

2022 Annual Report

Willmot Public School



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Introduction

The Annual Report for 2022 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.

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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 162 students, including 46% students from an Aboriginal and Torres Strait Islander background. Students from various Pacific Island nations also make up approximately 30% 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: 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

AP Curriculum & Instruction: \$180,685.20

English language proficiency: \$30,898.71

Socio-economic background: \$34,476.30

Low level adjustment for disability: \$42,847.46

Professional learning: \$10,161.65

Summary of progress

There continues to be 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 through the implementation of evidence based learning programs which deepened their knowledge and skills. As a result of this improved capacity teachers were successful in 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. Teachers have identified an increased capacity in setting learning intentions and success criteria.

Data from external assessments show the impact of this work on reading, with a 17% increase in year 5 students performing in band 5 or above. In numeracy, all cohorts achieved results up to 8% above similar schools. Year 3 results in the same assessments reflect the disruptions to learning from COVID lockdowns and staffing shortages. Throughout 2022, access to targeted instruction was impacted by lower attendance rates as students continued to slowly return to school. Consistency in program delivery was also affected by a high number of staff changes and unfilled teaching positions.

Teachers reflected on their current practice and identified future goals to improve effective teaching and learning in literacy and numeracy. Next steps include collaboratively developing consistent teaching and learning protocols and improving internal assessment data in mathematics. We will continue to engage in mentoring and lesson observations to further improve teaching practices.

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 of NAPLAN to be at or above the school's system-negotiated lower bound target	In 2022, 14.7% of students at Willmot Public School achieved in the top 2 bands of NAPLAN reading, above the system-negotiated lower bound target of 13.5%.

in reading of 13.5%.	
Improvement in the percentage of students achieving in the top 2 bands of NAPLAN to be at or above the school's system-negotiated lower bound target in numeracy of 10.5%.	In 2022, 6.3% of students at Willmot Public School achieved in the top 2 bands of NAPLAN numeracy, below the system-negotiated lower bound target of 10.5%.
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be 16% above the school's baseline score of 33.3%.	Unable to determine as NAPLAN not administered in 2020.
Improvement in the percentage of students achieving expected growth in NAPLAN reading to be 12% above the school's baseline score of 34.4%.	Unable to determine as NAPLAN not administered in 2020.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy.	There was a 17% increase in the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in Year 5 reading. Progress is yet to be seen in Year 3.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy.	The number of Aboriginal students achieving in the top 3 NAPLAN bands in Year 5 numeracy remained steady. Progress is yet to be seen in Year 3.
A range of internal reading and numeracy assessment data indicates 60% of students are meeting expected growth.	Internal assessment data indicates progress towards this target. More than 60% of students in Years 2 to 5 achieved expected growth in oral reading fluency. In numeracy, a sample of students with matched data showed that 60% achieved above-expected growth in whole number.
Improvement as measured by the School Excellence Framework: LEADING DOMAIN Element: Educational leadership (Sustaining and Growing) Focus theme: • Instructional leadership	Self-assessment against the School Excellence Framework shows that we continue to be sustaining and growing in the element of Educational Leadership.

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

Socio-economic background: \$386,566.09

Low level adjustment for disability: \$103,428.90

Professional learning: \$10,161.66

Aboriginal background: \$183,524.05

Integration funding support: \$65,993.00

Per capita: \$39,928.43

Summary of progress

The year began with a focus on wrap-around support for families having difficulties with consistent attendance with programs such as The Smith Family On PAR program. There were periods of success with increased attendance during 2022, including a 20% increase in Term 2. Ongoing improvements were impacted by COVID and health concerns, weather, and stamina for consistent daily attendance after the interruptions from previous lockdowns. While the increase in attendance was not consistent, the school recorded an impact on individual student growth. We identified the connection between belonging and attendance as an integral factor contributing to success and challenges in attendance, which led to a focus on improving cultural awareness and community engagement with all stakeholders. The next steps include employing additional SASS staff through the Modernising the Workforce in School Pilot to futureproof our processes and protect attendance systems from the impact of disruptions.

Given the high percentage of Aboriginal and Torres Strait Islander students at the school, our planned approach to wellbeing was driven by the National Aboriginal and Torres Strait Islander Education Strategy 2015 priority areas. In literacy and numeracy, the development of personalised learning and intervention plans was facilitated through systematic processes designed to foster collaboration and support staff to meet individual student needs. Professional learning was prioritised to address leadership and workforce development, building knowledge and understanding of Ab Ed policy, history and culture. Teaching staff worked side by side with the Aboriginal Education Officer to deliver learning programs with a focus on culture and identity to increase students' engagement and sense of belonging at school. The school dedicated resources to improving cultural safety by installing a yarnning circle, and mural designed by local Aboriginal artists, that provide a more appropriate welcome to the school for students and families. This is an important first step in the process of changing the school logo to represent our current community in a more inclusive and respectful way.

The vulnerability of students at key transition points was a focus in 2022, with the introduction of a High School Transition Program, and the continuation of the Willmot Wizards and Kidzone programs in partnership with external agencies. Building on this work, we engaged with key stakeholders in the Willmot Collective to develop a proposal for a place-based paediatrician and allied health clinic to meet the unmet health needs of current and future students. This initiative will support students in school readiness by assessing their needs and providing intervention services to address concerns and ensure all children in Willmot start school well.

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 achieve the system-negotiated target of 62.9%.	The number of students attending 90% of the time decreased to 28.5% indicating progress yet to be seen.
<i>Tell Them From Me</i> (TTFM) Wellbeing data (advocacy, belonging, expectations) improves to be at or above the system-negotiated target of 90.3%.	Tell Them From Me data indicates a score of 92% for expectations at school, which is above the system-negotiated target. Tell Them From Me data indicates a score of 83% for advocacy at school, which is a decrease from 2021. Tell Them From Me data indicates a score of 58% for belonging at school, which is a decrease 2021.
Decrease the proportion of students attending less than 80% of the time, compared to 2021.	The proportion of students attending less than 80% of the time increased from 56.7% in 2021 to 77.8% in 2022, indicating progress yet to be seen.
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 that the school is excelling in the element of Wellbeing, theme Behaviour.
Increase the number of positive behaviour notifications for targeted students.	Internal data shows the school achieved the target, recording 143 more positive notifications for students in 2022 than in 2021.

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

QTSS release: \$33,212.17

Professional learning: \$10,161.65

Summary of progress

All teaching staff engaged in instructional rounds to observe current practice specifically focusing on the cumulative review in a lesson introduction where students' current knowledge is assessed before proceeding to teach new concepts. Teachers analysed the observational data and identified areas for improvement and future professional learning to support the effective use of formative assessment. This work is ongoing, with professional learning planned to focus on building teacher capacity in this area.

The Assistant Principal (Curriculum and Instruction) and Assistant Principal (Learning and Support) collaboratively designed and implemented the Supporting Learning in Classrooms (SLIC) process to build teacher capacity in using data to inform explicit and personalised instruction in classrooms. Planned release twice a term allowed teachers to meet with the APs to interrogate assessment data and make data-based decisions for planning teaching and learning. Consistent implementation of the SLIC process was disrupted by various factors including lack of resources. Feedback from teachers indicated increased confidence in understanding student data and in using that data to set learning goals. Analysis of individual goals showed that they were explicit, measurable and data-driven.

The leadership team comprehensively analysed student progress and achievement data for insights into student learning and discussed results with the whole staff. Teachers then participated in professional learning to learn how the leadership team analyse the NAPLAN, check-in, PLAN, and whole school assessment data so they could begin to analyse data for their students, to support planning and programming. Analysis and interpretation were modelled, and worked examples provided, to show how the data is applied to making decisions in programming and intervention. Teachers were supported in one-to-one discussions to ask questions and interpret the data. Teachers reported that such opportunities were valuable in building their data literacy, but the one-to-one support was limited due to staffing constraints. More intensive support opportunities to continue this work are planned for 2023.

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 sustaining and growing in: <ul style="list-style-type: none">• formative and summative assessment	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of formative and summative assessment.
A range of evidence supports our assessment and validation at the School Excellence Framework level of sustaining and growing in the elements	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data use in teaching and planning.

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

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$65,993.00</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>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 planned approach to wellbeing <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 <p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students will be: To continue to regularly review integration funding, monitor and adjust both educational and/or behavioural plans throughout the year in response to identified students' personalised needs.</p>
<p>Socio-economic background</p> <p>\$421,042.39</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>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"> • Highly effective teaching practice in reading • Attendance matters • A planned approach to wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional SLSOs to implement literacy and numeracy programs to support identified students with additional needs • providing students without economic support for educational materials, uniform, equipment and other items • subsidising extra-curricula and enrichment activities <p>The allocation of this funding has resulted in the following impact: Socio-economic background funding supported a range of programs and initiatives in 2022 to ensure all students had equal access to all learning opportunities. In addition to supplementing uniforms and learning resources, student learning and wellbeing was the focus. This flexible funding employs a number of additional support staff to deliver learning and support programs, facilitate pro-social behaviour and deliver wellbeing initiatives including daily Breakfast Club and fruit for Crunch and Sip. Student access to real-world experiences increased through the provision of subsidised excursions and incursions.</p> <p>Literacy and numeracy interventions, including the reading tutor program, phonic and phonemic awareness programs, have had a positive impact on reading and writing, with an increase in the number of students performing in NAPLAN Band 5 or above in Year 3 and Year 5 (3% and 37.5% increase) for reading and a 100% increase for Year 3 writing. This is narrowing the</p>

<p>Socio-economic background</p> <p>\$421,042.39</p>	<p>equity gap.</p> <p>The increased wellbeing and behaviour support resulted in a 16% reduction in suspensions in 2022. (40 in 2021 to 29 suspensions). Increased support and monitoring, in addition to professional learning for staff, is reflected in a 252% increase in behaviour incidents reported.</p> <p>After evaluation, the next steps to support our students will be: to 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 continue to increase 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 increasing opportunities for student voice and building students' sense of belonging.</p>
<p>Aboriginal background</p> <p>\$183,524.05</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>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 planned approach to wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • 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 • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Staff worked in consultation with the Aboriginal Education Officer (AEO) to transform the school environment to be more culturally inclusive and to support staff to continue to develop cultural competence. A yarning circle and dance circle was installed at the front of the school. The use of a yarning circle is an important process within Aboriginal and Torres Strait Islander culture as a space to learn from the group, build respectful relationships, preserve and pass on cultural knowledge and speak from one's own experience while the others listen with an open heart, without judgement. Local Elders, members of the AECG, families and community partners were invited into our space to share and celebrate. One of our parents, a proud Dungutti woman, elected to speak at the opening ceremony, and said, "This yarning circle will give our children a sense of belonging and strengthen their cultural identity. This space says to our community, our culture is not lost! It keeps our culture alive! Seeing this space at the front of the school says to me, hey, this is a safe space, you are welcome here".</p> <p>Leadership and workforce development was prioritised to build a more culturally competent staff (National Aboriginal and Torres Strait Islander Education Strategy, 2015), and honour our partnership agreement with the NSW Aboriginal Education Consultative Group (AECG). Through the completion of professional learning, including Aboriginal Education policy, Aboriginal Histories and Cultures, and Turning Policy into Action, staff have developed a stronger understanding of their responsibilities as educators to implement the policy, and a deeper appreciation of the richness and diversity of Aboriginal cultures and histories. This supported staff to build positive, authentic relationships that resulted in increased engagement with families and students.</p> <p>The school harnessed the expertise of the Aboriginal Education Officer (AEO) and embedded systems to make teaching and learning about the diversity of our Aboriginal students' country and language groups a priority</p>

<p>Aboriginal background</p> <p>\$183,524.05</p>	<p>in our school. This is important because early in 2022, only 62% of Aboriginal students felt teachers had a good understanding of their culture. Staff observe the AEO delivering lessons relevant to the language groups and nations of our diverse Aboriginal student population. Teachers now report increasing levels of confidence to embed Aboriginal ways of knowing, being and doing into their classroom programs. Empowering teachers to use culturally responsive teaching practices is an important step towards building a more inclusive school environment.</p> <p>External services were engaged to enhance cultural learning for students, and increase engagement and attendance. This led to the establishment of a boys and girls Aboriginal and Torres Strait Islander dance group that performed both at the yarning circle opening, and at a special event at Kimberwalli Centre for Excellence.</p> <p>Community consultation commenced to rebrand the school, acknowledging the current image (First Fleet ship) was no longer representative of the school community. Parents and carers of Aboriginal and Torres Strait Islander students attended a yarn up to collaborate on possible imagery that captured the hopes and aspirations of Willmot families.</p> <p>Staff participated in the rigorous evaluation of literacy and numeracy assessment data for Aboriginal students, to help close the achievement gap for these students through targeted and differentiated instruction. We are starting to see the impact of this work, with an increased number of Aboriginal students achieving in the top 2 bands for NAPLAN in Year 3 writing and grammar, and in Year 5 numeracy. This school strategy reflects a culture of collective responsibility across the school to achieve Closing the Gap targets and outcomes, and see all Aboriginal students achieve their full learning potential.</p> <p>After evaluation, the next steps to support our students will be: to continue the engaging external service provider to deliver authentic dance, culture and personal development programs to students. The school logo redesign process should move to the next stage, seeking student voice and feedback. Systems for monitoring achievement data and attendance require review, including PLP systems, to increase parent engagement.</p>
<p>English language proficiency</p> <p>\$30,898.71</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>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"> • Highly effective teaching practice in reading <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: EAL/D students requiring additional support participated in targeted or intensive literacy interventions delivered by SLSOs, in addition to receiving in class support. Students demonstrated growth in their individual learning plans. Professional learning was provided for staff to develop awareness of EAL/D progressions. Staff received guided support to analyse student achievement data and work samples to strengthen their knowledge of the needs of EAL/D students.</p> <p>After evaluation, the next steps to support our students will be: to further develop staff knowledge and capacity to design learning and assessment that reflect the needs of EAL/D students. We plan to prioritise a focus on Aboriginal English through our professional learning program to ensure those students' cultural and language needs are better understood and valued by all staff. The school will continue to ensure targeted and intensive intervention programs are offered to EAL/D learners who require additional support, and design stronger systems for data analysis to track progress of EAL/D learners using whole school assessments as a key data point.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>

<p>\$146,276.36</p>	<p>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>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"> • Highly effective teaching practice in reading • A planned approach to wellbeing <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 evidence-based interventions to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Additional support staff implemented programs and provided classroom support to identified students. Internal school assessment data shows an increase in spelling scores in years 3 and 5, and a decrease in the number of students requiring intensive support in oral reading. 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 needing additional social-emotional and behavioural support. School leaders worked with families and external service providers to coordinate referrals and increased access to services for students with disabilities and additional learning support needs, including working with NSW Health and other service partners to establish a trial paediatrician clinic in Willmot to start operation in 2023.</p> <p>After evaluation, the next steps to support our students will be: In 2023 we will continue to design data driven, evidence-based programs to address learning gaps and facilitate progress in achieving literacy and outcomes. The learning and support team will facilitate the implementation of the Language Lift program, and external speech pathology services to support early speech and language development and provide training for staff and SLSOs. Learning and Support team process will be reviewed and refined. Systems will be designed to ensure timely and effective responses to learning support referrals with a collaborative approach to coordination of services and support activities, to improve outcomes for student with additional learning needs.</p>
<p>Professional learning</p> <p>\$30,484.96</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 Willmot 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"> • Highly effective teaching practice in reading • A planned approach to wellbeing • High quality student assessment • Building data literate teachers and leaders <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Leadership team attendance to Australian Council for Educational Leadership Conference • Training workshops in the setting of learning intentions and success criteria; quality assessments; data sources; collection and analysis of data. • Enrolment of teachers to Berry St Educational Model professional learning <p>The allocation of this funding has resulted in the following impact: Attendance by the school leadership team to the Australian Council for Educational Leaders Conference "Inspiring hope, leading our future" cemented our commitment to the provision of high quality educational</p>

<p>Professional learning</p> <p>\$30,484.96</p>	<p>opportunities for each and every student in our care. Through professional development, our leaders have developed a deeper understanding of culturally responsive teaching practices, leading to a more inclusive and equitable learning environment. Through participation in the Berry Street Educational Model professional learning, teachers increased their capacity to embed effective trauma-based practices into teaching and learning programs. Teachers' understanding and use of ready to learn plans, brain breaks and morning circles to support student wellbeing is developing. The Supporting Learning in Class (SLIC) process has strengthened teachers' capacity to analyse data to inform teaching, set authentic learning goals for students and identify students who need additional support.</p> <p>After evaluation, the next steps to support our students will be: As a direct result from attending the ACEL Leadership Conference, to plan and develop processes and protocols to nurture student voice in decision making. To further develop a deeper understanding of culturally responsive teaching practices, leading to a more inclusive and equitable learning environment focussing on Aboriginal Education. Consolidating school-wide protocols to ensure alignment and consistency in the implementation of learning intentions, success criteria, and assessments across all classrooms and grade levels. Investigate external online assessment tools for numeracy; reading fluency and comprehension, to gather evidence of student learning, ensuring validity and reliability of assessments, and leveraging assessment data to inform instructional decisions and interventions.</p>
<p>QTSS release</p> <p>\$33,212.17</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>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"> • High quality student assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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: Increased opportunity for collaboration, peer observation and feedback with a narrow and deep focus on improving teacher quality in mathematics instruction. Teachers reported increased confidence in their content knowledge and planning for teaching mathematics, and the team made strides towards developing a whole school, consistent teaching and learning protocols. In the Tell Them From Me survey in 2022, teachers rated the school's leadership and collaboration highly, at or above NSW state averages.</p> <p>After evaluation, the next steps to support our students will be: QTSS will be used to continue to provide strategic and intentional release for staff to engage in collaborative inquiry, planning and professional learning with a maintained focus on mathematics.</p>
<p>COVID ILSP</p> <p>\$178,180.00</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 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 intensive small group tuition

<p>COVID ILSP</p> <p>\$178,180.00</p>	<p>for identified students in literacy</p> <ul style="list-style-type: none"> • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact: 85 students accessed targeted small group interventions addressing phonics skills, phonemic awareness, text reading and oral language skills. The majority of the students in the program achieved significant progress towards their personal learning goals in oral language skills leading to improved at grade text reading and fluency. Targeted students were supported to apply their skills in the classroom through in-class support. The success of the interventions are reflected in the school assessment data showing that more than 50% of students achieved above expected growth in reading fluency.</p> <p>After evaluation, the next steps to support our students will be: The COVID ILSP will continue the implementation of literacy small group tuition using internal and external data sources to identify specific student need. Staff to continue closely monitoring student progress and adjust programs according to the data. To support further growth, provision of additional in-class support for some students to continue to meet their personal learning goals will be a priority. The COVID ILSP coordinator will review processes to involve monitoring of students as they transition out of programs and improve communication with parents around student goals, ongoing progress and completion of programs. To investigate intervention program options in mathematics.</p>
<p>AP Curriculum & Instruction</p> <p>\$180,685.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Highly effective teaching practice in reading <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • employment of a full time Assistant Principal Curriculum and Instruction to support teacher capacity in the implementation of literacy and numeracy programs • employment of 0.2 Assistant Principal Curriculum and Instruction to support teacher capacity in the implementation of literacy programs for Term 1 <p>The allocation of this funding has resulted in the following impact: AP C&I strengthening their understanding of the role within the school through attending the AP C&I Induction PL delivered by the DoE. AP C&I provided shoulder to shoulder support, coaching and mentoring for classroom teachers in the implementation of evidence-based literacy programs to build consistent and effective teaching practices. The AP C&I 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. AP C&I engaged in DoE PL on the Implementation of the new K-2 English Syllabus. School staff completed PL on Curriculum Reform and its Implications.</p> <p>Parent workshops were delivered by the AP C&I to learn about strategies that can support literacy and numeracy development at home. Design and delivered professional learning in new whole school mathematics program and making connections with best practice as outlined in the DoE Numeracy guide and What Works Best documents.</p> <p>After evaluation, the next steps to support our students will be: 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 2023, to continue the</p>

AP Curriculum & Instruction

\$180,685.20

capacity building that occurred in 2022.

Engage in the new 3-6 English and Mathematics syllabus and implement the new K-2 English and Mathematics syllabus focussing on oral language and vocabulary; mathematical language and vocabulary.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	81	75	78	81
Girls	72	73	74	81

Student attendance profile

School				
Year	2019	2020	2021	2022
K	87.5	81.0	85.3	73.5
1	84.7	81.7	81.0	78.0
2	86.0	84.3	90.3	75.1
3	90.4	87.9	85.1	79.3
4	85.6	83.7	85.0	77.7
5	80.9	79.7	86.3	78.6
6	90.6	76.8	77.2	78.5
All Years	86.5	82.6	84.9	77.2
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)	5.2
Classroom Teacher(s)	17.94
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	4.02

*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.

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	306,244
Revenue	5,140,643
Appropriation	5,091,548
Sale of Goods and Services	11,450
Grants and contributions	36,044
Investment income	1,602
Expenses	-4,915,488
Employee related	-4,343,339
Operating expenses	-572,150
Surplus / deficit for the year	225,155
Closing Balance	531,399

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	65,993
Equity Total	781,742
Equity - Aboriginal	183,524
Equity - Socio-economic	421,042
Equity - Language	30,899
Equity - Disability	146,276
Base Total	1,807,894
Base - Per Capita	39,928
Base - Location	0
Base - Other	1,767,965
Other Total	1,952,507
Grand Total	4,608,136

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

Parent and carer responses via surveys, forums and *Tell Them From Me* indicated families feel welcome when they visit the school. Parents and carers report high levels of satisfaction with communication between school and home, with survey results indicating parents feel well informed, and can easily speak with teachers, executives and the principal when the need arises. Parents have confidence in the school, and believe teachers have high expectations for all students and that the school supports positive behaviour. Yarn ups and community conversations throughout 2022 maintained a focus on the school logo. Parents and carers were invited to reflect on the current school branding, and all agreed it was time to select a new logo that represents the cultures and community that we are so proud of. Further consultation will occur in 2023 to select a new design that will capture the values and hopes of the school and community. Student responses to the 2022 *Tell them From Me Survey* continue to reflect the impact of COVID 19 on student wellbeing and sense of belonging. 60% of Willmot Public School students indicated feeling accepted and valued by their peers and others. The same survey revealed that in spite of the disruptions to learning in recent years, more than 80% of our students value schooling outcomes and try hard to succeed in learning. When commenting on the drivers of student outcomes, children's responses were similar to those across the state in agreeing that class time is used effectively, instruction is relevant, and teachers set clear goals and expectations. Students continue to report positive teacher-student relations, and feeling good about their culture when at school.

Teachers expressed high levels of confidence and trust in the school leaders in the *Tell them From Me* survey. Results indicate that leaders provide helpful feedback and guidance for monitoring student progress and assist them in setting challenging and visible goals for students. These positive scores in leadership and collaboration indicate a supportive and conducive environment for teaching and learning.

In terms of collaboration, the overall results were on par with the state averages. However, Willmot Public School scored higher than the state average in certain areas. Teachers at the school actively discussed learning problems of specific students with their colleagues, shared strategies to increase student engagement, and communicated learning goals with each other. These collaborative efforts contribute to a cohesive and cooperative teaching community within the school.

Despite the positive aspects, the survey results also highlighted areas for improvement. Teachers identified the need to enhance certain practices, such as providing written feedback to students, discussing barriers to learning with students, and effectively addressing behavioral concerns. Additionally, the data indicated lower scores in terms of using worked examples and using formal assessment data to help students set challenging goals and address common mistakes. These remain areas for further development to optimise student learning outcomes.

Overall, the survey results reflect a positive and supportive culture within Willmot Public School, with teachers expressing confidence in the leadership and engaging in collaborative practices. However, there is room for improvement in areas such as feedback provision, addressing barriers to learning, and using data more effectively. These findings provide valuable insights for the school's ongoing efforts to enhance teaching and learning practices.

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.