

Wilberforce Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Wilberforce Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Wilberforce Public School
Macquarie Rd
Wilberforce, 2756
www.wilberforc-p.schools.nsw.edu.au
wilberforc-p.school@det.nsw.edu.au
4575 1424

Message from the principal

Wilberforce Public School is proud of its outstanding progress towards creating citizens who are engaged learners. 2019 continued the tradition of offering students a diverse learning experience in academic achievement, the performing and creative arts sport and student well-being.

The school's vision statement, "students will develop an understanding of their own learning and build the knowledge, skills and experiences to be Visible Learners, who are actively engaged local and global citizens" reflects an ethos and tradition of Wilberforce Public School. The school's reputation is well-established as providing opportunities for students to seek excellence and achieve their personal best. The school enjoys enthusiastic parent and community support through the Parents and Citizens (P&C) Association and subsidiary committees.

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

Graham Wilkins

Principal

Message from the school community

2019 has been another busy and successful year for the Wilberforce Community and P&C Association. We have continued the tradition of being able to make a significant financial contribution of \$20,000 to the school, having provided funding for technology, grounds improvements and catering for social and community events. Again this year the P&C facilitated the Mother's Day and Father's Day stalls, election BBQs and school disco. The P&C also organised a Night Market which was well received by the community. The success and level of participation has been possible as a result of the outstanding contribution of the many volunteers who give so generously of their time. The P&C coordinated, Canteen and Uniform Shop, have continued to provide outstanding service to the school. I thank the volunteers who donate their time to work in the canteen and who always provide service with a smile and go above and beyond to help out. The P&C executive have worked exceptionally hard to ensure the P&C remains a productive and viable parent organisation, and we look forward to continuing to support the school, students and teachers at our wonderful school.

Fiona Keane– P&C President

Message from the students

This year has been a very special year for us because we were elected to be the School Captains of Wilberforce Public School in 2019. It has been a privilege to be Captains of this school; something we have done with pride.

Being School Captains has made us lots of great memories. At the start of the year, we attended Leadership Camp at

Yarramundi. We were also lucky enough to go to the ANZAC Day Ceremony at Hyde Park with all of the Prefect Body as well as running the school Remembrance Day Service and Presentation Day Assembly at school.

We remember being nervous and excited to move into kindergarten in 2013, 7 years ago. But after the first month or so we were ready to take on the many learning opportunities we had. We also remember meeting our first friends at Wilberforce, and it has been great growing up and learning with such an awesome group of students that are in Year 6 this year.

We would like to thank our families, all the teachers, not only the teachers who taught us this year, but the teachers who were with us the whole way.

This year will probably add up to be one of the best years ever with all the great memories we've made and times we will never forget! All the teachers we've had, all the friends we've made and all the days we've been at this school. We would like to wish the future Prefect Body and all students the best for next year.

Thank you, Wilberforce, for letting us be your Captains for 2019, it has being a pleasure to grow up with such a great community of teachers and friends. From both of us, thank you Wilberforce for the great memories.

Ryan Said and Juliet Rodwell

School Captains, 2019

School background

School vision statement

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

School context

Wilberforce Public School is situated in a semi-rural environment of the Hawkesbury District, north-west of Sydney. The school has 351 students with a dynamic and caring staff, providing a rich and varied learning environment. The school has a strong academic record and this, combined with sound performing arts and successful sports programs, gives opportunities for students to gain a well-rounded education.

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

In the domain of Learning, Wilberforce Public School recognises the strong connection between learning and engagement and strives for success and a positive learning culture. The school is developing a shared language of education through implementing researched based programs, developing collaborative behavioural expectations and student responsibility throughout all school settings. The school has begun implementing evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and learning outcomes. The identification of student needs has been supported through structural reforms to the Learning Support process that ensures equitable academic opportunities. Universal, targeted and intensive learning support interventions have been carefully monitored throughout 2019 to ensure students are making progress toward personalised Literacy and Numeracy learning outcomes. Teachers differentiate curriculum delivery to meet the needs of students, including adjustments to support learning or increase challenge.

Teaching– Wilberforce Public School maintains a focus on quality curriculum delivery and engages in ongoing professional learning, particularly in the area of Visible Learning, writing and numeracy. Reforms to the assessment process, development of assessment schedules and standards have enabled teachers to target specific areas and develop learning based on students' needs. Staff demonstrate collective teacher efficacy and are committed to working together to continuously improve teacher practice and enhance their impact on student learning outcomes. In 2019, the school focused on building a culture of professional collaboration through the systematic implementation of Visible Learning. Staff have attended professional development in evidence-based practice and data use in order to become

more aware of the impact of teaching on student learning. Learning sequences are systematically planned as part of a coherent program that has been collaboratively designed. The school monitors the accreditation status of all staff. All teachers use professional standards and Performance Development Plans (PDPs) to identify and monitor specific areas for development which target priorities in the school plan and meet their specific professional learning goals. The school utilises expertise within the staff and draws on this to undertake professional learning and deliver quality learning programs. An upgrade of ICT school resources has enhanced student learning and facilitated equitable access to technology.

Leading –Wilberforce Public School recognises the importance of leadership in building capacity. The leadership team practices distributive, instructional leadership to improve teaching so that every student can engage in successful learning. In 2019, the leadership team embedded clear processes, with accompanying timelines and milestones, to effectively implement the school plan. Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.

Strategic Direction 1

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

Purpose

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

Improvement Measures

100% of students will use learning intentions, success criteria, self assessments and feedback to achieve personal curriculum outcomes.

95% of students will reflect positively on the learning culture of the school, be able to articulate the qualities of a good learner and state their own learning progressions and expectations.

Over the course of a year, 95% of students will engage in positive behaviour practices in classrooms and the playground.

70% of students will engage in extra curricular activities.

Positive growth for 85% of students in Years 3 and 5 in all aspects of NAPLAN.

Overall summary of progress

Wilberforce recognises the strong connection between learning and engagement. With our ongoing commitment to Visible Learning, we began the process of embedding specific feedback and a shared language approach to learning. Learning Dispositions and Citizen Expectations have been developed as part of our Well-being Policy review. This has also seen a revision of the learning support process, using the three tiered approach to support. Learning programs are reviewed with a focus on literacy and numeracy to develop a more student-centred approach to learning. School-based projects such as the student centred writing goals, as well as opportunities to extend professional learning networks with other schools and organisations, have enabled students to articulate their learning. Students have demonstrated an increased engagement in learning and are able to articulate their goals more succinctly.

Progress towards achieving improvement measures

Process 1: Visible Learning – Develop a framework for the implementation of Visible Learning strategies tailored to the learning culture and environment of Wilberforce Public School.

Evaluation	Funds Expended (Resources)
<p>Learning Dispositions and Citizen Expectations have been evaluated successfully by students, teachers and the community. These will be implemented throughout 2020. Walk throughs indicate that 25% of students can articulate their learning intentions and success criteria in English and Mathematics.</p> <p>Baseline data indicates improved learning culture has lead to a 4% annual increase in students reporting high challenge and high skill level in English and Mathematics (TTFM)</p> <p>A 0.5 increase from 7.6 to 8.1 of students feeling that classroom instruction was relevant, taking the school average above NSW Govt Norms (7.9)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Signage across the school (\$11000.00)

Process 2: Engage Every Student – by implementing targeted wellbeing and curriculum initiatives to increase engagement, address individual student learning needs and improve attendance.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

A 9% increase to 67% of students participated in an extra curricular activity across Years 4–6 (target 70%). (TTFM)

93% of students displayed consistent positive behaviour across the year (target 95%) and 89% of students reporting positive behaviour at school (TTFM).

A 7% increase in students who are interested and motivated to learn compared to 2019 (TTFM).

87% of students have recognised a positive effort in their own learning (TTFM).

An increase from 7.8 to 8.1 of students reporting their classroom is well organised with a clear purpose and they receive immediate feedback. (TTFM).

Funding Sources:

- Operational funds (\$2000.00)

Process 3: Assessment Aware Learners – Students will have a greater understanding of their own learning capacity and understand how to self-evaluate their own work.

Evaluation	Funds Expended (Resources)
<p>Evidence in student self-evaluations in the 2019 reports, showed students have a much greater awareness of learning and what they need to do to succeed in learning, when compared to self-evaluations in previous years (2017). 25% of students can articulate what they need to do to improve their learning. This needs to be a continued focus for 2020.</p> <p>Across all domains, an average 94% of students displayed positive growth for NAPLAN in 2019.</p>	

Next Steps

- * Wellbeing team to lead a process to further evaluate the teaching of Learning Dispositions and Citizen Expectations;
- * Student voice used as one of the main drivers for learning in classrooms;
- * Editing criteria and goals to be implemented into learning programs K–6;
- * Wellbeing team to lead a process to further evaluate the teaching of Learning Dispositions and Citizen Expectations;
- * An evaluation of Wilberforce Public School's wellbeing policy, procedures and teaching and learning programs to ensure they reflect both the NSW Wellbeing for Schools Framework and school values;
- * Wellbeing team to devise a Wilberforce Public School teaching and learning K–6 overview, embedding the new PD/H/PE outcomes, evidence based practices, resources and strategies aligned with Citizen Expectations and Learning Dispositions.

Strategic Direction 2

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

Purpose

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

Improvement Measures

100% of Literacy and Numeracy learning programs will show evidence of differentiation, effective feedback and evidence-based teaching methods.

All student achievement will be assessed using consistent teacher judgement and be tracked and collaboratively recorded using assessment for, as and of learning to determine learning directions and monitor student progress and targeted programs.

All teachers will successfully engage in professional development opportunities and lesson observations related to their PDP to improve teaching practice and maintain or progress their accreditation.

All students will have access to reliable technology and learn from the digital curriculum.

An increase of 15% over 3 years of students achieving in the proficient bands in NAPLAN.

Overall summary of progress

Wilberforce Public School has focused on quality curriculum delivery and engaged in ongoing professional learning, particularly in the areas of literacy, numeracy, data analysis and technology. Staff have collegially developed scope and sequence documents for stages. In 2019, on-going assessment analysis and tracking using PAT testing to monitor student growth has been implemented. Wilberforce has explicit processes to collect, analyse and report specific data on a regular basis. Teachers set clear criteria for student assessment and track student progress. The school staff routinely uses evidence of learning, including a range of assessments, to inform their teaching, adapt their practice and meet the learning needs of students. Staff collaborate and promote consistent and comparable judgement of student learning, monitor student progress and identify skill gaps for improvement and areas for extension. Specific time was allocated to support the TEN program along with lesson observations which enabled teachers to access mentoring and coaching aimed at improving the effectiveness of their practices. Stage 2 teachers were trained in TEN. Building teacher capacity in the analysis, interpretation and use of student performance data has been embedded through whole staff professional development sessions. Wilberforce Public School has ensured that effective and systematic processes are in place to support the ongoing development of teachers at varying career levels. The school implements effective professional learning for induction, ongoing teacher effectiveness and leadership development. Teachers at Wilberforce Public School understand and implement the Australian Professional Standards for Teachers, which is reflected in their Performance and Development Framework goals. Teachers are supported to trial innovative and evidence-based, future-focused practices, evident in the adoption of Office 365 for collaborative practices in stages.

Progress towards achieving improvement measures

Process 1: Professional Learning Culture – based on innovative pedagogy, best curriculum practice and the Australian Teaching Standards. Teachers will mentor, provide collegial feedback and utilise collaborative planning practices to implement specific literacy and numeracy programs which target student outcomes.

Evaluation	Funds Expended (Resources)
Progress towards improving differentiation and professional practices: Feedback from staff show an improved understanding of the English and Mathematics syllabus and how to teach it. Continued improvement in classroom practice and syllabus content and feedback will be enhanced over the coming years.	Funding Sources: • Operational funds (\$7500.00)

Progress towards achieving improvement measures

All English and Mathematics programs show evidence of differentiation for students. In Numeracy, K–4 programs have implemented the Targeted Early Numeracy program (TEN) with standardised groupings across the school which explicitly breakdown learning criteria for students. Years 5 and 6 have ability based Mathematics classes with direct support from the learning and support team. Literacy programs have explicit support for students at different ability levels.

RFF timetabling adjustments were made to specifically support programming, observations, Sound Waves and TEN. All teachers were observed in their classroom practice. Leadership opportunities for staff to coordinate programs and develop leadership skills have been implemented.

All teachers successfully engaged professional development opportunities focused on Literacy, Numeracy, technology and data collection, observations and the PDP process.

A 700% increase in total staff professional development hours in 2018 & 2019 compared to the 2 years prior.

Instructional and Distributive Leadership strategies align all staff PDP's align to whole-school professional learning and the Australian professional standards for teachers (AITSL). Beginning teachers received instructional support to improve practice.

Revised Scope and Sequence development in Mathematics.

Process 2: Digital Evolution – to upgrade and monitor technology infrastructure and embed innovative pedagogy to achieve targeted learning outcomes.

Evaluation	Funds Expended (Resources)
<p>In 2019, milestones were implemented to make progress on achieving Digital Evolution and improve the reliability of technology and support learn in the digital curriculum. This resulted in:</p> <p>60 iPads and 60 Windows devices implemented into classrooms.</p> <p>Upgrade of 2 more classrooms to interactive touch panels.</p> <p>Purchase of Sphero devices to support coding.</p> <p>Whole staff professional development on the integration of Minecraft to support syllabus outcomes, with individual staff members also attending other professional learning on digital technology pedagogy. Increased engagement with students using technology based learning.</p> <p>Technology uptake by teachers has been highly effective, resulting in more learning opportunities for students to engage with technology based learning. All students have access to reliable technology in classrooms. Pods of iPads and tablets have been implemented into all classrooms and pods of 60 Windows devices are accessible through Sentral bookings. Booking data shows they are being consistently utilised across the school and plans are now in place for a third pod of devices. Teachers have integrated technology lessons across the curriculum and the focus will be to further develop students' information technology skills. Teachers have plans to adopt Google Classrooms into their teaching practice in 2020.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$10000.00) • P&C Funds (\$20000.00) • Operational funds (\$74000.00)

Process 3: Evaluative Practice – improve data collection and analysis techniques to implement targeted programs, improve differentiation and support and extend student learning.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Steps to increase the students achieving in the proficient bands in NAPLAN resulted in:

A more streamlined approach being adopted to collect data on student progress.

Teachers have implemented standardised assessments (PAT testing) has been implemented in Years 2–6, enabling the tracking of effect size for grammar, reading and mathematics and assist with the identification of students needing support and G&T students.

Professional development sessions being held on analysis of NAPLAN using Scout and PAT testing to gain direction for future programming.

Staff attended professional development on the use of the Progressions and Handling Data with Confidence. Continued focus on data analysis to analyse and monitor progress and provide future direction will be a focus for 2020.

Yearly increase of 5% of students achieving in the top 2 bands in NAPLAN compared to 2017. (target 15% over 3 years).

Consistent Teacher Judgement practices have been implemented at a stage and school level to support literacy practices.

Funding Sources:

- Operational Funds (\$2000.00)

Next Steps

- * Purposeful and authentic STEAM/STEM activities and technology based learning embedded into units of work to support curriculum outcomes;
- * Implementation of a whole school approach to teaching STEAM/STEM activities and the implementation of a technology scope and sequence;
- * Strengthening assessment practices to incorporate feedback and formative strategies;
- * Literacy team to create student and teacher writing rubrics to assess understanding of learning and guide students in learning for all three writing areas;
- * Professional learning on the literacy and numeracy progressions and PLAN2 to track student progress and growth;
- * Professional learning on reading, comprehension and the Cars and Stars program;
- * Clearer timelines for Professional Development Plan review and sign off;
- * Providing more leadership opportunities for staff to build capacity and school performance;
- * Moving some staff towards higher levels of accreditation;
- * Adoption of Google Classrooms for some KLA's by stages 2 and 3.

Strategic Direction 3

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

Purpose

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

Improvement Measures

Increased student participation in curricular and extra-curricular activities which leads to improved engagement and school identity.

Increased engagement by leaders, teachers, parents and students in educational networks, including the Hawkesbury Learning Community.

Teacher and parent surveys shows the leadership team supports pedagogy, wellbeing and student achievement through effective management of processes, practices and resources. Parents will show an increase in their ability to support student learning.

Overall summary of progress

In 2019, school leadership team has continued to be responsive to student needs and value community consultation at all levels. Distributed leadership, has seen a wide range of staff leading Sound Waves, TEN and taking on additional roles and responsibilities within the school and wider learning community. The school community has been actively engaged in a wide range of school activities. The leadership team achieved the majority of the milestones to direct school activities towards effective implementation of the school plan. The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence and in response to local context and need. An increase in school resources, particularly in ICT, has enhanced student learning and facilitated equitable access to technology. Parent workshops on Soundwaves, TEN and Digital Citizenship were well received by the school community. Students have participated in a variety of Hawkesbury Learning Community initiatives.

Progress towards achieving improvement measures

Process 1: Education Partnerships – further develop our educational partnerships with our pre-learning centres, local high schools, primary schools, universities and the Hawkesbury Learning Community to support curriculum implementation, innovative pedagogy and improved communication.

Evaluation	Funds Expended (Resources)
<p>Staff have engaged with multiple programs across the community effectively with teachers coordinating programs in the Hawkesbury Sharing program.</p> <p>Increased engagement and leadership, with 3 staff engaged in Hawkesbury PSSA; 2 in leadership roles.</p> <p>2 staff members involved in leading the Hawkesbury Writing and Maths Challenge programs.</p> <p>67% of students have engaged in extra curricular programs. Increased engagement of students in the Hawkesbury Sharing program with 34 students engaging in 2019.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">Operational Funds (\$2000.00)

Process 2: Reform Policy and Practice – to promote inclusivity, streamline best practice and ensure students are engaged in all facets of school life.

Evaluation	Funds Expended (Resources)
<p>The implementation of 1,2,3 Magic to support teachers in the classrooms and develop consistent expectations was in line with the</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">Operational funds (\$1400.00)

Progress towards achieving improvement measures

overall Wellbeing reforms. The Wellbeing policy has been reviewed with input from parents, students and staff. Learning Dispositions and Citizen Expectations have been implemented with an official launch for 2020.

90% of students reported developing positive relationships with their peers and bullying behaviour is 11% below the NSW norms (TTFM).

Process 3: Community Engagement –Teachers and school leaders will build an awareness and understanding of pedagogy and new curriculum through increased communication and parental workshops.

Evaluation	Funds Expended (Resources)
<p>Highly effective parent workshops on TEN and Sound waves with 84 and 98 parents attending each workshop respectively. Feedback from parents led to a third information session on cyber safety. This was not as well attended probably due to local event outside school. Plans for G&T programs and workshops in 2020 underway. 88% of parents attending workshops reported an increased ability to support their child's learning.</p> <p>Internal Instructional Leadership roles were appointed on staff to coordinate Sound Waves and TEN. Leadership team focused on specific writing targets and supported staff to develop writing programs reflective on current pedagogy practices.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Operational Funds (\$2500.00)

Next Steps

- * Move towards being recognised as leaders in best practice, embedding a culture of high expectations;
- * Parent forums to address identified community needs that are revealed from TTFM and other school surveys;
- * Personalise questions on the Tell Them From Me (TTFM) Survey to gain data on important areas of interest;
- * Community session regarding the School Plan, possibly during Meet the Teacher night as all parents and carers will be present;
- * Strengthen and build our learning communities, develop a register for parent skills/expertise, connections for learning;
- * Continuing to streamline our technology practices by moving to digital permission notes, using targeted messaging to tailor information for smaller groups and updating our WPS procedure regarding communication.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$5 841.00) 	Students have Personalised Learning and Support Pathways (PLSP) and are making progress that is measured against the syllabus, the Literacy and Numeracy Progressions, internal assessments and NAPLAN. Specific learning support meetings are directed towards tracking their progress. Teachers were released to allow for PLSP planning and parent consultation. Students were provided with cultural immersion activities.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$2 854.00) 	Funding provided EALD students with additional teaching support focused on the English curriculum.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$134 235.00) 	Funding was used to provide a LAST to support Literacy and Numeracy learning. ((0.9FTE \$96 044 allocated funds) and (0.1 \$10 671 from operational funds to enable a full teaching load)). Funding was used to provide students with SLSO support in classrooms and to run the MultiLit programs.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$61 575.00) 	QTSS funding was used to effectively provide teachers across the school with additional release time from face-to-face to focus on refining their teaching practice and to support curriculum initiatives. This funding assisted the school in providing Assistant Principals, grade coordinator and program coordinators time to guide early career teacher, conduct professional learning sessions, strategic direction implementation, timetabling, policy planning and supporting colleagues with support in the PDP process.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$72 483.00) 	Students who require financial assistance for them to be able to fully access the curriculum are provided with financial support to cover excursions and activities, uniforms, etc. Funding was expended on meeting student needs following parent requests for financial assistance. Funding was used to provide students with SLSO support in classrooms and to run the MultiLit programs.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$35 685.00) 	All beginning teachers are funded for the first two years of their teaching career. This funding at WPS has been utilised to provide beginning teachers with additional release time both individually and with the mentor. It has also covered costs for each beginning teacher to participate in TEN training and other professional learning experiences. All teachers benefitted from this model of support.
Literacy and Numeracy	Staffing 0.42 FTE (reading recovery allocation) Funding Sources: <ul style="list-style-type: none"> (\$44 688.00) 	Funding was used to provide students in need of support with in class support, coordinate peer reading programs and to administer the MacLit and MiniLit programs.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	169	176	182	175
Girls	153	166	169	165

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.4	96	95.1	94.7
1	95.8	94.3	95.4	93.8
2	95.7	96.1	93.5	94.7
3	96	94.6	95.8	93.3
4	93	95.3	93.7	94.6
5	93.9	93.3	95.8	93.4
6	93.5	94.4	92	93.6
All Years	94.8	94.8	94.5	94
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.62
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Professional Learning attended in 2019 included:

Targeted Early Numeracy (TEN)

Sound Waves Spelling Master Class

Handling Data with Confidence and internally lead data analysis PD

Visible Learning Evidence into Action

SCOUT Training

Leading the implementation of Best Start

Effective Reading in the Early Years and an Introduction to the Literacy and Numeracy Progressions

1,2,3 Magic

Maintenance of compliance training, such as Anaphylaxis and Asthma training, CPR and e–Emergency Care courses, as well as Child Protection.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	361,096
Revenue	2,987,217
Appropriation	2,859,172
Sale of Goods and Services	-25
Grants and contributions	124,525
Investment income	3,445
Other revenue	100
Expenses	-3,151,491
Employee related	-2,692,739
Operating expenses	-458,752
Surplus / deficit for the year	-164,274

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	27,030
Equity Total	215,413
Equity - Aboriginal	5,841
Equity - Socio-economic	72,483
Equity - Language	2,854
Equity - Disability	134,235
Base Total	2,322,959
Base - Per Capita	82,358
Base - Location	0
Base - Other	2,240,601
Other Total	182,824
Grand Total	2,748,226

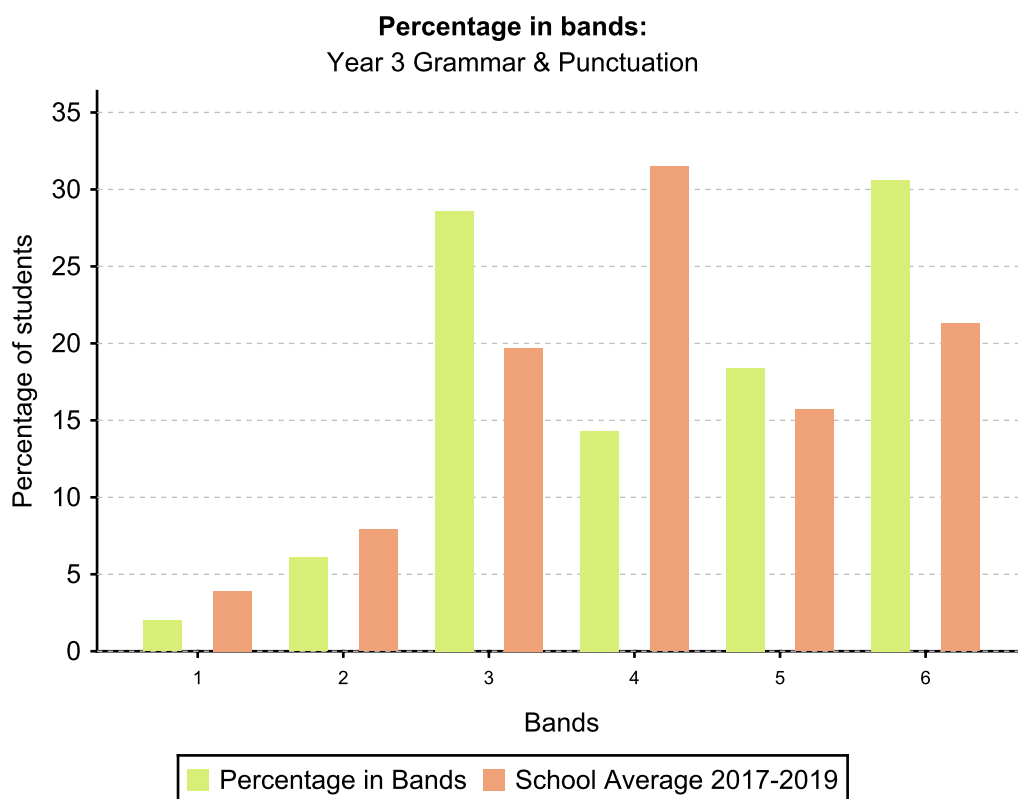
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

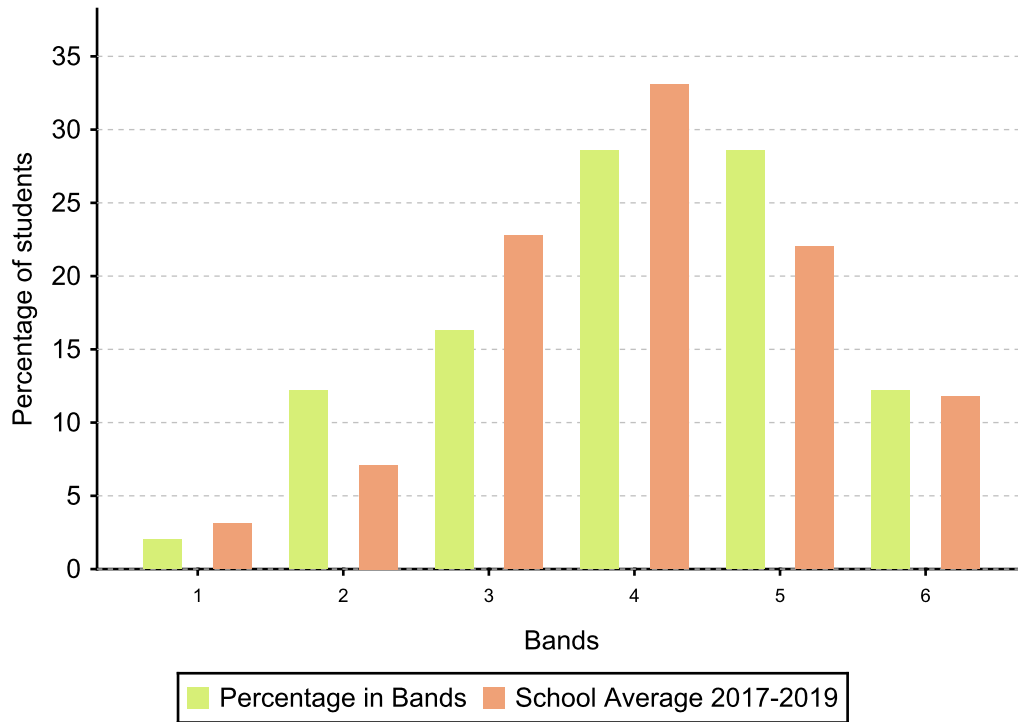
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



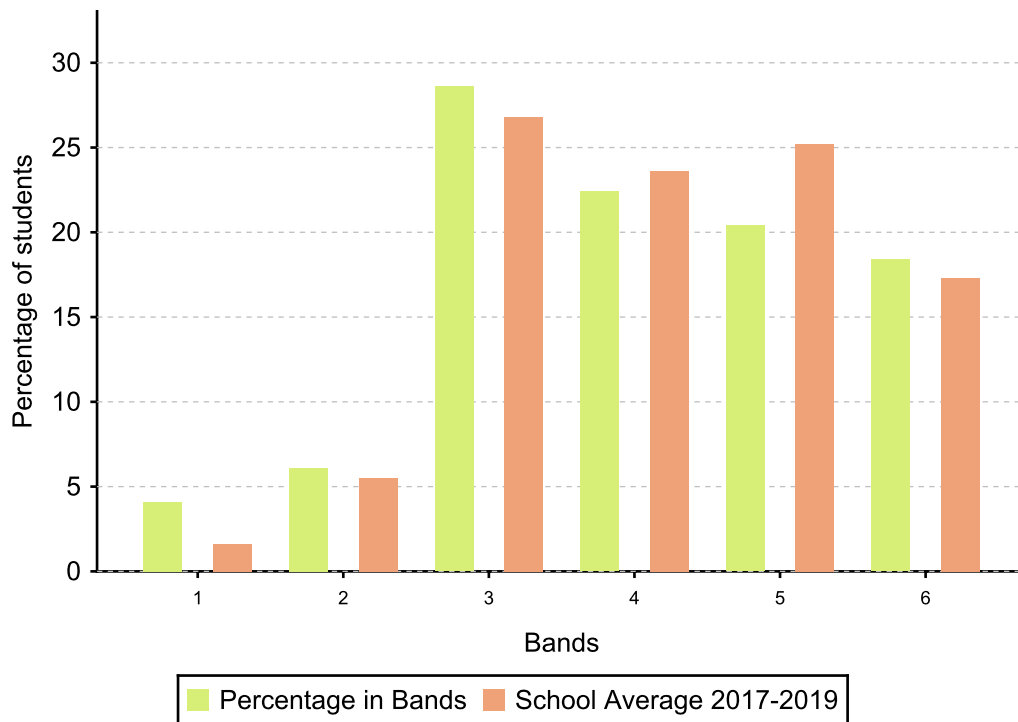
Band	1	2	3	4	5	6
Percentage of students	2.0	6.1	28.6	14.3	18.4	30.6
School avg 2017-2019	3.9	7.9	19.7	31.5	15.7	21.3

Percentage in bands:
Year 3 Reading



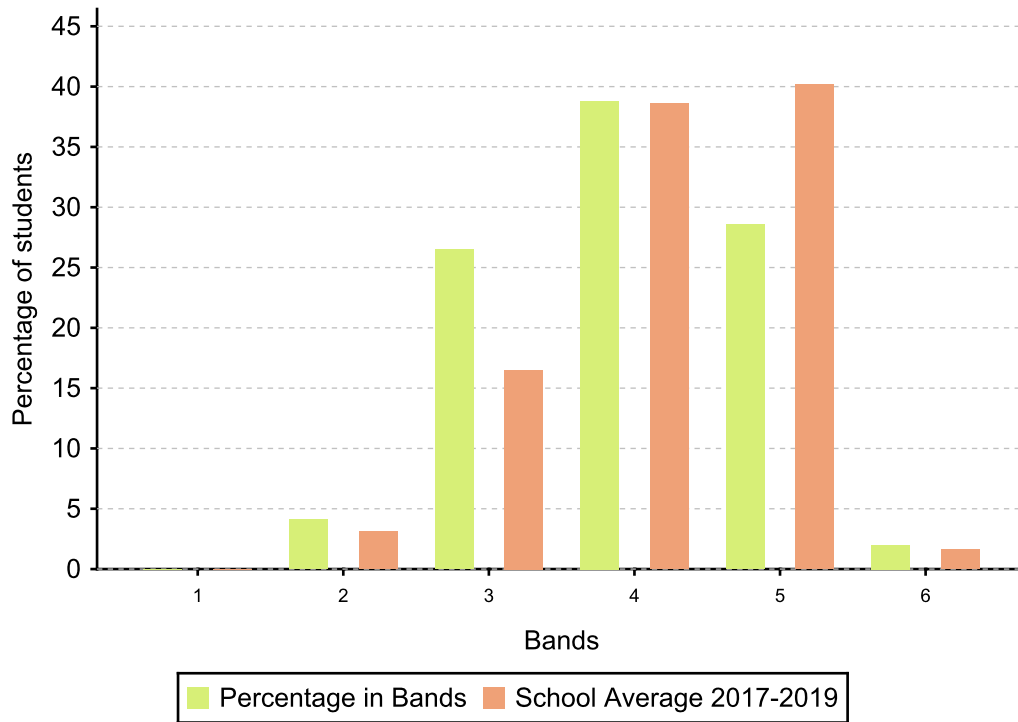
Band	1	2	3	4	5	6
Percentage of students	2.0	12.2	16.3	28.6	28.6	12.2
School avg 2017-2019	3.1	7.1	22.8	33.1	22	11.8

Percentage in bands:
Year 3 Spelling



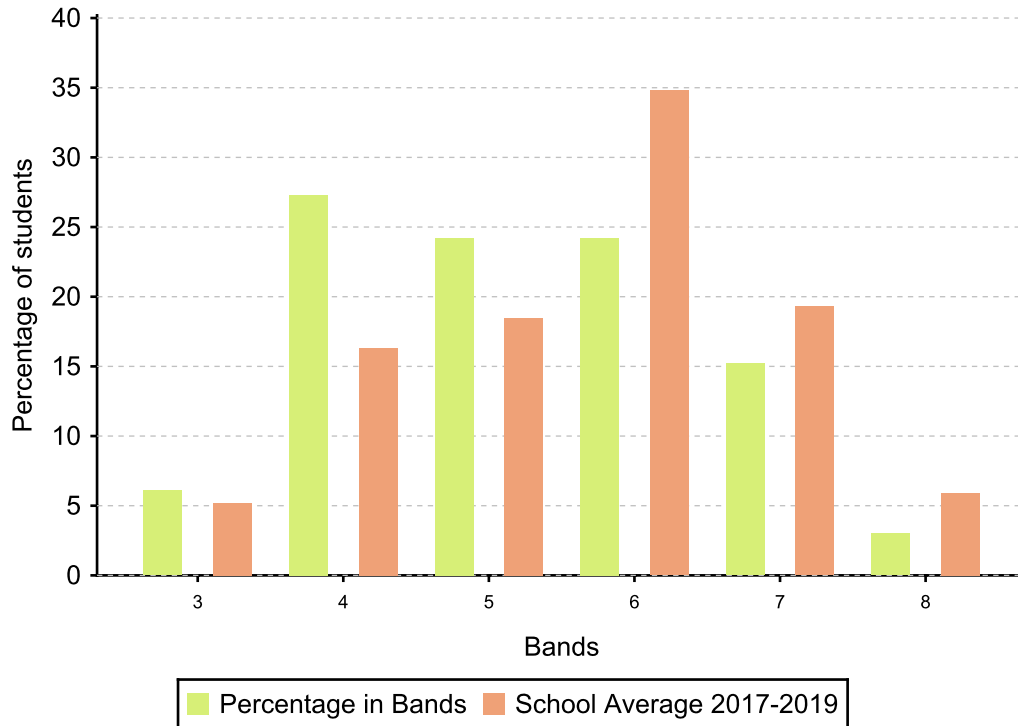
Band	1	2	3	4	5	6
Percentage of students	4.1	6.1	28.6	22.4	20.4	18.4
School avg 2017-2019	1.6	5.5	26.8	23.6	25.2	17.3

Percentage in bands:
Year 3 Writing



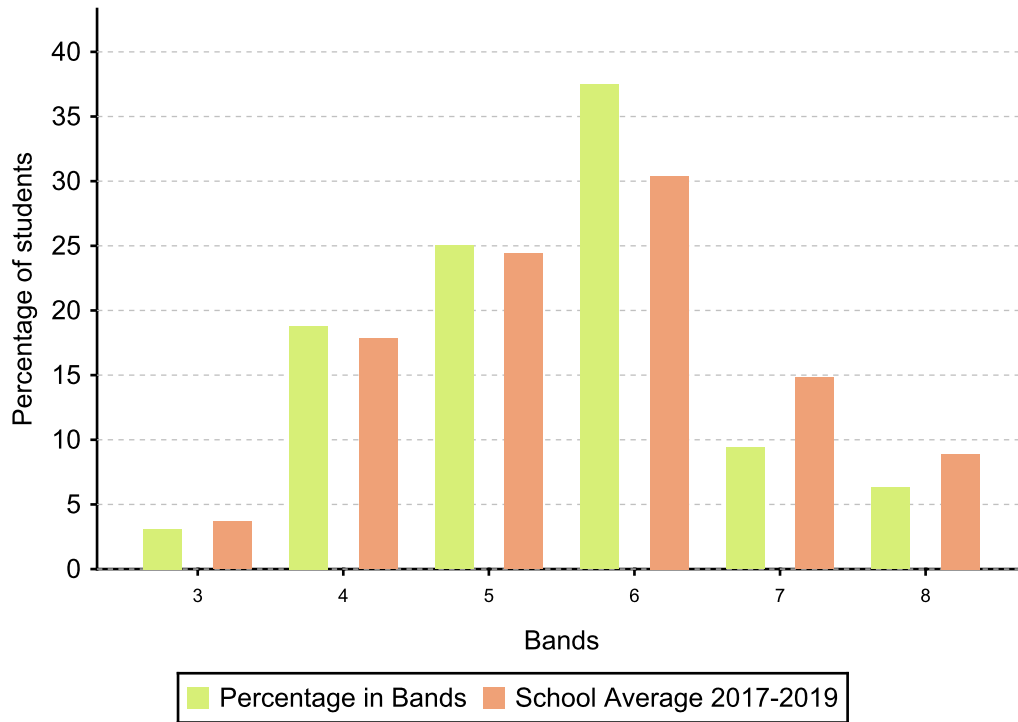
Band	1	2	3	4	5	6
Percentage of students	0.0	4.1	26.5	38.8	28.6	2.0
School avg 2017-2019	0	3.1	16.5	38.6	40.2	1.6

Percentage in bands:
Year 5 Grammar & Punctuation



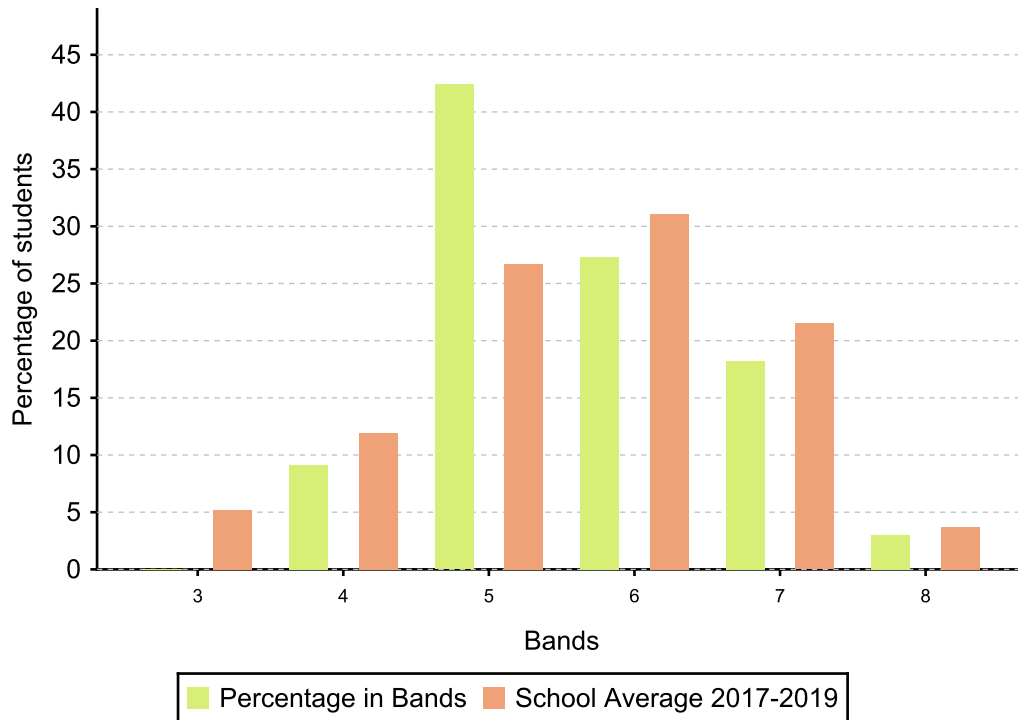
Band	3	4	5	6	7	8
Percentage of students	6.1	27.3	24.2	24.2	15.2	3.0
School avg 2017-2019	5.2	16.3	18.5	34.8	19.3	5.9

**Percentage in bands:
Year 5 Reading**



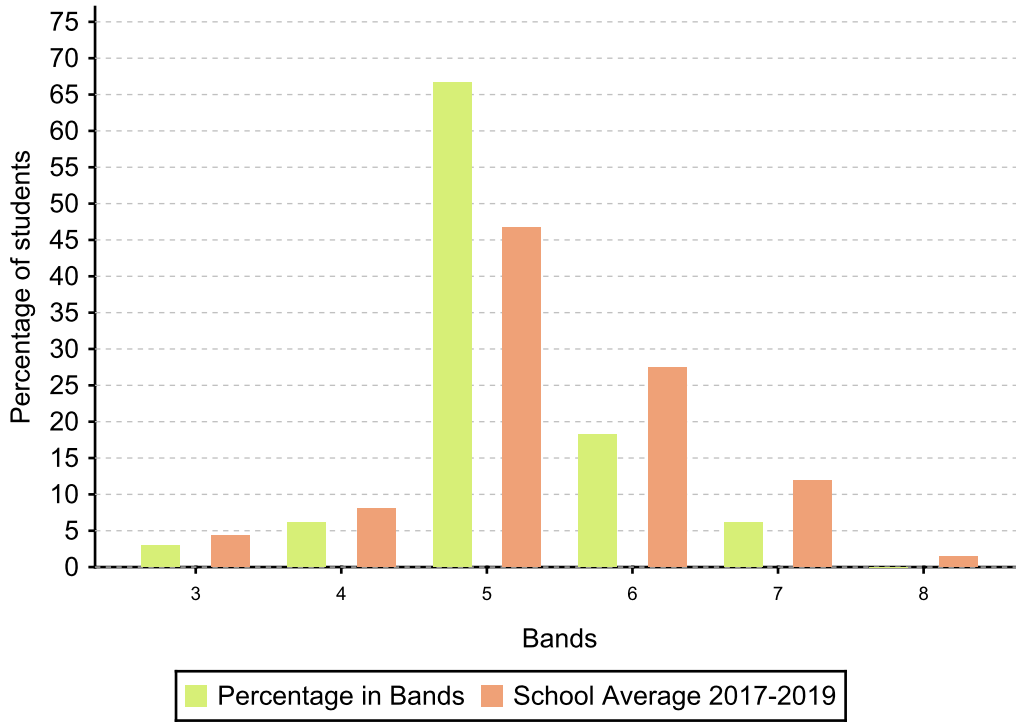
Band	3	4	5	6	7	8
Percentage of students	3.1	18.8	25.0	37.5	9.4	6.3
School avg 2017-2019	3.7	17.8	24.4	30.4	14.8	8.9

**Percentage in bands:
Year 5 Spelling**



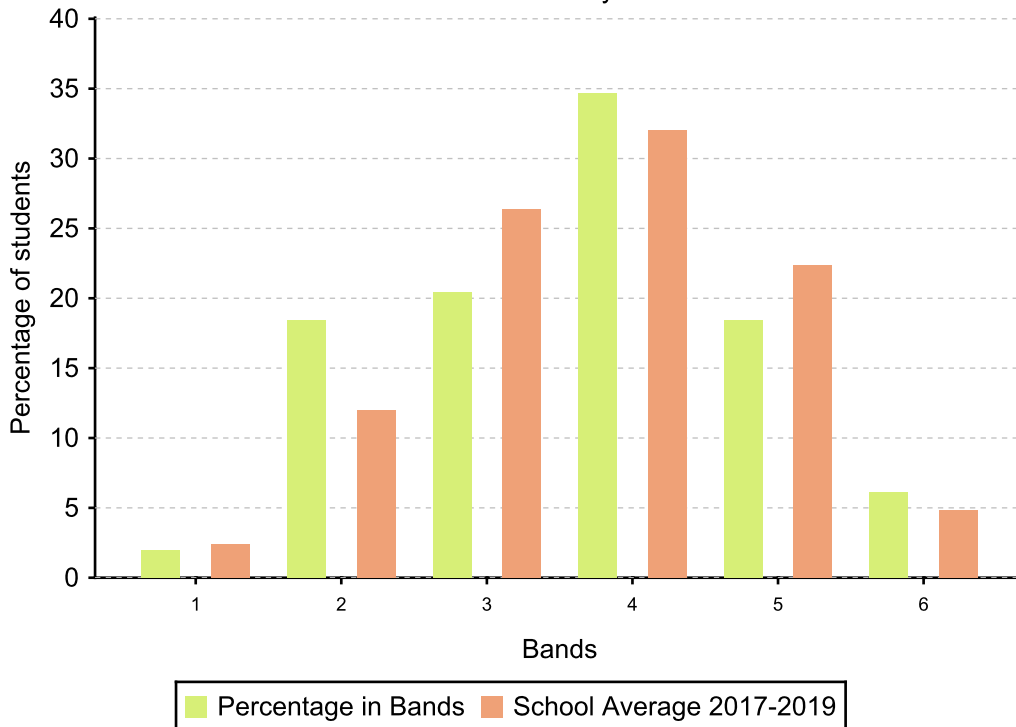
Band	3	4	5	6	7	8
Percentage of students	0.0	9.1	42.4	27.3	18.2	3.0
School avg 2017-2019	5.2	11.9	26.7	31.1	21.5	3.7

Percentage in bands:
Year 5 Writing



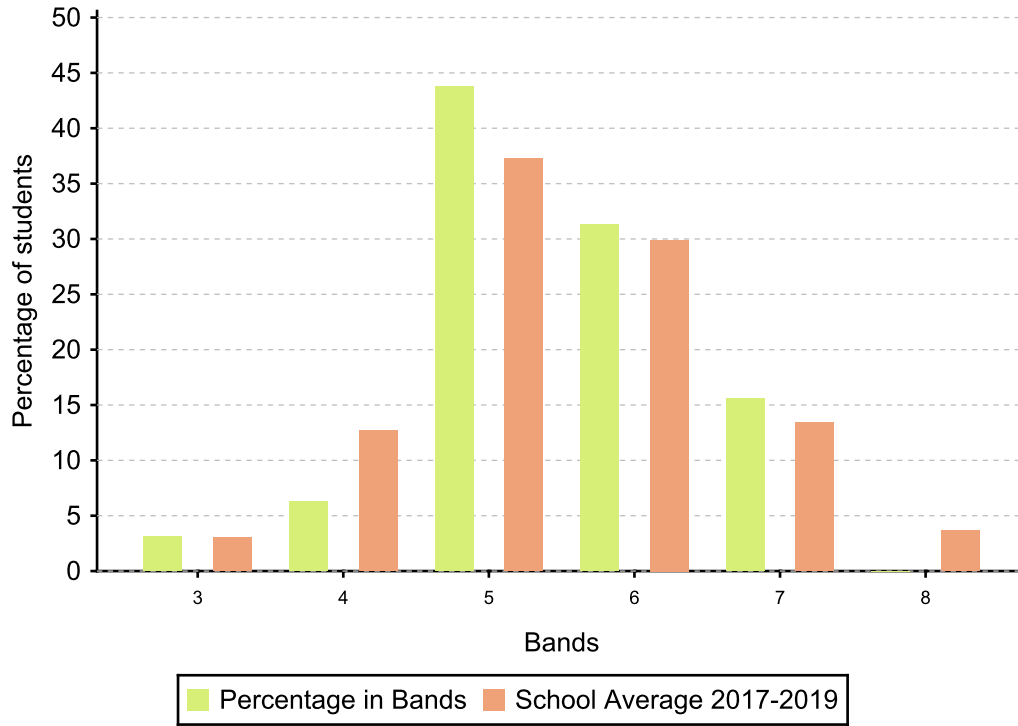
Band	3	4	5	6	7	8
Percentage of students	3.0	6.1	66.7	18.2	6.1	0.0
School avg 2017-2019	4.4	8.1	46.7	27.4	11.9	1.5

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	2.0	18.4	20.4	34.7	18.4	6.1
School avg 2017-2019	2.4	12	26.4	32	22.4	4.8

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	3.1	6.3	43.8	31.3	15.6	0.0
School avg 2017-2019	3	12.7	37.3	29.9	13.4	3.7

Parent/caregiver, student, teacher satisfaction

Overall, parent/carer participation remains high, and this is evidenced through all staff members continuously developing authentic positive relationships with parents/carers.

The following points were noted on parents from a variety of data sources.

- The majority of parents felt the school reporting reforms gave them a better insight into their child's education.
- Parents were satisfied with school learning program. Despite the Sound Waves and TEN workshops, parents wanted more support in these two programs. Parents also wanted more information about learning programs and how to support their children at home.
- Parents were satisfied and positively acknowledged the increased online communication in 2019.
- Increased engagement and positive parent and community engagement on our Facebook, as well as through the Skoolbag app.
- Parents sought to be more informed, and better able to, provide feedback/feedforward to their child about their academic performance.
- Parents would like more community events and open days.
- Parents would like to see a greater focus on STEM and technology integration to support the curriculum – coding, critical and creative thinking, problem solving skills.

In 2019, students completed the Tell them From Me Survey. The survey showed Wilberforce Public School students value their schooling outcomes and have a strong understanding of how their education impacts their future. The majority of students believed that their behaviour is positive and they can form trusted friendships with their peers. They believe the school and teachers focus on extending their learning.

- Students trend data indicated there was a 9% increase in participation in extra curricular activities and a 7% increase in interest and motivation.
- 95% (norms 96% TTFM) of students believed school was useful in their every day life.
- 87% (norms 88%TTFM) of students indicated they tried hard to succeed in their learning.
- 8.3 (norms 8.2 TTFM) of students felt important learning concepts are taught well and class time is used efficiently.
- 7.2 (norms 7.7 TTFM) felt they had someone to encourage them at school and could turn to for advice.
- 7.4 (norms 7.2 TTFM) of students indicated the school had a positive learning environment
- Data indicated the school needs to encourage students to put more effort into, and persevere with, tasks.
- Students indicated they need to develop a more positive attitude towards homework.

Teachers reflections through the TTFM survey indicated:

- 75% of staff felt the school supported effective teaching practices.
- 88% of staff felt the school focused on student learning.
- 100% of staff felt a sense of belonging for their students.
- 75% felt the school was well maintained.
- 78% of staff agreed school leadership team was leading positive change within the school.

The school leaders have provided guidance for monitoring student progress and in creating a safe and orderly school environment and where teachers set high expectations for learning.

Teachers believe the school could improve at:

- Focusing on increasing observational time by leaders, support using feedback about teaching.

- Students using computers or other interactive technology to track progress towards student goals.
- Increased communication with staff regarding the school's strategic directions.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

In 2019, Indigenous students explored Indigenous Art and Culture to create a friendship bench decorated in traditional artwork. In consultation with families, all students identifying from an Indigenous background had PSLPs to focus on specific learning and ensure their progress through learning goals. All students in the school explored Indigenous culture through the Key Learning Areas and an Indigenous performance. An Indigenous excursion exploring local Aboriginal traditions was postponed due to the bushfires. The school celebrated NAIDOC Week and our Year 5 and 6 students attended the Hawkesbury High School Aboriginal Cultural Day.

In 2020, our focus will be on expanding our collective school knowledge of local Aboriginal history and incorporating cross curricular priorities, supporting and extending G&T students who identify from an Indigenous background and exploring Indigenous dialect teaching opportunities.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

In 2019, we received minimal EALD funding. With one new arrival in late 2019 receiving support. The Anti–Racism Contact Officer (ARCO) was available to work with the school community on any racist issues. All informal complaints are put into writing with all parties talking through the incident and discussing what avenues to take for a resolution of the conflict. Each incident is dealt with seriously and confidentially with follow–up meetings held, if necessary. All incidents are to be recorded into the ARCO register. There were no incidents recorded in 2019.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Harmony Day was celebrated with classroom activities.

We participated in the Multicultural Perspectives Public Speaking Competition with one student qualifying for the Sydney Finals.

Although there were minimal racist incidents, the Anti–Racism Contact Officer (ARCO) worked to resolve racial incidents respectfully. Wilberforce Public School continued to support multiculturalism and has embedded programs to benefit students of all cultures and improve tolerance and consideration in our community for individuals from all backgrounds.