

# 2020 Annual Report

## Wilberforce Public School



3441

# Introduction

The Annual Report for 2020 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

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## Message from the principal

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Wilberforce Public School is proud of its outstanding progress towards creating citizens who are engaged learners. 2020 proved to be a year like no other, but we have continued the tradition of offering students a diverse learning experience in academic achievement and made progress in implementing technology to support syllabus outcomes.

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

## School vision

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

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
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

## 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

Visible Learning has transformed teaching and learning at Wilberforce Public School in order to enhance outcomes for all students. Building on professional learning, Visible Learning established learning intentions, success criteria and bump it up walls for all grades. Stages collaborated to embed these concepts in teaching and learning programs in Literacy and Numeracy and all classes developed visual ways to display student learning goals and achievements. Stages 2 and 3 eventually formed a focus on WALT and WILF while K-2 focused on the language associated with 'WALT and WILF' and 'learning job'. In 2020, this was standardised across school in writing and mathematics through the introduction of student linked writing goals linked to the progressions and TEN. In 2020, the school launched our Learning Dispositions and Citizen Expectations, with the focus on improving students' knowledge of learning and core citizen values. 100% of classes use success criteria in writing and Mathematics.

### 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)
Students have a greater understanding of Grammar and Language conventions as demonstrated by PAT testing which demonstrates a 0.46 effect size across Years 3-6 and grades near or above norms average. Writing samples demonstrate students have improve their ability to write comprehensive text using correct structure and form. All literacy and numeracy programs use learning goals. All staff, school wide, had an understanding of the Visible Learning concepts and how to implement these into classroom practice. All students have clear expectations in terms of understanding what visible learning was and how they could link their goals to their learning. All students have consistent language of learning and are developing a greater awareness of their own learning and what they need to do to make progress. Of 255 students who entered into a competition to explain a good learner, approximately 34% articulated the desired traits of what it means to be a good learner. This forms the baseline data for ongoing tracking of students' knowledge of Learning Dispositions and Citizen Expectations. Tell them from me data indicates the majority of students believe the school has a positive learning climate and there has been an	Professional Learning - PETAA PL - \$2500

## Progress towards achieving improvement measures

increase in effective learning time (8 to 8.3), Relevance (7.5 to 8.1), Rigour (7.8 to 8.1) and high skill High challenge learning (4%).

**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)
<p>Kids' Shed reported a high level of success from students and parents. Targeted students recorded a reduction in negative behaviour incidents. INGENIUM was implemented as a trial for students in years 4-6 with reflections on practice set to improve the program in 2021.</p> <p>Lessons during COVID maintained learning expectations and success. Student attendance was 93% with 79.6 students attending &gt;90% of the time 13.4% above SSG schools (SCOUT).</p> <p>Due to COVID only 55% of students participated in extra curricular activities. 91% of students engaged in positive behaviour practices. Due to COVID NAPLAN growth could not be measured. 93% of student value learning and 85% try hard to succeed in learning (TTFM).</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• (\$5000.00)</li> </ul>

**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>The success criteria provides students with specific goals and challenges students to be self-directed and independent learners that have a clear understanding of the skills they need to master. Whilst students are completing a task from the writing program, they refer to the success criteria for their group to ensure they are completing tasks to their individualised expectations. Anecdotal evidence suggests students have improved their writing, with teachers reporting improved cohort assessment results. In 2020 the check-in assessment showed Year 5 students achieved 56.6% of questions correct compared to 57.1% in the SSG and 60% in the state. Year 3 students achieved 64% correct which was 3.1 above SSG and 1.2% above state average. In numeracy Year 5 students achieved 57.9% of questions correct compared to 59.3 in the SSG and 60.7 in the state. Year 3 students achieved 60.1% correct which was 3.9 above SSG and 1.5% above state average.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• (\$15000.00)</li> </ul>

## Next Steps

- Establish routine review practices with all students and teachers to ensure all students have a clear understanding of how to improve.
- Standardise the language of learning in Literacy and Numeracy to improve vocabulary.
- Facilitate greater collaboration across stage teams to facilitate consistent teacher judgement, share data and implement improved teaching practices as indicated by student need.
- Engage students and parents to enhance their understanding of assessment approaches and how they benefit student learning.

## Strategic Direction 2

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

### Purpose

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

### 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

In 2020, Teachers accessed and engaged in professional learning that built skills in the analysis, interpretation and use of student progress and achievement data including TEN, Sound Waves, SCOUT and PLAN 2. We have clear and accurate analysis of student progress and achievement that informs planning. All teachers contribute to gathering data and most are beginning to contribute to its analysis. The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives. Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN and PAT) with internal measures to build consistent and comparable judgement of student learning. We have an executive team who work with their stages to regularly analyse student data to inform teaching, programming and reporting.

Within the school there are systems to support teachers is that of collaborative planning days and discussion time. Teams of stage staff work collaboratively in planning and developing the appropriate stage curriculum content and teaching sequences. Learning programs are now being adapted to an online format with a focus on collaborative planning and reflection which will lead to an improvement in learning.

### 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)
The collaboratively designed corporate writing programs created by each stage team through the provision of various administrative tools, systems and management mechanisms, are having the desired impact. Stage teams effectively include; explicitly taught outcomes indicators and progression with relevant Learning Intentions. The use of success criteria provides students with specific goals, and challenges students to be self-directed and independent learners. Whilst students are undertaking a task from the writing program, they refer to the success criteria for their group to ensure they are completing tasks to their individualised expectations. Anecdotal evidence suggests students have improved their writing with teachers reporting	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$15000.00)</li></ul>

## Progress towards achieving improvement measures

improved cohort assessments across stages, in particular the early stages - Kindergarten to Year 3. The inclusive nature all teaching and learning programs and administrative support programs that are implemented at our school show forethought in planning, the ability to cater for individual difference both in the development of sequences and in the delivery of explicit content. Staff completed 696 hours of professional development in 2020, meeting the goal of 15 hours of professional development per year. The majority of professional development was in Visible Learning, Sound Waves and English.

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

Evaluation	Funds Expended (Resources)
<p>There are now usable computers in every classroom with 90 windows devices being used across the school regularly for student learning and available for booking through Sentral. During the Online Learning phase of COVID19 the school was able to manage over 130 students on devices on site and cater for their learning. In addition, during this period, 35 older devices were lent to families. The 352 students at the school were averaging 14000 hours on ZOOM over a 2-week period as tracked by SCOUT.</p> <p>All students now have reliable access to Technology to support syllabus outcomes. Student learning and parents were supported during learning from home by the use of online technology. Curriculum provision and evidence-based teaching practices provide a high expectation framework, within which all students effectively develop the behaviours and dispositions to investigate, create and communicate, empowering students to actively shape their future using technology. Teachers are developing skills in technology and it is now the main form of recording and communicating important information.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• (\$50000.00)</li> </ul>

**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)
<p>In 2020, formative and summative assessments are more consistently used as opportunities for students to receive feedback on their learning, evaluate learning progress and teaching programs. The student feedback is most often given by teachers. The school is working towards establishing student to student feedback as consistent practice on a school wide basis. Teaching and learning programs promote and facilitate explicit, specific and timely feedback related to defined success criteria for individuals and groups of student. Data collection has been more consistent leading to more accurately targeted programs and support.</p>	

## Next Steps

- Increase a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching, and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.
- Refine processes to monitor student learning longitudinally by Refining processes for the continual tracking of student progress and achievement across the progressions..
- Increase pre and post testing practices so they are an integral part of daily classroom instruction. Establish and adopt processes to analyse student assessment data across the whole school and respond to trends in achievement.
- Engage students and parents to enhance their understanding of assessment approaches and how they benefit student learning.
- Improve teachers understanding of SCOUT and use of data to direct improvement in school practices and therefore student performance measures.
- Facilitate greater collaboration across stage teams to facilitate consistent teacher judgement, share data and



implement improved teaching practices as indicated by student need.

- Increased use of data by our leadership team to evaluate the effectiveness of management processes and create a culture of shared accountability to achieve organisational best practice.
- Expand peer observation processes and time to involve more teachers, using current trained staff to lead other cross stage teachers.

### 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

Community involvement and participation are integral to building strong partnerships with parents and the wider community. Every week parents and grandparents are invited to celebrate student achievements as they work to achieve their bronze, silver and gold awards along with various other curricular and extra-curricular awards. This was adapted to ZOOM assemblies during COVID. The school collaborates with the local community where appropriate on decisions about, and access to, school assets and resources, delivering benefit to both the school and the community. The P&C and parent consultation surveys have provided direction for the school in the current planning cycle and regular feedback enables the school to achieve milestones and engage parents in learning consultation, enhancing student learning and addresses feedback on school performance. Parents are consulted about the introduction of new policies, ensuring a smooth transition and open and clear dialogue when introducing new procedures.

As part of our review of the introduction of Learning Dispositions and Citizen Expectations the P&C were asked for their ideas and feedback regarding the proposed changes. Their feedback resulted in the successful integration of Learning Dispositions and Citizen Expectations, whilst maintaining the current award system of bronze, silver and gold. The combined system now enables teachers to acknowledge students for positive learning attributes not just compliant behaviours.

#### 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>Support of learning during the 2020 online learning enabled parents to assist their child in learning from home, with most parents indicating older students were able to complete tasks with minimal input from themselves. Feedback from parents led to changes in the formatting of work and increased videos of teachers to engage students. Feedback from phone calls to every family throughout the crisis were overwhelmingly positive, as was the feedback from Facebook.</p> <p>INGENIUM was overall successfully implemented with refinements identified to streamline and improve the program for 2021.</p>	

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

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>A system put in place by the Learning Intervention team identifying, monitoring and reviewing individual learning needs, enabled the identification of students across the school requiring assistance, enrichment or a PLP. In semester 1, 2020, sixteen students were supported through the MacLit and MiniLit programs . Twelve students made significant progress and are no longer on the program, allowing Kindergarten students to be supported in Semester 2. Thirty-one Year 3 to 5 students have participated in and reading programs to develop their word attack skills. Identified high achieving students have participated in extensions maths lessons in Years 5 and 6 which foster mathematical creativity, develop flexibility in problem solving and provide for the satisfaction, joy and thrill of mastering challenging problems. This year 8 students required a PLP.</p>	

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

Evaluation	Funds Expended (Resources)
<p>Support of learning during the 2020 online learning enabled parents to assist their child in learning from home, with most parents indicating older students were able to complete tasks with minimal input from themselves. Feedback from parents led to changes in the formatting of work and increased videos of teachers to engage students. Feedback from phone calls to every family throughout the crisis were overwhelmingly positive, as was the feedback from Facebook.</p> <p>No workshops were held due to COVID, however videos were developed and shared with parents explaining Sound Wave and TEN concepts.</p>	

## Next Steps

- Staff implementing systems for measurable improvements to monitor wellbeing and engagement to support learning.
- The leadership team will continue to work on establishing a professional learning community which is focused on continuous improvement of teaching and learning.
- Teachers consulting with parents/cares to form sound holistic information about individual student wellbeing.
- School programs that will be informed and reflect the needs of individual students.
- Further building positive and respectful relationships between all students and staff.
- Adopting measures to promote student wellbeing to ensure optimal learning conditions across the whole school
- Develop wider partnerships with community organisations including private companies and Western Sydney University to develop students' interest and learning experiences across a wider variety of learning and to provide professional development for staff.
- Continue to develop and refine effective partnerships in learning with parents and students, meaning students are motivated to deliver their best and continually improve.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$6 846.00)	Indigenous students showed improvement in components of a targeted literacy program. Students produced cohesive written texts using more complex sentences and literary devices.
<b>English language proficiency</b>	<b>Funding Sources:</b> • English language proficiency (\$2 528.00)	Additional staff provided across classrooms to provide assistance to students. Key Literacy and Numeracy initiatives were identified to support students from a language background other than English. There was evidence of students oral and written language improvement.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$137 361.00)	Development of consultative individualised education plans for identified students with implementation supported by Learning and Support Teachers and Student Learning and Support Officers (SLSOs) and the continued implementation of the MacLit, MultiLit and MiniLit programs. Ongoing support and review of student educational goals. Intensive support for Reading, Writing and Numeracy with a mixed approach of in class and withdrawn support.
<b>Quality Teaching, Successful Students (QTSS)</b>		Funding was used for an Assistant Principals to drive program initiatives. Also for executive teachers to work with staff on the development and review of their Professional Development Plans. Team teaching and lesson observations were integral to the QTSS programs.
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$73 081.00)	Funding was used to support technology upgrades across the school. All devices now operate on a Department Windows Image. Every Class has 5 iPads with the kindy classes having 10 each. An additional 20 iPad devices are available for borrowing as a resource. Six Surface Go laptops are assigned and utilised by students needing support across the school and 90 devices for borrowing by classes. 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 used to provide students with SLSO support in classrooms and to run the MultiLit programs.
<b>Support for beginning teachers</b>		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 Visible Learning training and other professional learning experiences. All teachers benefitted from this model of support.
<b>Literacy and Numeracy</b>	<b>Funding Sources:</b> • Literacy and numeracy (\$11 451.00)	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			
	2017	2018	2019	2020
Boys	176	182	175	188
Girls	166	169	165	162

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	96	95.1	94.7	91.6
1	94.3	95.4	93.8	91.9
2	96.1	93.5	94.7	91.5
3	94.6	95.8	93.3	93.3
4	95.3	93.7	94.6	91.1
5	93.3	95.8	93.4	91.8
6	94.4	92	93.6	93.9
All Years	94.8	94.5	94	92.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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)	12.75
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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 was limited this year due to COVID. Teachers participated in Professional Learning on:

SCOUT Training

Leading the implementation of Best Start

Effective Reading in the Early Years

Introduction to the Literacy and Numeracy Progressions

PDHPE in Rugby League and the New PDHPE syllabus

PEETA Reading and Writing Conference

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 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	196,822
<b>Revenue</b>	3,109,202
Appropriation	3,012,087
Grants and contributions	96,388
Investment income	727
<b>Expenses</b>	-3,153,842
Employee related	-2,787,775
Operating expenses	-366,067
<b>Surplus / deficit for the year</b>	-44,641
<b>Closing Balance</b>	152,181

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	66,848
<b>Equity Total</b>	219,816
Equity - Aboriginal	6,846
Equity - Socio-economic	73,081
Equity - Language	2,528
Equity - Disability	137,361
<b>Base Total</b>	2,521,623
Base - Per Capita	81,771
Base - Location	0
Base - Other	2,439,852
<b>Other Total</b>	171,424
<b>Grand Total</b>	2,979,712

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

### Parents indicated the following in the Tell Them From ME Survey:

- Parents indicated that 2 way communication could be improved, especially the timing of events so they can attend. (school 7.0; NSW average 7.4)
- Parents felt informed about their child's behaviour at school (6.8) and the progress in learning (6.1) but needed more information about their child's social and emotional development (3.9)
- Teachers have high expectations for their children. (school 7.9; NSW average 7.3)
- The school supports positive learning behaviour (school 8.4; NSW average 7.7)
- Parents indicated they believe students feel safe at school (school 7.4; NSW average 7.4)
- Parents indicated that the school could improve support for student behaviour. (school 5.9; NSW average 6.7)
- Parents indicated that the school should try to improve resources for students (33% indicated more resources were needed)
- The majority of parents (71%) felt they were supported during online learning.
- Parents would like to see a greater focus on STEM and technology integration to support the curriculum.

### Teachers feedback during the situation analysis indicated:

- Teachers have high expectations of learning 4.64/5.00
- Teachers use explicit teaching 4.07/5.00
- Teachers use effective feedback 3.78/5.00
- Teachers use data to inform practice 4.07/5.00
- Teachers have good classroom management 4.33/5.00
- Teachers consider student wellbeing is high 4.23/5.00

### From extrapolation of the data it indicates teachers would like:

More feedback on their teaching, improve student self assessment, improve exemplar work samples for students, improve collaboration when marking, increase opportunities for student voice and increase lesson observations.

In 2020, 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 can form trusted friendships with their peers. They believe the school and teachers focus on extending their learning. Students indicated the following:

- 78% of students had a positive sense of belonging (norms 81% TTFM).
- 90% of students had a positive relationship with their peers (norms 85% TTFM).
- 60% of students are interested and motivated to learn (norms 78% TTFM).
- 87% of students indicated they tried hard to succeed in their learning (norms 88% TTFM) .
- The school was below the average in cases of bullying incidents with 24% of students reported a case of bullying (norms 36% TTFM)
- 8.3 of students felt important learning concepts are taught well and class time is used effectively. (norms 8.2 TTFM)
- Positive teacher student relationships were 8.4 (norms 8.4 TTFM)
- 7.2 of students indicated the school had a positive learning environment. (norms 7.2 TTFM)

# Policy requirements

## Aboriginal Education Policy

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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.

## Anti-Racism Policy

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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.

## Multicultural Education Policy

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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.