

# 2021 Annual Report

## Wilberforce Public School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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. 2021 proved to be another interesting year, 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

## School vision

Wilberforce Public School's vision, in partnership with parents and the community, is to provide every student with a learning environment that is engaging, inclusive and holistic, where every student makes progress in learning.

## School context

Wilberforce Public School is situated in a semi-rural environment of the Hawkesbury District, north-west of Sydney. The school has 348 students with a dynamic and caring staff, providing a rich and varied learning environment. In 2022, we have 14 students identifying from an Aboriginal background. Our Current FOEI is 89.

The school has a strong academic record and this, combined with sound performing arts and successful sports programs, gives opportunities for students to gain a well-rounded education. We have high expectations of our students, with our school motto "Strive for Success" inspiring staff to equip students with the skills to both learn and adapt to an ever-changing world and, at the same time, set purposeful goals to further their own learning.

Parents, carers and the wider community are actively involved in the school, with parents and community members providing ongoing support for the school through volunteering, fundraising and collaboration with staff. The P&C Committee meets monthly, and supports the school targets to improve learning and support students through resourcing the school. There is meaningful collaboration and consultation between the school and its community, as well as organising events and initiatives which raise valuable funds for the school and provide opportunities for the school community to connect and thrive. A wide and diverse range of community members, parents, teachers and students were consulted through the planning process for the school plan.

### Human Resources

The school has 23 staff members at the school with a total entitlement of 19.665. Through school allocated funds, an additional 2 full-time and 2 part-time SLSOs are employed. A diversity of staff experience exists at our school with 1 teacher gaining proficiency in 2021, and a further 7 teachers in the first 10 years of their careers. We utilise a teaching load of 1.6 for Learning Support and in 2021 will continue our various G&T programs totalling a 0.3 teaching load to cater for and extend our high potential students. This will be refined and expanded upon in the coming years. Our School counsellor time is 0.2.

Our school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle which focused on students-centred learning and ensuring teachers have a deep knowledge of syllabus content, which could be utilized to implement explicit teaching, differentiate curriculum and quality assessment practices.

Areas for improvement in reading from a gap analysis include: interpreting poetry and author's opinions, linking multimodal text and finding key words and inferring information within a text.

The gap analysis in numeracy indicates the need to focus on: effectively using a range of processes, problem solving strategies, fractions and decimals, knowledge of 3D objects and space and using measurement in context, particularly mass. Students have a good understanding of volume and capacity and strategies in multiplication and addition.

### Wellbeing and Attendance

Students' advocacy at school was 89% which was above state (70%) and SSG average. Expectations for success and Sense of belonging were 95% and 77% respective which were both above state average. Our attendance baseline target of student attending 90% of the time is 84.3% with a target range of 87.4% and 92.4%. In 2021, 76.6% of our students are achieving 90% attendance (7% above state average) with 13.6% in the 85-90% range. This has been significantly affected by COVID.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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: Student growth and attainment

### Purpose

To improve student learning outcomes in reading, writing and grammar, we will develop explicit learning sequences across the school which cater, challenge and ensure high expectations for every student, show evidence of revision based on feedback on teaching practices and the analysis of reliable student assessment data.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- a. Leading the improvement learning and curriculum in literacy
- b. Data collection, analysis and use in literacy

### Resources allocated to this strategic direction

**Professional learning:** \$10,000.00

**Low level adjustment for disability:** \$35,115.00

**QTSS release:** \$30,710.00

### Summary of progress

The focus of professional learning has moved from the decoding and increasing strategies for phonemic instruction through synthetic phonics to enhancing vocabulary instruction and explicit teaching of vocabulary strategies, particularly in Years 3-6. Discussions on current research and evidence-based practice, ensuring evidence, research and data underpinned our practice as well as ensuring staff were effective and responsive in their delivery and teaching was a main aspect of the professional development. Strategies for vocabulary teaching were implemented in class and during online learning from home. The ongoing focus for 2022 will be to implement professional learning and teaching strategies on comprehension and the refinement of guided reading pedagogy to ensure this teaching time is used effectively.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
32.00% of students achieving in the top 2 bands of reading as indicated by NAPLAN. (Lower bound system negotiated target)	In 2021, 44% of students achieved in the top 2 bands in reading and 32% in Mathematics. This data indicates the professional learning, and improved teaching practices are having an impact on student learning.
64.1% of students achieving expected growth in NAPLAN reading. (Lower bound system negotiated target) (2019 Data: 63.3%).	77% of Year 5 students achieved expected growth in reading with only one student showing negative growth. This is an increase of 13% from 2019 NAPLAN results.
18% of students in Years 3 and 5 will achieve in the top 2 bands in writing.	52.6% of Year 3 students were in the top 2 bands for writing and increase of 10% from the average of the last 3 years of NAPLAN data. 12.5% of Year 5 students achieved in the top 2 bands an increase of 1.6 on average from the last 3 years, indicating more progress needs to be directed to the higher levels of writing. School level growth in writing was 10% above state average in writing.
At least 60% of students in Year 2-6 will demonstrate a 0.4 growth (calculated through effect size formula) when comparing start of year on year scale scores in the Progressive Achievement Test (PAT) in grammar and reading.	The school completed Pat testing at the start of 2022. Results compared to the 2021 assessment show students made an average of effect size of 0.61 for reading and 0.54 for grammar with 75% of students in reading and 65% of students in Grammar having an effect size above 0.4.
At least 75% of students completing	65% of students have achieved a Level 4 understanding text.

Kindergarten will have achieved within Level 4 of the understanding texts sub element of the Literacy Progressions.

## Strategic Direction 2: Growth and attainment in numeracy

### Purpose

To improve student learning outcomes in numeracy, we will develop differentiated curriculum content and learning experiences based on evidence-informed strategies, student data and embedded evaluative practice.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- a. Build teaching capacity of leaders and teachers in effective practice in numeracy
- b. Personalised student learning through data skills and assessment

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$3,200.00

**Professional learning:** \$4,000.00

**QTSS release:** \$20,000.00

**Socio-economic background:** \$30,453.93

### Summary of progress

Have we achieved our expected targets?

Has each initiative been implemented effectively? What refinements and improvements can be made?

Professional learning from the last few years, which has focused on the teaching of numeracy strategies, has had positive affect on student understanding. Unfortunately Professional learning linked to problem solving and working mathematically could not take place due to COVID 19 and learning from home. 2022 will focus on problem solving and the progressions, then focus on mathematical vocabulary and developing rich, differentiated tasks linked to reasoning.

Our students have achieved their targets in most areas, however, work still needs to be done to consolidate student understanding of problem solving methods and application of practical numeracy strategies.

Mathematics sequences of learning have been collaboratively planned with consistency across grade and stages in line with K-6 Scope and Sequence. Teaching programs have been developed with the adjustment from TEN to TNT K-6. This has been supported with quality teaching resources, to enhance student reasoning, communication, and hands on strategies for number and content mathematics. This has led to the creation of support materials and resources to improve mathematical mindsets. Teachers use a shared online documents to provide regular access to programs and there is improved teacher capacity to analyse student mathematics data. Pre and post testing is being implemented into learning. The next steps in this activity will be to review and evaluate the implemented programs and continued implementation of pre and post testing, making changes where needed, to ensure consistent teacher judgement.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A minimum of 28% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy.	33.3% of Year 3 students and 28% of Year 5 students achieved in the top 2 bands of Numeracy. This is an increase of 12% and 7% respectively for Years 3 and 5 on the average of the last 3 years. Analysis of data indicates that students need to improve their ability to solve problems, fractions and decimals and understanding weight and mass.
60% of students achieve expected growth in NAPLAN numeracy. (school based projected target.)	70% of students achieved expected growth in Numeracy with no students displaying negative growth. This is a 9% increase on the previous 3 years data.
An increase of 5% of Year 3 and 5 students achieving in the top two bands	33.3 percent of Year 3 students and 28% of Year 5 students achieved in the top 2 bands of Numeracy. This is an increase of 12% and 7%

in NAPLAN numeracy. (upper bound projected target.)	respectively for Years 3 and 5 on the average of the last 3 years.
At least 70% of students in Year 2-6 will demonstrate an effect size of 0.4 growth when comparing start of year to end year scale scores in the Progressive Achievement Test (PAT) in numeracy.	Students average effect size in the PAT test year on year was 0.78, with 64% of students achieving an effect size above 0.4.
At least 90% of students completing Year 3 will have achieved AdS7 and 80% of students completing Year 4 will have achieved the learning indicators within the additive strategies sub-element of the Numeracy Progressions (AdS8) Outcome MA2-5NA	75% of our students have achieved AdS7 and 76% of students ADS8.



## Strategic Direction 3: Promoting wellbeing and attendance through engagement and community partnerships

### Purpose

To improve wellbeing and attendance, we will develop contemporary, engaging and forward-focussed strategies and partnerships that cater for the constantly changing needs of individual students, so that every student can connect, engage and succeed in learning.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Embracing learning through Wellbeing, Attendance and Participation
- Engaging in the Community

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$3,800.00

**Professional learning:** \$7,160.94

: \$2,000.00

### Summary of progress

Continuing to foster, maintain and grow the school's mindfulness practices and school-wide learning dispositions and citizen expectations will be a focus for 2022, as it was in 2021. Due to COVID-19, Smiling Minds was delayed for full implementation, which had been scheduled for Term 3. Part way through learning from home, all grades K-6 incorporated resilience practices into everyday activities, promoting and engaging in positive social connections with students and families. This helped identify vulnerable students. Social and emotional well being packages that focused on life skills, such as positive coping and problem-solving skills, allowing students to deal with difficult situations. The building of staff capacity to promote and protect mental health was also a targeted area of need, leading to a focus on DoE's Wellbeing Framework for Schools, with the main focus on the social and emotional wellbeing domains. Targeted Teacher Professional Learning sessions were initiated for teachers to engage in Wellbeing practices through Smiling Minds. Teachers continue to be empowered to embed mindfulness practices, through daily role modelling to improve and support student wellbeing, with the main focus on emotional wellbeing. All staff feel that mindfulness builds resilience and reduces the severity of depression, anxiety and ADHD.

Our attendance was significantly affected due to COVID and learning from home. The next step will be to re-engage students in extra curricular activities and meaningful attendance throughout 2022.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Achieve our attendance baseline target of students attending 90% of the time; 84.7%.	Students attending 90% of the time is 75.6%. This is below our target. However, attendance has been impacted due to learning from home and remains above like schools at 69.5%.
Achieve student advocacy in the TTFM data of 84% (currently 80%) maintain Expectations for Success at above 95% and increase Sense of Belonging to 80%	Students advocacy at school was 89% which was above state (70%) and SSG average. Expectations for success and Sense of Belonging were 95% and 77% respective which were both above state average.
Students in the high skill high challenge quadrant will improve 3% on 2020 levels (TTFM)	Students reporting high skills high challenge decreased 2% to 36%, which is an area that needs to be addressed as it is below state expectations.
Parents feel informed about their child's education will be 6.1. Currently 5.8 (Norms 6.6)	Parents feeling of being informed of their child's education remained the same.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$66,848.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wilberforce Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to assist students with additional learning needs</li> <li>• Staffing release for targeted professional learning on MacLit.</li> <li>• Consultation with external providers for the implementation of Sound Waves remediation program.</li> <li>• Intensive learning and behaviour support for funded students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students have been supported to access the curriculum and to ensure their safety while at school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to evaluate education and behavioural outcomes for students who receive integration support.</p>
<p>Socio-economic background</p> <p>\$80,453.93</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wilberforce Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• b. Personalised student learning through data skills and assessment</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Supplementation of extra-curricular activities such as extension writing and Numeracy programs and INGENIUM.</li> <li>• Additional staffing to implement programs, such as Kids Shed and Numeracy and Literacy groups, to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Student Learning Support Officers (SLSO) were employed to support the needs of students in the classroom and playground to improve student academic performance and social development. Resource making online reading tutoring for families and students resource pack distribution dissemination of technology and hard copy packs check ins with students and families online and by phone.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Ensure students who are targeted for programs make growth along the progressions and in PAT data .</p>
<p>Aboriginal background</p> <p>\$6,138.01</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wilberforce Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader</p>

<p>Aboriginal background</p> <p>\$6,138.01</p>	<p>student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• Staffing release to support development and implementation of Personalised Learning Plans</li> <li>• Employment of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Funding was allocated to support Aboriginal students in 2021. All Aboriginal students have a Personal Learning Pathway (PLP) and are making progress across the curriculum.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Support and consultation to ensure students achieve their personal and cultural goals.</p>
<p>English language proficiency</p> <p>\$4,265.10</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wilberforce Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• Additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students with a language background other than English were supported throughout the year with additional teacher support and withdrawal for specific targeted needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Analysis and track students from EALD through check in and NAPLAN data to ensure they meet growth targets.</p>
<p>Low level adjustment for disability</p> <p>\$139,821.10</p>	<p>Low level adjustment for disability equity loading provides support for students at Wilberforce Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• a. Leading the improvement learning and curriculum in literacy</li> <li>• Embracing learning through Wellbeing, Attendance and Participation</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• Providing support for targeted students within the classroom through the</li> </ul>

<p>Low level adjustment for disability</p> <p>\$139,821.10</p>	<p>employment of School Learning and Support Officers</p> <ul style="list-style-type: none"> <li>• Targeted students are provided with an evidence-based intervention MacLit and MiniLit to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Student Learning Support Officers (SLSO) were employed to support the needs of students in the classroom and playground to improve student academic performance and social development.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Ensure students are supported through the Multi Lit program. Staff will need additional training in 2022 to update their skills in MiniLit Sage.</p>
<p>Literacy and numeracy</p> <p>\$11,450.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wilberforce Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• a. Build teaching capacity of leaders and teachers in effective practice in numeracy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Online program subscriptions to support literacy and numeracy</li> <li>• Staff training and support in literacy and numeracy</li> <li>• Employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices with Multilit, prelit and MiniLit.</li> </ul> <p>implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan. This support has been directed to support learning in Kindergarten and Stage 1.</p> <ul style="list-style-type: none"> <li>• Employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower 2 bands in NAPLAN decreased to an average 12% over the last 3 years compared to the 3 years prior at 18% average.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  To support our students with this funding additional staff will be engaged to extend and support student progress in literacy and numeracy</p>
<p>QTSS release</p> <p>\$60,710.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wilberforce Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• b. Data collection, analysis and use in literacy</li> <li>• a. Build teaching capacity of leaders and teachers in effective practice in numeracy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• Implementation of staff observations to support learning</li> </ul>

<p>QTSS release</p> <p>\$60,710.00</p>	<p><b>The allocation of this funding has resulted in:</b> improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The next steps to support our students with this funding will be to utilise support in learning a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Wilberforce Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• Employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students have made progress in literacy and Numeracy using MultiLit Programs and small targeted Mathematics groups which focus on number.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to assess and track students who do not make growth.</p>
<p>COVID ILSP</p> <p>\$70,831.04</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups.</li> <li>• Employment of teachers/educators to deliver small group tuition.</li> <li>• Providing targeted, explicit instruction for student groups in literacy/numeracy - numeracy, vocabulary and comprehension.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Targetted students made gains in reading levels. Average progress was PM 5 levels. Student reading groups were maintained online during COVID home learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to support students, specifically in Year 1.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	182	175	188	178
Girls	169	165	162	162

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.1	94.7	91.6	94.7
1	95.4	93.8	91.9	93.5
2	93.5	94.7	91.5	93.1
3	95.8	93.3	93.3	93.2
4	93.7	94.6	91.1	93.3
5	95.8	93.4	91.8	92
6	92	93.6	93.9	93.7
All Years	94.5	94	92.1	93.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	12.78
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

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



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	152,181
<b>Revenue</b>	3,308,745
Appropriation	3,210,567
Grants and contributions	87,153
Investment income	226
Other revenue	10,800
<b>Expenses</b>	-3,343,099
Employee related	-2,936,068
Operating expenses	-407,031
<b>Surplus / deficit for the year</b>	-34,354
<b>Closing Balance</b>	117,828

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	68,517
<b>Equity Total</b>	230,679
Equity - Aboriginal	6,138
Equity - Socio-economic	80,454
Equity - Language	4,265
Equity - Disability	139,822
<b>Base Total</b>	2,548,754
Base - Per Capita	86,281
Base - Location	0
Base - Other	2,462,473
<b>Other Total</b>	216,136
<b>Grand Total</b>	3,064,085

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.

## Parent/caregiver, student, teacher satisfaction

Throughout COVID learning from home, the majority of feedback from parents regarding learning programs was positive.

The majority of parents were satisfied with the communication from the school.

The school mean for bullying was 10% below NSW Govt Norms.

Positive student teacher relationships was 8.5 compared to state at 8.4.

Positive learning climate was 7.4 compared to state at 7.2.

Expectations for success was 8.4 compared to state at 8.7.

Students with positive behaviour was 97% compared to state at 83%.

The students nominated area of the school needing improvement were the bathroom facilities. Steps were taken to improve the bathrooms with new paper and soap dispensers and art work on the walls.

Staff feel the consistency of expectations needs to be improving across each stage.

Staff feel the shared work load across stages is important and that collaborative programming is a success.

Staff reported stress levels during COVID at 6.45 out of 10.

# 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.

## Aboriginal Education - School statement

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Aboriginal Education continues to form an integral part of the curriculum with students learning about Aboriginal history, culture and current issues. At all official functions our Aboriginal ancestors, the Dharug People are acknowledged through an 'Acknowledgement of Country'. Aboriginal education is addressed in many of our units of work as part of the National Curriculum implemented at Wilberforce Public School. K-6 students gain a meaningful and sensitive appreciation of the history and culture of Aboriginal people. In 2021 the whole school participated in a NAIDOC Week cultural experience and awareness day organised through Gurrarin.

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- 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Anti-Racism - School statement

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Each year Wilberforce Public School promotes acceptance and understanding through Harmony Day. Tolerance, understanding and acceptance of diversity are actively encouraged and taught by all staff members, with additional support being provided by our Anti-Racism Contact Officer, a staff member who has been trained to deal specifically with any incidents of a racist nature.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

## Multicultural and anti-racism education - School Statement

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National Harmony Day is a day of cultural respect for everyone who calls Australia home - from the traditional owners of this land, to those who have come from many countries around the world. It is a day to celebrate diversity. The message for Harmony Day in 2021 was 'Everyone Belongs'. Wilberforce Public School celebrated Harmony Day in March. Children and teachers wore the colour orange as it is the official colour of Harmony Day. Students were also encouraged to wear traditional costumes they may have that represent their cultural heritage.