

# 2021 Annual Report

## Willmot Public School



4470

# Introduction

The Annual Report for 2021 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 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

---

Willmot Public School

Discovery Ave

Willmot, 2770

[www.willmot-p.schools.nsw.edu.au](http://www.willmot-p.schools.nsw.edu.au)

[willmot-p.school@det.nsw.edu.au](mailto:willmot-p.school@det.nsw.edu.au)

9628 0222

## School vision

Willmot Public School is a safe, caring, and inclusive environment for the children in our community. We focus on engaging learning experiences in a high quality learning environment that encourages each child's academic/cognitive, social/emotional, and physical development. We strive for continuous excellence and achievement by helping students to reach their educational and personal goals, in reading, numeracy and wellbeing, leading to a fulfilling future within the wider community.

## School context

Willmot Public School located 52 kilometres from central Sydney, on the fringe of Mt Druitt, is a small K-6 public school made up of seven regular classes and one support class.

Our current student enrolment is 156 students, including 71 students from an Aboriginal background. Students from various Pacific Island nations also make up approximately 22% of our school population.

Students at Willmot Public School participate in sporting, cultural and extra curricula activities, including inter-school competitions, carnivals and performance opportunities, that are integral to student wellbeing and development. Our award winning kitchen / garden program provides an opportunity for our students to apply their knowledge and skills in literacy and numeracy, into a different context.

In conjunction with our students, parents and community partners, and teaching staff, our school developed a situational analysis and has identified the following school directions for our 2021-2024 Strategic Improvement Plan :

1. **Student growth and attainment** - focussing on improvement in internal and external assessment results in reading and numeracy
2. **Connect, succeed, thrive** - focussing on improving student wellbeing and attendance, and connecting learning at home and school
3. **Data informed explicit teaching** - focussing on implementing and analysing formative and summative assessment, building data literate teachers and leaders, and developing assessment capable student learners

Underpinning our Strategic Improvement Plan is the **NSW School Excellence Framework**, promoting excellence in learning, teaching, and leading.

In addressing the levels and standards outlined in the School Excellence Framework, we will build school capacity to employ evidence-based programs and practices that are data-driven, rigorous, and implemented with fidelity. We will communicate and work with parents to implement parent programs; value parents and build ties between parents and the school; and support cultural, family and community values. Our work is underpinned by the elements of effective practice outlined in the **Family-School Partnership Framework** (Australian Government - DESE).

To maximise student outcomes our school will focus on effective classroom practice, including high expectations and innovative practices; evidence-based teaching, where student data and feedback drives teachers' planning and programming. Teacher professional learning including regular collaboration and professional dialogue, will ensure that feedback and reflection is embedded in whole-school improvement systems and practices.

## 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	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	Delivering
TEACHING: Learning and development	Delivering
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	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

---

Student growth and attainment is important work for our school. It is something that we examine daily through informal discussions with students, parents, and teachers; and formal data review meetings where we consider the most effective interventions and support programs to improve student outcomes in reading and numeracy.

### 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.

- Highly effective teaching practice in reading
- Highly effective teaching practice in numeracy

### Resources allocated to this strategic direction

---

**Literacy and numeracy:** \$7,453.80

**Professional learning:** \$2,500.00

**Early Action for Success (EAFs):** \$137,210.00

**Socio-economic background:** \$403,807.00

**Integration funding support:** \$89,776.00

**Low level adjustment for disability:** \$95,953.10

**Aboriginal background:** \$97,230.50

**QTSS release:** \$12,019.06

### Summary of progress

---

#### Highly effective teaching practice in reading and numeracy

There has been a whole school focus on building teacher capacity, creating conditions to promote collaboration and the implementation of tiered evidence-based practices and programs. Through high impact professional learning and collaborative practice on planning days and in stage meetings, executive staff worked alongside literacy and numeracy specialists to build teacher knowledge of the curriculum and of evidence based teaching practices in reading and numeracy.

Willmot Public School teachers increased their proficiency in the teaching of literacy and numeracy, successfully meeting the needs of their students, including those with complex learning needs. Teachers effectively collaborated across teams to share knowledge, data, feedback and other information about student progress and achievement to inform the development of evidence based programs and lessons. Teachers engaged in professional learning that improved skills in analysis, interpretation and use of students' progress and achievement data.

Internal assessment data shows the impact of this work on results in reading and numeracy. 77% of students in one cohort demonstrated an effect size greater than 0.5 in oral reading fluency, and 86% achieved greater than 0.5 effect size in reading comprehension. In numeracy, the achievement gap on check in assessment reduced between similar schools from 5.7% to 2.6%.

Throughout 2021, access to targeted instruction was impacted by an extended period of learning from home, and lower attendance rates as students slowly returned to school. Consistency in program delivery was also affected by a high number of staff changes. The school identified the need for improved assessment data in 2022 to evaluate our progress in numeracy.

Teachers reflected on their current practice and identified future goals to achieve improvement in effective teaching and learning in literacy and numeracy. **Next steps** include collaboratively developing consistent teaching and learning protocols for mathematics lessons, and engaging in mentoring and lesson observations with a focus on effective feedback.

### 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
Improvement in the percentage of students achieving in the top 2 bands to be 6.5% above the school's baseline score in reading of 5.2%.	11.2% of students achieved in the top 2 bands in NAPLAN reading <b>indicating progress towards</b> the lower-bound target.
Improvement in the percentage of students achieving in the top 2 bands to be 4.5% above the school's baseline score in numeracy of 2.9%.	11.24% of students achieved in the top 2 bands in NAPLAN reading indicating <b>achievement of</b> the lower-bound target.
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be 8% above the school's baseline score of 33.3%.	The percentage of students achieving expected growth in numeracy decreased by 15% indicating progress yet to be seen towards the target.
Improvement in the percentage of students achieving expected growth in NAPLAN reading to be 6% above the school's baseline score of 34.4%.	The percentage of students achieving expected growth in Reading increased by 5.6% <b>indicating progress towards</b> the target.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy.	44% of Aboriginal students attained results in the year 5 top three bands in reading .
A range of internal reading and numeracy assessment data indicates 40% of students are meeting expected growth.	<ul style="list-style-type: none"> <li>• The percentage of students achieving expected growth in <b>reading</b> increased to 38.46% indicating <b>progress toward</b> the lower bound target.</li> <li>• 84% students in 2021 with matched data achieved at or above expected growth in oral reading fluency, based on growth rates of 0.5 to 2.0 words per week for 25 weeks (week 5 term 1 to end of term 3 for reassessment).</li> <li>• Percentage of students achieving expected growth in <b>numeracy</b> decreased to 9.09% indicating progress yet to be seen toward the system-negotiated target.</li> </ul>
<p>Improvement as measured by the School Excellence Framework:</p> <p>LEADING DOMAIN</p> <p>Element: Educational leadership (Delivering)</p> <p>Focus theme:</p> <ul style="list-style-type: none"> <li>• Instructional leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence framework shows the element of Educational Leadership to be <b>sustaining and growing</b>.</li> </ul>

### Purpose

---

This strategic direction was chosen as a priority for our school because our situational analysis demonstrated that we still have significant work to do in the area of student wellbeing. *Tell Them From Me* student survey data indicates that developing and maintaining positive relationships amongst our students is an area of great challenge. This is consistent with our school behavioural and suspension data. Improving student attendance continues to be a focus because attendance lifts student achievement and wellbeing.

### 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.

- Attendance matters
- A planned approach to wellbeing

### Resources allocated to this strategic direction

---

**Aboriginal background:** \$38,830.50  
**Socio-economic background:** \$33,635.00  
**Per capita:** \$33,000.00

### Summary of progress

---

#### Attendance Matters

To improve daily attendance rates, staff regularly monitor attendance and take prompt action to address issues with individual students. The school community celebrates regular and improved attendance at assemblies and weekly meetings.

In terms 1 and 2 of 2021, the school implemented a number of strategies to engage the school and community to raise attendance levels. The results were promising, with targeted students showing an average increase of 13% in attendance by term 2 in 2021. At the same point in time, 42% of Aboriginal students were attending more than 90% of the time. In term 3 and 4, attendance was significantly impacted by COVID19.

The school collected data from parent and student surveys to refine a whole school approach to improving attendance. 95% of respondents agreed coming to school every day is important. 85% of respondents said awards and rewards motivate them to attend school more often. The most popular rewards according to the student survey were ice blocks, extra playtime and merit awards.

The school anticipates continued impact of COVID19 on school attendance. In response to this, **next steps** will be to focus on personalised attendance approaches, particularly for at risk groups, and increasing parent and community engagement.

#### A Planned Approach to Wellbeing

The school has a range of strategies in place to ensure students can identify a staff member to whom they can confidently turn for advice and assistance at school. Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

In term 1, 74% of students felt a sense of belonging, but after a long period of absence from school due to COVID19, this score decreased to 59%. In contrast, students reported that they maintained positive relationships with teachers (school mean of 8.7) and relationships with peers at school improved slightly. Positive learning climate also increased slightly from 6.8 to 7.2. Parents reported feeling welcome (7.7 to 8.0) and well-informed (7.4 to 7.9) and this score is well above the state average. More parents also reported feeling that our school is inclusive than others across the state (8.2 compared to 6.7). Analysis of the data suggests that our communication systems during lockdown were successful in maintaining positive relationships with students and families.

The school ran a trial implementation of the Life Skills Go SEL program K-6 in term 4 after students returned from learning at home. Staff and students provided feedback after the 6 week trial.

Teachers reported that students were highly engaged with the program, with all teachers opting to run the lessons as a

class rather than have children accessing the content on their own devices. 80% of staff observed students applying knowledge and skills from Life Skills Go lessons to difficult situations. For example, describing how the brain responds automatically to some situations, using breathing techniques when feeling heightened and using new vocabulary to describe feelings when problem solving in difficult social situations. Teachers also reported that students requested mindfulness activities after recess and lunch time to help them get into a calm and ready to learn state. 100% of teachers agree that the trial was successful and support full implementation in 2022 with some considerations. Staff suggested more consistent use of the posters and visuals to support students to refer to the strategies. One teacher suggested the lessons were not as engaging for stage 3 students, and that supporting students in stage 3 to access the program on their own devices might counteract this.

### 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
Increase the % of students attending 90% of the time to more than 60%	<ul style="list-style-type: none"> <li>The number of students attending greater than 90% of the time or more has decreased to 49.28% indicating progress yet to be seen.</li> </ul>
<i>Tell Them From Me</i> (TTFM) Wellbeing data (advocacy, belonging, expectations) improves by 10% in comparison to our previous score for this area of the <i>Tell Them From Me</i> survey.	<p>Tell Them From Me data indicates a score of 7.7 (NSW Govt norm 7.7) Advocacy at school a slight decrease from 8.5 (2020).</p> <p>Tell Them From Me data indicates a score of 59% Belonging, indicating a slight increase from 57% in 2020.</p> <p>Tell Them From Me data indicates a score of 8.1 Expectation, indicating a slight decrease from 8.2 in 2020</p>
Students attending less than 80% is reduced.	2020 data to data 2021 - number of students attending less than 80% of the time reduced by 6.8%.
A range of evidence supports our Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Wellbeing, theme Behaviour.	Self-assessment against the School Excellence Framework shows the school currently performing at <b>sustaining and growing</b> in the element of Wellbeing, theme Behaviour.
Increase the number of positive behaviour notifications for targeted students.	In 2021 there was a slight increase in the number of targeted students achieving the highest level in our school's PBL award system, indicating progress towards achieving the target. 44% of major award winners in 2021 were from the targeted groups (43% in 2020).



## Strategic Direction 3: Data-informed explicit teaching

### Purpose

Reflections in our situational analysis indicate that 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.

### 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.

- High quality student assessment
- Building data literate teachers and leaders

### Resources allocated to this strategic direction

**Professional learning:** \$15,306.22

**Low level adjustment for disability:** \$49,000.00

**QTSS release:** \$18,028.56

**Beginning teacher support:** \$15,126.00

### Summary of progress

Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning. Assessment is planned and undertaken regularly in all classes and data is systematically collected. Students know when and why assessment is undertaken. Teachers indicate that they frequently use pre and post-assessment in English and mathematics but this is less common in other KLAs. Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class. Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve. Most teachers use learning intentions but only one teacher always used them. It was less common to use success criteria and models of 'what a good one looks like'. These were identified as areas for future learning. Teacher survey results indicated the need to improve understanding of success criteria as based on learning rather than activities. The school provides families with information on the learning progress of their children, via student reports and parent/ teacher interviews. After positive feedback from the Pioneering SMS trial, where text messages about learning were sent to parents weekly, the school plans to use regular text messaging and other digital technologies to increase communication with parents and carers in 2022.

Teachers access and engage in professional learning that builds skills in the analysis, interpretation, and use of student progress and achievement data. All teachers contribute to gathering and analysing data. When surveyed, all teachers indicated that they always or almost always use assessment data to plan and guide their teaching. Instructional Leader and LaST AP, support teachers to interpret whole school assessment data to identify appropriate levels for class programs such as oral reading fluency, and needs for target groups and individual interventions. Working toward developing teachers' independence in analysing and applying understanding of data to plan instruction. In 2022, funds will be allocated to support further professional development for teachers in the areas of formative and summative assessment, visible learning strategies and feedback, to help lift student engagement. Systems will be put into place to facilitate frequent opportunities for teachers to engage in activities that promote consistent teacher judgement about student progress in literacy and numeracy.

### 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 range of evidence supports our assessment and validation at the School Excellence Framework level of delivering in: <ul style="list-style-type: none"><li>• formative and summative assessment</li></ul>	Self-assessment against the School Excellence Framework shows the school currently performing at <b>delivering</b> in the element of formative and summative assessment.

<p>A range of evidence supports our assessment and validation at the School Excellence Framework level of delivering in the elements of:</p> <ul style="list-style-type: none"> <li>• data use in teaching</li> <li>• data use in planning</li> </ul>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at <b>sustaining and growing</b> in the element of data use in teaching.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at <b>delivering</b> in the element of data use in planning.</p>
<p>A range of evidence supports our assessment and validation at the School Excellence Framework level of delivering in the elements of:</p> <ul style="list-style-type: none"> <li>• data literacy</li> <li>• data analysis</li> </ul>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at <b>delivering</b> in the element of data literacy.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at <b>sustaining and growing</b> in the element of data analysis.</p>
<p>A range of evidence supports our assessment and validation at the School Excellence Framework level of delivering in the elements of:</p> <ul style="list-style-type: none"> <li>• explicit teaching</li> <li>• feedback</li> </ul>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at <b>delivering</b> in the element of explicit teaching.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at <b>delivering</b> in the element of feedback.</p>
<p>A range of evidence supports our assessment and validation at the School Excellence Framework level of delivering in the elements of:</p> <ul style="list-style-type: none"> <li>• student engagement</li> <li>• parent engagement</li> </ul>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at <b>delivering</b> in the element of student engagement.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at <b>delivering</b> in the element of parent engagement.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$89,776.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Willmot 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>• Highly effective teaching practice in reading</li> <li>• Highly effective teaching practice in numeracy</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> </ul> <p><b>The allocation of this funding has resulted in:</b>  Integration funding in our school supports the delivery of quality programs and adjustments that promote and increase engagement and inclusion. Targeted students benefit from 1:1 support to meet their individual learning needs through intensive literacy and numeracy interventions, modifications to learning materials and classroom environment and support the development of learning behaviours and social skills. As a result, these students were supported to successfully engage in regular classroom programs and other learning opportunities on the same basis as their peers.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  To continue intensive personalised support for all funded students.</p>
<p>Socio-economic background</p> <p>\$437,442.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Willmot 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>• Attendance matters</li> <li>• Highly effective teaching practice in reading</li> <li>• Highly effective teaching practice in numeracy</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>• employing additional SLSOs to implement literacy and numeracy programs to support identified students with additional needs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• supplementation of extra-curricular activities</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Socio-economic background funding supported a range of programs and initiatives in 2021 to ensure all students had equal access to all learning opportunities. This was particularly important in light of the impact of COVID19 on the community and on student learning. In addition to supplementing uniforms, learning resources, and providing materials to support learning from home, student learning and wellbeing was the focus. The limited opportunities for excursions and events resulted in funds being directed towards student learning support and wellbeing initiatives. This flexible funding employs a number of additional support staff to deliver learning and support programs, facilitate pro-social behaviour and deliver wellbeing initiatives like Breakfast Club. During the lockdown period, staff ensured ongoing engagement by developing and distributing resources, and supporting children and families to use new technologies to connect with teaching and learning. Families also received help to connect with external agencies to access additional support.</p>

<p>Socio-economic background</p> <p>\$437,442.00</p>	<p>Literacy and numeracy interventions, including the reading tutor program, phonic and phonemic awareness programs, have had a gradual impact on increasing value-add to above state average for year 5-year 7, and increased average NAPLAN scores in reading, spelling, grammar and punctuation in yr 5. Year 3 performed above similar schools in numeracy and grammar and punctuation. This is narrowing the equity gap. The implementation of social and emotional learning resulted in fewer students suspended in 2021, and behaviour notifications reduced by 50%. Student access to real world experiences increased by the provision of subsidised excursions and virtual incursions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The school will continue to offer highly personalised, evidence based, targeted and intensive literacy and numeracy support to students. To lift engagement, attendance and build greater sense of cultural belonging, the school will work to expand the range of extracurricular activities available for students to participate in, the cost of which will be supplemented by these funds. We will maintain a strong focus on acknowledging positive behaviour by celebrating achievement of individual learning goals, shifting the school culture to one of high expectations and success for all.</p>
<p>Aboriginal background</p> <p>\$150,557.04</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Willmot 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 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>• Attendance matters</li> <li>• Highly effective teaching practice in reading</li> <li>• Highly effective teaching practice in numeracy</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>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Progress in completing a mural design, and consulting community with the view to rebranding was interrupted by COVID19 lockdowns. The school will reengage with community when it is safe to hold in person forums, to ensure we have strong community representation in the final stages of the decision making process. In light of this, flexible funding was applied to employ additional staff to support the achievement of literacy and numeracy goals within students' Personalised Learning Pathways.</p> <p>All Aboriginal students, 45% of enrolment, had Personalised Learning Pathways that were monitored and reviewed at least twice in 2021. The leadership team collaborated with the AEO to redesign the Personalised Learning Pathways (PLP) document to be more student centred, include negotiated literacy and numeracy goals, have a greater emphasis on cultural goals and invite more input from parents and carers in the planning process. As a result, parent involvement in the process increased by over 150%. The focus on learning goals had a positive impact on NAPLAN results for Aboriginal students. Average scores for year 3 students were well above similar schools in numeracy, while year 5 Aboriginal students improved average scores in reading.</p> <p>Funds were also allocated to provide cultural activities at events such as NAIDOC Day, where students painted a mural, enjoyed dance performances and learned about Aboriginal histories and culture.</p>

<p>Aboriginal background</p> <p>\$150,557.04</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Targeted work to address spelling and writing for Aboriginal students will be a focus. The Aboriginal SLSO will be upskilled to deliver programs in these areas. The AEO will participate in writing initiatives such as Story Factory to support student participation and provide side by side professional learning about Aboriginal English in writing to staff and tutors.</p> <p>The AEO will continue to work with the CLO, LST and the leadership team to develop personalised attendance improvement plans for Aboriginal students and engage services using these funds to deliver programs specific to the cultural and spiritual needs of girls and boys specifically. The school will dedicate flexible funds to enhancing cultural visibility around the school through the installation of a yarning circle, murals, aboriginal stories and texts for the library and signage in aboriginal languages. We will increase the profile of our AEO in transition programs, to ensure families and students feel confident and safe as they move to new learning environments.</p> <p>The school will commit to the development of its workforce by engaging in professional learning about Aboriginal Education Policy, Histories and Cultures and take steps to embark on a Reconciliation Action Plan.</p>
<p>English language proficiency</p> <p>\$36,908.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Willmot 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>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Planned activities to improve the EAL/D practices in line with the EAL/D School Evaluation Framework were impacted heavily by the COVID19 lockdowns in 2021. These plans were postponed.</p> <p>Identified EAL/D students continued to receive in class support to access the universal classroom program with individual learning plans supporting adjustments where needed.</p> <p>EAL/D students were assessed and results were mapped against the EAL/D Learning Progressions, informing program revisions and the monitoring and reporting in line with departmental expectations.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Strengthen processes for collecting, analysing, monitoring and disseminating EAL/D student data to inform school practices using the EAL/D School Evaluation Framework.</p> <p>Provide professional learning that focuses on improving EAL/D pedagogical professional practice, the use of the EAL/D Learning Progression, ESL Scales and the literacy learning progression to describe levels of English language proficiency.</p>
<p>Low level adjustment for disability</p> <p>\$144,953.10</p>	<p>Low level adjustment for disability equity loading provides support for students at Willmot 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>• Highly effective teaching practice in reading</li> <li>• Building data literate teachers and leaders</li> <li>• High quality student assessment</li> <li>• Highly effective teaching practice in numeracy</li> </ul>

<p>Low level adjustment for disability</p> <p>\$144,953.10</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention programs to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional support staff implemented programs and provided classroom support to identified students. Internal school assessment data shows a 5% increase in the number of students who know their single sounds and an 8% increase in students who can blend sounds to read simple words.</p> <p>The Learning and Support team worked side by side with teachers 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. School leaders worked with families and external service providers to coordinate referrals and access to services for students with disabilities and additional learning support needs</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022 we will continue to design data driven, evidence based programs to address learning gaps and move students forward on literacy and numeracy progressions. The learning and support team will explore programs to support early speech and language development, and provide training for staff and SLSOs in this area. Systems will be designed to monitor fidelity of program implementation, and build capacity of all SLSOs to administer programs, monitor data and provide feedback about student progress to teachers and leaders.</p>
<p>Literacy and numeracy</p> <p>\$8,714.85</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Willmot 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>• Highly effective teaching practice in reading</li> <li>• Highly effective teaching 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>• resources to support the quality teaching of literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The school expanded the range of decodable texts to support K-2 students and purchased high interest low level decodable texts to support students in years 3-6. The funds were also used to replenish consumables and teaching resources to support the science of reading approach and literacy intervention programs. This has resulted in 86% of students achieving greater than 0.5 effect size in reading comprehension and 77% achieving greater than 0.5 effect size in oral reading fluency. A 22% increase of Year 1 students going into Year 2 achieving over 75% in the InitialLit Year 2 screener was recorded. Similarly, an increase of 22% of Kindergarten students going into Year 1 achieving over 75% in the InitialLit Year 1 screener was observed. The school also recognised the need to create grade maths boxes K-6 to support the needs of students who require manipulatives to engage in the teaching and learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022, we will expand our range of decodable readers by purchasing culturally inclusive decodable texts. The K-2 InitialLit Literacy Program will</p>

<p>Literacy and numeracy</p> <p>\$8,714.85</p>	<p>continue to be delivered, and components of the program will be used to support students in Years 3 and 4. Support staff will continue to implement the suite of literacy intervention programs currently in place.</p> <p>In 2022, the school improvement team will investigate a whole school approach to teaching mathematics. This funding should be used to support implementation of new maths programs and interventions through purchasing of resources and teaching materials.</p>
<p>Early Action for Success (EAfS)</p> <p>\$137,210.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Willmot Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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>• Highly effective teaching practice in reading</li> <li>• Highly effective teaching practice in numeracy</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 Instructional Leader to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Instructional leader provided shoulder support, coaching and mentoring for classroom teachers in the implementation of evidence-based literacy programs to build consistent and effective teaching practices. The instructional leader led the administration and analysis of progress monitoring and cumulative review assessments, supporting teachers to target learning to meet student needs and inform the planning cycle. Parent workshops were delivered, with 5 parents attending to learn about strategies that can support literacy and numeracy development at home. The instructional leader coordinated the school's participation to trial an oral language program. Staff benefited from the professional development that resulted from the trial implementation, and targeted K-2 students received valuable oral language instruction and intervention.</p> <p>The school engaged in professional learning, exploring numeracy pedagogies. Staff developed a deeper understanding of the evidence-based practices that support students' thinking when working mathematically. This learning was underpinned by the new K-2 and 3-6 Numeracy Guides, and made the purpose of data use to inform teaching explicit, with a specific focus on strategies to improve student outcomes in patterns and algebra.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>While the EAfS initiative ceased in 2021, the school will maintain a commitment to leading teacher improvement through strong instructional leadership, coaching and mentoring practices. There needs to be a consistent focus on numeracy in 2022, to continue the capacity building that occurred in 2021.</p>
<p>QTSS release</p> <p>\$30,047.62</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Willmot 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>• Building data literate teachers and leaders</li> <li>• Highly effective teaching practice in numeracy</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>• Releasing executive staff from teaching load to lead strategic direction teams, align professional learning to the Strategic Improvement Plan and develop the capacity of staff.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

<p>QTSS release</p> <p>\$30,047.62</p>	<p>Establishing strategic direction teams achieved greater coherence within our professional learning plan and a more sustained focus on teaching and learning improvement. Increased opportunities for collaboration during the lockdown period worked to create a more positive learning culture and provide more frequent capacity building experiences for new staff. In the Tell Them From Me survey in 2021, teachers rated the school's leadership, learning culture and collaboration highly, above NSW state averages. Leaders engaged with numeracy specialists to build their own capacity and then collaborated to deliver high impact professional learning to staff in a number of key areas including patterns and algebra, number conversations focusing on multiple modes of representation, and problem solving processes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  A narrow and deep focus on improving teacher quality in mathematics will be maintained. To help teachers increase their confidence to teach mathematics, we will investigate programs and resources that will scaffold the design of whole school, consistent teaching and learning protocols and expand teachers' curriculum knowledge.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Willmot 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>• 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</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  An investment was made to deliver small group intervention to support the oral language development of targeted students in K-2. This funding was used to train and employ SLSOs to deliver the program, and provide the necessary learning materials. The program was interrupted due to the COVID 19 lockdown, so final evaluations were unable to be completed.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Recommence the program in 2022, and provide additional classroom support to the students identified through the Language Lift program.</p>
<p>COVID ILSP</p> <p>\$148,483.04</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>• employing/releasing staff to coordinate the program</li> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  90 students accessed targeted small group interventions addressing phonics skills, phonemic awareness, text reading and oral language skills. All students improved their skills and where needed, were supported to</p>



COVID ILSP

\$148,483.04

apply their skills in the classroom through in-class support. The success of the interventions are reflected in the school assessment data showing that 77% of students achieved above expected growth in reading fluency. Staff also targeted problem-solving in numeracy in a school-developed small group program. Students showed a 3% increase in numeracy scores on the check-in assessment in numeracy.

**After evaluation, the next steps to support our students with this funding will be:**

The COVID ILSP will continue to provide targeted interventions in 2022. Staff will continue to closely monitor student progress and adjust programs according to the data, to support further growth. COVID ILSP staff identified the need for more support and training in teaching mathematics to successfully deliver interventions in this learning area. The COVID ILSP coordinator will review new program options to support students who need more intensive skill development, and upskill staff delivery programs to ensure all programs are delivered with fidelity. In 2022 a system to provide more regular communication with parents around program goals and progress will be implemented.

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	76	81	75	78
Girls	74	72	73	74

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	86.7	87.5	81	85.3
1	89.5	84.7	81.7	81
2	90.8	86	84.3	90.3
3	89.9	90.4	87.9	85.1
4	88.2	85.6	83.7	85
5	90.3	80.9	79.7	86.3
6	89.6	90.6	76.8	77.2
All Years	89.1	86.5	82.6	84.9
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

---

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)	4
Classroom Teacher(s)	16.88
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	4.02

\*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 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>	364,378
<b>Revenue</b>	4,711,661
Appropriation	4,665,392
Sale of Goods and Services	7,021
Grants and contributions	38,596
Investment income	252
Other revenue	400
<b>Expenses</b>	-4,564,497
Employee related	-4,168,988
Operating expenses	-395,509
<b>Surplus / deficit for the year</b>	147,164
<b>Closing Balance</b>	511,542

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

## Financial summary - Equity loadings

---

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	89,776
<b>Equity Total</b>	771,948
Equity - Aboriginal	150,557
Equity - Socio-economic	437,444
Equity - Language	36,908
Equity - Disability	147,039
<b>Base Total</b>	2,186,551
Base - Per Capita	36,484
Base - Location	0
Base - Other	2,150,066
<b>Other Total</b>	1,290,053
<b>Grand Total</b>	4,338,328

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

Student responses indicated they value schooling outcomes, believing that schooling is useful in their everyday life and will have a strong bearing on their future. 82% of students value effort, reporting that they try hard to succeed in their learning. Our learners feel teachers are responsive to their needs and encourage independence. They also report having adults at school who consistently provide encouragement and can be turned to for advice. 74% of Aboriginal students told us they feel good about their culture at school, and 83% believe teachers have a good understanding of their culture. This indicates some work to be done in the year ahead to improve students' wellbeing at school. This will be led by the school's Aboriginal Education team. Student responses indicated a decreased sense of belonging after the COVID 19 lockdown in 2021. This is something the strategic direction teams will track and monitor throughout 2022.

Parent responses indicated that they feel welcome when they visit our school. Results showed parents can easily speak with their child's teachers and the school principal. They believe they are well informed about school activities, and written information from the school is in clear, plain language. There are opportunities to improve in engaging parents and carers in supporting school activities and initiatives.

Teachers agree school leaders have helped them improve their teaching and have provided guidance for monitoring student progress. Our teachers report high levels of collaboration across and within teams, and agree that we set high expectations for student learning. The teacher responses indicate they value parent involvement, and suggest we can do better by providing more opportunities to parents to get involved in their child's learning at school. The results from teacher surveys also showed we have some work to do to in helping students to learn new technological skills.



# 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.

## Anti-Racism Policy

---

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.

## Multicultural Education Policy

---

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.