

2022 Annual Report

Wilberforce Public School



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Introduction

The Annual Report for 2022 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.

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Message from the principal

The academic achievement of our students and the ongoing success of the strategies/initiatives being implemented by the school to create high quality learning experiences for our students.

Wilberforce Public School not only serves to improve student learning outcomes and academic success, which is always a given and evident through external assessment measures, but this beautiful school is also about providing for the well-being of the whole child. As a staff and a community, we are committed to ensuring that each child's emotional intelligence and resilience are also supported. Wilberforce Public School enjoys tremendous support from our parents and the local community. The teachers work tirelessly to ensure that this trend continues and that children are provided with high expectations and quality teaching embedded in all classrooms through a differentiated curriculum.

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 2022, and a further 8 teachers in the first 10 years of their careers. We utilise a teaching load of 1.3 for Learning Support and in 2022 will continue our various G&T programs totaling 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 students 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	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

QTSS release: \$16,000.00

Socio-economic background: \$17,975.00

Low level adjustment for disability: \$4,500.00

Summary of progress

Our 2022, focus was on the use of explicit teaching practices to improve literacy across the school and the adaption and transition to decodable readers. Whole school assessment data was analysed and shared, so that high-impact professional learning could be designed and delivered to all staff. The use of interventions including MiniLit, and MacqLit, supported our most vulnerable students to make progress in their learning. Staff regularly used and updated data to support and inform their inquiry process, which enabled them to draw on a wider range of teaching strategies when working with all students. Student learning outcomes have been tracked through the collection and analysis of assessment data and improvement in student progress. The introduction of the SPARKLE assessments linked to DRA for K-2 along with the Phonic Screener for Year 1 students, supported consistent assessment in decoding. As a result, the structures and processes implemented in 2022 will continue to be refined as we move forward into 2023. Next year, we will continue to support teachers with the introduction of Direct Explicit Teaching and warmups designed to support students' retention of information. With the addition of the permanent Assistant Principal Curriculum and Instruction. The Assistant Principal Instructional Leaders will provide teachers with research and resources, demonstration lessons, team-teaching opportunities, coaching, mentoring and in-class support to assist them with the implementation of these strategies.

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
• An increase of 5.54% of students achieving in the top 2 bands of Reading as indicated by NAPLAN (Lower bound system negotiated target).	47.47% of students achieved in the top 2 bands. An uplift of 3% from 2021 and 15% above System target.
• An uplift of 10.12% of students achieving expected growth in reading (system negotiated target)	Expected growth was not calculated due to no NAPLAN being administered in 2020.
Check-in assessment data will be at or above SSSG schools in literacy.	Year 3 54.2 .9 below state Year 4 56.61.9 below state Year 5 is 58.4 4.9 above state Year 6 is 53.8% 1.5 below state

<p>At least 70% 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.</p>	<p>In PAT reading the percentage of students with positive data is:</p> <p>85% of Year 2</p> <p>78% of Year 3</p> <p>72% of Year 5</p> <p>72% of Year 6</p>
<p>At least 75% of students completing Year 1 will have achieved within Level 5 of the understanding texts sub element of the Literacy Progressions.</p>	<p>80% of students have achieved a level 5 in Understanding Text on the progressions.</p>

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

Socio-economic background: \$13,000.00

QTSS release: \$27,000.00

Professional learning: \$6,000.00

: \$5,000.00

Summary of progress

Our efforts in driving student growth and attainment have established school-wide strategies and professional development practices to build the capacity and confidence of staff to design and deliver high-quality, evidence-informed teaching and learning experiences across the school in Mathematics. Our focus in 2022, was to embed deep syllabus knowledge and evidence informed practices in all programs with a focus on systematic and effective numeracy instruction. The Numeracy team were guided by data which demonstrated gaps in student understanding in particular areas of Mathematics. This led to the development of problem-solving strategies as a focus for Professional Learning and explicit Numeracy teaching and learning programs. During the year the whole staff have been involved in strategic and collaborative planning. The Stage 1 team embedded the new Syllabus units through the Accelerator Adopter program. Two Stage 1 teachers contributed to the unit development for 2023 by developing and trialling lessons within their classrooms. Directions for 2023 will be heavily focused on the implementation of high impact professional learning in the areas of Direct Explicit instruction, quality mathematics programming, the development of effective warm-ups and the implementation of the new syllabus.

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
• An Improvement of 12.69% of students achieving in the top two bands of NAPLAN.	21% of students achieved in the top 2 bands in Numeracy and increase of 1%.
64% of students achieve expected growth in NAPLAN numeracy. (school based projected target.)	No expected growth was available due to the test not being administered in 2020.
An increase of 10% of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy. (upper bound projected target.)	30% of Year 3 and 15% of Year 5 students were in the top 2 bands for NAPLAN.
At least 72% 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.	77% of Year 3 at or above 0.4 in PAT Mathematics 63% of Year 4 at or above 0.4 in PAT Mathematics 79% of Year 5 at or above 0.4 in PAT Mathematics 67% of Year 6 at or above 0.4 in PAT Mathematics

At least 90% of students completing Year 3 will have achieved AdS7 and 83% 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

At the end of 2022, 84% of Year 3 are at AdS7 and 77% of Year 4 are at 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: \$33,421.49

Summary of progress

Survey data indicates that 78% of parents feel that our school engages with parents including communicating about learning, and 71% indicate the school has a feeling of belonging and positive relationships between themselves, their children and teachers.

In an endeavour to increase student engagement there was an increased focus on High middle students and Potential and Gifted Education through programs like INGENIUM.

At the beginning of 2022, the Smiling Minds program was integrated into the schools Learning Dispositions with a focus on developing a Growth Mindset. An extensive review of the student wellbeing program was conducted to ensure it meets the Department Requirements. The school has also prepared the +90s Club which will focus on increasing attendance in 2023. In 2023, we will also focus on students taking more responsibility for their own learning.

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% with a target range of 87.4% and 92.4%.	Our attendance for 2022 was 87%, which was impacted by COVID.
• Achieve student advocacy in the TTFM data of 90% (currently 80%) maintain Expectations for Success at above 95% and increase Sense of Belonging to 85%.	Student Advocacy increased 1% to 81 but significantly above state at 69% Student expectations for success increased to 96% Student sense of belonging dropped to 72% but remains significantly higher than state average of 64%.
• Students in the high skill high challenge quadrant will match state norms, needing an improvement of 12% (TTFM)	The students in the high challenge quadrant increased from 36% in 2022 to 43% in 2022 which is still 10% below state norms.
• Parents feel informed about their child's education will match state norms in TTFM. Currently 5.5 (Norms 6.6)	Parents feel informed is at 7.1 for 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$91,917.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their individual education plan learning goals All IEPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide additional support in the classroom by employing SLSO staff. Continue to discuss integration funding as part of the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to ensure funding is used to address individual student support needs.</p>
<p>Socio-economic background</p> <p>\$81,896.02</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • a. Leading the improvement learning and curriculum in literacy • b. Data collection, analysis and use in literacy • a. Build teaching capacity of leaders and teachers in effective practice in numeracy • b. Personalised student learning through data skills and assessment • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through MacLit and New Syllabus programs to support student learning. • resourcing to increase equitability of resources and services. • providing students without economic support for educational materials, uniform, equipment and other items. • additional staffing to provide classroom teacher support for identified students with additional needs and to enable the MiniLit and MacLit programs. <p>The allocation of this funding has resulted in the following impact: Enabled students to access reading programs such as Minilit and decodable readers. Enabled students to access technology resources to support learning.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Socio-economic background</p> <p>\$81,896.02</p>	<p>To continue to employ additional teachers and SLSO to support classroom teachers and students through targeted intervention. Provide professional learning for staff specifically focusing on differentiation of curriculum and explicit teaching.</p>
<p>Aboriginal background</p> <p>\$6,310.44</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 student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans. • employment of additional staff to support literacy and numeracy programs. <p>The allocation of this funding has resulted in the following impact: 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 student population, while maintaining cultural identity.</p> <p>After evaluation, the next steps to support our students will be: All Aboriginal students have developed Personalised Learning Plans through consultation with all stakeholders. Greater awareness and sharing of Aboriginal culture among students.</p>
<p>English language proficiency</p> <p>\$3,698.80</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: Our EAL/D students being more engaged in their learning as demonstrated by the completion of in-class support, assessment and learning activities.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ staff to deliver targeted support in literacy, numeracy focusing on reading, comprehension and vocabulary.</p>
<p>Low level adjustment for disability</p> <p>\$137,850.39</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • a. Leading the improvement learning and curriculum in literacy • b. Data collection, analysis and use in literacy • Embracing learning through Wellbeing, Attendance and Participation • Other funded activities

<p>Low level adjustment for disability</p> <p>\$137,850.39</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • targeted students are provided with an evidence-based intervention MiniLit and MacLit to increase learning outcomes. • providing support for targeted students within the classroom through the employment of additional teachers. <p>The allocation of this funding has resulted in the following impact: Collaboration between classroom teachers and support teachers to develop programs that support targeted students with literacy and numeracy-increased teacher capacity and resources to support students with learning needs.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ additional teachers to provide in-class support.</p>
<p>Professional learning</p> <p>\$21,670.09</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Wilberforce Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • a. Leading the improvement learning and curriculum in literacy • a. Build teaching capacity of leaders and teachers in effective practice in numeracy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing. • assistant principals were provided with additional release time to support classroom programs. • implementation of quality teaching rounds to strengthen quality teaching practices. <p>The allocation of this funding has resulted in the following impact: Professional Learning in reading has improved learning outcomes. Reading results have improved to at or above state in both years 3 and 5.</p> <p>After evaluation, the next steps to support our students will be: The introduction of Explicit Instruction Pedagogy to ensure learning is sequential and targeted towards learning needs. The school will focus heavily on the numeracy aspect of Explicit Instruction in 2023.</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy. • literacy and numeracy programs and resources, to support teaching, learning and assessment. • employment of an additional Learning and Support intervention teacher. <p>The allocation of this funding has resulted in the following impact:</p>

<p>Literacy and numeracy</p> <p>\$11,450.74</p>	<p>Employment of classroom teacher to provide intensive learning support for identified students requiring additional support to improve their growth in literacy and numeracy access to MiniLit and MultiLit resources. Identified students receiving appropriate support targeting their literacy and numeracy needs. The school continues to work towards achieving student growth school-negotiated targets.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ a teacher to support this learning in accordance with appropriate funding in the SBAR.</p>
<p>QTSS release</p> <p>\$66,309.42</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • a. Leading the improvement learning and curriculum in literacy • a. Build teaching capacity of leaders and teachers in effective practice in numeracy • b. Personalised student learning through data skills and assessment • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: The school provides our teachers and executive with extra time to support the quality implementation of curriculum and pedagogy.</p> <p>After evaluation, the next steps to support our students will be: This program will be continued into 2023.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.42</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for identified students requiring additional support to improve their growth in literacy and numeracy. • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Identified students receiving appropriate support targeting their literacy and numeracy needs. The school continues to work towards achieving student growth school-negotiated targets.</p> <p>After evaluation, the next steps to support our students will be: To employ a teacher in accordance with appropriate funding in the SBAR.</p>
<p>COVID ILSP</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</p>

<p>\$113,325.00</p>	<p>the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing intensive small group tuition through an SLSO for identified students who were in the middle to high groups of grade based assessments in Literacy and Numeracy. <p>The allocation of this funding has resulted in the following impact: The majority of students participating in the program achieving progress towards their learning goals.</p> <p>After evaluation, the next steps to support our students will be: Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes will be revised.</p>
<p>Per capita \$85,911.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Wilberforce Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • MiniLit and MacLit programs and various learning and engagement activities, such as INGENIUM, Kids Shed and IT Club. <p>The allocation of this funding has resulted in the following impact: Increased academic achievement and engagement of identified students, closing the gap on students with lower levels of measured performance with their peers.</p> <p>After evaluation, the next steps to support our students will be: Embedded programs for Stage 2 and Stage 3 ensure long term sustainability and impact on learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	175	188	178	181
Girls	165	162	162	157

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.7	91.6	94.7	85.9
1	93.8	91.9	93.5	86.0
2	94.7	91.5	93.1	86.5
3	93.3	93.3	93.2	85.2
4	94.6	91.1	93.3	85.6
5	93.4	91.8	92.0	86.5
6	93.6	93.9	93.7	83.2
All Years	94.0	92.1	93.3	85.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.62
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.

The entire staff at Wilberforce Public School engages significantly with Explicit Instruction and the teaching of Reading Comprehension. This involves extensive, continual focus on the core elements of Explicit Instruction in Comprehension as well as individual teacher professional learning. All teachers participate in peer observations and feedback sessions with the goal of honing, sharing and improving practice. Staff also completed professional development in Mathematics and Problem Solving.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	112,223
Revenue	3,352,675
Appropriation	3,243,699
Grants and contributions	106,938
Investment income	1,938
Other revenue	100
Expenses	-3,286,285
Employee related	-2,897,441
Operating expenses	-388,845
Surplus / deficit for the year	66,390
Closing Balance	178,612

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.

	2022 SBAR Adjustments (\$)
Targeted Total	91,917
Equity Total	229,756
Equity - Aboriginal	6,310
Equity - Socio-economic	81,896
Equity - Language	3,699
Equity - Disability	137,850
Base Total	2,473,369
Base - Per Capita	85,911
Base - Location	0
Base - Other	2,387,458
Other Total	220,540
Grand Total	3,015,581

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2022, teachers stated in the TTFM survey:

- They set high expectations, monitor individual student progress, and provide students with effective feedback that brings them closer to achieving their personal learning goals.
- Leadership was 7.8 compared with the state norm of 7.1.
- Collaboration was 7.3 compared with the state norm of 7.8.
- Data informed practice was 8.1 compared with the state norm of 7.8.
- Learning Culture was 7.4 compared with the state norm of 8.0.
- Teaching Strategies was 7.8 compared with the state norm of 7.9.
- Technology was 6.6 compared with the state norm of 6.7.
- Inclusivity was 8.0 compared with the state norm of 8.2.
- Parent involvement was 7.3 compared with the state norm of 6.8.

In 2022, parents stated in the TTFM survey:

- 7.2 Feel welcome compared to state norms of 7.6.
- Parents feel informed was 7.1 compared to state norms of 6.7.
- 60% agreed with the reporting format the school used.
- 80% felt comfortable with assisting their child with homework.

In 2022, students stated in the TTFM survey:

- 72% felt a positive sense of belonging compared to NSW norms of 82%
- Students with positive relationships was 87% compared to 85% in NSW norms.
- 85% valued schooling outcomes compared to 96% in the NSW norms.
- 31% of students had positive homework behaviours compared to 63% of the state.
- 93% of students had positive behaviour at school compared with 83% of the state.
- Explicit teaching practice was 7.2 compared with 7.5 in NSW Norms.
- 26% of students were the victims of bullying compared to 36% in NSW Norms.
- 7.1 reported a positive climate at school compared to 7.2 in NSW Norms.
- 92% of indigenous reported they felt good about their culture.

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.

Aboriginal Education - School statement

- program and facilitate Cultural Groups for our identified students.
- ensure intervention and team teaching with Aboriginal perspectives in all classes from P-6.
- hold PLP meetings and review meetings Terms 1 & 4 with identified students and their parents/carers.
- enabled students to write and present Acknowledgement of Country each week.
- embedded whole school Aboriginal Education initiatives.
- hold NAIDOC Week Celebrations Day - Whole School Rotational Aboriginal Education Activities with a focus of Indigenous literature.

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.