completed intensive behaviour and PBL professional learning. Teachers were also provided with refined systems and support to monitor students' progress through their reward levels. An improved token trading and rewards system was implemented which resulted in increased number of students engaging in the whole school positive behaviour program. This increased level of engagement is reflected in the number of students achieving high level awards with an average increase of 200% for each year level in 2017.
Evidence of school based data showing improvement in number of student rewards, detentions, suspensions and attendance (qualitative, quantitative).	Awards systems maintenance cost = \$1,800	Early in 2017, the Learning and Support Team introduced new and more intensive whole school attendance management systems and practices. This resulted in the average attendance rate rising to 90% by the end of term 2. The team received positive feedback from the HSLO regarding our attendance management procedures, who shared our systems and practices with other schools. Improved monitoring systems also resulted in an increased number of referrals to the HSLO which in turn provided more intensive support for families and students. The overall school attendance rate remained at 89% by the end of term
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.	Mentoring hour per teacher for 2 terms = 0.4 teacher time = \$48,000 Planning days for teachers = \$7,200 PLP writing days for teachers = \$7,200	Quality English Block, Quality Maths Block and Quality Assessment Reporting and Monitoring hard copy and electronic folders, outline the expectations for quality programs and assessments, along with the necessary resources. Compliance requirements are ensured through monitoring teachers' programs, TPL involving critical partners, Stage meetings, and individual mentoring and data chats. <i>Personalised Targeted Learning (PTL)</i> is evidenced by teachers' <i>Bump Up Walls</i> tracking all student progress and <i>Individual Learning Plans</i> developed by the LaST, teachers and parents for implementation in the classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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>These processes were presented at External Validation in September 2017 as evidence of quality teaching practices and personalised learning.</p> <p>Additional progress towards achieving this target includes:</p> <ul style="list-style-type: none"> * Teachers and leaders evaluated the effect of differentiated teaching and learning programs and English units of learning. * Data collection and feedback to parents form PLAN, CATs, A–E reporting used to compare data sets to determine student growth. * The scope and sequence was adjusted when necessary. * Teachers will continue to develop differentiated English units of learning that integrate other KLAs and Aboriginal studies. * Professional dialogue highlighted the need for a broadening of the focus of our units to incorporate basic skills development as the core across all KLA's. The implementation of a Language and Comprehension Program was a direct result.

Next Steps

Future Focussed Learning

Students have been 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 during 2016 and continuing in 2017. 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 with all staff.

In 2018 we would like to take the teacher discussions held around strategies and frameworks, and develop a more comprehensive school-wide approach to the programming, teaching and assessment of STEAM. We aim to improve our practice in the classroom with a more intense focus on digital technologies to support personalised learning experiences for our students.

Continuation in major programs as the First Foot Forward Program and the Kitchen / Garden program will assist us to further extend our capacity to develop our knowledge of cross-curriculum priorities and how to include a focus on general capabilities in our teaching programs.

Social / Emotional / Behavioural Learning

Classroom management: Our behavioural data tracking system; *Tell Them From Me* Survey data; and Wellbeing Framework survey data; all indicate that we still have much work to do in the area of classroom management. Most of the work is at the individual student level and how each student responds to school-wide and classroom systems of positive behavioural support.

Wellbeing: With the completion of the Wellbeing Framework Survey, we have found many elements that are in place in our school, but there are equally as many that we see as priorities for improvement. These results, along with the 2017 *Tell Them From Me* surveys, and feedback from our partner groups, will assist us with developing a quality Wellbeing plan for the 2018–2020 school plan period.

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

Process 1: Teacher and Leader Capacity

In terms of our leadership culture and density, we were externally validated as achieving **excellence** against the levels of the School Excellence Framework. With a new teaching team in 2017, leadership of our 2015–2017 school plan basically began again. Programs and practices that were well and truly embedded have been, a) Re-taught: to build new staff's knowledge, understanding and capacity; b) Re-launched: to ensure teachers are equipped to implement programs with fidelity; and 3) Re-assessed: to assess program and practice effectiveness and make modifications accordingly. This required a concentrated effort from our leadership team, and our work in this area will obviously continue into our new school plan.

Our thorough approach to the implementation of the *Performance and Development Framework*, has been shared widely across EAFS schools and we have also presented at conferences, such as the *ACEL Personalised Learning Summit* (national level,) and at the *Mt Druitt/Minchinbury Principal's conference* (local level). Other schools have been greatly interested in how we embed the coaching and mentoring principles espoused by *Early Action for Success*, into our performance and development model. Although we are a great way down the track with critical teacher professional standards work, we still have rated ourselves as delivering against the levels of the *School Excellence Framework*. This is mainly due to the disproportionate turnover of teaching staff for the 2017 school year, and needing additional time to further consolidate our model with the new team.

Process 2: Early Action for Success (see key initiatives section for a detailed evaluation of *Early Action for Success*)

Process 3: Organisational Effectiveness

As identified in our 2015–2017 school plan, organisational effectiveness plays a key role in ensuring that our leadership team develops the best conditions for collaborative practice to occur i.e. timetabled collaboration sessions; formal mentoring and coaching opportunities with our Assistant Principals and Instructional Leader; time for critical partner analysis and feedback –colleague to colleague. Due to our high turnover of staff at the beginning of 2017, we still see ourselves as **excelling** against the levels of achievement in the School Excellence Framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff will have a performance and development plan, outlining their professional learning goals, which reflect school directions and the Australian Teaching Standards.	Plans completed in stage meeting times at no additional cost to school)	Teaching practice is videoed, analysed and reflected on by each teacher with the Instructional Leader. Teachers recognise their strengths and determine their goals and professional development through this process. This is aligned to the standards and documented in their PDPs.
Evidence of current pedagogies/practices (<i>Synthetic Phonics, Words Their Way, RRACE, SWIM, Writing Fluency and Vocab</i>) incorporated in teaching and learning programs,	Professional learning in these pedagogies completed after hours at no additional cost to the school	The Quality English Block, Quality Maths Block and Quality Assessment Reporting and Monitoring documents outline evidence-based programs that teachers are to incorporate into their programs. Video evidence of quality practices, PLAN data, classroom assessments and Whole School

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
and implemented in classrooms with fidelity Results are monitored and reported on, and pedagogies are adjusted accordingly.		<p>Assessment are analysed to determine the successful implementation of these programs as well as the need to intensify them if necessary.</p> <p>Other achievements against this target include:</p> <ul style="list-style-type: none"> * Teachers started to develop their own Units of learning and tracked student on their Bump-Up Walls. * Teachers completed checklists to ensure Quality English Block and Quality Maths Block components were included daily. * Teachers' programs incorporated their units of learning.
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 become presenters during TPL and Staff Development Days to present their knowledge on current research and practices (Flipped Classroom). Topics are chosen according to the school plan and EAfS targets eg Teaching vocabulary explicitly, Place Value, Rich talk in the classroom.</p> <p>Teachers analyse their PLAN data and a recent video of their practice with a critical partner from their stage to elicit rich professional dialogue.</p>
Increased number of teachers and leaders seeking to achieve higher levels of accreditation.		<p>Although we have not had any teachers seek higher levels of accreditation, we have seen a growth in staff understanding about the need to have a good working knowledge of the National Teaching Standards and to demonstrate how they are achieving these standards to maintain proficiency.</p>

Next Steps

Future areas for development in our 2018–2020 school plan include:

1. *Effective Feedback*: Our Tell Them From Me survey results indicate that we still have work to do, building our teachers competency and confidence in providing effective and timely feedback to our students;
2. *Explicit Teaching*: Although our teachers are experienced at implementing explicit teaching models, we still need to spend quality TPL time reviewing our programs and practices, so that all teachers feel that they are implementing our programs with fidelity, and getting the best results from their students;
3. *High Expectations*: Both parents and students alike, would like our teachers to foster a classroom culture that promotes high expectations. We believe that we are attempting to do this in all that we do, but we need to make our processes more visible so that our parents and students can connect what we are doing and relate it to what they think constitutes a teaching and learning environment that exhibits a culture of high expectations;
4. *Use of Data to Inform Practice*: We are a data-driven school with a keen sense of finding out what we need to do to improve student outcomes in an expedient and efficient manner (cost-effectiveness.) Continuing in the *Early Action for Success* program will assist us to hone our data skills more finely, and at the same time, ensure that we target resources accordingly.

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

Our highly successful Kitchen / Garden program coordinated and delivered by the wonderful Mrs Harris, resulted in multiple wins at the Hawkesbury Show, i.e. most successful entrant across many categories including winner of the best eggs from our favourite chicken Turbo! Our garden also won second prize in the Blacktown Council Garden of the Year awards.

Process 1: Building Community Engagement / Capacity

Community consultation has been an integral part of our school plan development. The idea of WisH Day (*Willmot is Home Day*), was conceived as a positive and meaningful way to engage our parent community, and the wider Willmot community, in eliciting responses about future hopes for our school and our community. We have been fortunate to be able to work with the *Together in Willmot* group who have helped us to realise the potential in bringing our community together regularly so that they can provide feedback, offer direction and support, and suggest a priority in which things should occur and why. We have also taken the opportunity to share what we know about mutually respectful and inclusive collective work, where shared ownership for education is everyone's concern. This meeting of the minds is assisting us to build momentum, and as we move closer to pinpointing the most important and the most urgent needs and wishes of our community for their children's future, we become one foot closer to working with and walking within that community for the good of all. During the external validation process, we were validated as achieving **excellence** in this area.

During Term 1 our Community Engagement Officer was on extended Leave, meaning our program implementation for our community section of our plan was delayed. Since that time, ongoing support provided to the school community by our Community Engagement Officer has heralded an increase in assistance with welfare, referrals, housing and advocacy. Our Community Engagement Officer attended '*Tuning Into Kids*' course and became a qualified facilitator.

Process 2: Communication and Promotion

During 2017 We actively sought feedback from our community in a number of ways, including via our social media page, or our Skoolbag app, or the Community Room suggestion slips, *Tell Them From Me* Survey input, or by the good old common, drop in and have a chat with the office staff or with one of our leadership team. We are aware that our systems have shown great improvement, and continue to work hard in demonstrating the work we do with our parents and wider community.

Process 3: Interagency and Community services

Continued strengthening of relationships with service providers within the local community has occurred in the following ways:

- * Community Engagement Officer met with services to discuss programs and targeted/intensive support available in 2017.
- * Establish relationships with *Family Referral Service* and *Network Specialist Centre*.
- * Created the *Paper Bag Lunch* project (Supported by *Christ Mission Possible*). Up to 30 students received lunches daily for 4 terms.

- * Discussions held with *Mission Australia* to plan targeted/intensive programs for parents and students.
- * Continued growth of *Learning for Life Scholarships*, *Student to Student Program*, and *Learning Club* led by *The Smith Family*.
- * Implementation of *Drumbeats* and *RAGE* programs continued with great success, led by *Mission Australia*.
- * *KidsXpress* program continued for targeted students.
- * Creation and successful implementation of *School Holiday Program* working with *Together in Willmot* group.
- * Introduction to *Linker Network* model and commencement of place-based model trial at Willmot Public School.
- * Creation and facilitation of Sports Leadership Program by the Salvation Army, ran for our Student Leadership Group.
- * Community Roast held at Willmot Community Hub (Attended by CEO, Principal and AP)

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in numbers of community members involved in volunteering at school.	P.A.T.C.H. Team has doubled in size, with more parents offering support in the community room and school kitchen.	<ul style="list-style-type: none"> * Creation of <i>P.A.T.C.H</i> Team (<i>Parent Action Team and Community Helpers</i>), was highly successful resulting in media coverage and interest in other schools wishing to establish similar programs. * Creation of community wardrobe and community pantry for school community has meant that our families can access much needed basics. * The <i>P.A.T.C.H.</i> team commenced fundraising (Can Collections, donations received from Kmart and Bunnings Minchinbury). They also implemented FREE food hamper Mondays with assistance and donations from <i>Christ Mission Possible</i> and <i>Ignite</i>. Creation of fruit buckets for classrooms (with weekly fruit donations provided by <i>Ignite</i>) also increased the presence of our families in the school and classrooms.
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.	No additional cost to school. Parents completed the survey via iPads and computers in the community room.	<ul style="list-style-type: none"> * Facebook page commenced with continued growth in the interaction of families and services with school Facebook page throughout the year. * An increase in traffic on our Social Media has led to an increase in parent participation, feedback and positive interaction and an increase in the positive perception of Willmot Public School and also the Willmot community as a whole.
Increased number of parents accessing the Willmot PS Community Room and becoming involved in adult learning programs hosted at our school.	<p>Community Liaison Officer = \$63,000</p> <p>Community Room is beginning to self-fund activities. Support is provided by agencies such as <i>Christ Mission</i> and <i>Ignite</i>.</p> <p>TAFE program operated at no additional cost to school.</p>	<ul style="list-style-type: none"> * Facilitation of first aid course for parents (assisted by <i>Mission Australia</i>) saw 18 parents complete their First Aid certificate. * TAFE courses held were well attended by parents and community. Parents that attended the TAFE Outreach program also received statement of attainments. * <i>Mindfully Me</i> program for parents held in the community room was a highly successful program supporting parent to help their child at home with Mindfulness practices (facilitated by <i>WASH House</i> and funded by <i>Mission Australia</i>). * Parent education course '<i>Fruit and Veg Sense</i>'

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of parents accessing the Willmot PS Community Room and becoming involved in adult learning programs hosted at our school.		<p>ran with support from <i>Cancer Council</i>, and the 'Small Steps Anxiety Seminar' ran with very positive feedback.</p> <p>* Nine parents/community members attended the 'Youth Mental Health First Aid' course.</p>
Higher percentage of cultural groups are represented at community events hosted within the school.	NAIDOC, day, Grandparents Day, WisH Day operational costs = \$5,000	<p>* Positive feedback from the community regarding events held at school such as Mothers' / Fathers' day, Easter Parade, WisH day, STEAM day, Grandparents day, open day.</p> <p>* An increase in awareness brought about by our increased media presence has led to increased community participation in local events (for example the <i>School Holiday Group</i> at the Hub) which has then led to increased funding for projects being facilitated in the Willmot Community.</p> <p>* Community breakfast was held each week with the support and volunteers from <i>The Salvation Army</i>. it was a highly successful initiative with many positive relationships being formed between the school, our parents and our partners.</p>
Increased parent participation in the Willmot Wizards transition to school program.	Willmot Wizard Program is funded by our partners Connect, Families NSW. An additional early childhood teacher was employed for 3 hours per week to run the program.	<p>* 16 families attended the <i>Willmot Wizards</i> program on a regular basis resulting in pre-schoolers being more equipped to begin schooling in 2018 (<i>Willmot Wizards</i> program is funded and facilitated by our partner <i>Connect Child and Family Services</i>)</p> <p>* The <i>Let's Count</i> program led by <i>The Smith Family</i> was implemented as part of the <i>Willmot Wizards</i> initiative. The <i>Let's Count</i> bags of numeracy equipment were distributed to the preschoolers.</p>

Next Steps

One particular area of challenge, involves engaging our community in their children's education, and to foster an understanding that parents' commitment to being involved in their child's education, has a long-lasting impact in terms of the likelihood for future success and achievement of the individual student. Our partnership with the *Together in Willmot* group has been assisting us to tackle this area of concern, and we will continue to develop key strategies, as our school plan moves into its next cycle.

We are new to collective community work but have embraced the training and development we have received by our community partners e.g. training in the *Harwood* approach, and the *Linker Network* model. We would like to continue our collective work into the new school planning period, with a focus on utilising tools from the *Asset Based Community Development Training Toolkit*, and other resources and frameworks that we hope to garner from new training ventures such as *Bridges Out of Poverty*.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>1 x Aboriginal Education Officer = \$65,509</p> <p>0.2 Flexible Funding for Aboriginal SLSO = \$19,326</p>	<p>In the area of aboriginal education across the domains and elements of the <i>School Excellence Framework</i>, our school was externally validated as achieving excellence. This was supported with a visit from state office aboriginal programs Director who was most impressed with the work being conducted at our school.</p> <p>Our <i>Tell Them From Me</i> student results have shown sound improvement over the past 12 months, with 87% of students citing that they 'feel good about their culture when at school.'</p> <p>79% of students also indicated that their 'teachers have a good understanding of my culture.' We believe these results are a direct result of the quality programs both universal and targeted, which have been developed and implemented by our Aboriginal Education team.</p> <p>Major achievements in the area of aboriginal education include:</p> <ul style="list-style-type: none"> • Aboriginal School Learning Support Officer recruited and employed. The ASLSO also contributes to other aboriginal education initiatives where possible. Identified Aboriginal students received AEO support and SLSO support (in lead up to NAPLAN). • Aboriginal Education Officer (AEO) has developed quality history / geography lessons with the Teacher Librarian (strong emphasis on aboriginal perspectives).* • Stolen Generations initiative with students in Year 4–6 (supported by the <i>Deadly Arts Program</i>), was a great success, leading to the production of a quality teaching resource to be shared across the 5 participating schools and beyond.
English language proficiency	0.25 x EALD teacher = \$31,105	<p>In 2017, the EAL/D specialist teacher continued to work closely with the Learning and Support Team in supporting teachers to cater for EAL/D students in the classroom. Teachers were also supported by the EAL/D teacher to build capacity in tracking and monitoring of students against the EAL/D Learning Progressions. Time was allocated for cooperative planning and collaboration between EAL/D specialist and class teachers to ensure all teaching and learning programs included targeted, explicit and systematic instruction based on students' language needs and prior knowledge. In particular, professional learning in best practice vocabulary instruction was delivered to all staff, and a whole school approach to teaching vocabulary was implemented. Analysis of NAPLAN data for EAL/D students shows a number of students demonstrating greater than expected growth as follows:</p> <p>Numeracy– 46.2%</p>

<p>English language proficiency</p>	<p>0.25 x EALD teacher = \$31,105</p>	<p>Spelling– 61%</p> <p>Reading –30%</p> <p>Grammar and Punctuation: 38.5%</p> <p>Writing– 16%</p> <p>EAL/D specialist teacher assisted classroom teachers to recognise and address the cultural and language demands of tasks for EAL/D students, and to ensure activities are relevant and significant.</p> <p>EAL/D student data is reported on and learning targets are set for the 2018 school year.</p>
<p>Low level adjustment for disability</p>	<p>2 SLSOs = 130,000</p> <p>0.3 teacher time for planning for students with disabilities = \$27,571</p>	<p>In the area of personalised learning and support and wellbeing we were externally validated as achieving excellence. Our tiered intervention programs (academic and social/emotional/ behavioural) are evidenced based, implemented with fidelity and rigour, and monitored and evaluated for their effectiveness on a regular basis. We have a strong belief that improving the way we 'do business' around personalising what we do for students, will lead to greater parent engagement in our children's educations, thus potentially increasing their lifelong success and achievement rates.</p> <p>We are well positioned to support other schools with their systems and practices in this area as demonstrated by the interest we have received from many other schools after presenting at the Mt Druitt / Minchinbury Principal's conference.</p> <p>Our achievements in this area include:</p> <ul style="list-style-type: none"> • Students are beginning to understand expected standards and that learning goals are purposeful, relevant and achievable. Students are working towards achieving personal goals through careful planning and investment in their own learning. • Teaching staff are utilising knowledge gained from completing the <i>Personalised Learning and Support</i> course. Much of the course material is assisting us to further develop our teaching programs so that they are more responsive to student need. • SLSOs have been working closely with Assistant Principal Learning & Support to ensure that they are also working to support effective personalised learning practices in every classroom.
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>0.3 teacher time for beginning teacher / early career teacher support = \$36,000</p>	<p>Coaching and mentoring has fostered an environment where teachers are eager to learn and participate in personalised professional learning that not only equips them with the tools, strategies and knowledge that they need to promote student growth, but by working beyond their classrooms to contribute to broader school programs they are also sharing their ever growing expertise</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>0.3 teacher time for beginning teacher / early career teacher support = \$36,000</p>	<p>of current syllabus and effective teaching practices. Collaborative planning and collective teacher efficacy have become a great focus for our school. Creating 'extra' time for teachers to meet with their Assistant Principal Mentors and the Instructional Leader has meant that the teachers' work remains very focussed on what needs to be done in order for the students to move through their learning in a productive and efficient manner. Teachers highly value the 'coaching and mentoring' hour provided on a weekly basis. They are able to set personalised goals for their own professional development plans.</p>
<p>Socio-economic background</p>	<p>\$200,000 for SLSO time and teacher relief time for coaching / mentoring / training/ and planning.</p>	<p>Socio-economic funding was utilised to support the implementation of quality programs and practices across all areas of our school plan.</p> <p>In the area of Strategic Direction 3: Positive, Connected Communities, we were externally validated as achieving excellence. Our leadership team and collaborative partners have been working towards building a positive educational community, which 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. We have been focussing on providing services that are integrated, flexible and responsive to our community needs.</p> <p>Key processes have been identified, plans developed, milestones recorded, and reflection and evaluation has occurred in the following areas:</p> <ul style="list-style-type: none"> • Communication and promotion; building community engagement / capacity; and interagency and community partnerships. <p>This strategic direction has really taken off in the past 12 months and we are starting to see that community engagement is improving rapidly, with many different facets and with multiple outcomes for families.</p>
<p>Early Action for Success</p>	<p>1 x Deputy Principal Instructional Leader = \$124,310</p>	<p>In the area of <i>Early Action for Success</i> across the domains and elements of the <i>School Excellence Framework</i>, our school was externally validated as excelling.</p> <p>School Learning Support Officers were also invited to take part in the coaching and mentoring hour with the teacher and sometimes on a one-to-one basis or as an SLSO team. This organisational model has been very effective for SLSOs and classroom teachers to develop consistency in their approaches to personalised student learning. Both SLSOs and teachers demonstrated enormous improvement in their abilities to differentiate teaching and classroom assessment tasks. <i>Tell Them From Me</i> survey results for both parents and students also indicate a belief that teachers know how</p>

Early Action for Success

1 x Deputy Principal
Instructional Leader =
\$124,310

to cater for diversity in the classroom. *Early Action for Success* underpins all of the strategic directions in our school plan.

Progress to date includes:

- Evidence / data for all areas of visible learning, universal programs and practices have been collated and analysed for impact on student outcomes.
- Student results for vocabulary comprehension, writing fluency, and place value, show a marked improvement (based on internal and external data sets).
- Teachers report that mentoring and coaching support from APs / IL is highly valued and has positively impacted their classroom teaching capacity.
- 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.
- Teachers and students report that SLSO's have a large impact on student learning and teacher support.
- 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.
- *Willmot Wizards* program is highly rated by parents. Students demonstrate readiness to begin Kindergarten in 2017. Increased numbers of pre-schoolers attending *Willmot Wizards* school readiness program.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	94	77	77	73
Girls	86	75	65	71

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.6	88	87.3	92.6
1	90.3	88.5	84.3	86.5
2	92.4	87	88.6	87.7
3	90.8	90.3	91.1	87.3
4	93	86.5	89.9	88.8
5	92.1	91	88.1	90.2
6	92.3	92.4	90.4	91.2
All Years	91.9	89	88.4	89.2
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 is closely monitored at school and through fortnightly meetings with Home School Liaison Officer (HSLO) and Aboriginal School Liaison Officer (ASLO). Using our approach to visible learning and data driven interventions, we have developed a range of attendance procedures that are focussing on engaging students and directing efforts to improving student attendance.

Our refined attendance plan includes: systems for teachers, systems for students, systems for parents, systems for collecting and analysing data, and systems for monitoring. Our systems align with departmental policies and procedures.

Overall school attendance rates have shown a slight improvement in attendance, with overall attendance now just over 89%.

Close monitoring of individual students by class teachers and executive staff has resulted in improved attendance, with some of our targeted or chronic non-attending students reaching the 85% attendance benchmark.

In 2016, 6 students were referred to the HSLO, while in 2017, 4 students have been referred and 1 re-referred. While the numbers are similar, this reflects our increased vigilance and reporting to the HSLO / ASLO where there are issues with chronic poor attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	8.3
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	1.2
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.81
Other Positions	0

*Full Time Equivalent

Our school workforce is also made up of two staff members identifying as Aboriginal. These staff members fulfill roles that support our Aboriginal students and parents /community.

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

As an *Early Action for Success* (EAFS) school, we are constantly involved in developing effective and efficient ways to improve our teaching practice through targeted professional learning experiences. We attend EAFS training and Adobe Connect sessions twice per term, where we share both our achievements and our areas of concern, with other EAFS colleagues, in a true problem solving approach that promotes growth and development of our systems and practices. Strategic Direction 2 of our school plan directly focuses on visible teaching and evidence-based teaching practices, as well as creating opportunities for our teachers to be involved in an explicit agenda of self-improvement, supporting others to improve, and contributing to whole school improvement processes and practices.

Although our teachers were mostly new to Willmot PS this year, they have exhibited a keen interest in our school plan goals, and a demonstrable effort implementing evidenced-based teaching strategies in their classrooms. As part of the external validation process, we have submitted much video, photographic, and annotated work sample evidence that supports this view. As an *Early Action for Success* school, we have also worked alongside our participating schools to share the expertise of our teachers and leaders in a way that is mutually beneficial for those involved. Our thorough approach to the implementation of the Performance and Development Framework, has been shared widely across EAFS schools and we have also presented at conferences, such as the *ACEL Personalised Learning Summit* (national level,) and at the *Mt Druitt/Minchinbury Principal's conference* (local level). Other schools have been greatly interested in how we embed the coaching and mentoring principles espoused by *Early Action for Success*, into our

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	291,297
Revenue	2,820,337
Appropriation	2,632,968
Sale of Goods and Services	2,638
Grants and Contributions	182,918
Gain and Loss	0
Other Revenue	0
Investment Income	1,813
Expenses	-2,733,171
Recurrent Expenses	-2,733,171
Employee Related	-2,361,270
Operating Expenses	-371,901
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	87,166
Balance Carried Forward	378,463

- Our school finance team meets on a regular basis to review expenditure, forecast for future spending, and to plan effectively to manage our financial and physical resources.
- Our balance carried forward for 2017 will be used to pay for air conditioning, solar panels and blinds for our classrooms. We will also fund additional Learning and Support teacher / SLSO time to support the implementation of the *Early Action for Success* initiative. The *Family Referral Service* Education Worker will also be funded from remaining funds from 2017 (with additional funds being added from the 2018 school budget.)

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	1,251,807
Base Per Capita	21,701
Base Location	0
Other Base	1,230,105
Equity Total	569,622
Equity Aboriginal	84,835
Equity Socio economic	296,111
Equity Language	31,105
Equity Disability	157,571
Targeted Total	37,160
Other Total	606,648
Grand Total	2,465,237

since 2015 also shows the impact of strategies outlined in the 2015–2017 school plan on student literacy learning outcomes.

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.

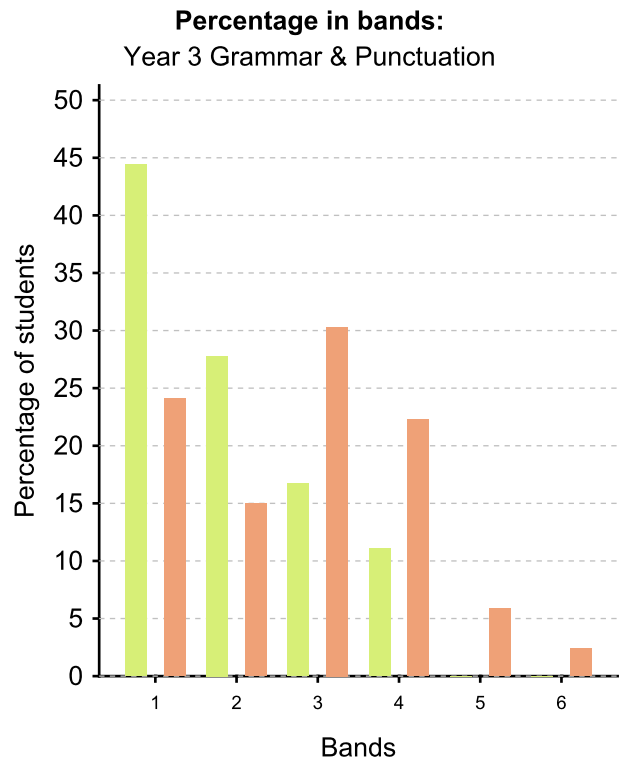
School performance

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.

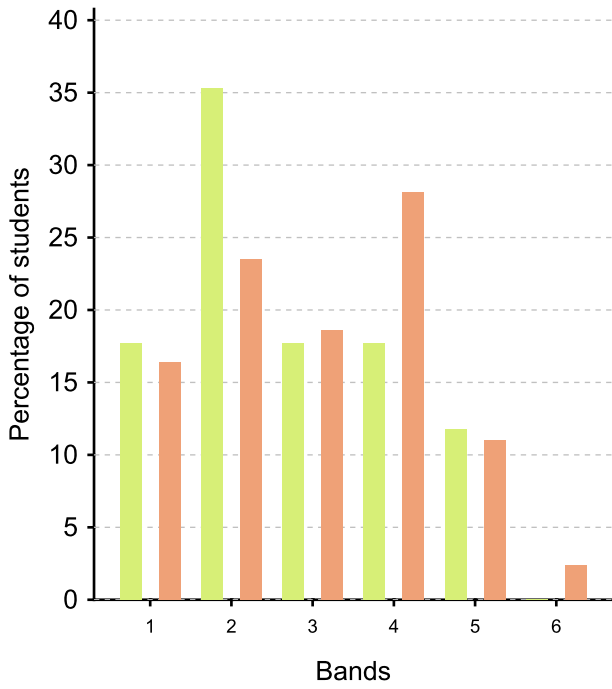
An analysis of individual student data suggests the school's NAPLAN results for 2017 were promising. Our Value Added results placed us at *Delivering* against the descriptors in the School excellence Framework and many of our students demonstrated at or greater than expected growth in both literacy and numeracy. However, an analysis of data at the school performance level indicates there is still work to be done. The average percentage of literacy and numeracy results in the top two bands sat at 9.3% this year, a decrease from 2016.

In 2017, teachers continued to deliver evidence based 'high-yield' universal, targeted and intensive spelling, phonics and phonemic awareness programs including Words their Way, Jolly Phonics and Heggarty as per the school plan. NAPLAN spelling data shows the impact of this whole school approach, with a greater number of students in years 3 and 5 achieving in the higher bands than in other areas of literacy. A 5% increase in students at proficiency in reading (year 3)



Band	1	2	3	4	5	6
Percentage of students	44.4	27.8	16.7	11.1	0.0	0.0
School avg 2015-2017	24.1	15.0	30.3	22.3	5.9	2.4

**Percentage in bands:
Year 3 Reading**

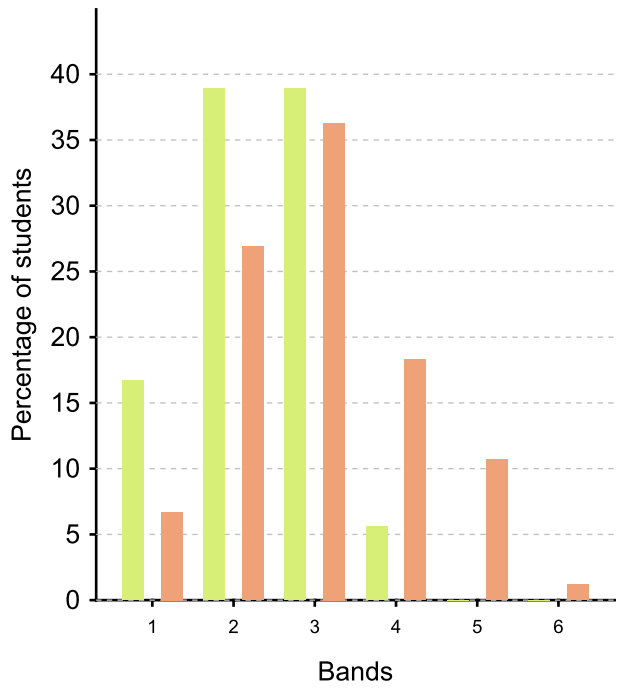


■ Percentage in Bands
■ School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	17.7	35.3	17.7	17.7	11.8	0.0
School avg 2015-2017	16.4	23.5	18.6	28.1	11.0	2.4

Band	1	2	3	4	5	6
Percentage of students	33.3	16.7	27.8	22.2	0.0	0.0
School avg 2015-2017	20.4	12.5	31.4	20.3	14.2	1.2

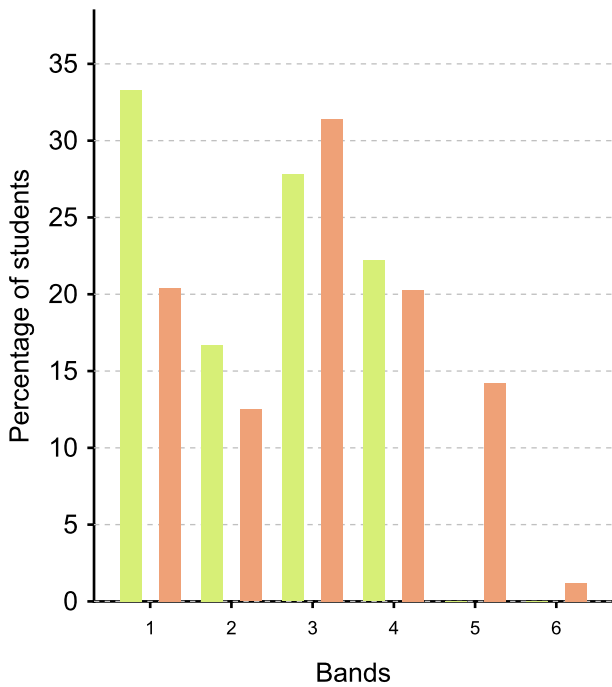
**Percentage in bands:
Year 3 Writing**



■ Percentage in Bands
■ School Average 2015-2017

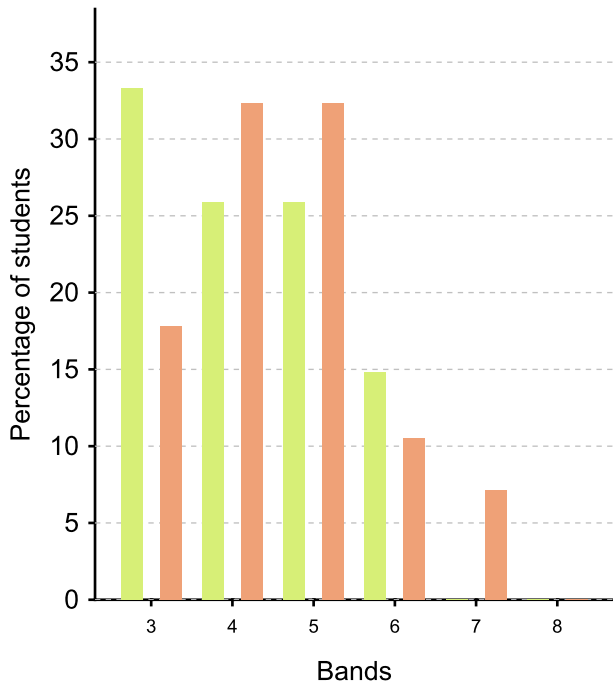
Band	1	2	3	4	5	6
Percentage of students	16.7	38.9	38.9	5.6	0.0	0.0
School avg 2015-2017	6.7	26.9	36.3	18.3	10.7	1.2

**Percentage in bands:
Year 3 Spelling**



■ Percentage in Bands
■ School Average 2015-2017

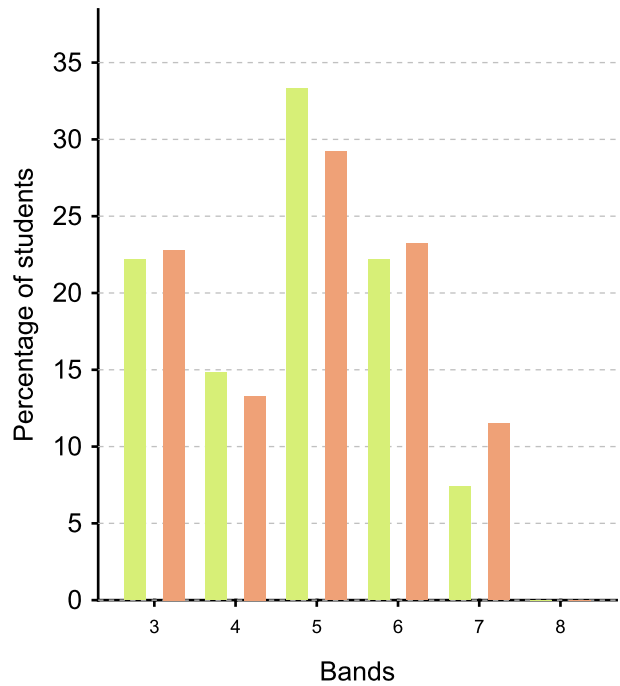
Percentage in bands:
Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	33.3	25.9	25.9	14.8	0.0	0.0
School avg 2015-2017	17.8	32.3	32.3	10.5	7.1	0.0

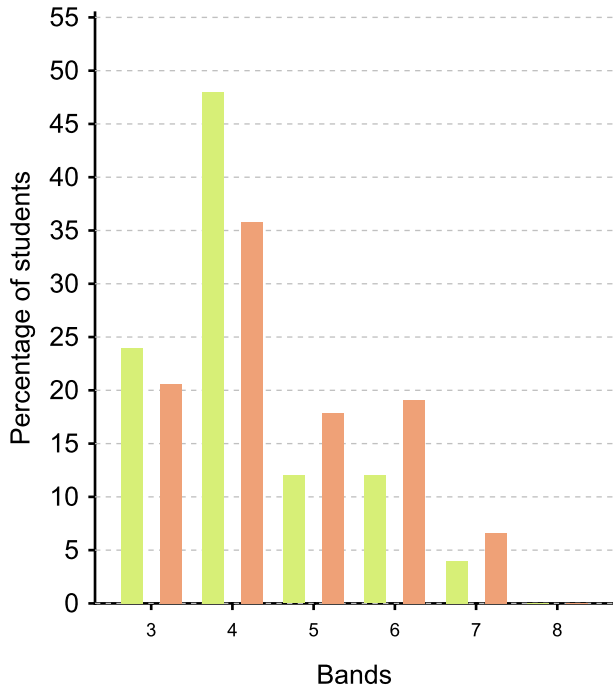
Band	3	4	5	6	7	8
Percentage of students	24.0	48.0	12.0	12.0	4.0	0.0
School avg 2015-2017	20.6	35.8	17.9	19.1	6.6	0.0

Percentage in bands:
Year 5 Spelling

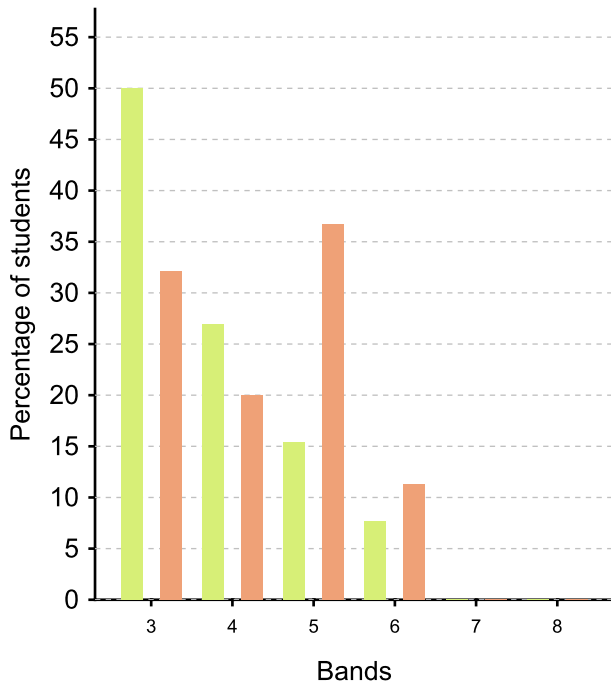


Band	3	4	5	6	7	8
Percentage of students	22.2	14.8	33.3	22.2	7.4	0.0
School avg 2015-2017	22.8	13.3	29.2	23.2	11.5	0.0

Percentage in bands:
Year 5 Reading

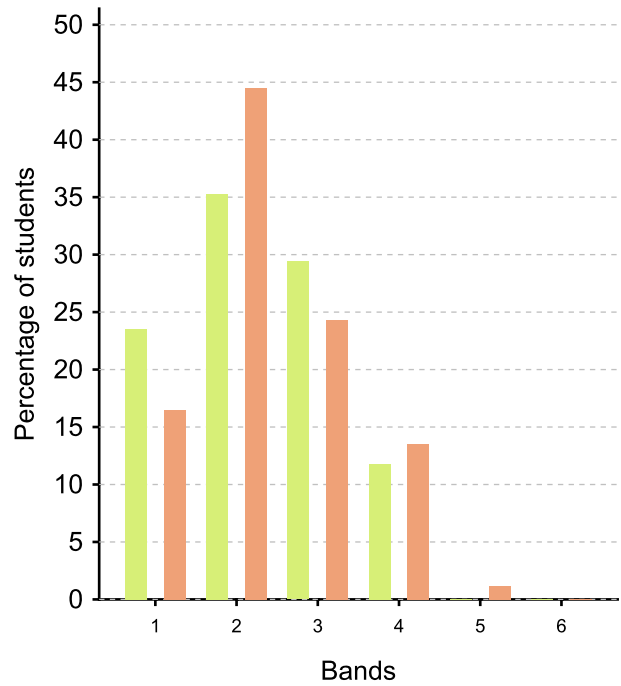


Percentage in bands:
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	50.0	26.9	15.4	7.7	0.0	0.0
School avg 2015-2017	32.1	20.0	36.7	11.3	0.0	0.0

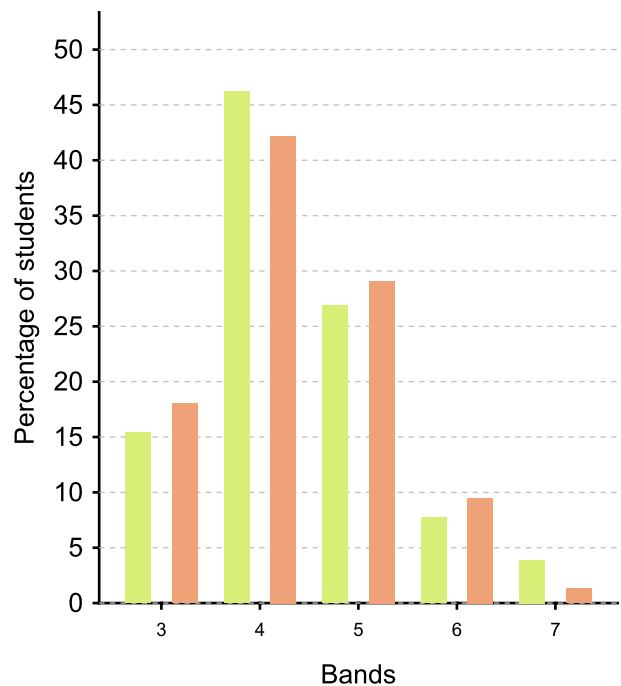
Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	23.5	35.3	29.4	11.8	0.0	0.0
School avg 2015-2017	16.5	44.5	24.3	13.5	1.2	0.0

In 2017, teachers continued to focus on the elements of a quality Maths block with a focus on SWIM elements, and incorporating the use of success criteria and feedback strategies in their teaching. A 4% increase in students at proficiency in numeracy (year5) since 2015 demonstrates the impact of these strategies outlined in the 2015–2017 school plan on student numeracy learning outcomes.

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7
Percentage of students	15.4	46.2	26.9	7.7	3.9
School avg 2015-2017	18.0	42.2	29.1	9.5	1.3

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data

A significant amount of planning, energy and expertise was committed to addressing the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands. Our TTFM student results have shown sound improvement over the past 12 months, with 87% of students citing that they 'feel good about their culture when at school.' 79% of students also indicated that their 'teachers have a good understanding of my culture.' We believe these results are a direct result of the quality programs both universal and targeted, which have been developed and implemented by our Aboriginal Education team. However, we still have some work to do to meet the Premier's targets for NAPLAN.

Parent/caregiver, student, teacher satisfaction

A part of the external validation process undertaken in 2017, we have spent time surveying our students, parents, and teachers as to their satisfaction with school processes and practices.

The results are as follows:

STUDENT SURVEY RESULTS

Students with a positive sense of belonging

–Students feel accepted and valued by their peers and by others at their school

- School Mean: 85%
- NSW Govt mean: 81%

Students with positive relationships – Students have friends at school they can trust and who encourage them to make positive choices.

- School Mean: 87%
- NSW Govt mean: 85%

Students with positive behaviour at school –

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

- School Mean: 64%
- NSW Govt mean: 83%

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

- School Mean: 43%

- NSW Govt mean: 36%

Positive learning climate – Students understand there are clear rules and expectations for classroom behaviour.

- School Mean: 6.2
- NSW Govt mean: 7.2

Skills–challenge – Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects.

- 33% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 53%.
- 27% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for this category is 26%.
- 34% of students were not confident of their skills and found English, Maths or Science challenging. The NSW Govt norm for this category is 14%.
- 6% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.

PARENT SURVEY RESULTS

Parents Feel Welcome

- School Mean: 8.3
- NSW Govt mean: 7.4

Parents Are Informed

- School Mean: 7.6
- NSW Govt mean: 6.6

Parents Support Learning at Home

- School Mean: 7.2
- NSW Govt mean: 6.3

School Supports Learning

- School Mean: 7.9
- NSW Govt mean: 7.3

School Supports Positive Behaviour

- School Mean: 8.4
- NSW Govt mean: 7.7

Safety at School

- School Mean: 8.3
- NSW Govt mean: 7.4

Inclusive School

- School Mean: 8.8
- NSW Govt mean: 6.7

TEACHER SURVEY RESULTS – Eight Drivers of Student Learning

Leadership

- School Mean: 9.5
- NSW Govt mean: 7.1

Collaboration

- School Mean: 8.6
- NSW Govt mean: 7.8

Learning Culture

- School Mean: 8.4
- NSW Govt mean: 8.0

Data Informs Practice

- School Mean: 8.5
- NSW Govt mean: 7.8

Teaching Strategies

- School Mean: 8.4
- NSW Govt mean: 7.9

Technology

- School Mean: 6.7
- NSW Govt mean: 6.7

Inclusive School

- School Mean: 9.2
- NSW Govt mean: 8.2

Parent Involvement

- School Mean: 7.6
- NSW Govt mean: 6.8



Policy requirements

Aboriginal education

An Aboriginal School Learning Support Officer was once again employed in 2017. Identified Aboriginal students received AEO support and SLSO support through targeted learning programs in conjunction with the Learning and Support team and in keeping with the school's strategies to address the Premier's Priorities.

Our Aboriginal Education Officer (AEO) continued to work collaboratively with the Teacher Librarian to develop quality History / Geography lessons with a strong emphasis on Aboriginal perspectives. These lessons were designed to be delivered in conjunction with the introduction of differentiated learning environments based on Thornburg's 'The Campfires in Cyberspace'. This approach was chosen because of the way it supports the use of the 8 Aboriginal Ways of Learning framework. The framework helped us find the connections between mainstream and Aboriginal pedagogies, particularly in that students learn through narrative, symbols, images and metaphors and that they need opportunities to move flexibly between independent, self-reflective learning time and more collaborative group based experiences where modelling and scaffolding from peers and teachers occurs. The learning environments created in the library

space included:

- The *Campfire*, where teacher talk is prominent and explicit modelling from wholes to parts takes place. The *Campfire* also presented opportunities for students to connect with learning as they shared personal narratives connected to the topics and themes.
- *The Waterhole*, where students discuss tasks in small groups and are encouraged to put different ideas together to create new knowledge.
- *The Cave*, where students could concentrate on tasks by themselves.

These programs were shared with classroom teachers who also had the opportunity to observe these lessons being delivered to build whole staff capacity in learning approaches that support the implementation of the Aboriginal Education policy in our school.

Our annual NAIDOC celebrations saw our students engaging in a range of activities that explored Aboriginal dance, art, music, artefacts and games. These activities were led and supported by our Aboriginal parents and members of local Aboriginal arts and community groups, recognising that connection with other Aboriginal people is an important part of being an Aboriginal person and is vital to our Aboriginal students' identities. This increased Aboriginal community involvement has greatly improved the attendance and academic opportunities for students of Aboriginal descent in our school. Students in years 4, 5 and 6 also attended a NAIDOC excursion subsidised by a NAIDOC grant in the form of an overnight camp which gave children an opportunity to visit Sydney's Living Museum and The Australian Museum where they explored Aboriginal and early settlers' history and enjoyed an overnight stay at the Museum as part of the *Dino Snore program*.

Multicultural and anti-racism education

Teaching and learning experiences across the school are designed to ensure that learning has a high level of cultural significance and relevance and that it provides opportunities for students to develop strong intercultural understanding. Syllabus documents guide teachers in our school to identify opportunities to embed multicultural perspectives in a meaningful way across all areas of the curriculum. This educational programming is enhanced by an increasingly culturally diverse parent body that is engaging more frequently with the school and school initiatives through a now thriving community room led by our Community Liaison Officer.

Harmony Day is an important annual event that our school community embraces each year to celebrate all cultures living and working together in a productive way. In 2017, students in years one and two contributed to and enjoyed a multi-cultural feast with their classmates while the rest of the school engaged in art and craft activities that celebrated the diverse representations of cultures from around the world that exist within our school population.

Multi-cultural and anti-racism education is supported

by a teacher trained as an Anti-racism Officer through a program offered by the Department of Education. Teachers, students and parents align learning and community experiences with our anti-racism plan and data from the Tell Them From Me survey shows that the school is building a culture of tolerance and acceptance . On average, 70% of students say they feel valued and accepted by their peers and others at school. When students where asked if they find classroom instruction relevant, the school received a score of 8.1 out of 10. 87% of students agreed that they felt good about their culture when they were at school and 79% of students stated that teachers have a good understanding of their culture. These results are positive, and show that the school has a strong foundation in multi-cultural and anti racism education.