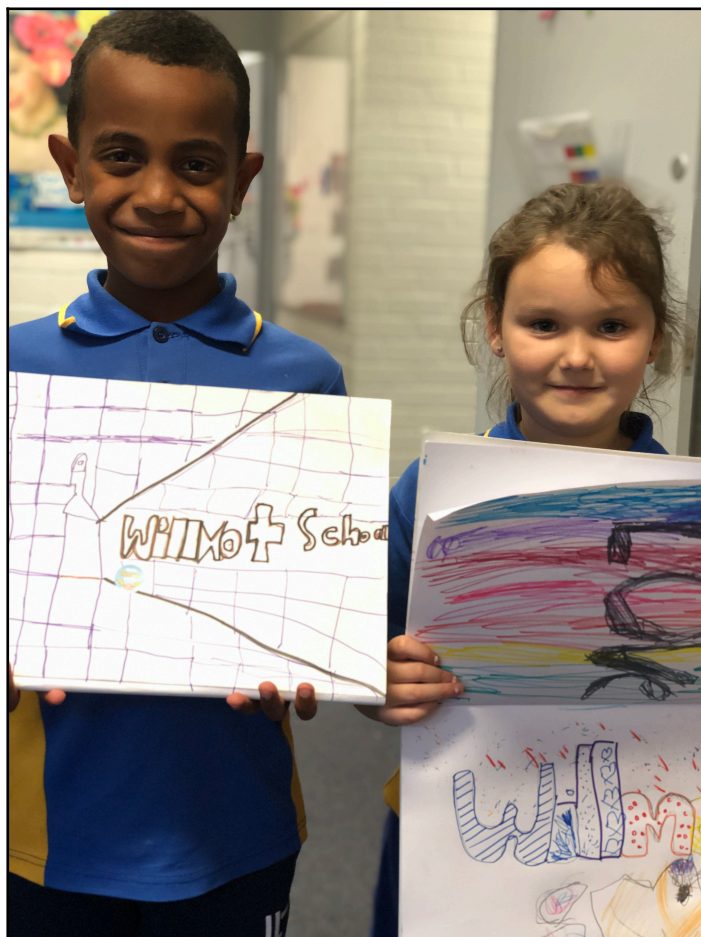
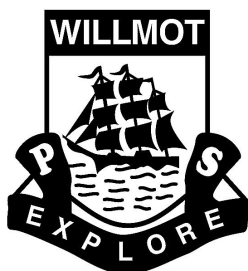


Willmot Public School Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Willmot 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.

Anne Denham

Principal

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Message from the Principal

Willmot Public School is a small school with a vibrant culture that reflects the many backgrounds of our students, teachers and our community. Our students, families, and community are firmly at the centre of all we do.

In 2018, we have continued to work closely with local community partners like Willmot Hub, Jesuit Services, The Hive and many others to bring the best possible services and support that enable our students to learn and achieve to their full potential.

Within the school, we are proudly supported by the active PATCH – Parent Action Team Community Helpers – a band dedicated volunteers who give practical support to parents, teachers and community members alike. 2018 provided us with many opportunities to work together to achieve the best results possible for our children and our families. The way our community engages with Willmot PS really sets us apart.

Creative and responsive teaching and learning programs are delivered daily by our wonderful teachers, providing opportunities for our students to be taught much more than the 'basics'. The parents visiting our learning environments during 2018, also found a very strong focus on teaching (and empowering) our students to be safe, respectful learners who take responsibility in their progress.

The results of the annual statewide 'Tell Them from Me' survey, once again informed us that our students consistently rate their teachers as caring, friendly and fair. They express more happiness with their school life than half of all that take the survey, and have more positive and optimistic hopes for their futures.

Our door is always open. We're here to teach your children well, and to help you do the same.

School background

School vision statement

Willmot Public School is a caring and responsive school focussed on building quality learning environments, quality teachers, and quality leaders. Students are at the centre of every decision, with our primary goal of growing their understanding of themselves as active learners in an ever-changing and sometimes challenging world. We engage children, parents, families, and community partners in supporting our students' progress through schooling, and provide them with rich and deep learning experiences, and productive personal development and citizenship opportunities. Together in Willmot, we work united and collaboratively to achieve the best outcomes for our students and families.

School context

Willmot Public School (enrolment 152 students, including 38 Aboriginal students and 41 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 *PATCH (Parent Action Team Community Helpers)*, the *Willmot Community Hub*, and the *Together in Willmot* Collective, in partnership with *The Hive*, Mt Druitt.

The school is committed to building partnerships with external agencies and working within networks of schools to achieve successful learning outcomes for students. The school hosts on site, the Jesuit Social Services *Starting Over* team, and an itinerant team of teachers supporting students with hearing disabilities.

Significant programs to support student learning include *Early Action for Success*, *Ngroo* education program, and the *Middle Years Project* in conjunction with Noumea PS and Chifley College, Shalvey Campus.

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

Learning domain assessment results

In the Learning domain we have self-assessed our practices as at the level of sustaining and growing. The area of Wellbeing is a stand out for us, and our staff believe we are excelling in this area. This is partly due to the recruitment of a highly skilled teaching team and support team, who are constantly self-reflecting on ways to support the wellbeing development of our students.

The area for development that we are continuously working on in the Learning domain, is improving student performance. Whilst our internal data indicates that individual student growth is improving at higher than expected levels, our external data like NAPLAN, does not tell the same story. We are working hard to try to bridge these differences between our data sources.

Teaching domain assessment results

In the Teaching domain we have self-assessed ourselves as a whole school as at the sustaining and growing level. The Teaching domain area covers the following elements: effective classroom practice; data skills and use; learning and development; professional standards.

All of our teachers have attained the Proficient teaching standard certification as governed by the NSW Educational Standards Authority (NESA). Teachers are working at maintaining their accreditation by participating in evidence-based professional learning that encompasses both registered professional learning hours and teacher identified professional

learning hours. Teachers engage in a rigorous process developing professional development plans, including goal and activities to support the implementation of their activities; self-assessment and review cycles with their colleagues and their mentors and supervisors; and a final review cycle that is signed off on, by both the teacher and the Principal.

Leading domain assessment results

In the Leading domain we have also self-assessed ourselves as a whole school as at the sustaining and growing level working towards the excelling level. The Leading domain area covers the following elements: educational leadership; school planning, implementation and reporting; school resources; management practices and processes.

Our school is constantly working to align resources to need. We access outside agency support for both our students and parents alike. Our Community Liaison Officer is in a critical role, bringing much needed support to our families, while at the same time building a strong core group of volunteers who give their time as PATCH team members or leaders. Community organisations are very receptive and willing participants in assisting us to build a school and community culture of adaptive and resilient people, who work with us to tackle even the most challenging of problems.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Quality Learning, Quality Engagement

Purpose

To build a learning culture 'roadmap' where students have the knowledge, skills and understanding, of how to improve their performance and growth, and where teachers and leaders engage with parents and community about student progress and performance, as well as school-based strategic decisions that are based on multiple sources of data collected and analysed at regular intervals.

Overall summary of progress

Learning Culture: high expectations

Teachers model how to set clear and high expectations with both students and their parents. They provide guides that clearly define expectations demonstrating what student achievement looks like above standards, at standard, and below standard. Teachers communicate that students and parents are active partners in the responsibility for students producing quality work.

Curriculum: Universal Design for Learning / differentiation

Teachers actively involve students and engage parents in planning to support learning (through PLP development,) and share the expected outcomes of the learning.

We have provided targeted teacher professional learning about how to develop quality teaching and learning programs that are adjusted to accommodate personalised student learning needs, ensuring all students are challenged and all adjustments lead to improved learning.

Assessment and Reporting: student and parent engagement

Willmot PS has been continuing to develop effective assessment and reporting systems so that teachers can directly and regularly engage with students and parents, to improve understanding of student learning, and increase parent capacity to support their child's learning at home, thus strengthening student outcomes.

Informal and formal assessments are conducted frequently and as appropriate, reflecting the school's Assessment and Reporting schedule. Students and parents are provided with timely and descriptive information about student progress and results; assessment and reporting approaches and the benefits for student learning, including personalised student assessment and reporting methods.

We are also continuing to provide parents and community with regular student attendance progress reports that potentially link the increase in student outcomes to the increase in student attendance, thus increasing the likelihood that parents will value education and therefore ensure their child attends school on a regular basis.

Wellbeing : a planned approach to wellbeing

Our focus in Wellbeing has been 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. Our suspension data and behavioural data indicates that progress towards achieving this major goal has been sporadic, with students showing improvements for periods of time but then presenting with problem behaviours again after certain events or incidences.

Our student leaders have participated in weekly training to develop and strengthen their leadership skills (provided by The Salvation Army Mentor program).

In Term 4, our leadership team participated in a national Anti-Bullying conference, with information and ideas suggested from the conference being used to guide our planning in this area for 2019. All staff also participated in a theoretical and practical training session on trauma-informed approaches, conducted by the KidsXpress educational team

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the percentage of	1. Purchase of decodable	READING LEVELS DATA

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>students, value-adding to their literacy and numeracy outcomes, as evidenced by internal and external assessment results (based on 2017 value-added results.)</p>	<p>texts – Big Cats and Rising Stars (approximately \$8000)</p> <p>2. NGROO (Indigenous Advancement Strategy) funding for an Aboriginal SLSO – \$9000</p> <p>3. SLSO support for classrooms = \$325,000 total cost (this figure will be broken down further against the key initiatives resource section.)</p>	<p>Year 1</p> <p>30% of students achieved significant growth in reading levels from Term 1 to Term 3, with effect sizes ranging from 0.5 to 1.73. The overall group effect was below target. In response to this data, in 2019 we are implementing targeted interventions including Mini-Lit and additional support for reading groups in stage 1.</p> <p>Year 2</p> <p>33% of students achieved significant growth in reading levels from Term 1 to Term 3, with effect sizes ranging from 0.5 to 0.86. These results however are somewhat skewed by the number of students reading above grade level (38%) who achieved lower rates of growth with the focus more on enriching skills. For example, one student was already reading at level 30 so did not show progress on this measure, because level 30 is the top level. This impacted on the overall group effect size, which was 0.4.</p> <p>Year 3</p> <p>56% of students achieved above the expected growth with effect sizes ranging from 0.45 to 1.06. The overall group effect size for year 3 was 0.53.</p> <p>Year 4</p> <p>17% of year 4 students achieved growth above the expected level, with effect sizes ranging from 0.52 to 1.04. Two students achieved zero growth due to already achieving Level 30 in Term 1. The overall group effect size 0.29 is limited due to the ceiling at Level 30. In response to this issue we are trialling different assessment measures in 2019 for students reading above level 30, to improve the validity of our data.</p> <p>Year 5</p> <p>27% of year 5 students achieved above the expected growth level, with effect sizes ranging from 0.5 to 0.86. The overall group results here are again skewed by 33% of students already achieving level 30 in Term 1.</p> <p>Year 6</p> <p>65% of students had already achieved Level 30 at Term 1 so were unable to show growth. Of the remaining 35%, 50% achieved above expected growth, with effect sizes ranging from 0.64 to 1.28.</p> <p>WRITING DATA</p> <p>47% of students showed above expected growth in narrative writing. Analysis of the data in term 3 identified 2 aspects of writing that could benefit</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase in the percentage of students, value-adding to their literacy and numeracy outcomes, as evidenced by internal and external assessment results (based on 2017 value-added results.)</p>		<p>from targeted intervention – use of paragraphs and sentence structure. A focused 5 week intervention in Term 4 for stage 2 and 3 yielded a group effect size of 1.31 for use of paragraphs and 0.59 for sentence structure. This effect size shows significant growth in students' skills.</p> <p>SPELLING</p> <p>The Words Their Way assessment showed significant growth across all stages. In stage 1, students improved significantly, with an overall group effect size of 0.76. Stage 2 students also showed above expected growth with a group effect size of 0.68. For Stage 3 the group effect size was 0.22. However, this is not an accurate reflection of growth with many students scoring highly on the test in both Term 1 and Term 3, and progressing to higher levels in the spelling program. Assessment procedures will be reviewed for 2019 in order to more accurately measure the growth in spelling for stage 3 students.</p> <p>NUMERACY</p> <p>Years K–2</p> <p>62% of students in Year one met the EAfS numeracy benchmark in early arithmetic strategies; that is, they can determine the total of two quantities whose sum is between 12 and 20, without counting objects.</p> <p>83% of Year 2 students met or achieved above the EAfS numeracy benchmark in early arithmetic strategies; that is, they use counting on and back, or flexible strategies to find the sum or difference.</p> <p>Years 3–6</p> <p>62% of students in Stage 2 and 3 showed significant growth in numeracy, with effect sizes ranging from 0.62 to 1.82.</p>
<p>Increase in number of students accessing rewards for expected behaviours; and a decrease in number of students referred for problem behaviours and complex case management.</p>	<p>1. Awards / rewards system maintenance cost = \$2,000</p>	<p>Prize bank – Higher levels of participation from K–2 students. A special Halloween banking day and lunchtime disco was popular with all students in Term 4. On several occasions the data recording system has proved unreliable due to high volume of students accessing lunchtime banking and student helpers learning the recording system.</p> <p>Reward days – 16–22 students participated each term. Movie and popcorn reward, Escape room, Park excursion, Candy bar treat afternoon. Students who participated gave positive feedback about the sessions.</p> <p>Principal awards– Increasing numbers receiving awards this year, with 21% of students receiving the highest award, a PBL medallion.</p> <p>Self-assessment trials – overwhelmingly positive</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase in number of students accessing rewards for expected behaviours; and a decrease in number of students referred for problem behaviours and complex case management.</p>		<p>feedback from teachers from trial in Term 4. In initial trial classes (Orange, then Aqua), this approach provided opportunities for rich discussion about behaviour expectations and promoted reflection by students. Students use this information to set appropriate personal behaviour goals, aligning with visible learning approaches used in academic learning.</p> <p>New behaviour slips trialled that match the EBS4 system. Initial review suggests little impact.</p>
<p>Increase in number of parents indicating that they support their child's learning at home and school (based on 2016–2017 baseline data).</p>	<p>Teacher interviews (no additional cost as conducted after school hours.)</p> <p>PLP meeting cost – teacher release costed against strategic direction 2.</p>	<p>Although the Tell Them From Me Survey was not completed with parents during 2018, we were still able to gauge parents level of interest and capacity to support their child's learning at home.</p> <p>A 25% increase in parents attending our Meet the Teacher/ Community BBQ afternoon was noted by the parents and agencies that were in attendance.</p> <p>A 28% increase in the number of parents attending Parent Teacher interviews during the student mid–year reporting cycle. Teachers also indicated that the parents attending the interviews seemed very focussed and keen to learn ways to help their child at home with their learning.</p> <p>A 32% increase of parents returning signed Personalised Learning Plans for their child. Teachers also noted an 11% increase in the number of parents attending the PLP meeting for their child.</p> <p>In general, teachers and admin staff also noted an increase in parent engagement in whole school activities such as the Cross Country and Easter Hat Parade.</p>

Learning Culture – high expectations

Our school leadership team, Learning and Support Team, and teaching team, will continue to work with parents / carers, helping them to develop greater capacity to support their child's learning at home and at school.

Curriculum: Universal Design for Learning / differentiation

Universal Design for Learning is a concept that our school has taken on over the past 18 months. We will continue to work through this model of curriculum design and implementation, with a goal toward greater curriculum accessibility for all students. We will also work on further developing engaging learning environments and quality and differentiated learning opportunities that will support student successes.

Assessment and Reporting: student and parent engagement

In 2019, we will continue to review our assessment and reporting procedures, ensuring that we create ample opportunities for parents to engage with teachers so that they are fully aware of their child's progress and performance results.

We are working towards implementing a system that is more accessible to parents, as well as providing opportunities for students to be more involved in the assessment and reporting cycles, as key contributors and communicators of their own learning.

Wellbeing: A planned approach for wellbeing

Our Learning and Support Team will focus on the following priorities for the 2019 school year:

- communicate clearly to parents, students and staff at the start of each year re the PBL systems to ensure understanding.
- survey students for feedback and ideas about prizes and rewards, review and refine recording systems for numbers using the bank as well as classroom data.
- ensure teachers understand the purpose and importance of behaviour data ie. funding applications, SLSO allocation. Engage teachers in ongoing discussion re: consistent teacher judgement in description and recording of behaviours in EBS4.
- class teachers to collect and monitor behaviour data to report each month to stage meetings to increase collegial discussion and support re strategies for managing students with challenging behaviours.
- teachers to agree on and use a centralised system for recording principal level awards eg. EBS4, and feedback given to teachers each term to ensure accountability.
- revise trauma informed practice and support teachers to further embed this practice in classrooms and across the school – more supportive approach may facilitate increased numbers accessing rewards.
- revise PBL displays in classrooms, update and revise teachers' use and students' understanding of displays.
- embed self–assessment as a means for achieving Principal's awards. Inform parents about the specific expectations for each stage and achievement level.

Strategic Direction 2

Quality Teaching, Quality Teachers

Purpose

To maximise student outcomes through effective classroom practice, including high expectations and innovative practices; evidence-based teaching, where student data and feedback drives teachers' planning and programming; and teacher professional learning including regular collaboration, professional dialogue, feedback and reflection is embedded in whole-school systems and practices.

Overall summary of progress

Effective Classroom Practice

Teachers were provided with opportunities for to engage with the NSW Syllabus documents; quality lesson development and implementation; and to develop personalised student literacy and numeracy learning intentions and success criteria, using the *National Literacy* and *Numeracy Learning Progressions*.

Learning and Development and Professional Standards

Teacher needs and improvement in teaching practice were addressed through coaching and mentoring teachers, including in-class coaching, demonstration lessons, observation and feedback/reflection. All staff were supported by mentors to develop PDPs that aligned with the school's strategic directions and professional learning was planned to support their respective goals across a range of focus areas including:

- visible learning
- behaviour management
- supporting students with speech and language needs
- trauma informed education
- phonics and phonemic awareness
- spelling

Collaboration, Expertise and Innovation

School-wide infrastructure was developed to support teacher learning of innovative, evidence-based practices, and 'golden-time' for critical partners to meet regularly to analyse their data/practice.

Data Skills and Use

Relevant and meaningful professional learning, and coaching and mentoring support was provided to teachers, to develop their ability to both interpret and analyse data, in particular, the new *National Literacy* and *Numeracy Learning Progressions* and *PLAN2*. Professional learning for staff was also delivered based on the assessment that drives one of our universal programs– *Words Their Way*. Teachers learned how to analyse data from the assessment and use this information to group students, determine a starting point for learning and to inform the learning ongoing. This focus on data analysis to inform teaching and learning yielded great results with an effect size of the program in years K–3 reaching 0.65.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff effectively engage in the <i>Performance Development Planning</i> process resulting in high performing teaching staff as measured against the Australian Teaching Standards.	1. PDP's completed as part of teachers' regular release from face-to-face time (no additional cost to school)	1. Instructional Leaders assisted staff to develop focussed PDPs that not only helped the teacher to grow their knowledge and improve their practice, but also helped to improve student outcomes and achieve our school plan targets. 2. Teachers' PDP goals and accreditation influenced whole school professional learning decisions. 3. All teachers K–6 submitted PDPs which included

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff effectively engage in the <i>Performance Development Planning</i> process resulting in high performing teaching staff as measured against the Australian Teaching Standards.		their SMART goals for 2018.
100% teachers demonstrate a comprehensive understanding and application of lesson planning and implementation; and the effective teaching cycle.	1. Planning days for teachers = \$7,440 for casual relief costs	<p>1. Teachers' class lessons in both literacy and numeracy were videoed for reflection and feedback as evidence for their PDPs.</p> <p>2. The Quality English Block and Quality Maths Block documents were reviewed in term 1. Teachers were videoed to record their responses to this TPL and how it informs the effective teaching cycle. Teachers reported that these documents provided a research-based structure to their lessons as well as a resource of innovative practices they can include in their teaching practice.</p> <p>3. Literacy and numeracy interventions were developed with class teachers, the Instructional Leader and the LaST based on student data, in particular the new learning progression. Interventions were demonstrated and observed by the Instructional Leader and an analysis of data in term 4 indicated an increased effect size over 0.4 in the majority of students requiring Tier 2 and 3 support.</p> <p>4. Teachers analysed learning progressions data regularly to ascertain the success of interventions. This made interventions more accurate and effective, as teachers identified student growth and grouped students accordingly. Growth was evident in increased effect sizes over 0.4 for most students.</p> <p>5. Students were videoed after whole class quality teaching programs to explain their new knowledge. Students were able to explain the teaching strategies they used that improved their learning. Students were also able to discuss their future learning goals based on the progressions 'I can...' statements and Bump Up walls.</p>
Increase in the quality, validity, and reliability of student data, resulting in more effective personalised student learning goals.	1. PLP writing days for teachers and data entry = \$7,440	<p>1. Creating a document aligning the progressions to the syllabus has given K–2 teachers a deeper understanding of the relationship between the syllabus and the progressions.</p> <p>2. Teachers used their monitoring tools to upload data into PLAN 2. Teachers are now more effective in developing and adjusting programs based on this data, so as to personalise the learning for all students.</p> <p>3. Student growth was determined by data and the effect size average was 0.5</p> <p>K–6 teachers are effective in regular and accurate PLAN 2 data entry and use this knowledge when reporting to parents.</p>

Effective Classroom Practice

After lesson observations that occurred in 2018 (video evidence collected); lesson plans development, delivery and evaluation across all key learning areas, will continue to be a broad focus in 2019.

K–2 teachers will continue to receive professional learning around the latest research on the use of decodable texts and how to integrate them into their reading groups.

Learning and Development and Professional Standards

Demonstration lessons by the Instructional Leader and visiting Instructional Leaders will continue to model effective strategies in both literacy and numeracy e.g. whole class *Number Talks*, *Sentence Wall* reading, *Word Talks* and the use of rich texts as mentor texts for writing. K–6 teachers will continue to be videoed in order for them to analyse, reflect and improve their own practice, with the assistance of a critical partner.

Collaboration, Expertise and Innovation

EaFS planning days will continue to involve K–6 teachers in collaborative analysis of writing samples and aligning the samples to English Syllabus content descriptors and literacy learning progressions.

Teachers will continue to involve themselves in a framework of self-improvement that aligns their efforts to the Australian Teaching Standards, e.g. professional literature reading, responding to advice from Instructional Leaders and peers, watching demonstration lessons, re-familiarisation with Quality Literacy / Numeracy Block structure and the implementation of the resources in the Quality Literacy/Numeracy folder, shoulder-to-shoulder student assessment and analysis, familiarisation with Instructional leader's demonstration lessons.

Data Skills and Use

Teachers will be recorded / videoed to provide evidence that students are self-assessing and that learning goals are visible and being used in the classroom. Further professional learning about visible learning strategies will be offered.

Teachers will continue to collaborate with their stage partner/s to develop a common understanding of progression indicators and consistent teacher judgement when entering data into PLAN 2.

The student assessment folder will be reviewed, refined and updated to become a working document/resource for teachers to perform formative and summative assessments.

Strategic Direction 3

Quality Leadership, Quality Leaders

Purpose

To develop a responsive, purposeful, resourceful, and proactive, instructional leadership team, that supports a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

Overall summary of progress

Educational Leadership: Instructional Leadership

Instructional Leaders have engaged in targeted professional learning that directly relates to their work.

Instructional Leaders are creating a sustainable culture of reflective practice by interacting with teachers, posing questions and scenarios, building teacher capacity, based on empowerment and recognition of teachers' professionalism.

Parents were timetabled to assist teachers in the classrooms during group work. Professional Learning on The Smith Family's 'Let's Read' program including teachers, SLSOs and parents, provided information on both the importance of developing literacy learning in the home and the practical ways of implementation. Furthermore, the Instructional Leader met with parents in the transition to school program to discuss literacy and numeracy strategies that can be used at home, including the 'Let's Read' and 'Let's Count' resources being allocated to each family.

Our relationship with Kids Early Learning long daycare centre, and Families Connect NSW, meant that we were able to continue with the Willmot Wizards school readiness program. Parents are required to attend each week with their pre-school aged child.

Management Practices and Processes: Service Delivery

Provided parents with timely, relevant, and accessible information required to improve their capacity to support their child at school and home, e.g. PLP meetings, parent teacher meetings and interviews, simplifying language in student reports.

Leaders have been developing supportive partnerships that help to identify ways to collectively and positively impact on child and family interactions, involvement, engagement, and connectedness to the school and the wider community.

We have also been working towards streamlining communication systems so that information is central and simplified.

As a result of Fresh Food Thursdays, families were provided varied nutritional options to supplement their meals at home.

As a result of the TAFE courses held at school, parents enjoyed the opportunity to relax and create artworks they could keep. In addition, three of our parents will go on to further study in Community Service and hopefully will be receiving a Diploma upon completion.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in parent engagement in activities led and supported by Instructional Leaders e.g. student data chats; literacy / numeracy workshops (based on 2017 school baseline data and the Erebus Report figure of 14%.)	Wizards Program – teacher cost is funded by Families, Connect NSW. Instructional Leader and Learning and Support Teacher time was provided by the school to lead the Let's Read and Let's Count workshops.	1. Parents have become more willing to assist in classrooms. 2. The Wizards transition to school program for preschools includes the presence of parents and carers. Pre-reading and pre-number tasks are observed by parents and carers so these activities can be duplicated at home. It was observed that many 2018 Kindergarten students came to school more equipped with literacy and numeracy skills than in previous years. 3. The Instructional Leader has completed training

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase in parent engagement in activities led and supported by Instructional Leaders e.g. student data chats; literacy / numeracy workshops (based on 2017 school baseline data and the Erebus Report figure of 14%.)</p>		<p>in both The Smith Family education programs, 'Let's Read' and 'Let's Count' and modelled these activities with the students, to both the Wizard teachers and carers. SLSOs, the LaST and two parents also attended the 'Let's Read' training.</p>
<p>Increase in parent satisfaction about the amount and quality of facilities / programs offered by the school to support students and local families.</p>	<p>0.8 x Community Liaison Officer position = \$67,000 Special day costs = \$6000</p>	<p>Parents demonstrated their satisfaction of facilities and programs in the following ways:</p> <ol style="list-style-type: none"> 1. Leadership and participation in school-wide events such as – Grandparents' Day, Pink Day Support for Breast Cancer, Anti Bullying / Harmony Day, School Discos 2. PATCH–Fresh Food Thursdays. Food donations were provided to the school from external services as well as sourced from Food Bank. The food was offered out to families on a Thursday as a way of meeting a need, as well as building relationships and engaging families. 3. Attendance at TAFE run courses to assist parents in furthering education around Aboriginal Art, developing a career path, an Introduction to Community Services. 4. Attendance at Bootcamp for fitness and wellbeing. <p>As a result of our efforts the following outcomes were achieved:</p> <ol style="list-style-type: none"> 1. Parents felt heard in voicing their requests about opportunities to involve extended family and community, and reported that they were satisfied having contributed to activities that were attended and enjoyed by the school and families. 2. Whole school events also increased awareness of opportunities for parents to get involved at the school and through our PATCH Team (Parent Action Team Community Helpers).
<p>Increase in staff satisfaction with leadership accountabilities and achievements.</p>		<ol style="list-style-type: none"> 1. Teachers demonstrated their increase in satisfaction with leadership accountabilities and achievements, as demonstrated by their achievement of their PDP goals, their self-assessment and critical feedback (videos of teachers as evidence), their contribution to planning and stage team meeting days, their feedback to colleagues and parents about leadership efforts. 2. The Tell Them From Me Survey results for teachers also highlighted some areas for improvement in our leadership practice, e.g. support for teachers with technology implementation, using data to inform practice, improving parent involvement.

Educational Leadership: Instructional Leadership

Increase levels of 'side-by-side' teaching support provided by Instructional Leaders, in direct response to teacher satisfaction surveys, and current levels of teachers' needs.

Continue to develop a 'blueprint' for family and community engagement based on feedback, and resulting in greater parent engagement.

Continue to increase families' knowledge around nutritional needs and diversity of food cooked at home and provided to children for school meals.

Increase staff awareness and connectedness to the content and context of the *Tell Them From Me Survey*, resulting in a more cohesive response from staff to leadership satisfaction surveys.

Management Practices and Processes: Service Delivery

Based on parent feedback, re-invigorate Facebook page and paper copy of school newsletter; provide an independent space in the school where parents can meet, socialise, and plan community-led events.

Continue to create opportunities for TAFE classes to occur, to increase learning opportunities and for parents, and to give parents the opportunity to try out work experience options.

Establish a cycle where at least one event per term is held that incorporates the school and/or extended community that increases awareness of issues in our wider community and allows parents the opportunity to be involved.

Continue to work closely with staff and community partners, ensuring a deep understanding of school and community held priorities and a commitment to achieving shared accountability and continuous improvement.

Ensure that we capture parent and community organisations satisfaction data about the quality of facilities / programs offered by our school to support student and local families.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	NAIDOC Grant = \$2,500 Aboriginal Education Officer = \$72,000 Aboriginal School Learning Support Officer = \$65,000 NGROO (Indigenous Advancement Strategy) grant = \$4,500 Ngara Wumara project funding support to release teaching staff to attend professional learning = \$1,800	<p>1. Our Aboriginal Education Officer and Aboriginal School Learning Support officer have been engaged in a number of projects supporting the implementation of the Indigenous Advancement Strategy. An example of this is the <i>Ngara Wumara</i> project: As a result of our involvement in this program, we are using NAPLAN data to identify students who scored in the top 2 bands to target a "Growing the Green" program. That is, providing input to either achieve or maintain at least grade level performance, or above, where possible.</p> <p>Mindfulness is also seen as a useful practice in promoting wellbeing – a system for providing structured positive feedback to build students. This links with our school plan's emphasis, on feedback as a part of visible learning, as a wellbeing /trauma–informed focus.</p> <p>2. NAIDOC Celebrations: Willmot celebrated the NAIDOC day's theme for 2018, 'Because of Her We Can'. We invited the Elders from Baabayan to attend to celebrate all of the support they give our young Mums and bubs and the Mt Druitt community. We also ran workshops with cultural perspectives where students rotated between activities.</p> <p>3) A major area of work for our Aboriginal Education team is improve and enhance service delivery for our Aboriginal students. Our Aboriginal Education Officer, has been busy liaising with and supporting a few organisations in our area to support the inclusion of Aboriginal cultural perspectives into their programs and practices (For further information, see Aboriginal Education report in another section of this school report.)</p> <p>4) Our Aboriginal Education team has been actively involved in delivering curriculum initiatives this year including: Sydney Opera House arts excursion, Bangarra Dance Theatre professional learning, participation in the Youth EcoSummit, NSW Fisheries excursion to Mt Druitt pool.</p> <p>* There is an full report on Aboriginal Education in the Policy requirement section of this school report.</p>
English language proficiency	Teacher cost for EALD support = \$36,000	<p>1. The Instructional Leader, Learning and Support teacher, and EALD teacher, spent time aligning the English syllabus to the literacy learning progressions. A document has been created for K–6 teachers to ensure that programs are developed based on the syllabus, and that student growth is monitored on the progressions. Linking the syllabus and progressions allows teachers to track student progress using syllabus content descriptors as well as progression indicators. It also</p>

<p>English language proficiency</p>	<p>Teacher cost for EALD support = \$36,000</p>	<p>enabled teachers to clearly see where students from a language other than English background fit on the progressions.</p> <p>2. K–6 teachers are monitoring students, including student from a language background other than English, using individual folders with "I can" statements from the literacy progressions. Teachers are having conversations with each student regarding their progress and student self–assessment. Furthermore, to support our students from diverse language backgrounds, teachers are using visual support aids to remind students of the learning intentions and success criteria, especially in writing lessons.</p>
<p>Low level adjustment for disability</p>	<p>School Learning Support Officers for student assistance in the classroom and playground = \$36,000</p> <p>Release for teachers from face–to–face classroom responsibilities to develop Personalised Learning plans for students = \$4,950</p>	<p>1. Personalised, targeted learning K–2 included whole class, small group differentiated programs and individualised programs in numeracy and literacy based on student data (progressions, whole school assessment and diagnostic assessment). This was decided collaboratively with class teachers, the LaST and the Instructional Leader.</p> <p>2. With the introduction of the learning progressions this year, K–6 teachers used this data to differentiate student learning. The Instructional Leader trained teachers and formed critical partners to develop a common understanding on using the progressions to inform their teaching programs and develop interventions accordingly.</p> <p>3. Interventions were implemented based on the work of Simon Breakspear. Kindergarten phonics, phonemic awareness and additive strategies interventions involved the class teachers, School Learning and Support Officers and the Instructional Leader. Phonics interventions were established and adjusted every five weeks with the collaboration of Stage One teachers, the LaST and IL using PLAN 2 data. These were implemented by the LaST and SLSOs after a number of demonstrations and modelling by the IL.</p> <p>4. Collaboration included a number of ILs from other schools who visited to observe Willmot PS tier 2 and 3 interventions.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Release for teachers from face–to–face classroom responsibilities to attend professional learning or complete student assessment tasks etc. = \$32,040</p> <p>Assistant Principal higher duties allowance = \$20,000</p>	<p>1. The Instructional Leader attended all EAFS one day Roadshows, and the Eastern Creek and Shalvey network meetings, where ILs share their interventions, case management and mentoring/coaching approaches. They also attended the Learning Progression Conference (Perth) and The Effective Learning Conference (Perth) and reported back to staff on targeted programs, interventions and resources. Regular disciplined dialogue assisted consistent teacher judgement in both literacy and numeracy assessment.</p> <p>2. Instructional Leaders and school</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Release for teachers from face-to-face classroom responsibilities to attend professional learning or complete student assessment tasks etc. = \$32,040</p> <p>Assistant Principal higher duties allowance = \$20,000</p>	<p>leadership team delivered teacher professional learning, in the form of staff meetings and in class intervention, communicated current research and practice to both SLSOs and teachers.</p> <p>3. Teacher capacity was built with regular meetings and individual discourse regarding innovative practices communicated by the Instructional Leaders. Sustainable practice was ensured through teacher collaboration.</p> <p>4. Teacher observations, feedback and reflection sessions following IL demonstration lessons, enabled the IL to assess teachers' capacity to differentiate and implement innovative programs at their level of need.</p> <p>5. Side-by-side coaching support included demonstrations and the subsequent videoing of teachers' practice in both literacy and numeracy e.g. Number talks and whole class phonics lessons. Small group interventions based on progressions data, were designed and modelled by the IL to the LaST and SLSOs. Video footage was shared with teachers, who reported the success of the interventions with all three tiers.</p> <p>6. The IL supported the transition to school program (Wizards) including the demonstrations of literacy strategies in comprehension in the Kindergarten classes when visited by the Wizards.</p> <p>7. The Instructional Leader attended a State Department of Education working party with 3 other IL's chosen from around the state and the <i>Early Action for Success</i> (EAfS) State leader. The working party develop a writing moderation resource package for state-wide implementation. The moderation process was shared with other Eastern Creek IL's and teachers at Willmot PS on their EAfS planning day. IL's at other schools reported that they were on a journey to implement the above-mentioned practices back in their schools.</p> <p>7. Training for staff in trauma-informed practice has begun. The adult educator from the <i>KidsXpress</i> Program team, and the DoE Network Specialist Facilitator provided quality professional learning and information and</p>
<p>Socio-economic background</p>	<p>Sporting Schools Grants received = \$10,800 (for the purchase of sporting equipment, coach hire, professional learning for teachers.)</p> <p>School and PSSA Sport subsidies = \$6,000</p> <p>Student assistance subsidies (including uniform and equipment) = \$4,000</p>	<p>1. Wizards is a transition to school program that commences at the beginning of term 3 for 2 hours per week to provide social skills as well as literacy and numeracy readiness for school. Most students attending Wizards came to school in 2018 with social, and literacy and numeracy skills which were generally more advanced than those who did not attend.</p> <p>2. The school subsidised many activities this year meaning that many more students were able to access quality academic and social /</p>

<p>Socio-economic background</p>	<p>Life Education program sponsorship received = \$2,050</p> <p>The Smith Family Learning for Life Scholarships = \$55,200</p> <p>Community Liaison Officer and PATCH Team activities.</p> <p>School Learning Support Officers for student assistance in the classroom and playground = \$217,000</p> <p>Additional admin support = \$110,000</p> <p>Additional student wellbeing programs sourced by leadership team and Community Liaison Officer = paid in kind by KidsXpress, Catholic Care, Mission Australia, Baptist Care Hope Street, Marist 180</p>	<p>emotional programs. Examples of program / event / equipment subsidies follow:</p> <ul style="list-style-type: none"> – School camp, PSSA and school sport, Kitchen/Garden program, Life Education sponsorship, school uniform and equipment, technology equipment for the classroom etc. <p>3. The school continues to fund the Community Liaison Officer program. The Community Liaison Officer (CLO) supports the PATCH Team to conduct community engagement activities and events, coordinate fundraising to support our students and families. The CLO works closely with other key personnel from the <i>Together in Willmot</i> collective, who work towards helping our community achieve their goals. The CLO assists the leadership team to coordinate services and referrals for parents and students, e.g. <i>KidsXpress</i> referrals; <i>Kidzone</i>, <i>Willmot Wonders</i> and <i>Fit for Change</i> referrals; Western Sydney Allied Health Counselling service referrals; Catholic Care Counselling service referrals; School Chaplaincy Program referrals; The Smith Family Learning for Life scholarship referrals.</p> <p>4. The school office is a very busy place with staff needing to learn new operating systems and finance systems. The school leadership team allocates addition funding to support the operation of the office and the library, as well as additional funds for school building and grounds maintenance.</p>
<p>Support for beginning teachers</p>	<p>Beginning teacher program funds for teacher professional learning and release from face-to-face classroom responsibilities = \$6,893</p>	<p>1. Beginning teachers were coached and mentored in quality teaching practices (such as Number Talks, Word for the Day, consistency of teacher judgement in writing assessment and aligning the new learning progressions to the syllabus in both numeracy and literacy etc).</p> <p>2. With the assistance of the Instructional Leaders during beginning teacher release time, beginning teachers developed accurate learning goals for students using 'I can...' statements from the progressions, and 'What am I Learning today!' statements prior to lessons. Teachers used 'I can...' statements and visuals to conference students on their next learning goals.</p> <p>3. The Instructional Leaders spent considerable time during the beginning teacher release time, developing beginning teachers understanding of the progressions, entering accurate data into PLAN2 and understanding links to the syllabus to ensure programs and lessons were differentiated based on progressions data. Lessons were videoed for this purpose and critiqued with the beginning teachers.</p> <p>4. Term 3 beginning teacher professional focused on student assessment. Beginning teachers formulated their own means of</p>

Support for beginning teachers

Beginning teacher program funds for teacher professional learning and release from face-to-face classroom responsibilities = \$6,893

student self-assessment including an individual folder of 'I can ...' statements, table visual support aids and bump up walls with a particular focus in reading and writing.

5. The Quality English Block and Quality Maths Block documents were reviewed with beginning teachers in term 1 to update teachers in the latest research and review the effective teaching model. Beginning teachers participated in professional learning regarding effective interventions in number, talks, phonics and writing. These interventions were demonstrated by the Instructional Leaders.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	77	77	73	76
Girls	75	65	71	74

Our student numbers have hovered between the 145–160 mark over the past 3 years, with similar numbers of boys to girls, and an equal spread between K–2 students and Years 3–6 students. On these numbers, the Department of Education formula allows us to form between 6–7 classes. During 2018, we formed 7 classes.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	88	87.3	92.6	86.7
1	88.5	84.3	86.5	89.5
2	87	88.6	87.7	90.8
3	90.3	91.1	87.3	89.9
4	86.5	89.9	88.8	88.2
5	91	88.1	90.2	90.3
6	92.4	90.4	91.2	89.6
All Years	89	88.4	89.2	89.1
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

At Willmot Public School, student attendance is monitored and managed closely by classroom teachers. An Attendance Team comprising of Assistant Principals, the Learning and Support Team and Home School Liaison Officer supports teachers in their work.

The Attendance Team reviews attendance data on a fortnightly basis. They respond to non attendance in accordance with the Department's school attendance policy and procedures and work together to review, design and implement whole school systems and practices to manage poor attendance.

There are a number of factors that impact families in our community and contribute to the prevalence of poor school attendance. Our school has developed a range of partnerships, systems and practices to support parents and carers to overcome these barriers and encourage daily school attendance with an emphasis on strengthening community engagement. In particular, our relationship with The Smith Family enabled us to refer 80 students to their Learning for Life program in 2018. This program recognises that some students need extra support to attend school each day and provides financial assistance for the cost of education.

The suite of school based strategies in place in 2018 to respond to non attendance include:

- Monitoring data fortnightly
- Phone calls and letters to parent/ carers
- Face to face meetings with parents
- Making whole school and class attendance data visible to the school community
- Rewards for classes and individuals showing improved attendance
- Referrals to Home School Liaison Officer and subsequent Attendance Improvement Plans being implemented
- Students using check-ins with mentor adults in the school
- Personalised learning and individualised instruction
- Teachers trained in Positive Behaviour for Learning and Trauma Informed approach
- Breakfast Club and Fresh Food Hampers weekly

While every effort is made to support families whose children are not attending school regularly, the school's overall attendance rate continues to measure below expectation. We identify a number of contributing factors, and see the high attrition rate of our student population as being significant.

Moving forward, the school has decided to employ an additional HSLO (FTE 0.2) using school funds in 2019 to provide further support for teachers, students and families. This HSLO will be tasked to target students with poor attendance in the early years, acknowledging evidence that suggests intervening early and then providing ongoing support works best.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	10.48
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	3.01

*Full Time Equivalent

Our staff comprises 16% of persons from an Aboriginal background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	21

Professional learning and teacher accreditation

All teachers crossed over to the NSW Education Authority accreditation system during 2018. Teaching staff are tracking their professional learning through an online portal. Over a five year period, teachers are required to complete a set number of registered professional learning hours and a set number of teacher identified hours.

Our leadership team supported one teacher to write and submit their maintenance of teacher accreditation report.

Teachers have also completed a rigorous performance development review involving formal and informal meetings with supervisors, setting personal goals and goals that align closely to our school plan and strategic targets, and informal and formal lesson observations.

Teacher have completed regulatory training during 2018 including CPR and Anaphylaxis training, code of conduct training, child protection training. They have also been involved in internal training provided by our Early Action for Success Instructional Leader.

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	378,463
Revenue	3,020,629
Appropriation	2,982,913
Sale of Goods and Services	1,676
Grants and Contributions	33,675
Gain and Loss	0
Other Revenue	100
Investment Income	2,265
Expenses	-2,871,948
Recurrent Expenses	-2,871,948
Employee Related	-2,607,534
Operating Expenses	-264,414
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	148,681
Balance Carried Forward	527,144

Financial Description

- Our school leadership and finance team meets regularly to consider finances and to align resources to needs. We participate in training provided by the Department of Education to ensure that we are compliant with policy and regulation. your school's financial management processes and governance structures to meet financial policy requirements.
- During 2019 we intend to spend funds on updating resources in mathematics, replacing classroom technology equipment, updating the library resources, improving the school's grounds and gardens.

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	1,394,820
Base Per Capita	27,845
Base Location	0
Other Base	1,366,975
Equity Total	538,955
Equity Aboriginal	72,842
Equity Socio economic	302,344
Equity Language	30,619
Equity Disability	133,149
Targeted Total	184,433
Other Total	635,785
Grand Total	2,753,994

of 20% across reading, writing, spelling and grammar. This significant shift from the bottom to middle two bands is the result of intensive support injected into students K–2 through the Early Action for Success initiative. Year 5 also demonstrated a reduction in number of students performing at or below NMS in reading, spelling and grammar.

Our students demonstrated greater average scaled growth in grammar, punctuation and spelling than other similar schools.

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.

Due to small cohort sizes, NAPLAN data may not be statistically reliable. However, NAPLAN value added scores report the school to be at Delivering across all ages and stages.

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.

The school has worked to reduce the number of students scoring at or below national minimum standard (NMS) in literacy. In 2018, the number of year 3 students at or below NMS decreased by an average

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	12.5	37.5	25.0	12.5	12.5	0.0
School avg 2016-2018	22.9	22.9	29.2	14.6	8.3	2.1

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	61.5	23.1	15.4	0.0	0.0	0.0
School avg 2016-2018	42.9	25	25	7.1	0	0

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	11.8	23.5	47.1	11.8	5.9	0.0
School avg 2016-2018	14.6	27.1	25	20.8	10.4	2.1

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	18.8	25.0	18.8	25.0	12.5	0.0
School avg 2016-2018	20.8	16.7	25	22.9	14.6	0

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	12.5	12.5	43.8	25.0	6.3	0.0
School avg 2016-2018	10.4	22.9	37.5	18.8	10.4	0

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	21.4	14.3	14.3	50.0	0.0	0.0
School avg 2016-2018	22.4	29.3	22.4	22.4	3.4	0

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	23.1	30.8	38.5	7.7	0.0	0.0
School avg 2016-2018	21.8	38.2	18.2	18.2	3.6	0

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	0.0	28.6	21.4	35.7	14.3	0.0
School avg 2016-2018	15.5	15.5	31	25.9	12.1	0

In numeracy, the number of year 3 students recording results at or below NMS in numeracy decreased slightly, while year 5 results showed an increase. Year 3 students outperformed year 5 students in questions related to data, chance and place value. This is clear evidence that early interventions and targeted programs are achieving the expected impact in years K–3. The school has identified measurement and geometry as an area for improvement.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	6.3	50.0	31.3	6.3	6.3	0.0
School avg 2016-2018	10.6	44.7	29.8	12.8	2.1	0

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	15.4	61.5	15.4	7.7	0.0	0.0
School avg 2016-2018	17.9	46.4	26.8	7.1	1.8	0

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

Willmot Public School is committed to working towards achieving the *Premier's Priorities*, that being to increase the proportion of NSW students in the top two NAPLAN bands. In 2018, an average of 3.39% of our year 3 students scored in the top 2 NAPLAN bands in Numeracy and Reading. In terms of improving education outcomes for Aboriginal students, the average scores for Aboriginal students in year 3 were high than non-aboriginal students.

Parent/caregiver, student, teacher satisfaction

As part of our school-wide satisfaction assessment processes undertaken in 2018, 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: 71% *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: 71% *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: 63% *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: 46% *NSW Govt mean: 36%

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

*School Mean: 6.0 *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.

*41% 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%.

*23% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for this category is 26%.

*23% of students were not confident of their skills and found English, Maths or Science challenging. The NSW Govt norm for this category is 14%.

*13% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.

TEACHER SURVEY RESULTS – Eight Drivers of Student Learning

Leadership

*School Mean: 7.0 *NSW Govt mean: 7.1

Collaboration

*School Mean: 7.1 *NSW Govt mean: 7.8

Learning Culture

*School Mean: 7.0 *NSW Govt mean: 8.0

Data Informs Practice

*School Mean: 6.6 *NSW Govt mean: 7.8

Teaching Strategies

*School Mean: 6.9 *NSW Govt mean: 7.9

Technology

*School Mean: 4.6 *NSW Govt mean: 6.7

Inclusive School

*School Mean: 7.6 *NSW Govt mean: 8.2

Parent Involvement

*School Mean: 5.6 *NSW Govt mean: 6.8

PARENT SATISFACTION RESULTS

Although the *Tell Them From Me* survey was not completed with parents during 2018, we were still able to gauge parents level of interest and capacity to support their child's learning at home.

A 25% increase in parents attending our Meet the Teacher/ Community BBQ afternoon was noted by the parents and agencies that were in attendance.

A 28% increase in the number of parents attending Parent Teacher interviews during the student mid-year reporting cycle. Teachers also indicated that the parents attending the interviews seemed very focussed and keen to learn ways to help their child at home with their learning.

A 32% increase of parents returning signed Personalised Learning Plans for their child. Teachers also noted an 11% increase in the number of parents attending the PLP meeting for their child.

In general, teachers and admin staff also noted an increase in parent engagement in whole school activities such as the Cross Country and Easter Hat Parade.

Policy requirements

Aboriginal education

This year has been very productive with a clear focus on Aboriginal Education and the wellbeing of Aboriginal Students, including our non-Aboriginal students and communities.

KEY PROCESS 1: IMPROVING AND ENHANCING SERVICE DELIVERY

Sandra Hickey, our Aboriginal Education Officer, has been busy liaising with and supporting a few organisations in our area to support the inclusion of Aboriginal cultural perspectives into their programs and practices.

The Willmot Hub and The Hive, Mt Druitt

These services supporting Aboriginal families are setting up and encouraging Aboriginal input from our Aboriginal Education Officer (AEO) and other Aboriginal Elders in the Mt Druitt area concerning the welfare and wellbeing of Aboriginal families. These services are now making connections to families and putting things in place to support the families in Willmot. We worked

alongside our Aboriginal parents to create a traditional Aboriginal Foods Garden at the Willmot Hub. It is a special place that is regarded with respect. We plan on inviting Chef Mark Olive (The Black Olive) to the Hub to show us what we can make with the traditional foods we have planted.

Our AEO Worked with and supported a NAIDOC event at The Hub which was a great success. Five of our Elders attended to open the day. It was a great day.

The Hub also supports the families in Willmot after school with a program that allows the kids to explore their imaginations in a safe environment with supervised activities. They have games and painting, amongst other activities. The program runs from 3.00pm until 5.00pm, with most of our students attending. This alleviates a lot of concern for parents knowing their child is in a safe environment, in particular the Aboriginal youth who genuinely need to be involved in this type of positive environment. Parents are more at ease knowing their child attends the Hub.

The Hub also runs movie nights and shows Aboriginal movies such as Bran Nue Day. This movie was chosen to celebrate the contribution Rachel Perkins has made to Aboriginal issues. This was keeping in line with the NAIDOC week theme, 'Because of her we can'.

With the support from The Hub some of our parents have completed courses and are now qualified in their fields. The Indigenous parents enjoy going to the Hub and have formed strong relationships with the workers and other parents attending the Hub.

The Hive has also been working in Willmot to create an early learning environment where parents feel comfortable to bring their children for social interaction. Our AEO has been working with The Hive to ensure that cultural perspectives are included in their play-based activities. This is a great playgroup where everyone supports everyone and Aboriginal kids and parents feel welcomed.

Jesuit Social Services

Our Aboriginal Education Officer has collaborated with this service regarding the Aboriginal community and how they can support these families to dissolve some of the problems they may be experiencing. The Jesuit service has met with the Elders and community people to ensure a relationship is formed with our school community and the wider community. Our AEO attended and was actively involved in a focus group meeting, problem solving about men's health. This was very informative and thought provoking about the way we speak to young men, especially when the language we use, can influence their decision making process in the future.

Our AEO also organised for the local Aboriginal Elders to meet with the Start Strong program coordinators (based on Willmot PS grounds as part of a Community Use Agreement.) The Elders spoke about some of the issues facing Aboriginal people in the Mt Druitt area.

Our AEO has also spoken with the Jesuit Social Service coordinating team, about applying for The Indigenous Advancement Strategies funding to support their work with The Indigenous parents, youth and young offenders in our community, with a goal of increasing the employment of Indigenous parents.

Marrin Weejali

This service provides support for Aboriginal families in the Mt Druitt area, experiencing drug or alcohol issues, including mental health. Willmot PS has accessed this service for their visiting Optometrist. We have our Aboriginal students' eyesight checked resulting in some of our students requiring glasses. A total of 25 students have accessed this service during 2018. This service has proved to be valuable to Willmot PS as trusting relationships continue to develop.

Students have commented that they can see the classroom displays much better and can complete their work on time.

Greater Western Area Health Services (GWAHS)

This service provides a variety of services to the community where schools can access their services. We have used GWAHS to provide referrals when needed, for speech, GP referrals to specialist, and Dental. Our AEO has supported our students when they have presented at school with various dental needs. The AEO works with parents to seek permission to access much needed dental services.

Our AEO is organising a day for our Willmot staff and for local AEO's to visit GWAHS to determine what they have available that schools can tap into.

Western Sydney Area Health

Willmot PS has accessed this service to have our students hearing tested, determining who has a hearing loss, needing ongoing treatment. The service determined that some of our students had significant hearing loss or a middle ear infection. We were able to identify 'glue ear', and students that will suffer from Otitis Media during the winter months. We were also given strategies to support the ongoing treatment and how to teach students experiencing hearing loss in particular the silent letters of the alphabet. Some students with hearing loss are now being treated by their General Practitioner. This is a valuable service for student wellbeing and health.

Justice Reinvest

This program from the Attorney General's Justice Department, is beginning to look at the relationships between the Mt Druitt police and the Aboriginal community. Our AEO has offered some advice on improving police relations within the Aboriginal community. We aim to work closely with this organisation during the 2019 school year.

Aboriginal Catholic Services

Our AEO attended Catholic Services at Mamre House, including a tour of the Aboriginal site on this property, a healing ceremony, and a talk about the Men's Shed program. We are looking to extend our involvement with Aboriginal Catholic Services in 2019, with a clear aim of accessing better support for our local Aboriginal families.

KEY PROCESS 2: INDIGENOUS ADVANCEMENT STRATEGY

Connected Beginnings

Our Aboriginal Education Officer and Principal have joined Connected Beginnings as executive team members. This federally funded initiative aims to support Aboriginal families with school readiness and transition needs for their children. We looked at supporting these identified children with their learning. We have supported some preschools with Aboriginal perspectives and worked closely with teachers and staff to ensure a smooth transition into pre-school. We engaged some Aboriginal services to assist with hearing and speech assessments before children start school. We met with community members on issues they might face when their child is transitioning to school.

NGROO

This year we sourced an Aboriginal School Learning Support Officer (ASLO) to support Aboriginal students in Kindergarten and Year 1 who were below expected grade outcomes and / or experiencing significant learning difficulties. Our AEO and Instructional Leader worked alongside the ASLSO to ensure that programs were implemented on a daily basis, tracking student outcomes as they progressed towards their goals. Progress and outcome reports were provided to NGROO on a regular basis. The students have shown movement and can identify sounds, sight words etc. They have improved on their forward counting and being able to identify numbers.

Ngara Wumara

This is a Department of Education initiative, looking at gifted and/or talented students of Aboriginal descent. We have identified Aboriginal students who demonstrate the qualities of gifted or talented students.

After receiving intensive training provided by the Department of Education, our AEO and Mrs Taylor, teacher leader of Aboriginal Education; have identified and assessed students who are possibly gifted and talented. They have completed surveys with the students and implemented an action research project. This program has also been accredited through NSW Education Standards Authority.

The focus of this gifted and talented education initiative, has been the importance of recognising cultural knowledge as a part of giftedness, and using various means of assessment methods, to allow all students to show skills and talents. We are revising school policy to fit in accordance with this.

As a result of our involvement in this program, we are using NAPLAN data to identify students who scored in the top 2 bands to target a "Growing the Green" program. That is, providing input to either achieve or maintain at least grade level performance, or above, where possible.

Mindfulness is also seen as a useful practice in promoting wellbeing – a system for providing structured positive feedback to build students. This links with our school plan's emphasis, on feedback as a part of visible learning, as a wellbeing /trauma-informed focus.

Another area for development has been physical activity, and the importance of physical activity for wellbeing and learning. We have been learning to apply the physical literacy continuum, and building physical activities into lessons across the curriculum for our school community.

Lastly, a spiral approach to developing a local K–6 Aboriginal curriculum, will be our focus for 2019.

We will work to communicate this knowledge to staff and implement programs to support these areas next year.

KEY PROCESS 3: CURRICULUM INITIATIVES

Sydney Opera House

The Arts is an important part of our curriculum. Our AEO has developed a wonderful relationship with Sydney Opera House. We believe that all students should experience the Opera House and to be able to see what goes on in there. Our AEO has organised many visits to the Opera House over the years for all stages at Willmot PS. She likes to plan an Opera House visit at least once or twice a year. K–6 visited the Opera House this year to watch ABC Classic Music for the Dreaming. This show allowed students to see how music can tell what is happening in the show. We then had lunch in the Botanical Gardens and a walk through the Garden looking at the floral displays. It was a great day enjoyed by all.

Bangarra Dance

Our AEO attended Bangarra Dance Theatre to look at how to teach movement through dance. This is also an accredited course through NESAs. She learnt how movement can dictate a story and how music dictates the movement. We spoke about cultural differences and how areas have significant stories. Our AEO was then able to show our students some traditional dance moves and spoke about how dances change depending on the occasion or reason for dancing on communities throughout Australia.

Youth Eco Summit

Our AEO organised our stage 3 students to attend the Youth Eco Summit (YES) STEAM expo at Homebush, Olympic Park. During the visit, the AEO and students and teachers looked at the various displays shown by

organisations and other schools. The students enjoyed moving from one activity to another and experiencing what the organisations had to showcase.

One such workshop was with Rookwood Cemetery where the students were asked to look at the soil content and why they use a certain soil for graves. The students had to determine which soil did not allow water to seep into graves. They had to test different soils and sand to work out which soil or sand was more solid when compacted. We also watched an Aboriginal weapons display and learnt how to get more distance from a woomera (Spear Thrower) than with just their arm. We tried target practice where the students would try to hit a target with a throwing stick and ball. This was really fun for the students.

We also looked at how air can be light or heavy and how air can hold things in the air depending on the force and dispersion of the air. We were shown how to split air by using bows and arrows. This was also fun for the students. Biodiversity related knowledge was gained concerning the aspect of different plant and animal life forms that live in particular areas. In particular we were looking at a frog habitat and the insects that will be eaten. Biodiversity related knowledge and an ecological view have been gained from this workshop. There were just so many interesting things to see and do, and it was a full day of exciting new things to explore.

NSW Fisheries

We were invited by Noumea PS to join in a day of fishing at Mount Druitt pool, fishing for trout. This was a very interesting day and the students enjoyed catching the trout brought up from Tumut Trout Farm. The students were taught safety when fishing, how to check surroundings, making sure they have a hook cover on when not fishing. They had to practise how to throw a line, and how to tie a knot and how to reel in a fish. The fun part came when they started to catch the fish, with all the squeals and shrieks and that was before they even reeled the fish in! The girls did not like to touch the fish but some held them to pose for a photo. The boys absolutely enjoyed the day, and the overall comments were great. We will endeavour to take a larger group next year.

KEY PROCESS 4: COMMUNITY ENGAGEMENT

Art Workshops

Our AEO worked alongside an Aboriginal artist over ten weeks, showing parents how to paint. The ladies did some wonderful art works, learning how to shade, mix colours and design. This program included all parents.

NAIDOC Day

Willmot celebrated the NAIDOC day's theme for 2018, 'Because of Her We Can'. We invited the Elders from Baabayan to attend to celebrate all of the support they give our young Mums and Bubs and the Mt Druitt community. We also ran workshops with cultural perspectives where students rotated between activities.

It was a great day and we all had so much fun. Our AEO was able to demonstrate some games such as kick, the tore and fly; that she played on the mission she went to as a young girl. The students had a wonderful time trying to play these games, and the boys really enjoyed the target practice ball games as well. Art workshops, traditional dances, cooking Johnny Cakes and a song writing class were other activities we conducted on the day. Parents enjoyed the day as much as the teachers and students.

KEY PROCESS 5: STAFF NETWORK AND KNOWLEDGE DEVELOPMENT

Wiyi Yani U Thangani

Our AEO attended a talk from June Oscar, AO, on the social justice for Aboriginal women and girls and what is important to them. It was a very enlightening presentation, and our AEO contributed meaningfully and honestly about the challenges she has faced as an Aboriginal woman in the local community.

Aboriginal and Torres Strait Islander Histories and Cultures Network

Our AEO presented at a NESA approved professional development day for K–6 teachers, looking at language for a purpose. Our AEO presented about Aboriginal English and how this dialect is used by Aboriginal people throughout Australia. We then took it further and looked at where English originated from, discovering most English words come from the Arabic language.

This presentation provided teachers with a greater understanding of the following:

- Aboriginal people's communication with each other
- Aboriginal English can be the home language of some students
- teaching Aboriginal English can lead into global perspectives, when we also include Polish English and Italian English both dialects of English
- Aboriginal English discussions can identify students that actually translate for their parents.

Professional Development

Our AEO attended local professional development days this year, gaining lots of valuable information and sharing resources with other AEOs. The AEOs get great new ideas from each other on Aboriginal issues and how to implement this into our relevant schools.

As an Aboriginal Education Consultative Group member, our AEO has also sat on various panels as a community member to assist the AECG.

Our AEO attended the Belonging Maps conference at Rooty Hill. This was a very valuable course as it demonstrated a psychological case study of how we can interpret what students put into their maps as part of their lives. This can give schools an insight into what is important to their students and who is important to them, where they go and what they do on the holidays and weekends.



Multicultural and anti-racism education

ANTI-RACISM

In July, Willmot Public School successful in training a staff member to be an accredited Anti-Racist Contact Officer (ARCO). The role of the ARCO is to facilitate the complaints handling process and promote anti-racism education in the school. The training consisted of face to face sessions and independent online learning, which all took place outside of school hours.

The main components of the training were:

- Developing an understanding of racism
- Procedures, policy and legislation
- Skills for ARCOs including resolving informal complaints, listening and questioning skills, conflict resolution skills.

The three major aspects of the ARCO role are a complaints support role, educational role, and monitoring role. The ARCO has been instrumental in including racist comments/actions to be included in the school PBL reporting system; development of a digital complaint register and supported individual students in their understanding of racism. To date all complaints have been managed through informal processes as outlined in the Anti-racism Policy.

Other school programs

CREATIVE AND PRACTICAL ARTS

In 2018, Willmot Public School has continued to empower students to participate and actively engage in Creative and Performing Arts (CAPA) through extra-curricular groups, to support their skill development and to promote and build creative individuals. Willmot Public School offers CAPA extra-curricular opportunities to all students. These opportunities include Infants and Primary Choir and Public Speaking. Each group also had multiple opportunities to perform at both in-school and external community events.

Choir

The Infants Choir, comprised of 19 boys and girls, was led by Mrs D'Amico and Mrs Piotrowski. The Primary Choir comprised of 16 students who were led by Miss Payne and Mrs Bugeja. They rehearsed weekly in preparation for performances at the Easter Hat Parade and Mother's Day Morning Tea for the Willmot Community Group which took place at the Willmot Community Hub. Whole school singing led by classroom teachers has been incorporated within our fortnightly K-6 assemblies and was showcased at Grandparents Day, which took place on 29 November 2018.

Education Week & Book Fair

The staff enjoyed participating in the 2018 Book Fair. They loved dressing up and performing to the story

PS families, students and staff on the success of our book fair! A number of parents and family members contributed to the success of this year's book fair by purchasing books. The money raised from the book fair was used to purchase extra reading resources that support our focus on decodable texts for beginning readers. Parents also had the opportunity to visit classrooms and see students working in their classroom learning environment.

Public Speaking Years 3-6

This year saw the beginning of a new Public Speaking challenge 'The Climb'. This challenge was open to Stage 2 and Stage 3 students from the Blacktown region. Blacktown City Council were seeking two inspiring children to give the keynotes at the Mount Druitt Children's Conference 'The Climb'. Dakoda and Elizabeth were selected to represent Willmot PS. Both students overcame their fear and apprehension and did a marvellous job at delivering some thoroughly entertaining speeches. Dakoda and Elizabeth addressed issues surrounding their local community needs and issues and advocated for child-friendly solutions to local issues and children's rights. The standard was impressive, and it was incredibly difficult for the judges to decide on the winners. Dakoda delivered the winning speech "Changing the World Starts from Me" earning her first place in the senior category. Both Dakoda and Elizabeth were invited to represent our school at the Mount Druitt Children's Conference. Dakoda delivered her speech and officially opened the Mount Druitt Children's Conference which took place on 31st October 2018.

Opera House Excursion

This year K-2 visited the Opera House to see Music Dreaming as told by Bandawang Elder from The Yuin Nation. The students enjoyed viewing and listening to a variety of modern classical music, storytelling and instruments that created sounds from the outback.

LIFE EDUCATION

All Willmot Public School students were given the opportunity to attend Life Education lessons at Life Education's Static Centre near Colyton during the last week of November 2018. The visit was at no expense to parents or the school. This was made possible by a generous benefactor who would like to remain anonymous. The benefactor was sourced by the CEO of Life Education NSW, Kellie Sloan. The value of the donation was \$1600.

All students were given a Life Education booklet which complemented the learning from the lesson at the centre. Approximately 70% of students chose to attend the lesson at the static centre.

This is what the educator had to say about the students at Willmot:

Hi Rosa!

Thank you for your help this year!

I enjoyed the classes. There were some great questions & thoughtful answers especially in the 5/6 classes.

I loved the year 3s today. They were excited about the activities which is awesome!

Have a happy & safe holiday from all of us here at Life Education.

Kind Regards

Janet

KITCHEN & GARDEN PROGRAM

This year we conducted a SWOT (Strengths, Threats, Opportunities, Threats) analysis about our Kitchen Garden Program. Here are the results:

Strengths

1. Kitchen/Garden Program is carried out from Kindergarten to Year 6 with inclusion for Wizards
2. Suitable teaching environment for program implementation, functioning garden and kitchen area
3. Kitchen facilities utilised by community groups to benefit both students and community members
4. Community involvement opportunities both as individuals and through community group participation
5. Students across all grades are engaged in program
5. Opportunities for students to cater for both school and community events
6. Teacher implementing program is trained through Stephanie Alexander Kitchen Garden Program and has completed Introduction to Permaculture course
7. Membership of the Blacktown Sustainable Schools Network
8. Mathematics, literacy, science and art integrated into program
9. Consistent timetable aids functioning of program
10. Students learning life skills through program involvement
11. Students using collaborative group work skills and developing social cohesion
12. Students experiencing community involvement
13. Winners of the Blacktown City Garden Award for Best Educational Learning Environment
14. Orchard has been expanded
15. Chicken flock has been increased
16. Irrigation System has been repaired

17. New kitchen herb garden beds built and donated.
18. 'Waste Free' kitchen implementation
19. Soft plastic recycling
20. 10c drink container collection with funds raised going to the Year 6 Farewell

Weaknesses

1. Accommodating community involvement in diverse learning environments
2. Resourcing and updating resources
3. Weather conditions can have adverse effects on program implementation
4. Shared learning environment results in resource management/ maintenance issues
5. Wide gate access to garden for maintenance purposes
6. Communication within the school and community in regards to the program and services provided from the kitchen

Opportunities

1. Extend program to involve the local preschool
2. Breed chooks
3. Create a community cookbook
4. Networking with Shalvey PS (shared GA)

Threats

1. Funding availability
2. Program staffing sustainability, no other staff are trained
3. WHS guidelines can be difficult to navigate and comply with