

# 2020 Annual Report

## Willmot Public School



4470

# Introduction

The Annual Report for 2020 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.

## School contact details

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## School vision

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
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

#### NAPLAN Analysis and Internal School Data

- Expected growth in reading has dropped by half in the past 3 years meaning that we can only place ourselves at 'Delivering' in terms of the School Excellence Framework
- Expected growth in numeracy has sat at an average of 40% for the past 9 years placing us at 'Delivering' in terms of the School Excellence Framework
- Over a ten-year period, 8.5% of our students perform in the top 2 Bands of NAPLAN for reading, and 5% for numeracy As an EAfS school we have focussed on improvement in number and place value. We have shown demonstrable improvement in number through a universal approach to teaching Number of the Day. Place value still requires much work and has not heralded the same results. More teacher PL is required for teachers to effectively teach place value (this data is reflective of the teaching of place value across the state as evidenced by EAfS leaders' analysis of NAPLAN in this area)
- Counting for Life is a program that has been running at our school for the past 3 years facilitated by our Learning and Support Team. This program is intensive and focuses on the key foundational skills in number. Our point growth in numeracy indicates that this program is having impact in catching students up in this area

#### Best Start and Australian Early Development Census Data

- High levels of Kindergarten vulnerability in social, language and communication indicate that early reading and numeracy intervention in Kindergarten is needed in the Willmot Public School setting to supplement students' preschool educational experiences. AEDC data combined with historical Best Start data drives our Kindergarten transition focus on literacy and numeracy. Our collaboration with Connect Families NSW and The Smith Family have helped us to introduce the Let's Count and Let's Read program to our pre-schoolers who intend to start the following year
- **Suspension and Behavioural Data**
- Our 2020 short suspensions due to aggressive behaviour is slightly below our 6-year average i.e. 8.61% as opposed to 8.78%
- Continued disobedience is 2% lower than the 6-year average i.e. 3.31% as opposed to 5.28%
- There have been no long suspensions relating to criminal behaviour in the school since 2017

#### Parents Support Student Learning at Home

- The Tell Them From Me survey from 2020 indicated that our parents' perception of how they support their children at home has increased 61% over the length of the 2018-2020 school plan. The particular areas our parents demonstrate growth in are encouraging their child and praising them for doing well at school, taking an interest in their child's work, and talking to their child about feelings towards other children at school
- 81% of parents surveyed indicate that they support their child's learning at home, as opposed to 60% of parents on average across the state

## 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)
<ul style="list-style-type: none"> <li>• Our whole school Assessment and Reporting schedule was disrupted somewhat during 2020. Students were engaged with assessment tasks in the first 5 weeks of 2020, until Covid restrictions were implemented and learning had to move to the home environment. Not all assessments were conducted during this time</li> <li>• Semester 2 whole school assessments were completed with students that were attending school at the time. Student growth was difficult to measure between semester 1 and 2 due to the large numbers of students who were absent for assessments (due to Covid restrictions and uncertainties)</li> <li>• The Department of Education introduced a new external assessment in 2020, to compensate for NAPLAN not being able to be implemented across Australia, due to Covid restrictions. The Check-in Assessment was conducted with students in Years 4 and 6. It provided us with more global data in reading and numeracy, so that we could consider areas of development for Term 4, 2020, and into 2021</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher relief time = 4 x 2 days per term for planning and assessment</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Professional learning (\$4325.00)</li> </ul>

**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)
<ul style="list-style-type: none"> <li>• Our school leadership team trained in the Berry Street Education Model (BSEM) in 2019 in order to be able to introduce it to the whole staff during 2020. Staff completed 2 full staff development days at the beginning of the year. The Berry Street Education Model (BSEM) provides strategies for teaching and learning that enables teachers to increase engagement of students with complex, unmet learning needs and to successfully improve <i>all</i> students' self-regulation, relationships, wellbeing, growth and academic achievement. Berry Street strategies were slowly introduced into our school during 2020 but we still have much work to do for it to reach full implementation stage</li> <li>• We continued to work on aligning PBL systems with trauma-informed practices thus addressing reduction in playground rewards. We also implemented Sunshine Circles in both Early Stage 1 classes and introduced targeted groups in partnership with Act for Kids for students requiring tier 2 intervention. We used data from the groups to make appropriate referrals for tier 3 intervention with allied health professionals</li> <li>• During 2020, our school continued to work with Shalvey HS and Noumea PS on the Middle years Project. As a result of our relationship with the Network Specialist Facilitator, our teaching staff participated in a pilot about Trauma-informed Practice in the school environment. Our staff completed 4 x 2 hour sessions. Key components of the Middle Years project and subsequent professional learning included: being personally relevant and providing a flexible curriculum allowing students to make connections between their experiences and the world around them, quality teaching that is challenging and stimulating, high quality transition programs and innovative school organisation allowing for flexible use of time and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher relief time for AP review and renew PBL systems and practices (more in line with Berry Street Education Model) = 4 x 1 day per term</li> <li>• Middle Years Speech Pathologist funded by Health NSW</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Professional learning (\$2162.00)</li> </ul>

**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)

## Progress towards achieving improvement measures

During 2020, our school learning from home scenario during Covid restrictions provided us with the perfect opportunity to consider the most effective ways to develop a more comprehensive approach to universal design for learning and differentiation. As a result we implemented the following:

- developing one unit of learning that was implemented across the K-6 school during Covid lockdown. This required teachers to collaborate on broad syllabus themes that could be accessed by students of all ages. Units were constructed in an online learning environment on Google classroom, but could also be reproduced in a paper pack for those students who were unable to access the online version due to limited access to technology at home
- teachers were given greater opportunity to plan programs collaboratively with a focus on accessibility, relevance, and significance, using our local area as a stimulus for units of learning. Teachers discussed and experimented with accessibility features in online learning environments such as voice recordings, and speech to text features. Programs were shared in a teacher online platform so that they could be critically reviewed and adjusted for quality before being shared on to the student platform
- our teaching program format was adapted and teachers had time to engage in professional learning about the new template before being asked to develop a unit of learning with their stage team colleagues
- Our Learning and Support Team set up school learning and support officers (SLSO's) and classroom teachers to listen to students reading using SPELD and Lailio decodable texts

- Teacher relief time = 8 x 2 days per term for planning
  - Beginning Teachers time for planning = 3 x 2 days
- Funding Sources:**
- Professional learning (\$4325.00)
  - Quality Teaching, Successful Students (QTSS) (\$4325.00)
  - Support for beginning teachers (\$6487.00)

**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)
<ul style="list-style-type: none"> <li>• There were two reporting periods during 2020. The first reporting period was adjusted due to Covid learning from home restrictions that occurred during Semester 1. This reporting period consisted of schools producing a short report for students, with particular focus on literacy and numeracy progress and performance</li> <li>• Learning from home during Covid, provided parents with a comprehensive view of their child's learning as students participated in online learning or take home packs. Both forms of learning required parental support and guidance, thus creating an opportunity for parents to closely review and monitor their child's learning, and report any concerns to classroom teachers or the Learning and Support Team</li> <li>• Semester 2 provided schools with more scope to produce a full student report for parents covering all curriculum areas and outlining student achievement in each subject</li> <li>• Students with additional learning needs who were operating on a personalised learning plan received a personalised report in English and / or Mathematics. Personalised reports detailed student progress and achievement against personalised learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible teacher release for report writing was provided through sick leave Facs Leave model funding (on occasion when the casual teacher employed under this model did not have to take a class)</li> </ul>

## Next Steps

Our new school plan for 2020-2024 will include the following areas for review and consolidation, and expansion:

- data informed explicit teaching - focussing on high quality student assessment, building data literate teachers and leaders, and developing assessment capable student learners
- student growth and attainment - focussing on highly effective teaching practice in reading and numeracy
- a planned approach to wellbeing - focussing on re-launching Positive Behaviour for Learning and extended our training and knowledge into functional behaviour analysis and other intensive systems of support for behaviour. We will also extend our implementation of the Berry Street Educational Model

- connecting learning at school to home - focussing on holding fortnightly parent workshops focused on students' areas 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 where parents can attend physically or on Zoom



## 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

##### Professional standards and performance development planning

Our school has a comprehensive whole school approach to the teachers' professional development cycle, underpinned by professional practice that is informed by current research. Teachers are provided with a package of support that guides their management of whole school practices relating to this area.

We source staff who have the training, expertise, drive and commitment to improvement, in a wide variety of areas. On occasion we also identify and recruit specific staff who have expert knowledge in a particular field of need.

Although our teachers have not yet applied to become accredited at Highly Accomplished or Lead levels of the professional teaching standards, they still work skilfully on maintaining their accreditation at the proficient teaching standard level.

Literacy and numeracy pedagogy and how to improve student levels of attainment, continues to be a major focus for our teaching staff.

##### Effective teaching cycle implementation

Our school offers a curriculum that meets DoE requirements that is differentiated and personalised to ensure equitable academic opportunities for all students. Teaching programs describe what all students are expected to know, understand and do. The school's curriculum provision is underpinned by evidence-based teaching practices. A school-wide scope and sequence introduced in term 2, 2020 supports planning to cover all aspects of the curriculum.

The following areas for improvement are:

1. Teaching programs to include self-assessing strategies for students so that they can articulate their learning and understand what they need to learn next (including self-reported grades)
2. Consistent and reliable student assessment across all KLAs
3. Improve Beginning Teacher Support for programming
4. Develop a universal approach to documenting learning adjustments
5. Evidence of learning adjustments to support learning or increased challenge
6. Review school programming guidelines to ensure all staff have a clear understanding of DoE policy and expectation

##### Effective data analysis and use - quality, reliability, validity

During 2020, we mostly had to rely on internal data sets as NAPLAN was cancelled due to Covid restrictions. Validity of internal data was also skewed because of the considerable amount on non-attendance from our students.

## 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)
<ul style="list-style-type: none"> <li>• Universal programs and/or interventions were commenced for K-2 students using school-based and purchased assessments. All programs follow a systematic structure requiring teachers to explicitly teach the content and skills outlined in the programs. Parents were informed verbally if their child was participating in a 1:1 or small group intervention program</li> <li>• In 2020 our self assessment in effective classroom practice against the School Excellence Framework declined. To move from delivering back up to sustaining and growing we will need to improve teacher practice in 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</li> </ul>	<ul style="list-style-type: none"> <li>• 2 x teacher release days (shared between teachers for data entry with colleagues and IL)</li> <li>• 5 x release days for beginning teachers</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Professional learning (\$1133.00)</li> <li>• Support for beginning teachers (\$5875.00)</li> </ul>

**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>The assessment of teacher effectiveness remains a high priority for our school. We have more to teach and, in less time, because our student need is so great. We cannot afford to leave things to chance as the gap in knowledge, skills and understanding will only widen for our students. Teacher reflection and collective teacher efficacy are a major consideration for continued teacher growth in our school. This is an important part of coaching, mentoring, and instructional leadership in our school.</p> <ul style="list-style-type: none"> <li>• Teachers were provided with opportunities to discuss teaching and learning and subsequently plan for improvement in teaching practice. This occurred in whole school meetings and stage team meetings, and in individual teacher meetings with supervisor or Instructional Leader</li> <li>• As part of the professional development planning (PDP) process, teachers negotiated classroom observations with peers, mentors or supervisors. PDP goals encompassed personal goals for teachers, as well as goals aligned to school plan targets. Teachers self-assessed regularly to determine goal milestones and achievements</li> <li>• Beginning teachers were supported by a beginning teacher mentor as well as their direct supervisor. Opportunities were provided for beginning teachers to discuss learning from targeted professional development, such as the beginning teacher network. The school allocated targeted funding to release these teachers from their regular classroom duties so that they could be involved in collaborative activities, classroom observations, planning for individual students etc.</li> </ul>	<ul style="list-style-type: none"> <li>• 1 x teacher release days (shared between teachers for feedback support from supervisor and IL)</li> <li>• 5 x release days for beginning teachers</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Professional learning (\$566.00)</li> <li>• Support for beginning teachers (\$5875.00)</li> </ul>

**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)
<ul style="list-style-type: none"> <li>• Teachers require further development in data skills and use as their understanding of formative and summative assessment is still not sound</li> </ul>	<ul style="list-style-type: none"> <li>• 2 x teacher release days (shared between teachers for data entry with</li> </ul>

## Progress towards achieving improvement measures

(indicated from survey results and discussions about other elements of the School Excellence Framework). Without a comprehensive understanding of assessment and its purpose, data analysis and use are not as effective as they should be

- Data entered on PLAN2 is inadequate. This would require consistent data entered in PLAN2 and more elements under each strand assessed and data entered
- 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
- The relationship with Macquarie University involving data collated from the implementation of their evidence-based programs, will continue to provide us with the high level of support that our teachers require to be confident in their own data analysis and use

colleagues and IL)

- 5 x release days for beginning teachers

### **Funding Sources:**

- Professional learning (\$1133.00)
- Support for beginning teachers (\$5875.00)

## Next Steps

Our 2021-2024 school plan will focus on the following:

- A more systematic procedure needs to be developed so that teachers enter data into PLAN2 more consistently. Our future goal is to have all classroom teachers using 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 will require consistent data entered in PLAN2 and more elements under each strand assessed and data entered
- There is a need to use PLAN data (based on student examples and in-school assessments) to support development of IEP's and then for the review of the IEP's
- Data literacy and analysis by continuing to provide relevant and meaningful professional learning and subsequent coaching and mentoring, to develop teachers' ability to interpret, analyse and use data to inform their planning and teaching
- using AITSL assessment tools to guide reflective and critical feedback of self and others
- further linking of school plan targets in literacy and numeracy to teacher's PDP goals
- additional training in evaluative thinking processes and action research design for leadership team members (particularly beginning and aspiring Assistant Principals)
- continuing a focus on innovation in technology is a key goal. Incorporating Universal Design for Learning principles into our planning is also an imperative part of this process
- professional learning in mathematics and reading and writing, focusing on areas of student concern
- re-instate time for teachers to participate in collaborative practice and feedback with Instructional Leader and stage team supervisors

## 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

#### Parent engagement

- Parent engagement was challenging during 2020 due to Covid restrictions. Social distancing measures put pressure on teachers, parents and students to adapt to a new online learning environment, with greater dependency on parents to facilitate learning at home. Despite these challenges, we observed during this time the importance of home-school partnerships and how they led to improved student outcomes and had positive benefits for our school and teachers

#### Parent satisfaction

It is important for our school to work with our parent community to improve all aspects of school. Particular progress in 2020 included:

- 88% of parents surveyed feel welcome at our school
- 80% report that they can easily talk to their child's teacher
- 81% report that they can easily speak to the school principal
- 89% report that the school administrative staff are helpful when they have a question or a problem

#### Teacher satisfaction with leadership accountabilities

School leadership satisfaction from teachers has consistently scored above state average over the past 3 years of the school plan. The following areas of leadership are noted as particular strengths by teaching staff:

- leaders work alongside teaching staff to create positive learning environments within the school
- leaders have helped create new learning opportunities for students
- leaders have helped to improve my teaching
- leaders have supported teachers during stressful times

### 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)
During 2020, our school completed the following initiatives in this area: <ul style="list-style-type: none"><li>• created an Assistant Principal position above establishment shared between five aspiring Assistant Principals each responsible for a key focus</li></ul>	<ul style="list-style-type: none"><li>• 0.8 Instruction Leader under Early Action for Success model</li><li>• Teacher relief to back fill against</li></ul>

## Progress towards achieving improvement measures

area from our school operational model (CAPA, PDHPE, Positive Behaviour for Learning, Mathematics, Beginning Teachers, Event Management and Coordination). The creation of this position was in direct support of teachers Professional Development Plans and long-term goals, as well as our school leadership team focussing on retention of quality teaching staff

- involved our staff in a rich professional learning community led by a highly qualified leadership team. The professional learning community focused on all levels of professional learning from compliance training to highly strategic and evidence-based practice relating to student attainment and teaching improvement
- It was difficult for our school to work on the Blueprint for family engagement due to Covid restrictions to school site. Our school spent more time online on our social media pages and on the phone to our parents where possible. It was important for us to keep positive relationships between home and school during this time

Assistant Principals

### Funding Sources:

- Early action for success (\$108830.00)
- Quality Teaching, Successful Students (QTSS) (\$4325.00)

**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>Our school uses a myriad of ways to determine community satisfaction. Feedback is provided through annual surveys and ongoing face to face methods such as via admin staff or Community Liaison Officer. Classroom teachers and Aboriginal Education Officers also collect feedback from the students, parents and community. We take feedback seriously and as a result, we aim to improve our systems and out practices.</p> <p>Service delivery and management is an important factor for the students, teachers and families of Willmot PS. The management of this is embedded into daily whole school practice, with prime responsibility given to the Learning and Support Team, the Community Liaison Officer, and the Aboriginal Education Officer.</p> <ul style="list-style-type: none"> <li>• Community engagement remains a key priority at Willmot PS. The school continues to employ a school Community Liaison Officer for four days per week. This position allows us to build more authentic relationships with our parents and our community in a meaningful and relevant manner. The parent community are beginning to increase their level of response in supporting their children's participation in all aspects of school life</li> <li>• The Smith Family On Par program employs 3 caseworkers that are available to support families with student participation and attendance. Engagement in this program is on a voluntary basis for our families. Take-up of this service is going very well, and many families are accessing additional supports that they couldn't access in the past</li> </ul>	<ul style="list-style-type: none"> <li>• 0.8 Community Liaison Officer</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$73918.00)</li> </ul>

## Next Steps

The following areas for improvement in our 2021-2024 school plan are as follows:

- new Instructional Leader recruitment (IL will have a greater focus on quality numeracy instruction focusing on content knowledge and know-how)
- continue leadership opportunities for aspiring leaders and mentors
- improvement in case management practices where teachers discuss student response to teaching and interventions
- technology - developing methods to expertly integrate mobile and flexible technology into lessons (this will follow the expansion of cabling and WAP points within our school)
- shared accountability - for example, student attendance. Continue to develop wraparound support for students and their families to increase the likelihood of improved student attendance i.e. improve whole school organisation so

that students, teachers, parents, admin staff, and community organisations clearly identify and perform their role in supporting students to attend school more regularly

- community use of facilities - continue the work with The Hive and Jesuit Social Services to develop and improve the Willmot Community Kitchen

Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Aboriginal background loading</b></p>	<ul style="list-style-type: none"> <li>• 1 x Aboriginal Education Officer</li> <li>• 1 x Aboriginal School Learning Support Officer</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$84 156.00)</li> </ul>	<p><b>Personalised Learning Pathways</b></p> <p>The AEO and ASLO, supported teachers with Personalised Learning Plans for Aboriginal students, making calls to parents to discuss their child's potential.</p> <p>Topics discussed included: future aspirations for their child and what their cultural backgrounds are. We also looked at what cultural experiences the child or parent knew about the particular area they came from</p> <p><b>Support to classroom teachers</b></p> <p>Mrs Hickey, AEO, supported teachers in class with Aboriginal Education while delivering lessons by:</p> <ul style="list-style-type: none"> <li>• speaking about and introducing the students to fire control and how Aboriginal people used fire. The students were shown how Aboriginal people burned the land to encourage regrowth and encourage animals to return to a particular area. They were also introduced to different types of fires such as combustion fires, magnified fires and lightning fires. The students were fascinated at the lightning fires and how trees can burn from the inside out</li> <li>• supporting teachers and working alongside teachers to develop lessons online during learning from home. Mrs Hickey guided planning and programming by helping to place an Aboriginal perspective to all lessons online with Google suite</li> </ul>
<p><b>English language proficiency</b></p>	<ul style="list-style-type: none"> <li>• Staffing of off class executive on higher duties to lead EAL/D and other school improvement initiatives</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$51 962.00)</li> </ul>	<p>Impact of EAL/D initiative in 2020:</p> <ul style="list-style-type: none"> <li>• Class teachers are aware of the EAL/D Learning Progression, ESL Scales and literacy learning progression as tools to describe EAL/D student language learning progress</li> <li>• Assessment data used to update EAL/D phase details in ERN every 6 months</li> <li>• Teachers supported to plan mainstream teaching and learning programs by identifying target syllabus outcomes and learning goals for their EAL/D students</li> <li>• Teachers have the resources to help them identify the language and learning needs of EAL/D students, and to select specific teaching methods and strategies that are required for EAL/D students</li> </ul>
<p><b>Low level adjustment for disability</b></p>	<ul style="list-style-type: none"> <li>• InitialLit program resources</li> <li>• SLSO time to manage resources and support implementation</li> <li>• LaST time to interpret data and organise resources in collaboration with classroom teachers. PL and ongoing support for teachers programming to</li> </ul>	<p><i>1. Implement evidence- based targeted programs as universal classroom programs including repeated reading, maths facts, Words their Way spelling, vocabulary program.</i></p> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• AP(LaST) and IL sought advice from InitialLit and made evidence-based decisions about placement in the program. Implementation was significantly impacted by</li> </ul>

<p><b>Low level adjustment for disability</b></p>	<p>incorporate adjustments for individual students and to use Universal Design for Learning approach</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$98 446.00)</li> <li>• Low level adjustment for disability (\$46 133.00)</li> </ul>	<p>COVID lockdown as the InitialLit producers advised not to attempt implementation online. Once students returned to school, IL provided support with implementation and students showed progress in regular monitoring assessments. There were increased number of students reading fluently at grade level in Year 2 and 3 following InitialLit implementation.</p> <ul style="list-style-type: none"> <li>• Other universals - students continue to show pleasing progress in reading fluency and spelling (whole school assessment data). While students show progress in our maths facts program, results did not translate to external assessment results. Numeracy interventions and practices to be reviewed for 2021.</li> </ul> <p><i>2. LaST support to teachers to develop personalised learning plans and set appropriate learning goals</i></p> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• PLPs - 85 students had PLPs developed in 2020 with varying levels of adjustment. PLPs were uploaded to Sentral but this did not prove an effective way to manage and review PLPs with review data not consistently recorded. Future directions: Revise practices for planning, documenting and reviewing PLPs in 2021</li> </ul> <p><b>Other areas of support in the area of low level adjustment for disabilities included:</b></p> <ul style="list-style-type: none"> <li>• LaST support 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</li> <li>• liaison with families and external service providers to coordinate referrals and access to services for student with disabilities and additional learning support needs</li> </ul>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>QTSS funds have been allocated for resources used for various processes against multiple strategic directions (see funds breakdown against each strategic direction)</p>	<p><b>Activities:</b></p> <p>In 2020, QTSS funding was used to build staff capacity in program design and student assessment.</p> <ul style="list-style-type: none"> <li>• In addition to delivering professional learning to staff on PLAN2 and the Literacy and Numeracy Progressions, school leaders designed and implemented professional learning for staff in the principles of Universal Design for learning, and trauma informed educational practice</li> <li>• The executive also developed a program self-assessment checklist and unit design template to scaffold the development of high quality teaching units following a universal design for learning approach and incorporating best practice strategies for diverse learners in each content area</li> <li>• To address the changing nature of teaching throughout the COVID 19 crisis, staff also participated in a range of professional learning to build capacity to deliver remote teaching and learning programs via the Google Classroom platform, and using a range of digital technology. Teachers were</li> </ul>



<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>QTSS funds have been allocated for resources used for various processes against multiple strategic directions (see funds breakdown against each strategic direction)</p>	<p>released alongside executive staff to collaboratively plan and assess student work. They also worked shoulder to shoulder with Instructional Leader and engaged in the ongoing cycle of coaching and feedback</p> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Increase in teacher knowledge and capacity to design and deliver quality remote teaching programs that were universally designed and accessible to students with language and learning difficulties</li> <li>• Trauma informed strategies such as ready to learn plans and practices to promote self-regulation in the classroom were embedded across the school, supporting the wellbeing of students as they returned to classrooms after COVID restrictions eased</li> <li>• Collaborative planning and moderation of assessment resulted in more consistent teacher judgment , particularly with students' writing</li> <li>• Quality literacy and numeracy block structures reinforced through side-by-side support of teachers</li> <li>• All teachers developed a Performance and Development Plan which outlined their professional goals and achievements against the Australian Professional Standards for Teachers</li> <li>• All staff participated in quality professional learning around targeted and intensive intervention strategies in literacy and numeracy, informing the development of students' PLPs</li> <li>• All teachers used curriculum assessment data to implement evidenced-based teaching practices, assess and analyse outcomes and track student progress using the literacy and numeracy progressions</li> </ul>
<p><b>Socio-economic background</b></p>	<ul style="list-style-type: none"> <li>• various excursions and experience subsidies i.e. swim school, sporting programs</li> <li>• attendance incentives</li> <li>• uniform subsidies</li> <li>• meals/breakfast club</li> <li>• Business Manager employment</li> <li>• outdoor furniture and toys for play</li> <li>• kitchen /garden support teacher</li> <li>• laptops</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$460 644.00)</li> </ul>	<p>Socio-economic background funding subsidised a wide variety of school experiences and resources in 2020 to ensure all students had equal access to a full range of learning opportunities. This was especially challenging in the context of the COVID 19 pandemic. Where funds are typically used to subsidise activities such as the school camp, performing arts and sporting events, these and other similar initiatives were unable to go ahead as planned. Instead, student learning support and wellbeing was the focus.</p> <ul style="list-style-type: none"> <li>• staff were released to lead the design and delivery of learning at home packs, ensuring all material was matched to assessment data and parents were supported to guide their children in their work at home</li> <li>• SLSOs worked with community partners to compile activity packs for households and deliver them to our local community. SLSOs were also employed to deliver targeted and intensive literacy, numeracy and social/emotional support programs remotely, and then face-to-face as restrictions eased. Sporting programs were delivered in school, with all students receiving tuition and coaching in a range of sporting disciplines</li> <li>• executive staff were released to liaise with</li> </ul>

<p><b>Socio-economic background</b></p>	<ul style="list-style-type: none"> <li>• various excursions and experience subsidies i.e. swim school, sporting programs</li> <li>• attendance incentives</li> <li>• uniform subsidies</li> <li>• meals/breakfast club</li> <li>• Business Manager employment</li> <li>• outdoor furniture and toys for play</li> <li>• kitchen /garden support teacher</li> <li>• laptops</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$460 644.00)</li> </ul>	<p>community partners to link families with additional technology and subsidised data, to bridge the digital divide that was apparent at the time</p> <ul style="list-style-type: none"> <li>• the school continued to fund the Community Liaison Officer (CLO) program.</li> </ul> <p>The CLO supported community engagement strategies, and worked closely with other key personnel from the Together in Willmot collective. This was significant as the COVID 19 restrictions forced the community into isolation. The CLO continued to facilitate the provision of PATCH Pantry food hampers for our community, which was a lifeline for many families as the cost and availability of fresh produce and household items became an issue. As restrictions eased, the CLO assisted the leadership team to coordinate the return of services to the school and facilitate referrals for parents and students to these services including KidsXpress; Kidzone, Willmot Wonders; Western Sydney Allied Health Counselling, Catholic Care Counselling; School Chaplaincy Program and The Smith Family Learning for Life scholarship and OnPAR programs</p> <ul style="list-style-type: none"> <li>• additional funding to support the operation of the office was also allocated</li> <li>• supporting the provision of many school experiences and opportunities with less financial impact upon parents including incursions, sporting programs, visiting performances and school uniforms. We were also able to support the funding of laptops during Covid</li> </ul>
<p><b>Support for beginning teachers</b></p>	<p>Support for beginning teacher funds have been allocated for resources used for various processes against multiple strategic directions (see funds breakdown against each strategic direction)</p>	<p><b>1. Mentoring beginning teachers</b></p> <p>Mrs D'Amico became a member of the Mt Druitt Beginning Teacher Network in 2020. This program was designed to provide beginning teachers a quality induction program in their first crucial years of teaching. Mrs D'Amico participated in a number of mentor training days via zoom webinars. This program assisted beginning teacher mentors by providing support, valuable resources and useful information enhancing professional practice. In 2020, Mrs Orya, Mrs McMurtry, Mr Craig and Ms Trompf participated in the New Beginning Teacher program. Over the year, new beginning teachers participated in zoom webinars. During the webinars the teachers explored a myriad of topics these included; classroom management, effective PDP goals, designing quality lessons, assessing and reporting, PLP's. the accreditation process, selecting and annotating evidence and self-reflection on classroom practice.</p> <p><b>2. Support to beginning teachers</b></p> <p>Support was also provided to beginning teachers by their supervisors and Instructional Leader. Beginning teacher release time was provided so that teachers had extra time for planning, assessing, and collaborating with</p>

<b>Support for beginning teachers</b>	Support for beginning teacher funds have been allocated for resources used for various processes against multiple strategic directions (see funds breakdown against each strategic direction)	supervisors. Teachers were given personalised support to learn DoE systems such as ALAN and spent time working through student work samples so that they could ensure consistency with A-E reporting grades for the stage level they were teaching.
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# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	73	76	81	75
Girls	71	74	72	73

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.6	86.7	87.5	81
1	86.5	89.5	84.7	81.7
2	87.7	90.8	86	84.3
3	87.3	89.9	90.4	87.9
4	88.8	88.2	85.6	83.7
5	90.2	90.3	80.9	79.7
6	91.2	89.6	90.6	76.8
All Years	89.2	89.1	86.5	82.6
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)	2
Classroom Teacher(s)	10.47
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	3.02

\*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.

# 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>	501,560
<b>Revenue</b>	3,413,131
Appropriation	3,418,752
Sale of Goods and Services	8,431
Grants and contributions	-14,840
Investment income	688
Other revenue	100
<b>Expenses</b>	-3,550,313
Employee related	-3,294,818
Operating expenses	-255,495
<b>Surplus / deficit for the year</b>	-137,182
<b>Closing Balance</b>	364,378

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>	89,487
<b>Equity Total</b>	694,891
Equity - Aboriginal	117,175
Equity - Socio-economic	381,176
Equity - Language	51,962
Equity - Disability	144,578
<b>Base Total</b>	1,443,645
Base - Per Capita	36,797
Base - Location	0
Base - Other	1,406,848
<b>Other Total</b>	834,186
<b>Grand Total</b>	3,062,210

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.

### **NAPLAN Data and Analysis** (based on 2019 NAPLAN and Check-in Assessment results from 2020)

#### 1. Value-add data based on School Excellence Framework level of achievement:

- K-3 is Delivering
- Y3-5 is Delivering
- Y5-7 is Delivering

#### 2. Expected growth in 2019 NAPLAN:

- 32% in numeracy
- 0% for Aboriginal students in numeracy
- 7% in reading
- 0% for Aboriginal students in reading

These figures are off track for achieving lower bound targets in 2022 i.e. Numeracy 48.9%; Reading 50.6%.

#### 3. NAPLAN Top 2 bands (2019)

- Numeracy: Y3 - 19% and Y5 - 0%
- Reading: Y3 - 23% and Y5 - 25%

This is almost on par with the previous two years and will require intensive focus to keep us on track to reach target in 2022

#### 4. NAPLAN Gap analysis - Prioritised by percentage incorrect at school, difference from state and outcome level.

From the findings of the gap analysis in **Reading**, the focus areas include:

- read, view and comprehend texts with a focus on connecting ideas in texts; literal comprehension and main idea; inference; audience and purpose; and vocabulary in context features including sentence and text structure and features

From the findings of the gap analysis in **Numeracy**, the focus areas include:

- relationships between mathematical concepts i.e. ordinal numbers and dates; repeated addition and multiplication
- place value and additive strategies i.e. exposure to a variety of representation e.g.  $5+7 = 10+?$  not just  $5+7=?$  or  $10+?=12$
- problem solving strategies across multiple strands of mathematics (multiplication and division; addition and subtraction; patterns and algebra; data)

#### 5. The following data refers to 2019 NAPLAN results for 8 matched students from Years 3 to Years 5:

- Aboriginal students outperformed the non-Aboriginal students' growth in 2 areas i.e. Reading by 13% and Grammar and Punctuation by 19%
- Non-Aboriginal students outperformed the Aboriginal students in 3 areas of NAPLAN i.e. Numeracy by 44%; Spelling by 39%; and Writing by 35%
- The largest growth in our NAPLAN results for matched students was in numeracy with a growth of 104.5 points. Of

significance is that all matched students except one, achieved a growth score between 83.6 points and 161.8 points. This is a different picture to other areas of NAPLAN (see Table 5 below for more information.)

## **Internal School Data**

### ***Reading Data - focus areas***

*Oral Reading Fluency* (% of students reaching ORF benchmarks set by Edith Cowan University)

- 62% in Year 2
- 39% Year 3
- 22% Year 4
- 68% Year 5
- 62% Year 6

*Phonic Knowledge and Phonemic Awareness*

- 98% of students Year 1-3 identified all single sounds
- 40% of Kindergarten identify all single sounds
- 22% of Kindergarten students were able to blend CVC words
- 40% of Year 1 students were able to blend CVC words

### ***Writing Data - focus areas***

*Narrative Writing scores - between terms 1 and 4*

- Year 3 - increase of 16%
- Year 4 - increase of 12%
- Year 5 - increase of 11%
- Year 6 - increase of 2%

*Persuasive Writing scores - between terms 1 and 4*

- Year 3 - increase of 13%
- Year 4 - increase of 5%
- Year 5 - increase of 20%
- Year 6 - increase of 7%

## ***Internal school data Numeracy***

*Taking Off With Numeracy (TOWN) assessment data - average scores*

- Year 3 - 36%
- Year 4 - 39%
- Year 5 - 33%
- Year 6 - 56%

## **Numeracy - SENA**

*Year 1*

- Overall improvement of 16% from 2019 to 2020
- Multiplicative strategies score at end of Year 1 was 42% average
- Improvement of 18% in additive strategies
- Improvement of 16% in whole number

*Year 2*

- Overall improvement of 9% from 2019 to 2020 (minimal improvement)
- End of Year 2 achievement overall is 81% (outcomes are predominantly ES1 outcomes so this is a concern)
- Multiplicative strategies score at end of Year 1 was 44% average
- Improvement of 3% in additive strategies
- Improvement of 9% in whole number
- Improvement of 18% in multiplicative strategies

Table 3	NAPLAN 2019 GROWTH				
	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
At or Above Expected Growth	7%	57%	50%	25%	32%
Below Expected Growth	62%	31%	50%	63%	68%
Negative Growth	31%	12%	0%	12%	0%

This table shows student growth in NAPLAN literacy and numeracy (2019 - 2020 data not available due to Covid restrictions)

Table 1 – Matched Aboriginal students Year 3 to Year 5

Aboriginal students	GROWTH POINTS IN NAPLAN 2019				
	Reading	Numeracy	Spelling	Grammar and Punctuation	Writing
Student 1	54.5	47.9	82.3	59.5	99.8
Student 2	81	83.6	43.1	251.50	15.5

This table shows Aboriginal student growth in literacy and numeracy for those students matched from Year 3 to 5 (2019)

Table 2 – Matched non-Aboriginal Students Year 3 to Year 5

Non-Aboriginal students	GROWTH POINTS IN NAPLAN 2019				
	Reading	Numeracy	Spelling	Grammar and Punctuation	Writing
Student 1	35.5	110.6	45	-31	249.5
Student 2	60.1	107.1	62.8	75.2	42
Student 3	-14.9	120.5	115.6	27.4	30
Student 4	86.7	86	170.4	147.9	113.1
Student 5	59.5	118.6	95.3	22.5	111.9
Student 6	86.7	161.8	129.5	259.1	-14.5

This image shows growth points of non-Aboriginal students in literacy and numeracy (2019)

Table 5	2019 NAPLAN SCORES COMAPRISON									
	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
	Y3	Y5	Y3	Y5	Y3	Y5	Y3	Y5	Y3	Y5
Willmot PS	360.4	434.3	352.8	416.4	356.51	425.5	355.1	384.5	367.4	410.4
SSSG	363.88	438.25	385.17	425.85	364.51	448.10	360.97	423.67	347.9	435.0
State	429.22	492.74	425.78	472.17	425.49	501.12	439.9	495.25	408.8	492.29

This table shows our student growth points in 2019 NAPLAN as compared to statistically similar group of schools and the state

## Parent/caregiver, student, teacher satisfaction

**STUDENT SATISFACTION RESULTS** - our school has shown a significant decline in the area of wellbeing for our students as evidence 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 2021 school year.

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

\*School Mean: 57% \*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: 54% \*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: 74% \*NSW Govt mean: 83%

**Students who are interested and motivated in their learning**

\*School Mean: 64% \*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: 29% \*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: 85% \*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: 84% \*NSW Govt mean: 84%

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

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

### **TEACHER SURVEY RESULTS - Eight Drivers of Student Learning**

#### **Leadership**

\*School Mean: 7.1 \*NSW Govt mean: 7.1

#### **Collaboration**

\*School Mean: 6.7 \*NSW Govt mean: 7.8

#### **Learning Culture**

\*School Mean: 8.0 \*NSW Govt mean: 8.0

#### **Data Informs Practice**

\*School Mean: 7.2 \*NSW Govt mean: 7.8

#### **Teaching Strategies**

\*School Mean: 8.0 \*NSW Govt mean: 7.9

## **Technology**

\*School Mean: 6.7 \*NSW Govt mean: 6.7

## **Inclusive School**

\*School Mean: 7.7 \*NSW Govt mean: 8.2

## **Parent Involvement**

\*School Mean: 7.3 \*NSW Govt mean: 6.8

## ***PARENT SATISFACTION RESULTS***

### **Parents feel welcome**

\*School Mean: 7.7 \*NSW Govt mean: 7.4

### **Parents are informed**

\*School Mean: 7.4 \*NSW Govt mean: 6.6

### **Parents support learning at home**

\*School Mean: 7.3 \*NSW Govt mean: 7.4

### **School supports learning**

\*School Mean: 7.9 \*NSW Govt mean: 7.3

### **School supports positive behaviour**

\*School Mean: 8.2 \*NSW Govt mean: 7.7

### **Safety at school**

\*School Mean: 8.0 \*NSW Govt mean: 7.4

## **Inclusive School**

\*School Mean: 8.1 \*NSW Govt mean: 6.7

## **Leadership**

\*School Mean: 8.1 \*NSW Govt mean: 7.4

# 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.

### Support to other organisations

Mrs Hickey, AEO provided support in the following ways:

- supported other schools with Aboriginal Education who did not have an Aboriginal Education Officer. Mrs Hickey spend a full day at each school in the mountains looking at History, Astronomy and Aboriginal English
- supported Baabayan Elders community organisation to deliver Aboriginal culture to their programs for young people 10-15 using Aboriginal Astronomy, Aboriginal English and History
- supported Nirimba Office Aboriginal Education Unit with cultural presentations at different school for teachers Professional Development in Aboriginal English and Aboriginal Astronomy

### Cultural identity

#### Art:

- jewellery making - we used jacaranda pods to create necklaces and painted some designs onto wooden beads to create Aboriginal art. The students really enjoyed doing these. They were also part of the NAIDOC display
- creation of a display for Reconciliation Day. We then tied our artworks to the fence for our Parents to see due to Covid when they were unable to come to the school. The community asked us to leave the display up so they could show their families

#### Music/ language:

- K-2 - we used you tube clips and Aunty Wendy's Mob CD. K-2 enjoyed Aunty Wendy's songs like Red Black and Yellow. Kangaroo rock, The Holden song and many others they enjoyed the actions to the song. This also introduced state names such as Koori, NSW, Murrie's Queensland, Noongar South Australia and Western Desert mobs.
- Years 3-6 learnt songs from Warrumpi Band, Peter Garret Midnight Oil, Kev Carmody, etc. The students were introduced to the song Black fulla White fulla and discussed the words and what they thought it was about. This is a song about Reconciliation, not all fullas are bad and how we should not judge people by their skin tones. The students were able to identify with the message
- introduced Aboriginal languages to the students through songs. K-2 learnt a song about saying Hello in different languages around the world like Namaste, Bonjour etc. Mrs Hickey would then put in an Aboriginal word like Yaama Kamilaroi for Hello, Yamandu matang Hello in Wiradjuri etc. K-2 then wrote these words onto a piece of calico and Mrs Hickey made an animal for their class. Blue, a Python with their words, Green, a turtle with their words, a butterfly for Orange and a wall hanging

#### Literacy:

- Mrs Hickey would read an Aboriginal book to the K-2 about and discuss different ways children lived in the bush comparing their lifestyles to those here in Sydney or rather Mt Druitt. What they did on weekends compared to our students. They were fascinated in the differences and similarities. Some played X Boxes while other went hunting, swimming in the river catching yabbies, fishing or farm duties. Students would then draw their favourite part of the book.
- In Years 3-6 We read the book My Two Blankets by Irena Kobald and Freya Blackwood. The book is about New ways of speaking, new ways of living, new ways of being. The story tells of a young girl learning a new language at her new place she moved to (see blankets made by each 3-6 class depicting the story and images.)
- Mrs Hickey used this to introduce new words to our students using Aboriginal Nations of NSW introduced the word countries as this is how we refer to our home lands as our country. The students would learn the Nations of NSW such as Wiradjuri, Ngunnawal, Kamilaroi, Biripi and Dhungutti to name a couple. Through this we were able to

identify all the Nations within our school. This was exciting for the students as they have not spoken about their backgrounds before. Some students were willing to offer something about their country others had no idea. We would look at one Nation a week and find out more about it. Where is it in NSW coastal or inland we discussed fresh water or salt water, food sources and whether they had to move to find food sources. We then created a blanket for 3-6 classes with each Nations name. These will be displayed for families during NAIDOC Day celebrations along with the K-2 animals. The students now have a clear view of how many Nations are in just NSW and how we call them our Countries. Mrs Hickey spoke about her country being down south near The Snowy Mountains (the red asterisk on the whiteboard in the picture) represents the nations within our school.

- The Aboriginal countries map was used to find all NSW tribes to research - we spoke about environmental change in the area Mrs Hickey came from and what was our biggest threat. We looked at the brumbies of the mountains and how they are culled because of the destruction the hoofed animals do to land and water holes. We looked at the Murrawarri people and their fishing traps, how they were built and how they worked, and their food sources and housing

## **MOUNTY YARNS**

During 2020 our school participated in the Mount yYarns project. Mounty Yarns is a youth-led project. It is a resource that gathers the stories, expertise and knowledge of Aboriginal young people.

It involves Aboriginal young people with lived experiences of mental health leading the design and dissemination of a resource that reflects the experiences, strengths, challenges and resilience of young people growing up in Mt Druitt. It will also contain recommendations devised by young people for the service, community, private and government sectors on how to best partner with Aboriginal young people to meet their needs.

The members of the Youth Steering Committee are keen to engage with a range of young people from the very beginning of the project- so they can guide the direction of the project and make it into something useful that young people have ownership over.

## **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.

\* Our school planned multiple opportunities for the community to be involved in school events throughout assemblies, major celebrations such as NAIDOC day and Harmony Day, and PATCH team events. Unfortunately, due to Covid restrictions, some of these events were cancelled, and the events that were held, had to be conducted without the attendance of parents and community.

## **Other School Programs (optional)**

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### **Community Engagement**

Community engagement is a big part of the Community Liaison Role, and the very basis of this is to respond to the community in any way needed. The main purpose of the CLO role is to be able to support both community and school, operating as a bridge between the two. Families identify the school as a place of support and assistance and often come to voice problems because they know they will be heard and there will be a supportive response. Assessment and understanding of core issues is essential in being able to provide appropriate service that can help the family.

*Together in Willmot (TIW):*

TIW collective is a group of agencies that work in tandem to provide the community with a wholistic service approach.

Through "community conversations", where residents are solicited for their opinions, and feedback from included service providers, the collective will then source and look to provide programs that are needed or to link in with other agencies that can fill a gap in service to benefit the community. Monthly meetings are held to discuss common problematic themes in the community and to source appropriate and supportive responses to help address the issues. Services often pool funding to be able to start new programs to address issues and this strengthens partnerships and cohesiveness amongst community as well as amongst services.

### *Food Pantry*

The School hosts a food pantry, which is run one day a week during school term, where a partnership with Foodbank was established in order to service the area with fresh fruit, vegetables, and bread. By diversifying the produce offered, depending on seasonal availability, families have had the opportunity to try new items that they would have never experienced before, and have learned to enjoy cooking with different capacity, as well as having healthy snacks to provide for school lunches.

Further expansion of building on nutrition in the community resulted in the opening of the Currawong Community Kitchen, which was taken over by the Jesuit Social Services in early 2020. While also providing fresh food and healthier school lunch options to children during school time, this will double as a social enterprise opportunity to also provide healthy meal options to families in the local community as well as local catering.

### School Chaplaincy

Support was provided to students by helping students in class study and stay settled. Keith, one of our school chaplains, also organises sports activities for students during morning tea and lunchbreaks. Throughout the school year Keith has been involved in Breakfast Club and out of class industry program (gardening, feeding chickens, firewood collection). This involvement has entailed looking after animals, collecting and cutting up firewood, weeding the garden. As part of his work, Keith has run a Leadership Program to support the students. This program looks at teamwork, anger management and awareness and communication and relationships. The program has run continuously throughout the school year for an hour each with, with 9 students per class. Students mostly start participating in this program based on recommendations from Keith and the principal, while some students request to join. The students chosen are often students who are easily overlooked, or need an environment to build confidence, step out and excel, developing their leadership skills. Outside of the classroom an 'Industry Program' was run to support the students, particularly those with anger or behavioural difficulties. This program involves gardening and animal care, and on average one or two students were involved each week. The program is designed for students that struggle to fit in to school life, struggle with attendance and participation, and are more practical learners. As a result of the programs run by Keith and Vicki (svhool chaplains), students are becoming more confident and participating more in class. Students are more willing to try and their resilience has increased.

### **Learning and Support and Positive Behaviour for Learning (PBL) Teams**

During 2020 the following initiatives and activities were effectively completed:

- Completed review of PBL processes to incorporate Berry Street education model
- Updated PBL folders including revised procedures ready for introduction in 2021
- Addressed reduction in playground rewards by revamping reward systems with new focus on house points. This approach also supports our anti-bullying strategy, building a sense of belonging across the school
- Implemented Sunshine Circles in both kindergarten classes working with Act 4 Kids. Students were identified for more intensive intervention and teacher feedback indicates this was positive in supporting students with high needs
- There was an increase in teachers entering behaviour data into Sentral, allowing for evidence-based decisions to support students' behavioural needs. For example, in term 4 playground rosters were changed to provide separate play areas for K-2 and 3-6 students based on the data, resulting in a more even distribution of incidents across the play areas, so that problems are not concentrated in one area. For example, in November there were 30 reported incidents in both top and bottom playground areas. This number also reflects teachers increased reporting rate

A range of additional support measures for Wellbeing have been implemented at Tier 2 and 3 levels including:

- KidsXpress groups
- Act for Kids therapy groups
- Individual counselling on-site
- Passive play options in breaks for targeted students
- Social-emotional wellbeing groups run by school chaplain and wellbeing officer
- Targeted classroom support from school chaplain and wellbeing officer

### **First Foot Forward**

During 2020, years 3-6 attended the First Foot Forward zoom webinars organised by Mrs D'Amico and Mrs Orya. The



students attended 3 webinars. The First Foot Forward program encourages students to see Higher Education as part of their future by igniting an interest in lifelong learning. During the zoom webinars the students asked questions about tertiary education including courses offered, course duration and course costs. The students were given a tour of the university facilities, spoke with current students and were exposed to the excitement of campus life.

### **Sydney Story Factory**

In 2020, year 5 and 6 student participated in Sydney Story Factory workshops at school. The students participated in storytelling workshops to build literacy, confidence and creativity. These workshops were designed and delivered by writing and literacy experts within the classroom on a weekly basis in Term 1, Term 3 and Term 4.

### **Creative and Practical Arts (CAPA)**

During 2020, we did not start any new CAPA groups due to Covid restrictions. Following are the initiatives and activities that we completed in 2020:

1. art lessons online with teachers filming themselves doing the activities. This was related to connecting with the community during Covid
2. Easter art making (online)
3. making of instruments for art and music
4. dancing and singing with an Aboriginal perspective (during Term 4 when Covid restrictions had lifted)
5. online music course for students during Covid. This was aimed at listening and appreciating music from different cultures and backgrounds

### **PDHPE and Sport**

#### ***Sporting Schools Grants***

During 2020, we were fortunate to receive a Sporting School Plus grant. Throughout term 4 students and teachers participated in the Healthy Skills for Life facilitated program. Outcomes of this interactive program include:

- increased self esteem, self image, resilience and confidence; Improved balance, spacial awareness and motor skills
- an understanding of values, personal qualities and emotional responses
- enhanced concentration, communication, negotiation and listening skills; improved strength, flexibility and endurance
- identifying behaviours that impact on mental and physical activities
- teamwork, tactics and strategic skills built though team games and group work

Classroom teachers and SLSO's participated "on the mat" alongside their students.

The Life Skills Go lessons were completed as a whole class activity. We used Term 4 to familiarise ourselves with the lessons and student 'weather report' which gave teachers a snapshot of how ready the students were for learning when they entered the classroom.

In 2021 the aim is for the students to participate in lessons individually. This way we will be better able to harvest data to determine where to next as a whole school in relation to student well being and participation in curriculum based activities. The Leadership team is working on aligning Life Skills Go with our work in the Berry St Education Model. 2021 Term 1 focus will be developing all staffs understanding of social emotional learning and physical literacy.

The Sporting Schools Plus grant has enabled us to meld the two; provide PL; implement in small stages for full implementation in 2021 as well as access to the online platform until December 2021.

#### ***Sporting Schools Grants***

We were also fortunate to apply for 2 terms of Sporting Schools Grants which we used to employ hockey and Taekwondo coaches. The students loved the different sporting programs and enthusiastically participated each week.

#### ***Life Education***

Life Education was offered for the last time during 2020. The school subsidised the visits for all students but it was decided by teachers and students that other programs and products are available at a more cost effective price. We will continue with Life Skills Go during 2021 which covers much of the program content offered by Life Education.

### **Future directions for 2021-2024**

Our 2020 Annual Report evaluation process has highlighted that further support is required in building teacher capacity

to 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.

Although our teachers have received ongoing professional development in visible learning and the four levels of feedback to students, as well as *Universal Design for Learning Principles*, these practices need to be further developed in the 2021-2024 school plan. A greater emphasis on exemplars (WAGOLLS) to create grade expectations that will be explicitly demonstrated to students. Success criteria, WALTs and WILFS, and teacher feedback on student work will relate directly to these exemplars. Student self-assessment will assist students to focus and analyse their tasks.

## **2021-2024 STRATEGIC DIRECTIONS**

### **Focus Area 1: Student growth and attainment:**

Improve teaching and learning systems and practices that contribute to increased teacher knowledge of the NSW Syllabus documents; quality lesson and program development and implementation; and to develop both universal and personalised student literacy and numeracy learning intentions and success criteria.

### **Focus Area 2: Connect, Succeed, Thrive**

Implement evidence-based systems of support for wellbeing that are responsive to student needs, culturally inclusive, and focuses on student attendance and engagement, positive relationships, and a sense of belonging. Respect and celebrate diversity within the school community by developing strong relationships with families and facilitating connections between families.

### **Focus Area 3: Data informed explicit teaching**

Effectively use student data to inform the explicit teaching required to increase the percentage of students achieving expected growth in Reading and Numeracy. Provide relevant and meaningful professional learning and subsequent coaching and mentoring, to develop teachers' ability to interpret, analyse and use data to inform their planning and teaching.