Wilberforce Public School

Annual Report

2018

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Introduction

In 2018, Wilberforce Public School provided the Wilberforce community with its 139th year of quality, comprehensive and engaging education. The history of Wilberforce Public School highlights the role played by the school in the local community. The school has changed a lot in the last 139 years, however, there is a deep sense of pride and commitment by the community and staff to provide the children of Wilberforce with a quality education. The staff, parents and student body are proud and appreciate the rich history of our local area and Strive for Success to ensure we uphold the reputation of our school.

School contact details

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Message from the Principal

The Annual Report for 2018 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.

Mr Graham Wilkins

Principal

School background

School vision statement

At Wilberforce Public School our inclusive environment will support a collective responsibility for students to develop an understanding of their own learning and build the knowledge, skills and experiences to be Visible Learners, who are actively engaged local and global citizens.

School context

Wilberforce Public School is in a semi–rural environment, in the Hawkesbury District, north–west of Sydney. The school has 351 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.

We have high expectations of our students, and our school motto "Strive for Success" inspires staff to equip students with the skills to learn and to adapt to an ever–changing world and, at the same time, set purposeful goals to further their own learning.

Our learning programs are underpinned by John Hattie's Visible Learning and utilise an array of technology to enhance access to syllabus outcomes and to ensure students can plan their future learning, make informed and strategic decisions about the world around them and develop a passion for learning.

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. During 2018, our school continued to reflect and self–assess 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.

Once again, staff reflected on the progress being made across the school based on the expectations identified in the School Excellence Framework. This ensured that our improvement efforts align with these high–level expectations.

The staff are deepening their understanding of the purpose of the School Excellence Framework and how it is aligned to our Strategic Plan.

LEARNING In the domain of Learning, there is demonstrated commitment within the school community that all students make learning progress. Our school has a strong focus on developing consistent, high quality educational practices using evidence–based research to enable staff to put students at the centre of their learning. This year, we endeavoured to make learning the focus of our strategic plan through increased engagement and innovation by our students. Under the expert and passionate leadership of expert teachers, Sound Wave and Targeting Early Numeracy (TEN) have been implemented in the school and Learning Intentions, Success Criteria, Self–regulation and Feedback are becoming part of our daily routine, enabling our students to become self–directed learners. Wellbeing at Wilberforce is evident in every learning environment, providing students with opportunities to connect, engage and explore in areas that are relevant to their stages of learning and development. We have refined the processes of how internal and external student and school performance data is collected, analysed and reported. Partnerships with parents and students support clear improvement aims and planning for learning. The school monitors and reviews its curriculum provision to meet the changing requirements of the students. Teachers differentiate curriculum delivery to meet the needs of students, including adjustments to support learning or increase challenge. The school collects and analyses information to inform and support students' successful transitions, collaborating with parents of students whose continuity of learning is at risk. The school has revised and implemented a new reporting system. Attendance data is regularly analysed and is used to inform planning. Well–developed and evidence–based approaches, programs and assessment processes identify, regularly monitor and review individual students' learning needs.

TEACHING In the domain of Teaching, all classrooms and other learning environments are well managed within a consistent school–wide approach. Professional development will continue to enable teachers to regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. The school ensures professional learning is aligned with the school plan, evident in teachers' Professional Development Plans and its impact on the quality of teaching and student learning outcomes is evaluated. There is a commitment from the school leadership team to support a culture of high expectations and community engagement, resulting in sustained and

measurable whole school improvement. All teachers use professional standards and professional development plans to identify and monitor specific areas for development or continual improvement. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes. This includes negotiated observation of classroom teaching practice, with feedback, to improve professional knowledge and practice.

LEADERSHIP In the domain of Leadership, the leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member. Staff have purposeful leadership roles based on professional expertise and teaching and non–teaching staff proactively seek to improve their performance. The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans. During the year, staff collaboratively engaged in a self–assessment session using version two of the School Excellence Framework. These results have driven our planning for the 2018–2020 Strategic Plan.

Strategic Direction 1

To create an inspirational learning environment which challenges students to be self–directed learners.

Purpose

To provide a learning environment and culture which inspires and challenges students to become engaged, self–motivated learners who are equipped with the personal resources for a successful future. The school will share a collective responsibility for student wellbeing and foster rich curriculum experiences which will support high expectations, enable students to have clear expectations about their own learning and develop effective partnerships within their community to promote wellbeing.

Overall summary of progress

Teachers and students are starting to use a range of learning strategies to encourage and inspire learning and self–direction. Students have been introduced to learning goals and success criteria and are beginning to make informed decisions about their own learning. The school is refining documenting and developing systematic policies, programs and processes used to identify and address student learning needs. This will ensure that appropriate steps and procedures for identifying, addressing and monitoring student learning needs are implemented. Students in Years K–2 have been involved in the TEN program and all students are now learning Sound Waves. Staff were involved in professional learning centred on these programs The school consistently implements a whole–school approach to wellbeing with a number of school policies, programs and procedures in place that address the needs of identified student groups.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students will use learning intentions, success criteria, self assessments and feedback to achieve personal curriculum outcomes.	$20000	All classes are using Learning Intentions and Success Criteria to support student learning. All staff have been trained in Visible Learning.
95% of students will reflect positively on the learning culture of the school, be able to articulate the qualities of a good learner and state their own learning progressions and expectations.		Students have begun reflecting on their learning and can articulate expectations.
Over the course of a year, 95% of students will engage in positive behaviour practices in classrooms and the playground.		Data indicates 94% of students displayed positive behaviour at school and did not receive a detention.
70% increase in engagement in extra curricular activities.	$1000	Students have been given a greater access to Sporting, musical, debating and public speaking activities throughout the year.
Positive growth for 85% of students in Years 3 and 5 in all aspects of NAPLAN.		The school averaged 50% positive growth in NAPLAN

Next Steps

Results from student assessment and teacher feedback showed a need to focus on spelling, writing and numeracy. In 2019, we will complete a full year of the Sound Waves program. Students will also be engaged in Literacy and Numeracy learning activities which allow for class discussion, peer feedback and self evaluation. Success Criteria and Learning Intentions will be utilised so students can describe their learning.

Strategic Direction 2

To develop consistent, high quality educational pedagogy, which uses evidence–based strategies to create student centred learning.

Purpose

To support our teachers in creating consistent, collaboratively–designed programs that have clear learning intentions, explicit literacy and numeracy content and provide adjustments, differentiation and integrated technology. We will improve staff capacity, through professional development, accreditation and collaborative practices and by employing evidence–based teaching strategies to measure the impact on student learning.

Overall summary of progress

During 2018, staff participated in professional learning to build capacity in providing quality learning experiences. These professional development sessions were based on research and reflected quality pedagogical practice. Focus for professional learning included the implementation of syllabus documents, with particular emphasis on quality literacy and numeracy, focusing around Sound Waves Spelling and TEN, effective use of formative Learning intentions and success criteria and systematic use of school assessment data to inform the development of teaching and learning programs. Professional Development plans (PDP) continued to drive individual professional learning. Provision of effective feedback to staff occurred through the PDP processes including in–class observations and class visits. The school has revised and upgraded the technology available at the school and begun expanding how this is used to support curriculum initiatives. Students have access to a range of devices to learn coding and programming skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of Literacy and Numeracy learning programs will show evidence of differentiation, effective feedback and evidence–based teaching	$14000	Review of the English and Numeracy programs have ensured all stages have differentiation practices embedded. Feedback strategies have been planned for implementation in 2019.
All student achievement will be assessed using consistent teacher judgement and be tracked and collaboratively recorded using assessment for, as and of learning to determine learning directions and monitor student progress and targeted programs.	$26000	A review of how assessment data is collected and implemented has occurred with the introduction of Sentral to track student progress. All stages now have assessment schedules.
All teachers will successfully engage in professional development opportunities and lesson observations related to their PDP to improve teaching practice and maintain or progress their accreditation.	$40000	All teachers engaged in Professional learning based on Visible Learning, TEN or Sound Waves.
All students will have access to reliable technology and learn from the digital curriculum.	$50000	The upgrade of the WIFI and the purchase of more mobile devices has enabled all students to access technology in their classrooms.
An increase of 15% over 3 years of students achieving in the proficient bands in NAPLAN.		Results from this will be evident in the phase of data analysis.

Next Steps

In 2019 we will continue to fine tune the systematic collection of a range of student assessment data. Both the executive and teaching staff will be upskilled in the analysis and use of assessment data through professional learning opportunities and peer discussions during stage & grade meetings. Professional learning will include a continued focus on syllabus documents, with particular emphasis on quality literacy and numeracy, and effective use of Visible Learning strategies, including feedback. TEN will be implemented In Stage 2, providing Stage 2 teachers with access to quality professional development. We will continue to implement strategies to support technology in the classrooms and provide teachers with professional discussion and collaboration time to improve teaching practice through refinement of collective efficacy processes, including regular meetings, observations and feedback, to establish consistency in teaching practice, programming, assessment and reporting.

Strategic Direction 3

To build partnerships within our community which foster a culture of inclusion and belonging.

Purpose

To build genuine partnerships within our community, which increase active participation and foster a culture of inclusion and belonging for all families. We will ensure efficient and effective systems, procedures and policies are developed and implemented to support pedagogical practices and improve student learning.

Overall summary of progress

Community events were a considerable focus on the 2018 calendar along with increased communication and engagement with the Community and Hawkesbury Learning Network. We celebrated Father's Day with a breakfast. We also celebrated Harmony Day with a colourful orange display and students came dressed in orange or traditional clothing. Students had increased opportunities to participate in Hawkesbury sharing courses, sporting gala days and community initiatives.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student participation in curricular and extra–curricular activities which leads to improved engagement and school identity.	$2000	Increased access to programs by students, including gala days, extra curricular activities in the community and local high school.
Increased engagement by leaders, teachers, parents and students in educational networks, including the Hawkesbury Learning Community.		Staff participated in Hawkesbury sharing courses for the first time. Increased engagement in P&C and school initiatives through the colour run, and school based programs.
Teacher and parent surveys shows the leadership team supports pedagogy, wellbeing and student achievement through effective management of processes, practices and resources. Parents will show an increase in their ability to support student learning.		Improved communications through the APP Facebook and website, as well as a revised reporting system, has given parents greater access to knowledge of their child's learning.

Next Steps

The school will continually survey the school community in administrative systems, structures and processes that will underpin ongoing school improvement and ensure the community is continually informed. School planning, implementing and reporting, community engagement and community satisfaction are the key areas for future direction. In order to further strengthen our school in these areas our next steps are to;

Continue the communication systems to effectively inform and engage the community in school activities.

Hold parent workshops for TEN and Sound Waves with an emphasis on feedback strategies to support student learning.

Increased staff involvement in the wider Hawkesbury educational network, including the Learning Community and Hawkesbury PSSA.

Staff and Parents assisting in the coordination of Learning and Extra curricular activities across the Hawkesbury School networks.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$3431	Aboriginal background funding has enabled the completion and regular monitoring of personalised learning plans (PLP) for all Aboriginal students. The PLP's were completed in consultation with Aboriginal teacher, students and parents.
Low level adjustment for disability	$131507	The funding allocation provided for a Support Teacher Learning (STL) and School Learning and Support Officers (SLSOs) to assist targeted was used to identify students requiring additional support. This interventional so included the development and implementation of Individualised Learning Plans (ILPs) to identify specific learning goals that the students worked towards achieving.
Socio–economic background	$70052	Funding was used to provide student assistance for the payment of education packs, excursions, incursions and school uniforms. Funds were also allocated for the provision of additional SLSO support.
Support for beginning teachers	$41000	Beginning Teacher Support funding was utilised to assist 4 teachers. Eligible teachers received release time and an additional one hour per week release time mentoring support. Teachers were supported in their performance and development including their induction, professional development and achievement of accreditation at the level of Proficient Teacher.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	166	169	176	182
Girls	151	153	166	169

Enrolments remain steady with 352 students at the start of the year, boys and girls. Stage 1 is currently the largest stage, followed by Stage 3.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.9	96.4	96	95.1
1	96.4	95.8	94.3	95.4
2	96.9	95.7	96.1	93.5
3	94.3	96	94.6	95.8
4	95	93	95.3	93.7
5	95.1	93.9	93.3	95.8
6	94.5	93.5	94.4	92
All Years	95.4	94.8	94.8	94.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The average attendance rate for all students during 2018 was 93.5%. This continues to be at state level.

Management of non–attendance

The Principal, in consultation with parents of students causing concern, is responsible for resolving problems of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.77
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*Full Time Equivalent

Wilberforce Public School has one staff member who identifies as being from Aboriginal heritage.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

Teacher Professional Learning was funded to the amount of $40000 in 2018. Some of these funds were drawn from previous year's allocation.

Shared professional learning experiences by staff included:

– Mandatory training in anaphylaxis, CPR, asthma, code of conduct and child protection;

– Development of professional development plans(PDPs) and related professional learning;

– Participation in adobe on–line courses in LMBR.

– Staff development in Autism awareness, implementation of the NSW curriculum documents and provision of Visible Learning .

– Individual and stage professional learning was linked to professional development goals and included attendance at courses in:

Mathematics and Differentiation through TEN– Sound Waves– Learning and Support and EA/LD Network

meetings– Visible Learning Conference (Executive team) – Supporting Students with Challenging Behaviours – Analysing, interpreting and using SCOUT. Professional learning also took place within our learning community with a school team attending.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 **Actual** ($)
Opening Balance	249,064
Revenue	3,102,621
Appropriation	2,942,077
Sale of Goods and Services	-25
Grants and Contributions	157,469
Gain and Loss	0
Other Revenue	0
Investment Income	3,101
Expenses	-2,990,590
Recurrent Expenses	-2,990,590
Employee Related	-2,639,477
Operating Expenses	-351,113
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	112,032
Balance Carried Forward	361,096

The financial management of the school is based on guidelines set out in the 'Finance in Schools' handbook and updated procedures provided regularly to schools. The financial management of the school is audited regularly by DoE auditors. These audits ensure that DoE procedures are being fully implemented. During 2018, the school was involved in an external audit of Department of Education processes during which the school's Financial Statements for the year ended 31 December 2017 were reviewed and tested against evidence supporting the Statement.

Financial summary equity funding

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

	2018 **Actual** ($)
Base Total	2,420,318
Base Per Capita	66,132
Base Location	0
Other Base	2,354,185
Equity Total	217,910
Equity Aboriginal	3,431
Equity Socio economic	70,052
Equity Language	12,921
Equity Disability	131,507
Targeted Total	57,743
Other Total	107,034
Grand Total	2,803,005

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Reading

Year 3 students 38% of students and Year 5 students 2% achieved the top 2 bands.

Writing

Year 3 students 15% and Year 5 students 40% achieved the top 2 bands.

Spelling

Year 3 students 51% and Year 5 students 24% achieved the top 2 bands.

Punctuation and Grammar

Year 3 students 26% and Year 5 students 28% achieved the top 2 bands.

Students in Years 3 and 5 continue to demonstrate sound achievement in NAPLAN assessment in Literacy. There was a reduction of students in both Years 3 and 5 performance below National Minimum Standards in Reading and Writing. Overall, achievement has continued on trend with greater than expected growth in Year 5 reading and writing. Following detailed analysis of student data, it has been determined that during 2019 the school will continue to expand the implementation of writing, grammar and punctuation programs develop to differentiated learning for writing and reading in Years 3–6 . This will include the use of resources to provide effective feedback to students about their work. The Sound Waves spelling program will continue to be a focus.
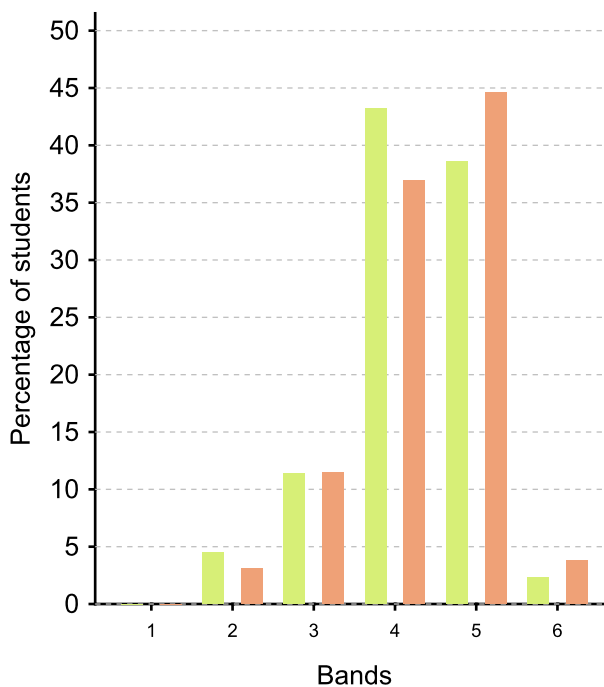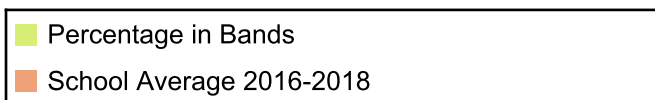
Percentage in bands:
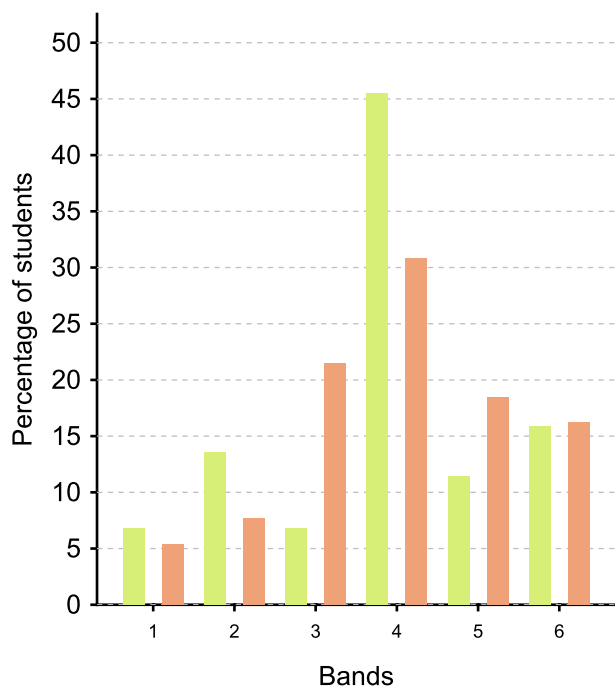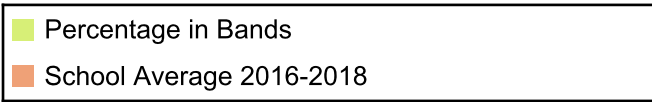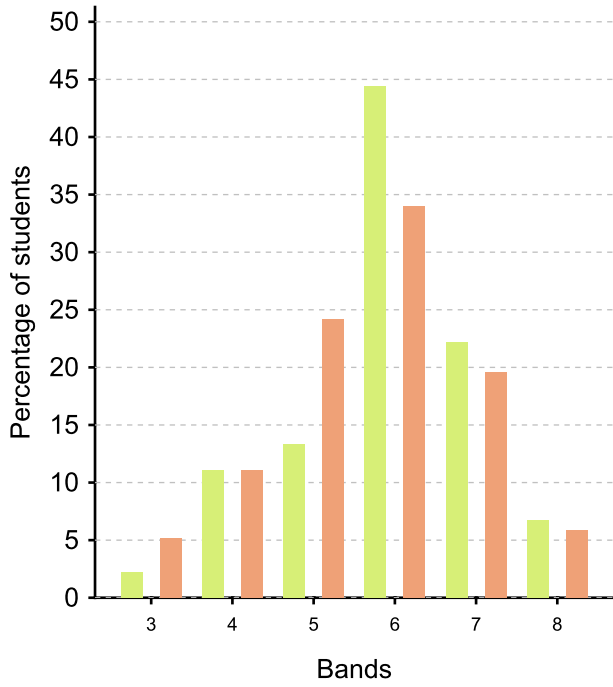Year 3 Reading

| Percentage in Bands |
| School Average 2016-2018 |
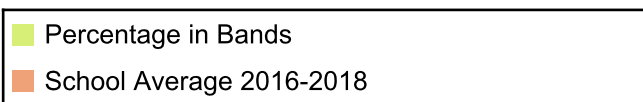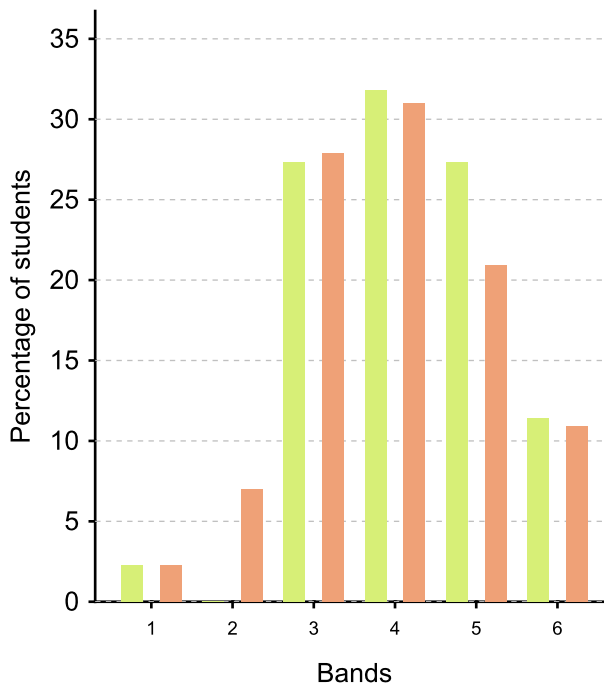
Percentage in bands:
Year 3 Writing

| Percentage in Bands |
| School Average 2016-2018 |
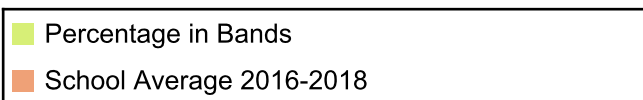
Percentage in bands:
Year 3 Grammar & Punctuation

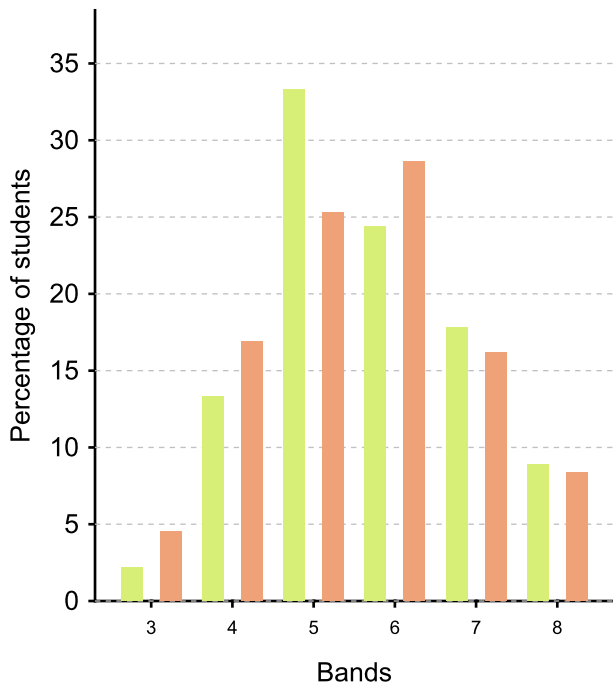| Percentage in Bands |
| School Average 2016-2018 |

Percentage in bands:
Year 5 Grammar & Punctuation

- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 5 Spelling

- Percentage in Bands
- School Average 2016-2018
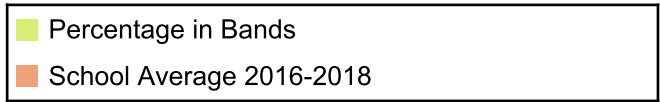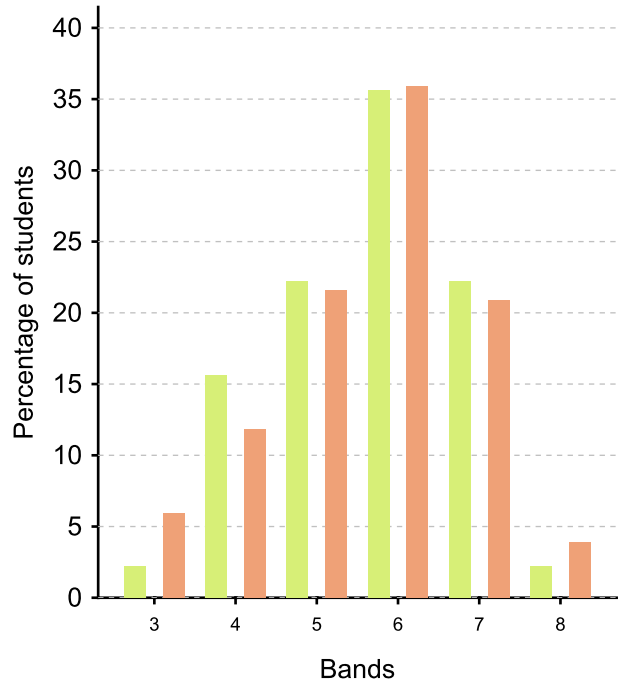
Percentage in bands:
Year 5 Reading

- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 5 Writing

- Percentage in Bands
- School Average 2016-2018
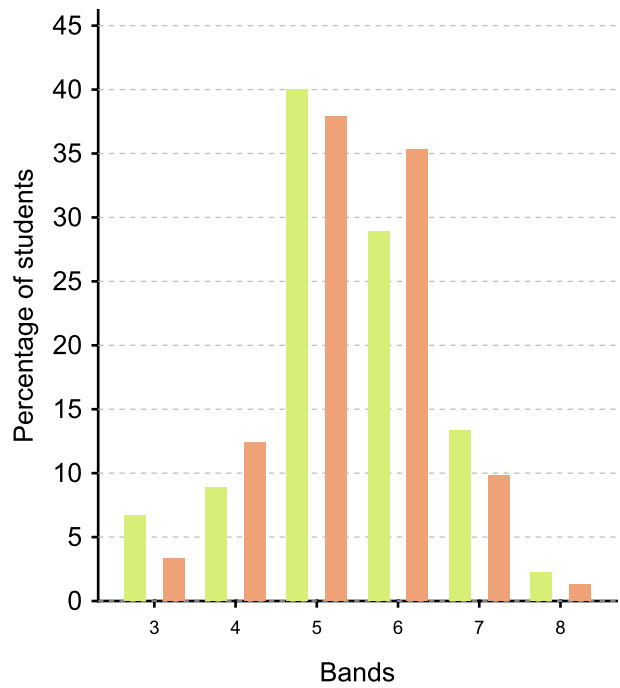
Mathematics

Year 3 students 32% and Year 5 students 15% achieved the top 2 band.

In 2018, there was a slight reduction in the number of students achieving below National Minimum Standards. Following analysis of data, the TEN Program has been introduced in years K–2 and the teaching of Mathematics in Years 3–6 has been review resulting in a greater focus on developing lessons that are relevant and meaningful for students.

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.

All Aboriginal students have PLPs and are tracked through school and specific NAPLAN data. In 2018 one Aboriginal student completed NAPLAN.

Parent/caregiver, student, teacher satisfaction

In 2018, the school asked parents to complete a survey relating to the operation of the school. Parents and students also completed the 'Tell them from Me' survey. Responses indicate that parents appreciated the increased communication. 90% of parent responses indicated that they believed the school provided helpful information and that the various forms of communication used by the school helped parents feel part of the school community. Discussions with staff indicated some areas for improvement including minimising disruption to class time. These issues will be addressed in 2019.

'Tell them From Me' surveys Parent responses indicated that parents feel welcome when they visit the school and agreed that their children felt safe at school and they agreed that the school supports learning and encourages children to do their best. Teacher responses indicated that they believe that the learning culture of the school is supportive of student learning. Teachers have high expectations of their students. Student responses in the following areas indicate that they have a positive sense of belonging and they have friends at school that they can trust. Students believe that schooling is useful and they try hard in their learning. They believe that teachers are responsive to their needs. They also believe that school staff emphasise academic skills and hold high expectations for all students to succeed.

Policy requirements

Aboriginal education

In 2018, Wilberforce had 8 students who identified as Aboriginal and/or Torres Strait Islander. Our school promotes respect for the culture of the Aboriginal people in the following ways:

– Acknowledging the traditional custodians of the land in all assemblies with an Acknowledgement of Country;

– Ensuring that Personal Learning Plans aimed at improving educational outcomes for all Aboriginal students were completed and implemented;

– Targeting monitoring the literacy and numeracy development of Aboriginal and Torres Strait Islander students through regular analysis of assessment data;

– The development of educational programs effectively incorporating Aboriginal culture. Students K–6 continued to learn about aspects of Aboriginal history and culture through mandated History and Geography units; and

– Celebration of NAIDOC Week.

Multicultural and anti-racism education

Every school has an trained ARCO (Anti–Racism Contact Officer). This officer works closely with the school executive and families to ensure incidents of racism (students and the wider community) are dealt with appropriately. Wilberforce celebrates diversity and proudly recognises and celebrates Harmony Day every year. Multicultural perspectives are embedded into class teaching and learning programs through integrated English and HSIE units of work.