

Willmot Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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Message from the principal

Principal's Message

2019 was a wonderful but challenging year for us as a school. Our student enrolments peaked during Term 3, and then dropped to their normal level during Term 4, sitting at about 150 students. Our Aboriginal student population has increased to 36% which is also quite substantial. We have really enjoyed working with our new families on getting to know how their children learn best.

We formed 6 classes during 2019, most of them composite classes which seemed to help our students as the older students tried to be role models for their younger buddies. Staffing was particularly tricky for us this year as it was the wider Mt Druitt and Western Sydney. We are hopeful that our staff will find their way to wellness in 2020 and we look forward to their return.

Once again during 2019, we worked hard to maintain our relationships with our local partners and support agencies, ending ties with some and embracing new partnerships with others. In particular, we would like to thank *KidsXpress* as they bow out of service here after many years supporting our students in highly evidence-based therapy programs. In their place next year, we will embark on a relationship with *Act for Kids* who have been working in Kindergarten Red on their Sunshine Circles program this year.

We would also like to thank *The Hive*, Mt Druitt, who continue to facilitate the *Together in Willmot* initiative which had a major win this year in securing *ChangeFest* to occur in Mt Druitt. It was a wonderful opportunity to share stories of hope and plans for our futures with First Nations peoples from around Australia. The *ChangeFest* days culminated with an astronomy night hosted by Willmot Hub and led by Sandra Hickey, our Aboriginal Education Officer. Sandra led the participants on an enlightening adventure through the stars and the planets and their meanings and usefulness to Aboriginal people. Our children also had a chance to take part in activities and performed their favourite song from our *Willmot in Space*, WisH Day musical.

Towards the end of 2019, *Jesuit Social Services* moved out from our premises and closed their *Starting Over* program. We thank them for their efforts with helping families in need by bringing them closer together to see the perspectives of all family members. *The Smith Family* will become more of a part of our school next year as they introduce their *On Par* program as a pilot at our school. We are most fortunate and excited to have been chosen as the first partner school to trial this new program with *The Smith Family*.

We would also like to give our thanks to Jo Everingham from *Connect, Child and Family Services*, who once again facilitated our *Wizards School Transition* program. It was wonderful to have Angelina Synnott from *Kids Early Learning, Willmot*, lead the program with great participation and enthusiasm from both children and parents alike. This program is really helpful in assisting our students with their readiness for school as they begin Kindergarten. We also thank Jo and the team from *Mission Australia* who have supported our children on a weekly basis with the *Kidzone* and *Willmot Wonders* programs.

Once again in 2019, we took part in the *Middle Years Project* with Noumea PS and Chifley College Shalvey Campus,

and facilitated by Rose Glassock, Network Specialist Facilitator from the Department of Education. This program aims to provide our Year 5 and 6 students with all that they need to enter the world of high school. Monique Pitre, Speech Pathologist, has assessed and worked with a large number of our senior school students in preparation for what lies ahead. In 2020, Dolores Jelincic, our current Community Liaison Officer will work with our Years 5 and 6 students and their families, to further develop the relationships between home and school for the students identified in this project.

A final word. My leadership team assure me on a daily basis, that there is only one thing we can be sure of in the school environment, and that is that the bell rings at 8.55am and then again at 2.55pm, and we will all survive until we do it again the next day! Parents, on those hard days where we need your help with your children, you are there, and for that we are ever thankful. It is a tricky partnership at times but we love to learn from you as you are your children's first teachers.

All my very best,

Anne Denham

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

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	Sustaining and Growing
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	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

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.)

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.

Increase in number of parents indicating that they support their child's learning at home and school (based on 2016-2017 baseline data).

Overall summary of progress

With the introduction of the Literacy and Numeracy Learning Progressions in 2018, student growth is continually measured individually across many levels and indicators. Teachers have successfully monitored students using PLAN 2 and the learning progressions to develop programs according to student need and to maximise student learning.

Previously, the Literacy and Numeracy Continuums grouped students into clusters which enabled data harvesting to assess growth across K-2. Growth is now personalised for every student. Teachers use monitoring methods on a daily basis to determine students' next goals. When personal goals are set, student engagement is increased.

The continuation of evidenced based wellbeing strategies has also been important for our school during the 2019 school year.

Progress towards achieving improvement measures

Process 1: Learning Culture: High Expectations – Deliver data-driven and high engagement teaching and learning experiences, where teachers encourage frequent and relevant feedback; and explicitly demonstrate to students what it looks like to achieve at grade expectations and to exceed or perform beyond grade expectations.

Evaluation	Funds Expended (Resources)
<p>1) Teachers have been professionally developed in visible learning and the four levels of feedback to students. Differentiation and UDL principles will continue to be explored in 2020, including an emphasis on exemplars to create grade expectations that will be explicitly demonstrated to students. Teacher feedback on student work will relate directly to these exemplars. Student self-assessment will assist students to focus and analyse their tasks.</p> <p>2) In 2019 we have continued our focus on increasing the percentage of our students achieving at or beyond stage expectations in NAPLAN. Our focus has been delivering data-driven and high engagement teaching and learning experiences, where teachers encourage frequent and relevant feedback; and explicitly demonstrate to students what it looks like to achieve at grade expectations and to exceed or perform beyond grade expectations.</p> <p>NAPLAN results indicated an increase in the top bands in all areas and a decrease in numeracy in the bottom bands. Accordingly, the focus for 2020 will be a decrease in the bottom bands for literacy.</p> <p>An more detailed analysis of our NAPLAN results follows:</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background – purchase of decodable texts for classrooms (\$5000.00)• Socio-economic background – teacher release to meet with AP mentor and Instructional Leader (\$8100.00)

Progress towards achieving improvement measures

- In the top two bands of Year 3 NAPLAN in reading, we have seen a 16.3% increase in the percentage of students achieving these two bands.
- In the top two bands of Year 3 NAPLAN in writing, we have seen a 4.8% increase in the percentage of students achieving these two bands.
- Our most significant growth in the top two bands of Year 3 NAPLAN occurred in spelling, where we demonstrated a 20.8% increase in the percentage of students achieving these two bands.
- In the top two bands of Year 3 NAPLAN in numeracy, we have seen a 15.3% increase in the percentage of students achieving these two bands.

Process 2: Wellbeing: A planned approach to wellbeing – Implement a 3–tiered model of support for wellbeing that is evidence–based, responsive to student needs, and culturally inclusive; and focuses on achievement of meaningful goals, positive relationships, personal growth and development, health, and safety.

Evaluation	Funds Expended (Resources)
<p>1) Increase in number of students achieving bronze, silver gold and medallion level awards. Consequently, more students participated in PBL reward sessions at the end of each term including a movie and popcorn session, team sports session and Willmot Survivor.</p> <p>2) Decrease in numbers of students receiving regular prizes through our whole school PBL system as teachers preferred to move to using Class Dojo and classroom rewards. The reduction in use of paper tokens has reduced the number of PBL rewards for playground behaviour. This reduction is an issue that needs to be addressed for next year.</p> <p>3) While an increase in the number of suspensions issued in 2019 was recorded, we observed a 0.69% decrease in long suspensions for physical violence. The school led a community forum where suspension data was shared and discussed with parents, resulting in a better understanding of suspension policy and procedure.</p> <p>4) We partnered with Act for Kids to deliver the Sunshine Circles program to one kindergarten class. The aim of this program is to promote a sense of belonging and support students to develop self–regulation. The results showed an increase in students' positive group behaviours and a decrease in executive time required to support students with challenging behaviours. KidsXpress continued to provide targeted group interventions to promote students' wellbeing. This year they also provided a teacher mentor to provide weekly in–class support for our K/1 class. The outcomes included increased understanding and application of trauma–informed practices for the classroom teacher, who could then share her deeper knowledge with colleagues.</p> <p>5) Tell Them from Me survey results indicate parents believe our school supports positive behaviour, feel their child's learning needs are well supported and agree their child feels safe at school. Parents feel we could improve on dealing with behaviour issues in a timely manner and preventing bullying.</p> <p>6) In 2019 an additional HSLO (1 day per week) was employed to enhance our school's attendance improvement initiatives. The HSLO worked with school executive to review and strengthen attendance monitoring and reporting procedures. The HSLO also worked with families, communicating regularly to support attendance and liaising with outer agencies to address individual families' needs. The program yielded some positive results in its first year. Unjustified absences dropped from 75% to 33% and we recorded a 28.85% drop in late arrivals.</p> <p>7) In response to a growing understanding of our community and students' individual needs, three members of the school executive completed five days of training in the Berry Street Education Model. The executive team has</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (HSLO) (\$24183.12)

Progress towards achieving improvement measures

undertaken extensive planning to apply the Berry Street model to our context at Willmot PS and to develop targeted professional learning for all school staff to start the year in 2020.

Process 3: Curriculum: *Differentiation* – Provide targeted teacher professional learning about *universal* design principles, flexible learning environments, and accommodative literacy and numeracy strategies, with a goal toward greater curriculum accessibility for all students.

Evaluation	Funds Expended (Resources)
<p>1) Teachers at Willmot PS have been learning how to differentiate their teaching programs with a goal toward creating greater curriculum accessibility for all students.</p> <p>The basis for this has been a large focus on Universal Design principles, i.e. teachers providing multiple opportunities for students to:</p> <ul style="list-style-type: none"> • act and express themselves • engage with the content of the curriculum • represent knowledge and their skills <p>2) Through data chats and case management analysing progressions data, the instructional leader assisted teachers to make accommodations and adjustments to differentiate programs and personalise student learning through content, process, product and learning environment.</p> <p>3) Play-based learning using Shared Sustained Thinking and Intentional Teaching was introduced. Teachers interacted individually with each student to elicit and extend language and reasoning skills during problem-solving tasks.</p> <p>4) The Instructional leader, along with ES1 teachers attended <i>Collaboration for Learning</i> (UWS) to extend their knowledge of early childhood practices, in order to bridge the gap between preschool and school. The instructional leader supervised and worked shoulder to shoulder with teachers in classrooms and collaborated to develop a research paper and presentation in November 2019. Teachers' Professional Development goals included extending their knowledge of early childhood and the need to change practices in schools to accommodate learning programs for students that haven't attended preschool (only 45% of students attend preschool) and have one or more vulnerabilities according to AEDC data.</p> <p>This gave teachers a solid foundation in Universal Design for learning principles and the ability to put those principles into practice. Furthermore, teachers continued to use inclusive strategies for diverse learners. Play-based learning provided many opportunities for differentiating the curriculum in all areas of content, product, process and learning environment. Students became more self-regulated and engaged in their learning evidence by pre and post data (photos and video footage).</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Teacher release funded by The Hive, Mt Druitt (\$4950.00)

Process 4: Assessment and Reporting: *Student and parent engagement* – Develop effective assessment and reporting systems so that teachers 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.

Evaluation	Funds Expended (Resources)
<p>Our school survey data and observations, highlighted that we have had an increase in number of parents indicating that they support their child's learning at home and school. This has been evidenced in the following ways:</p> <p>1) Parents were given the opportunity to be present during the administration of the Best Start Assessment. 100% of parents/caregivers were sent the Best Start Feedback letter showing how their child performed and examples of strategies they could use to support learning at home.</p>	

Progress towards achieving improvement measures

2) The groundwork to set up a Toddler Reading afternoon in the Library was commenced. The aim of this was to invite parents to deepen their understanding of what "being read to" looks like and how they could support reading at home. Parents would also be given the opportunity to borrow books for their toddlers as many of our parents are unable to access council libraries or have financial means to purchase books.

3) Universal programs and/or interventions were commenced for K–2 students using school based and purchased assessments. Parents were informed verbally if their child was participating in a 1:1 or small group intervention program.

4) In conjunction with the Assistant Principal Learning and Support we led the proposal and discussion with classroom teachers of writing student goals in their IEP's alongside parents and students. There was a substantial increase in the number of parents attending these meetings. There was also a substantial increase in the number of returned IEP's with feedback from parents who were unable to attend the meetings.

Next Steps

- For consistent teacher judgement one person to administer all Best Start Assessment. A BSA Feedback workshop/Zoom is held and this is where the Parent letters are handed out. From this data a snapshot of where the strengths and weaknesses of our Kindergarten cohort are grouped. From here parent workshops/Zoom can be developed targeting areas needing improvement.
- An end of term (1 and 3) report similar to Best Start letter to go out for all students through parent afternoon meetings and/or Zoom. This would require consistent data entered in PLAN2 and more elements under each strand assessed and data entered.
- All classroom teachers to use PLAN 2 indicator stems for report writing as they are stated in simple terms of what a student can do and what they need to do next. This would require consistent data entered in PLAN2 and more elements under each strand assessed and data entered.
- Hold fortnightly parent workshops focused on students area of need which is based on data collected from school based assessments. These workshops need to be hands on, interactive, fun, short and sharp. Practical strategies for parents to use with the resources they have or supplied by the school.
- The implementation of a Toddler Reading afternoon in the Library. Parents can attend physically or on Zoom.
- Students will be accessing google classrooms to submit assigned tasks and receive personalised feedback from their teachers.
- Universal Design for learning TPL will continue in 2020, including teachers creating their own units of learning.
- Teachers will receive intensive training in the Berry Street Education Model and will then implement the model into their classrooms joining it to existing Positive Behaviour for Learning school-wide systems.
- Implement Sunshine Circles in both Early Stage 1 classes. Introduce targeted groups in partnership with Act for Kids for student requiring tier 2 interventions. Use data from the groups to make appropriate referrals for tier 3 interventions with allied health professionals.

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.

Improvement Measures

All staff effectively engage in the *Performance Development Planning* process resulting in high performing teaching staff as measured against the Australian Teaching Standards.

100% teachers demonstrate a comprehensive understanding and application of lesson planning and implementation; and the effective teaching cycle.

Increase in the quality, validity, and reliability of student data, resulting in more effective personalised student learning goals.

Overall summary of progress

Visible learning included 'Bump Up' walls which were designed by the instructional leader representing learning goals based on the Literacy and Numeracy Progressions. These were displayed in all classrooms and students were able to observe their growth and work towards their next learning goals. Lesson planning was rigorous in K-2 as teachers and the instructional leader planned and implemented play-based learning, incorporating intentional teaching based on NSW syllabus outcomes.

Teachers all completed their Performance Development cycle review demonstrating significant growth in most areas of their plan. Some teachers wish to further extend themselves in particular areas for their 2020 plan.

Teachers regularly met with the Instructional Leader to discuss student learning and their next learning goals and adjust their programs accordingly. Teachers were given a detailed record of the Instructional Leader's recommendations based on data and professional dialogue. The Instructional leader attended case management professional learning to formalise this approach which will to be implemented in 2020.

Progress towards achieving improvement measures

Process 1: Effective Classroom Practice: *Explicit teaching and lesson planning.* Provide opportunities for teachers 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*.

Evaluation	Funds Expended (Resources)
<p>1) The school leadership team have supported teachers to build a comprehensive understanding and application of lesson planning and implementation; and the effective teaching cycle.</p> <p>Teacher survey results have indicated the following results about this support:</p> <ul style="list-style-type: none">• School leaders have helped me establish challenging and visible learning goals for students• School leaders have helped me create new learning opportunities for students• School leaders have provided me with useful feedback about my teaching• School leaders have helped me improve my teaching.• School leaders have provided guidance for monitoring student progress• I work with school leaders to create a safe and orderly school environment.• School leaders have taken time to observe my teaching• School leaders have supported me during stressful times.	<p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$5400.00)• Instructional Leader support to teachers (wages) (\$32000.00)

Progress towards achieving improvement measures

2) Teachers have engaged in professional learning and support with the intention of developing more effective personalised learning goals for their students. As part of this approach, teachers interviewed students and recorded their responses about why their learning had improved. From this information it was very clear that personalised learning goals and student self-assessment based on the literacy and numeracy progressions had a positive impact by increasing students' confidence, engagement and willingness to learn.

Process 2: Learning and Development and Professional Standards: Coaching & mentoring. Address teacher needs and improve teaching practice through coaching and mentoring teachers, including in-class coaching, demonstration lessons, observation and feedback/reflection.

Collaboration, Expertise & Innovation. Provide school-wide infrastructure that supports teacher learning of innovative, evidence-based practices, and 'golden time' for critical partners to meet regularly to analyse their data/practice.

Evaluation	Funds Expended (Resources)
<p>All staff effectively engaged in the Performance Development Planning process during 2019. Examples of the ways in which teachers engaged in this process and the outcomes of their involvement, are as follows:</p> <p>1) Teacher Professional Learning on the literacy and numeracy progressions continued at regular interval as teachers entered their data side by side with the Instructional Leader, as well as professional development regarding the links between the progressions and the NSW syllabus. Demonstration and lessons in literacy and numeracy were directly aligned to data chats and individual teacher needs.</p> <p>2) The 'Collaboration for Learning' project was hosted by WSU and funded by The Hive and K/1 teachers, along with the Instructional leader attended on average 3 weekly professional learning session at WSU, in terms 2, 3 and 4 and jointly prepared a research paper and a presentation of their findings. The Instructional leader worked side by side with teachers to implement this approach and parents were invited to become involved. K-2 teachers who were not directly involved in the project were also professionally developed by the Instructional leader.</p> <p>This project aimed to develop self-regulation and student engagement through collaborative play; improve students' language, literacy and numeracy outcomes through intentional teaching and sustained, shared thinking; improve student on-time arrival at school; and increase parent engagement; and finally, to bridge the gap between preschool and school, in order to allow students to adjust gently into the school setting. That is, change the school environment to meet the needs of Kindergarten students, where 'school readiness' is the responsibility of the school rather than the child. According to the school's Australian Early Development Census data, high levels of Kindergarten vulnerability in social, language and communication indicated that an intervention (play-based learning through intentional teaching) in Kindergarten/Year 1 was needed in the Willmot Public School setting to supplement students' preschool educational experiences (only 50% of kindergarten students attend preschool according to the previous three years of data collection, whereas the State average is 85%). Accordingly, the targeted areas of learning were engagement, language (including literacy and numeracy) and communication. Further, this addressed the school plan: 'Students regulate their own emotions, thoughts and behaviours, and effectively use problem-solving steps in a safe and respectful way.</p> <p>The learning environment was regularly evaluated during 2019 using the <i>Early Childhood Environment Language Literacy and Numeracy Scale</i>. According to this data, teachers concluded that the play-based learning environment increased opportunities for self-regulation, collaboration and</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$2250.00) • Quality Teaching, Successful Students (QTSS) (\$2750.00)

Progress towards achieving improvement measures

literacy and numeracy development. Play centres were created to address NSW syllabus outcomes and teachers participated in play with their students, allowing them to observe student learning and enter their findings on the literacy and numeracy progressions. Due to the projects successful outcomes, it was decided that play-based learning would be implemented in 2020 as a part of the pedagogical practice for all Kindergarten to Year 2 classes. This supports the school pedagogy of trauma-informed practice and rewarding positive behaviour for learning.

Process 3: Data Skills and Use: *Data literacy and analysis*. Provide relevant and meaningful professional learning and subsequent coaching and mentoring, to develop teachers' ability to both interpret and analyse data, in particular the new *National Literacy and Numeracy Learning Progressions* and *PLAN2*.

Evaluation	Funds Expended (Resources)
<p>During 2019 teachers were provided with opportunities to share and analyse both internal and external school data such as NAPLAN data.</p> <p>From this analysis the following processes occurred in the school:</p> <ol style="list-style-type: none">1) Intervention programs for Years 3–6 Maths and Writing were implemented after using NAPLAN and PLAN data to determine which students to target for support. 2019 NAPLAN results showed an increase in achievement in these two areas.2) Universal programs and/or interventions were commenced for K–2 students using school based and purchased assessments. We based the selection of programs and students on the data entered by the classroom teachers. Programs/Interventions included <i>MiniLit</i>, <i>Heggertys Phonemic Awareness</i>, <i>Words Their Way</i>, <i>Jenny Whipp Sound</i> program. The programs/interventions were delivered by classroom teachers, School Learning and Support Officers and our Instructional Leader.3) Teachers also used school based data to determine instructional reading levels for their students which then in turn helped to guide teachers in the development of effective classroom reading programs.	

Next Steps

- Data entered on PLAN2 has not been as efficient and effective as we would like it. In the future, this would require consistent data entered in PLAN2 and more elements under each strand assessed and data entered. We would then need to use PLAN data (based on student examples and in-school assessments) to support development of personalised learning plans for students and then for the review of the personalised learning plans.
- Coaching and mentoring of teachers is critical for teacher success in the classroom. This will continue during 2020, with more opportunities for teachers to meet collegially with their colleagues, supervisors, and mentors.

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.

Improvement Measures

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%.)

Increase in parent satisfaction about the amount and quality of facilities / programs offered by the school to support students and local families.

Increase in staff satisfaction with leadership accountabilities and achievements.

Overall summary of progress

Community engagement has been a major focus for Willmot Public School during 2019. Our attendance and participation at ChangeFest held at Kamberwalli in Mt Druitt, enabled us to foster new relationships and continue existing relationships with our community partners. It also brought to the forefront the importance of community voice and student voice in helping to improve community outcomes.

Progress towards achieving improvement measures

Process 1: Educational Leadership: *Instructional Leadership*: Enhance instructional leadership capabilities by creating opportunities for Instructional Leaders to engage in targeted professional learning that directly relates to their work.

Develop a local 'blueprint' for family and community engagement and building staff expertise in fostering effective teacher/parent/ student relationships.

Evaluation	Funds Expended (Resources)
<p>According to Flukiger, Diamond & Jones (2012), effective partnerships between parents, community and teachers is crucial to improve Aboriginal participation in early childhood education and in their literacy development. Armed with this knowledge our school took part in the following activities during 2019:</p> <ul style="list-style-type: none">• The Instructional Leader/s participated in Instructional Leader professional learning and network meetings at both state and local levels.• The Collaboration for Learning professional learning hosted by Western Sydney University and funded by The Hive, was attended by the Instructional leader who also supported two classroom teachers to participate in this quality project. A major component of this project was related to parents' and carers' 'Funds of Knowledge' (Taylor & Francis, 1992.) By combining school understandings and priorities with family skills and knowledge, teachers were better able to modify current teaching practice to incorporate family held priorities for their children.• In response to the Collaboration for Learning professional development, the whole school held an 'Ability Day' where family members assisted teachers to implement a variety of activities in the classrooms to increase disability awareness. As well, parents and carers were invited into the classroom to participate with their children in play-based learning and a questionnaire was sent home to evaluate any changes in children's play behaviours. Further, three or four parents attended play in the classroom every Monday morning and actively participated with their children, while the questionnaires reflected an improvement in students' attitude to attending school as well as cooperative play at home with siblings and friends.	

Progress towards achieving improvement measures

Process 2: Management Practices and Processes: Service Delivery: Provide parents with timely, relevant, and accessible information required to improve their capacity to support their child at school and home. Streamline communication systems so that information is central and simplified.

Recruit capable, competent and confident staff and 'enabling' community partners, ensuring a deep understanding of school and community held priorities and a commitment to achieving shared accountability and continuous improvement.

Evaluation	Funds Expended (Resources)
<p>Accessible, timely and relevant information is important for parents and teachers alike. During 2019, our school worked hard to improve our communications systems, our student reporting systems, and our day-to-day feedback to parents systems. Examples of this are as follows:</p> <ul style="list-style-type: none"> • Best Start 'Feedback to Parents' in Term 1, provided parents with knowledge of their children's starting point at school. Ongoing reporting to parents included parent interviews and Semester 1 and Semester 2 reports by class teachers. • Personalised learning plans were developed with parents, children, classroom teachers and support teachers. We had a significant increase in the number of parents who took part in this process in 2019. Parents informed us that they felt that they now had more knowledge of what their child could and couldn't do, and what their future goals might be. <p>Much time in 2019 was spent continuing or work with tried and true community partners, and sourcing other partners to assist with our ongoing community development work. In 2019 we:</p> <ul style="list-style-type: none"> • extended our partnership with The Smith Family with the development of the On Par project • ended our partnership with the Starting Over team (funds were not re-allocated to this team) • continued our partnership with KidsXpress therapy services • cemented our ongoing partnership with The Hive, Mt Druitt who assist us financially and with personnel support to operate the Willmot Kitchen, and The Check-Ups Before School Program • continued our partnership with Families Connect NSW who lead the Willmot Wizards, Kidzone, and Willmot Wonders programs • continued our partnership with Baptist Care Hope Street who assist us financially to operate the Student Wellbeing program • strengthened our partnership with Act for Kids who have provided personnel support to run the Sunshine Circles program in our Kindergarten 	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background – wages for Community Engagement Officer (\$72917.72)

Next Steps

The On Par project led by The Smith Family will continue to be a major priority for our school in 2020. The personnel attached to this project will be able to work side-by-side with our families in increasing participation, attendance, and retention rates for our students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$76 575.00) 	<p>The percentage of Aboriginal students in our school has increased during 2019. Mrs Hickey and Ms Hickey have been employed as an Aboriginal Education Officer (AEO) and an Aboriginal School Learning Support Officer (ASLO) to support parents and students, and to establish positive community connections and communications.</p> <p>Both AEO and ASLO have worked in the following ways during the 2019 school year:</p> <ul style="list-style-type: none"> supporting individual students and groups of students in the classroom and playground operating intervention programs for students supporting teachers to plan their classroom teaching programs with a focus on integrating Aboriginal perspectives coordinating special days and events that hold significant meaning for Aboriginal persons <p>A more detailed description of Aboriginal Education programs and outcomes is detailed in the Aboriginal Education Policy section of this annual school report.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$33 897.00) 	<p>EALD teacher delivered professional learning on Marzano's 6 step process, an evidence-based approach to vocabulary instruction for EALD students. The vocabulary program was trialled as a daily universal in stage 3 classrooms. A review of the program informed the decision to implement Marzano's model as a universal for all 3-6 classes in 2020. EALD students' literacy development was further supported through participation in daily universal and targeted programs including phonemic awareness, reading and writing fluency programs, Multilit and Minilit.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$138 713.00) 	<p>During 2019 the following focus areas were further developed:</p> <ul style="list-style-type: none"> implemented evidence-based targeted programs as universal classroom programs including repeated reading, maths facts, Words their Way spelling, vocabulary program implemented evidence-based Tier 2 and Tier 3 interventions to support learning Learning and Support Teachers support to teachers to develop personalised learning plans and set appropriate learning goals Learning and Support Teacher support provided to develop behaviour response plans, crisis management plans and risk assessments where needed for students with challenging behaviour and those needing additional social-emotional support liaised with families and external service providers to coordinate referrals and access to services for student with disabilities and additional learning support needs. <p>Outcomes:</p> <ul style="list-style-type: none"> students responded well to universal programs. Student's results showed growth in

<p>Low level adjustment for disability</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$138 713.00) 	<p>reading fluency in particular.</p> <ul style="list-style-type: none"> • identified need for a more consistent universal approach to teach early literacy skills K–2 resulted in purchase of Initial–Lit program to be implemented in 2020 • 96% teachers used formal assessment results to inform planning • We received a score of 9/10 for being an inclusive school as indicated by the <i>Tell Them From Me</i> survey results • 96% teachers used personalised learning plan to make appropriate adjustments for students who require additional learning support.
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$28 066.00) 	<p>QTSS funds provided teachers with additional release to undertake professional learning and work shoulder to shoulder with Instructional Leader, executives and mentors to support the attainment of goals outlined in performance and development plans and achieve improved student learning outcomes. Areas of focus included student data analysis, trauma informed practice, best practice in literacy and numeracy, preparing personalised learning and behaviour plans, assessment and reporting.</p>
<p>Socio–economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (\$379 600.00) 	<p>Socio–economic background funding subsidised a wide variety of school experiences and resources to ensure all students had equal access to a full range of learning opportunities including school camp, leadership training, dance and sporting programs, uniforms and equipment.</p> <p>A significant portion of these funds were used to staff teaching and SLSO positions to deliver targeted and intensive literacy, numeracy and social/emotional support programs.</p> <p>Additional funding to support the operation of the office was also allocated.</p> <p>The school continued to fund the Community Liaison Officer (CLO) program. The CLO supports the PATCH Team to conduct community engagement activities and events, coordinate fundraising to support our students and families and facilitate the provision of PATCH Pantry food hampers for our community. The CLO works closely with other key personnel from the Together in Willmot 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. KidsXpress; Kidzone, Willmot Wonders; Western Sydney Allied Health Counselling, Catholic Care Counselling; School Chaplaincy Program and The Smith Family Learning for Life scholarship referrals.</p>
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$0.00) 	<p>During 2019, our school did not qualify for Beginning Teacher Support funding. Our school used it's own flexible funding to provide additional release to early career</p>

<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$0.00) 	<p>teachers. Instructional leaders, stage supervisors and mentor teachers worked closely with new teachers to improve professional knowledge and strengthen teaching practice with a focus on developing personalised learning plans, implementation of universal programs, data analysis, assessment and reporting practices. The additional release time was also used to deliver targeted professional learning to support early career teachers working towards accreditation.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	77	73	76	81
Girls	65	71	74	72

Student attendance profile

School				
Year	2016	2017	2018	2019
K	87.3	92.6	86.7	87.5
1	84.3	86.5	89.5	84.7
2	88.6	87.7	90.8	86
3	91.1	87.3	89.9	90.4
4	89.9	88.8	88.2	85.6
5	88.1	90.2	90.3	80.9
6	90.4	91.2	89.6	90.6
All Years	88.4	89.2	89.1	86.5
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)	2
Classroom Teacher(s)	9.12
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	2.81

*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.

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	527,144
Revenue	3,023,508
Appropriation	2,930,888
Sale of Goods and Services	6,374
Grants and contributions	84,369
Investment income	1,677
Other revenue	200
Expenses	-3,049,092
Employee related	-2,792,366
Operating expenses	-256,726
Surplus / deficit for the year	-25,584

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	36,050
Equity Total	628,786
Equity - Aboriginal	76,575
Equity - Socio-economic	379,600
Equity - Language	33,897
Equity - Disability	138,713
Base Total	1,236,433
Base - Per Capita	35,196
Base - Location	0
Base - Other	1,201,237
Other Total	826,028
Grand Total	2,727,296

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

As part of our school-wide satisfaction assessment processes undertaken in 2019, 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 SATISFACTION RESULTS – *our school has shown a significant improvement in the area of wellbeing for our students as evidenced by our student survey results below. We still have work to do to create the conditions for more positive student relationships and positive behaviour at school. This will continue to be our focus for the 2020 school year.*

Students with a positive sense of belonging – students feel accepted by their peers and by others at their school

*School Mean: 87% *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: 74% *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: 72% *NSW Govt mean: 83%

Students who are interested and motivated in their learning

*School Mean: 85% *NSW Govt mean: 78%

Students who are victims of bullying – students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet

*School Mean: 26% *NSW Govt mean: 36%

Advocacy at school – students feel they have someone at school who consistently provides encouragement and can be turned to for advice

*School Mean: 84% *NSW Govt mean: 77%

Positive teacher–student relations – students feel teachers are responsive to their needs and encourage independence with a democratic approach

*School Mean: 88% *NSW Govt mean: 84%

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

*School Mean: 76% *NSW Govt mean: 72%

TEACHER SURVEY RESULTS – Eight Drivers of Student Learning

Leadership

*School Mean: 8.5 *NSW Govt mean: 7.1

Collaboration

*School Mean: 8.7 *NSW Govt mean: 7.8

Learning Culture

*School Mean: 8.5 *NSW Govt mean: 8.0

Data Informs Practice

*School Mean: 8.2 *NSW Govt mean: 7.8

Teaching Strategies

*School Mean: 8.5 *NSW Govt mean: 7.9

Technology

*School Mean: 6.7 *NSW Govt mean: 6.7

Inclusive School

*School Mean: 9.0 *NSW Govt mean: 8.2

Parent Involvement

*School Mean: 7.3 *NSW Govt mean: 6.8

PARENT SATISFACTION RESULTS

Parents feel welcome

*School Mean: 8.5 *NSW Govt mean: 7.4

Parents are informed

*School Mean: 7.7 *NSW Govt mean: 6.6

Parents support learning at home

*School Mean: 7.3 *NSW Govt mean: 6.3

School supports learning

*School Mean: 7.8 *NSW Govt mean: 7.3

School supports positive behaviour

*School Mean: 8.3 *NSW Govt mean: 7.7

Safety at school

*School Mean: 7.4 *NSW Govt mean: 7.4

Inclusive School

*School Mean: 7.9 *NSW Govt mean: 6.7

Leadership

*School Mean: 8.5 *NSW Govt mean: 7.1

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.

CURRICULUM

This year we have been looking at languages/dialects and the many different ways Aboriginal people communicate. Mrs Hickey, Aboriginal Education Officer introduced the students to the many languages of Aboriginal people and the many countries that Aboriginal people call home.

She also supported the Aboriginal Education Team at NIRIMBA in making teachers aware of the different meanings of Aboriginal English with words like lift, deadly, and gammon. The teachers were very accepting of this dialect of English and understood the reasons why the dialect was developed.

During 2019 Mrs Hickey taught Aboriginal Astronomy to K–6 classes which was received really well. The students were very engaged and were offering stories about what their parents and grandparents told them about the stars. Lessons concentrated on constellations of warriors from Greek and Aboriginal mythologies to show the vastness of space and how Australia shares its galaxy with the rest of the world. Students were able to connect with this distance and were amazed at how we could see the same constellations. An example we used was the Emu in the sky showing the similarities to the Inca's who see a llama in the sky, signifying the same seasonal changes for food and weather.

WELLBEING

Mrs Hickey assisted our learning and support team by making specialist appointments for hearing, speech and sight checks for our Aboriginal and some non– Aboriginal students. These checks were carried out by Greater Western Sydney Aboriginal Health Services Mt Druitt; Marrin Weejali (optometrist); and Western Sydney Health at Mt Druitt for Hearing. Paediatric appointments for children experiencing ADHD, Aspergers and other concerns were also made

EARLY CHILDHOOD

During 2019, the team introduced the Gulyangarri Play group to our school for Aboriginal and pre–school children to attend one day a week. Some of our young Aboriginal kids and some non– Aboriginal kids also attended. The children played games, learned to take turns and were introduced to numbers and the alphabet. This program has been a great success.

Our Aboriginal Education Team were involved in The Early Years program at the Willmot Hub with Chris Fraser, our Instructional Leader.

SPECIAL EVENTS

There were numerous special events held during the 2019 school year where our Aboriginal Education team took a lead or supporting role. For example:

- organising our students to be part of the NAIDOC Cup at Emu Plains. This was a great day. The students enjoyed themselves and were very competitive in netball and football.
- assisted in the organising of Harmony Day where a parent of an Aboriginal students performed traditional dance moves for the students to watch.
- organised the *Get Hooked* program for our students at Mt Druitt swimming pool with N.S.W. Fisheries.
- Supported our students to take part in the Hornsby's Children's Voices for Reconciliation program. Our years 4,5 and 6 were well received with their songs *The Kangaroo Rock* and *Black Fulla White Fulla*. The school was well received and all enjoyed the performances of our school. They had to perform twice and teach the other schools *The Kangaroo Rock*.
- supported the Athletics carnival at district as a field official for our school.

- organised Willmot P.S. NAIDOC Day celebrations. Mrs Hickey taught each class a song relating to Aboriginal issues by following the theme of **VOICE TREATY TRUTH**. This was a great day where the students performed their songs then moved into workshops spread out across the school. Mrs Hickey also invited Sean Chulburra to speak about his culture and share his knowledge with our students and teachers.

COMMUNITY AND COLLECTIVE WORK

The *Together in Willmot* collective and the *Willmot Hub* are a major source of connection between the school and the community. The Willmot PS Aboriginal Education team have supported these community groups in the following ways during the 2019 school year:

- leading an astronomy night as part of *ChangeFest*. Attended by over 200 people from various disadvantaged and Aboriginal communities across Australia.
- involvement in our community with the Hub at Willmot. Mrs Hickey works and consults with agencies on supporting our students and parents. She assists in creating special days such as NAIDOC Day, Easter, BBQs. Mrs Hickey also actively supports individual community members and families in the Willmot community.
- actively involved with The Baabayan Elders and meets regularly with them about local issues and programs such as: *Say No To Ice* days; *Say No To Domestic Violence* days; and the *Aboriginal Elders Olympics*, which she competed in.
- working on the *Reconciliation Action Plan* (RAP) with agencies in Mt Druitt.
- meeting with Jenny from *Justice Re-invest* to try and resolve some of our issues with our young boys by looking at ways to invest in their future and changing their mentality about life.
- attending the Police and community (PACC) meetings to try to develop better relationships between Aboriginal people and Mt Druitt police.

SUPPORT TO SCHOOLS AND EDUCATION OFFICERS

During 2019, our Aboriginal Education Officer participated in the following programs:

- staff merit selection panels for the AECG. As there is a shortage of people available for panel Mrs Hickey took these opportunities to assist the schools in Mt Druitt to staff our schools.
- attended training and development days with the Aboriginal Education Officers these are very valuable for AEOs keeps us up to date with changes.
- attended several schools with NIRIMBA Aboriginal Education team presenting Aboriginal English /Astronomy.

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.

Willmot Public School continues to have a zero tolerance on racism and managing all complaints through informal processes as outlined in the Anti-racism Policy.

2019 saw the first full year of Willmot Public School having a staff member fully accredited as an 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 three major aspects of the ARCO role are a complaints support role, educational role, and monitoring role.

Our ARCO spent time resolving concerns as they arose and noting them in the Anti-Racism register. The following observations occurred during 2019:

- 1 incident for the year compared to 2 incidents in Semester 2 2018 (first time registered complaints)
- Zero formal complaints
- 100% resolution using informal process of 1:1 support and mediation

Within the ARCO educational role, the focus for 2019 Harmony day in class teaching was Racism – what it is; what it looks like; impacts on others; how we can make a positive impact. The following activities occurred on *Harmony Day* and throughout the 2019 school year:

- delivered a whole class discussion on racism and what making a formal complaint involves
- Harmony day – whole school and community participation
- the *Racism No Way* and *Harmony Day* websites were used extensively by CT for information and support materials.

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.

In 2019 Willmot Public School community comprised of students identifying with the following cultures, Nigeria, New Zealand, Samoa, Fiji, Iraq, Tonga, Phillipines and China, forming a total of 22% of our school population. Willmot has teaching and non-teaching staff from culturally diverse backgrounds who support students in their learning as well as supporting parents to understand our education system. Accommodations and adjustments for learning are identified in Personalised Learning Plans and teaching programs.

Harmony Day was celebrated on 21 March 2019 with a parade of students wearing traditional costumes or sharing something that they identify with culturally. The day ended with the whole school community participating in a range of multicultural games.

Our Aboriginal Education Officer was involved with our K–6 classes with the focus on traditional songs, movement and language.

Students from Year 1–6 attended the NAIDOC Cup – Combined Schools Sports Gala and Cultural Day on 21 June at Emu Plains. Selected students participated in the Oz-tag Round Robin while the remainder of the students joined in a variety of cultural activities.

The following outcomes were observed during the 2019 school year:

- 100% of teaching staff are aware of the cultural of the students within their class
- 100% of teaching staff are aware of the religious backgrounds of their students and respond to their needs when programming activities
- *Harmony Day* – whole school participation and community involvement
- the *Racism No Way* and *Harmony Day* websites were used extensively by classroom teachers for information and support materials.
- all students from Year 1–6 (100) given opportunity to attend the NAIDOC Cup – Combined Schools Sports Gala and Cultural Day (donations of bus transport from Niland School and financial support from Nepean Community and Neighbourhood Services to cover travel costs were greatly appreciated).

Other School Programs (optional)

CREATIVE and PRACTICAL ARTS

Willmot Public School has continued to empower students to participate and actively engage in Creative and Performing Arts (CAPA) throughout 2019. Research shows that active participation in CAPA has a positive impact on learning and engagement. Opportunities on offer in 2019 included School Choir and Drama. The School Choir performed at both in-school and external community events. They rehearsed weekly in preparation for performances at the Easter Hat Parade; Mother's Day Morning Tea for the Willmot Community Group which took place at the Willmot Community Hub and Education Week at Westfields Mt Druitt.

Whole school singing led by classroom teachers has been incorporated within our fortnightly K–6 assemblies. The School Choir, comprised of 35 boys and girls across Year 1–6, who were led by Mrs D'Amico and Mrs Noppert.

CAPA had a strong presence during our *Harmony Day* and *NAIDOC Day* activities. Our Aboriginal Education Officer was involved with our K–6 classes with the focus on teaching traditional songs and movement as well as teaching our boys to play the didgeridoo; how it is a wind instrument; how it was made and the circular breathing they needed to use to produce a sound. Class Purple, with their class teacher and AEO, performed a number of traditional songs at a Reconciliation event at Hornsby.

The big event this year was our musical production – *Willmot in Space*. Students involvement started with script writing; each class performed a song relating to Space (as did the staff) and some students had speaking parts. All in all, it was a huge success that was showcased on *WisH Day*; each song was also performed at The *Change Fest* Conference held at Kimberwalli, Whalan and finally at an end of year gathering at The Hub.

Stage 3 students entered the Design a Christmas Card for our local State Member – Prue Car. In 2019, Eboney Merrifield won the competition.

Stage 1 and 2 students entered the Amazing Brain Creative Art Competition in May. Students had fun designing and creating artwork showing why their brains are amazing. More than 1200 entries from 76 schools entered this competition.

The PATCH Team also held a PATCH t-shirt design competition which was one by two students in Stage 3.

LIFE EDUCATION

In May of 2019 the Life Education van visited Willmot Public School. 90% of Willmot students opted in and were able to attend Life Education lessons onsite and at no expense to parents or the school. This was made possible by a generous benefactor through the Adopt-a-School Program initiated by Life Education NSW.

SPORTING SCHOOL PROGRAMS

Willmot was successful in obtaining grants from the Australian Government Initiative, *Sporting Schools Program* for Term 1 and 3 (grants totalling \$5200). The grants allowed Willmot to run teacher delivered or coach delivered programs in the following sports – Cricket, Softball, Volleyball, Aussie T-ball, Soccer, Netball, Aerobics, Touch Footy, Tennis, Athletics and Rugby League.

As a result of our successful participation in the *Sporting Schools Program*, the following outcomes were noted:

- development of fundamental movement skills within a team sport to K–6 students.
- staff participated in online training to teach Volleyball (SLSO) and Aerobics
- classroom teachers learnt teaching skills from the coach delivered sports
- purchased new equipment for Cricket, Softball, Volleyball, Aussie T-ball, Soccer and Tennis
- teaching manuals supplied by the sporting associations for teacher delivered programs

SCHOOL SWIMMING AND WATER SAFETY PROGRAM – costs as follows: Pool entry ongoing donation through Blacktown City Council; school contributed \$546 to transport costs

Willmot Public School participated in this NSW Government Initiative in 2019. It is a learn to swim and water safety program for primary school students in Years 2 to 6 who are unable to swim 25m confidently in deep water and also for students who wish to continue improving their ability to swim. Once again Blacktown City Council has supported our school by not charging pool entry to all students in attendance.

Outcomes:

- 2019 saw an increase in the number of students participating from 2018 i.e. 2019 – 25 students; 2018 – 18 students.
- growth in students attending was commented on by the instructors especially from students who have attended each year.

K–2 GROSS MOTOR SKILLS

During Term 1, we re-introduced gross motor with all K–2 students participating every morning. Gross motor skills are completed by using the larger muscles in the body to roll, sit up, crawl, walk, run, jump, leap, hop, skip and more. Regular participation in these types of physical activities has been associated with improved academic performance and important school day functions, such as attention and memory.

Outcomes:

- 100% participation by all students in K–2
- Engagement of a parent volunteer to set up and pack away the course and support classroom teachers and students during the activity
- Instructional Leader implementation as an intervention program to support student cooperation and skills development

DANCE FEVER – funded by the school at a cost of \$4689

The *Dance Fever* Program taught Willmot students a variety of dances, including individual, partner, group and cultural routines. They also learnt appropriate social skills and etiquette when dancing and the students showcased these new skills at the last whole school assembly in Term 4 and during the Year 6 Farewell.

Outcomes:

- 100% participation by all students in K–6.
- notable improvement in Stage 3 participation due to previous year's exposure to the program. Long term benefits are now visible from school ongoing participation.

PANTHERS ON THE PROWL – OAK Healthy Active Lifestyles – Partnership with Panthers on the Prowl which is sponsored by OAK Parmalat – no cost.

The Panthers on the Prowl's Healthy Active Lifestyle Program provided students from Year 3–6 with activities and information to improve diet, nutrition and physical fitness levels through regular exercise.

Outcomes:

- 100% participation for students from Year 3–6

GENERAL SPORTING EVENTS – costs as follows: Niland Bus Fuel Costs – transport to sporting events \$100; School paid for transport to Zone Cross Country \$428; Swimming Carnival Pool cost \$205; Trophies / Ribbons \$180 (estimated cost of \$40 for ribbons for all carnivals)

- School Swimming Carnival at Emerton Leisure Centre – 3 students in attendance.
- School Athletics carnival – first time the carnival was held onsite for track events only. and Athletics first time at school. From this, students who achieved the two fastest times for each age race represented the school in the Zone Athletics carnival held at Blacktown Sports Stadium.
- School Cross Country was also held onsite. 60 students represented the school at the Zone Cross Country held at Morreau Oval, Rooty Hill.
- NAIDOC Cup – 2 mixed rugby league teams from Years 3– 6 represented the school in the NAIDOC Cup.
- Rugby League Days – Rugby Legends Cup twice over the year.
- Netball Gala Day held at Penrith Netball Courts.

Outcomes:

- onsite School Athletics and Cross Country Carnivals allowed for greater number of students participating and celebrating student achievements. It also made it easier for parent to attend
- 2019 saw the first attendance to the Netball Gala Day. The girls from Years 3–6 were able to firsthand observe what a game of netball looks like when it is played focusing on position play; rules and speed in which the game is played.

STUDENT LEADERSHIP – costs funded by school : Niland Bus Fuel – \$50; Conference cost \$307

Our school Leaders along with Ms Sgro attended the GRIP Student Leadership Conference Held at Quay Centre Sydney Olympic Park. This conference gave our school student leaders practical tools and fresh ideas to make a difference to our school community. It also gave our school student leaders the opportunity to brainstorm and discuss ideas with peers from all around NSW.

Outcomes:

- growth in confidence within our school leaders was visible from the first activity they engaged in
- 100% of school student leaders attended

FIRST FOOT FORWARD PROGRAM – costs covered by Western Sydney University as part of the partnership

First Foot Forward is a partnership between Willmot Public School and Western Sydney University. Participation provided all Stage 3 students with insight into the world of higher education and how it is an option for their future.

Throughout 2019 Willmot students participated in three activities:

1. An in school workshop delivered by staff from Western Sydney University that informed students about what university is; how they can study things they are interested in and an insight into a range of different careers. The hands on activity involved making solar panel cars.
2. A visit to a Western University Campus. They engaged in activities in the areas of Coding, Design and Nursing/Healthcare. The purpose of the day is to show students that universities are a fun and friendly environment for them to learn in the future.
3. A celebration of student's participation in the program shared with parents, teachers and community members.

Outcomes:

- 100% involvement of Stage 3 students in the onsite workshop
- significant number of Stage 3 students attended the campus visit

SYDNEY STORY FACTORY – costs covered by Sydney Story Factory as part of the partnership

Sydney Story Factory is a not for profit creative writing centre for young people aged 7 to 17. Their storytelling workshops have been designed by creative writing and literacy experts to build literacy, confidence, and creativity: essential skills young people need to shape their future. These workshops let students choose from a wide range of creative writing activities to plan, build, craft, draw, share and write whatever their hearts and minds can dream up, under

the guidance of expert storytellers and with the support of dedicated writing tutors. They worked with 100% of Willmot Years 3–6 students across the 2019 school year to create books titled Space Odyssey and Global Warriors, which are compilations of all the student's individual pieces of writing.