

Weethalle Public School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Weethalle Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Cheryle Glyde

Principal

School contact details

Weethalle Public School

Wattle St

Weethalle, 2669

www.weethalle-p.schools.nsw.edu.au

weethalle-p.School@det.nsw.edu.au

6975 6154

Message from the Principal

As I reflect on our achievements for 2016, I am delighted by the progress, development and learning outcomes that the students of our school have achieved as they strive to reach their full potential in academic achievements, leadership opportunities and cultural understanding. Weethalle Public School's community have joined together to ensure the students have had a successful year of learning. With the decline in student numbers, we were still able to maintain two classes which enabled students to have small class sizes with explicit teaching and learning. There was a very strong focus on personalised learning which addressed the specific learning needs of each student in the school.

The need to focus on student, staff and community wellbeing, striving for a culture of excellence and increased opportunities to achieve learning and wellbeing goals are the school's goals and this has required some changes in the way we do things. We use a framework called HOW2Learn to guide our decisions, policies and the way we teach and learn. Change is a difficult concept for many people but it is happening all around us and at an incredible rate. How we cope and move with the times is an individual's marker of true growth and success. How we adapt and change what we do will mean the difference between growth and staying the same. Demands of society, learning new skills to help us find a job or finding somewhere to live, is essential and we must equip ourselves and our children with the ability to change and to see change as positive and natural. As a school and community, we have to change to keep abreast of the ever changing educational landscape and the changes in society, as we always want what is best for the students in this school, our future leaders.

As we take on the many changes that Education requires, our school grows and develops, ensuring our students receive the best opportunities they can, our staff remain highly trained and equipped to educate in the 21st Century and our school community contribute in many different ways.

Congratulations on a very successful year.

Cheryle Glyde

Principal

Message from the school community

Weethalle Public School has enjoyed another good year, being run smoothly by Cheryle. The children have enjoyed a wide range of activities, interacting with other small schools on many occasions, with the highlight for the primary class being the Sydney excursion with Tallimba, Rankins Springs and Binya schools.

The fundraising activities held by the P and C included; 5 cent Challenge, Pie Drive, election day BBQ and cake stall,

Fash 'n'Treasure cake stall, catering for Mr Bennett and Don McIntyre's funerals, and an Easter Raffle. The proceeds from the fundraising went to subsidising the primary excursion to Sydney.

The staff have done a wonderful job this year teaching our children both in and out of the classroom as well as providing a safe, fun environment for them to spend their school days. I would like to thank Mrs Glyde and Miss Clarke for their efforts this year to provide an interesting range of activities and teaching methods to inspire the children to learn. Mrs McIntyre has been the main relief teacher this year for both classes and has again done a great job. Mrs Castle has been invaluable as carer for Cruz as well as helping the teachers. Mrs Helyar has run the office efficiently throughout the year. Mrs Healy has again done a magnificent job to not only maintaining, but improving the school grounds

This year we have three families leaving the school after long and very active Involvements. I would like to thank Megan and Peter McCarten, Vicki and Errol Jolly, and Darryl McIntyre for their contributions. Simone Hall has done a good job managing the canteen this year– thankyou for your tireless work. Finally I would like to thank Natalie McCarten and Sarah Anderson for their roles in running the P & C smoothly this year.

Ian Luef

P&C President

Message from the students

It has been a great pleasure to be the 2016 school captain. My time as school captain has helped me to speak fluently and has helped me to lead the school as best as I can.

Throughout the year our highlights included our swimming, athletics and cross country carnivals. At the start of the year was the swimming carnival. The relay team made it off to Riverina and came fourth. The team included Molly, Monty, Leah and myself. Also, at the Athletics carnival, everyone again was very successful. This year Hayley, Monty and I attended the Young Leaders Conference in Sydney. We gained a lot of leadership skills and tips for being a good leader.

Our school has also enjoyed the company of Rankins Springs, Tallimba, Binya & Beckom Public Schools at our Maths and Creative Arts Days. It is always nice to meet other students from different schools. I'd like to thank the community and parents who supported our school during the various events we had throughout the year: Education Week, Seniors High Tea, Maths Day, Creative Arts Day and Sports Days. This year's school excursion was to Sydney. We travelled with Rankins Springs, Binya and Tallimba. Everyone enjoyed their time away and learning about the history of the olden days.

Finally, thank you to the teachers and other staff at Weethalle Public School and I wish my Year 6 classmates all the best for the next year and all the best to the incoming Leaders. Merry Christmas and all the best in the New Year.

Lily McCarten

School Captain

School background

School vision statement

Our vision is to inspire and motivate our students to become creative, innovative and resourceful individuals, enabling them to become responsible and productive citizens

School context

Weethalle Public School is a small, rural and remote school in the Griffith Educational area of NSW, located on the Mid Western Highway between West Wyalong and Hay. It has a current enrolment of 29 students with two multi-stage classes. There has been a decrease in overall student numbers in recent years with the decline set to continue.

WPS provides excellence, opportunity and success for all students. 'FACE THE TASK' is the traditional motto of the school and features in the school's day-to-day practices. At WPS Positive Behaviour for Learning (PBL) values of RESPECT, FAIRNESS and LEARNING are embedded in school practices. It has a highly professional and dedicated staff.

Weethalle PS has a vision that every child deserves the best possible education and one that addresses the needs of the whole child, preparing them for the demands of the 21st Century. The school enjoys strong community support and works hard at fostering a welcoming and supportive relationship with students, parents/carers and the wider community.

The Parents and Citizens Association (P&C) enjoy strong partnerships with the school focused on improved learning and well-being outcomes for all students. WPS students and staff actively support and feature in community events.

Weethalle Public School encourages parent and community involvement to provide student learning experiences that are meaningful and relevant and to establish confident and creative individuals who are active and informed citizens. This is achieved through the assistance of the supportive school community in Weethalle that helps establish resourceful, optimistic and successful learners.

Although operating as an individual school, the daily practices and future planning of collaborative activities revolve around consolidating the Small Schools Network.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

On 13th October, 2016 our school participated in external validation. In preparation for this meeting the required body of evidence has been prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence.

The results of this process indicated that in the School Excellence Framework domain of **Learning**, Weethalle Public School was delivering. Through the school self-assessment process the elements of *Learning Culture* and *Wellbeing* have been assessed at Sustaining and Growing. *Curriculum and Learning*, *Assessment and Reporting*, and *Student Performance Measures* have been assessed at Delivering.

To support student engagement and learning the school has focused on improving the culture of learning in the classrooms, fostering aspirational goals, learning resilience and raising expectations of students and parents to learning. School involvement in Instructional Rounds with other RIEN small schools has focused learning on getting students to have positive attitudes and higher expectations by making learning visible. With the understanding that high expectations are linked with higher performance for all students, all stakeholders are developing these links. A large number of inter-school activities have enhanced learning opportunities and built stronger relationships with students

from other schools. These activities have had positive effects on student wellbeing and built a wider web of connections.

Students better understand the learning process using common HOW2Learn language, collaboratively setting individual learning goals and understanding where they are on the continuum of learning and what they need to do next to move along. Students K–6 have a weekly HOW2Learn lesson, learning about the thinking and learning process, the importance of effort and the key learning habits students need to develop to be successful learners. These lessons have been hugely successful in altering an often negative view of learning and personal responsibility to a very positive one with a positive common language being used to describe the learning process. Staff, students and parents are sharing the understanding of such concepts as a Growth versus Fixed Mindset, The Learning Pit and various strategies and habits which are important for learning. Weekly HOW2Learn awards and articles in the school newsletter have promoted this new learning. HOW2Learn is becoming firmly embedded in the school culture with the new teacher expressing a desire to learn more about it.

The use of data informs practice by utilising the six effective practices of high growth schools. Personalised learning has been a priority with a culture of high expectations supporting strategies that support every student's learning needs. Curriculum differentiation has been an effective means by which this is occurring in all classrooms. Students have responded positively to the focus on explicit use of learning intentions and success criteria in classroom lessons, helping them to understand what they are learning and what is expected of them. Feedback emphasis is on improving tasks, processes and student self-regulation. Peer to peer feedback is developing and students are especially finding individual teacher feedback and conferencing the most valuable thing in helping them know how to improve.

PBL systems are now firmly embedded in school planning, implementation and reporting. Behavioural expectations are clearly articulated to students and parents through school signage, information on rewards and awards in the school newsletter and most popularly through the use of Class Dojo to communicate with parents about their child and school activities. We have a common set of guidelines across the school that rewards positive behaviour and a transparent set of procedures for responding to negative behaviours. With the increasing focus on student wellbeing, our school PBL systems support the development of the whole child. With greater opportunities to increase the sense of belonging (Peer Support, SRC Extra-curricular activities and RIEN curriculum days) students have strong social and emotional engagement which influences academic outcomes.

Student transitions to and from Weethalle Public School are supported by a structured program with the local pre-school and with West Wyalong High School and a number of other boarding schools which are required by more isolated students. Local playgroup is held at school every fortnight allowing future students and parents become familiar with and to feel welcome at our school.

Technology has been a major tool to foster student engagement to learning for research and reporting purposes both in the classroom and during collaborative learning time. Weekly Passion Projects have developed creative, problem solving, project based learning to occur. This time is much valued by students and engages all students in the inquiry based learning process. Students have become more responsible for their own learning and are becoming more independent problem-solvers utilising a wide range of technology skills for presentations.

The results of this process indicated that in the School Excellence Framework domain of **Teaching**, Weethalle Public School was Sustaining and Growing. Through the school self-assessment process the elements of *Effective Classroom Practice*, *Data Skills and Use*, *Collaborative Practice*, *Learning and Development* and *Professional Standards* have been assessed at Sustaining and Growing.

Teaching practice has been strongly influenced by involvement in Instructional Rounds with its associated emphasis on effective professional collaboration and the sharing of successful and innovative teaching practices across our network of schools. Teachers need to engage in professional collaboration that explicitly aims to improve teacher practices and student outcomes. Through the gathering and analysing of data during and after Observational Rounds, external expertise is used to ensure that best practice models are identified through a process of critical validation and a whole-school focus. There is a developing culture of excellence as we work together to improve teacher quality.

Classroom teachers plan learning opportunities for all students, driven from data and targeted at students' point of need. This ensures that all classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

Teachers use reports from PLAN software, such as Class Analysis reports to track and monitor student growth. Class Analysis reports are used by classroom teachers to plan for and group students according to ability or need. Professional learning for a beginning teacher is needed to ensure the development of the necessary skills to successfully analyse and interpret student performance data to improve student learning outcomes. In conjunction with PLAN reports and SMART data, our school regularly uses data to inform key decisions.

Teachers participate in professional learning through meetings, collaboration sessions and those which support individual PDP professional goals and also align with and support the implementation of the School Plan. Expertise within the school is utilised, to enable teachers to build capacity of their colleagues, by actively sharing new learning from targeted professional development.

The results of this process indicated that in the School Excellence Framework domain of **Leading**, Weethalle Public School was Sustaining and Growing. Through the school self-assessment process the element of *School Resources* has been assessed at Excelling. *Leadership*, and *Management Practices and Processes* have been assessed at Sustaining and Growing. *School Planning Implementation and Reporting* has been assessed at Delivering.

We are constantly trying to engage our parents to be active members of their child's learning by having an open door policy, encouraging parents into the classrooms at any time. Each year we ask for feedback from parents and community about whether they are satisfied with the school and the education we provide for their children. This is done informally through conversations on an ongoing basis (face-to-face, via newsletter or class dojo messaging) and formally once a year through a survey. The most recent survey showed that the school community was overwhelmingly positive about educational provision.

Each year the leadership responsibilities are distributed according to knowledge, willingness or future career development. Staff numbers have greatly reduced options for these role distributions. Leadership roles are flexible to the changing needs of the school and staff, offering opportunities for all to grow and lead. Staff are often identified as having leadership potential and are encouraged to participate in leadership activities. These opportunities have resulted in three previously temporary classroom teachers successfully gaining principal positions. Collegial networks and opportunities for leadership have extended beyond our local community. Staff have led professional learning as part of our RIEN group of schools, trained network and regional staff in HOW2Learn and Focus on Reading. We have built strong partnerships with CSU and UNE, Bland Shire Council, Lake Cowall Conservation Centre, Centre for Effective Reading, RIEN schools and CSIRO. We have been successful in engaging the expertise of local sporting and creative arts groups and these have facilitated and enriched our extra-curricular and sporting opportunities. These links allow for continued professional development and support to meet the changing needs of students.

The school prides itself on acknowledging and celebrating a wide diversity of student, staff and community achievements. School structures ensure student achievements are celebrated formally through school reports, school newsletters, Class Dojo, PBL systems and at whole-school assemblies. Staff achievements are recognised at staff meetings and more formally at events such as the Education Week Open Day Awards.

The school is committed to workforce planning that supports curriculum provision and the delivery of personalised learning. PDP processes are in place to ensure that staff are committed to professional development, feedback and self-assessment. Budgets have been set and are regularly monitored to ensure strategic financial management is used to gain efficiencies and to maximise resources available.

The External Validation and Self-Assessment process has assisted the school in refining our strategic directions. This will lead to further improvements in the delivery of education that equips our students with the knowledge, understanding, skills and values to take advantage of opportunity and face the challenges of this era of educational reform with growing confidence.

Validation Panel Comments

In the domain of Learning the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

In the domain of Teaching the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

In the domain of Leading the school's self-assessment is consistent with the evidence presented in two elements and is validated using the School Excellence Framework. In the element of;– School Resources the evidence presented indicates the school is operating at the Excelling stage– Management Practices and Processes the evidence presented indicates the school is operating at the Delivering stage.

Where to Next:

Formalising feedback processes from parents, students and the wider community, including brief and more regular feedback opportunities, to inform school priorities. Utilising templates for 3 Way Conferencing to formalise the process and inform roles and responsibilities. Formalising mentoring processes to ensure support for beginning teacher. Update Annual Milestones to reflect success criteria for each process.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student Learning and Engagement

Purpose

To develop engaged, independent and reflective learners who are inspired to excel and reach their full potential.

Overall summary of progress

To support student engagement and learning the school has focused on improving the culture of learning in the classrooms, fostering aspirational goals, learning resilience and raising expectations of students and parents to learning. School involvement in Instructional Rounds with other RIEN small schools has focused learning on getting students to have positive attitudes and higher expectations by making learning visible.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PLAN data measures literacy and numeracy continuum progress. Students are able to confidently use all aspects of both continuums to monitor their own learning.	Teachers were confident in plotting students on the Literacy and Numeracy Continuums and designing learning activities to cater to the individual needs of each student. Cluster markers were used with students so that they understood where their learning was at and what they needed to do next to improve. Students collaboratively set learning goals to focus on what they need to improve. Students became more confident in identifying elements of learning that need improvement and specific strategies that they could use to make this happen. They took more responsibility for their own learning than in previous years. PLAN data was entered each term and Progress Reports sent home to provide feedback on ways parents could help their child's learning at home.	
All students to achieve growth in school-based and/or Year 5 NAPLAN assessments at the completion of each year.	100% of students achieved growth in school based assessments and in the various aspects of on the Literacy and Numeracy Continuums. Huge growth was achieved by students on individual learning programs from the Centre for Effective Reading. Year 5 student NAPLAN growth data also indicated significant improvement in areas. All students showed appropriate or higher growth on both the Literacy and Numeracy Continuums.	

Next Steps

Continued focus on improving the quality of feedback provided between students and teachers – student to student, teacher to student and student to teacher.

Refining reflection strategies across all KLAs.

Strategic Direction 2

Teacher Quality

Purpose

To ensure learning for students is based on quality educational delivery and consistent high standard practices, where teachers engage professionally and collaboratively to deliver 21st Century learning with expertise. (Building leadership capacity of staff and ensuring teachers are leading learners in the school, across our network and wider community).

Overall summary of progress

Teaching practice has been strongly influenced by involvement in Instructional Rounds with its associated emphasis on effective professional collaboration and the sharing of successful and innovative teaching practices across our network of schools.

Teachers use reports from PLAN software, such as Class Analysis reports to track and monitor student growth. Class Analysis reports are used by classroom teachers to plan for and group students according to ability or need, ensuring the provision of personalised learning activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Ongoing professional learning and leadership roles for all staff, commensurate with their experience, sharing a range of responsibilities within the school and utilising innovative technologies.	All staff accessed a variety of professional learning and leadership roles within the school. PBL training was provided for new staff members who took on the responsibility for leading PBL systems and processes across the school. Computer Coordinator was a role embraced by new staff members. They attended training and took responsibility for the ongoing maintenance and upgrading of innovative technologies.	High functioning professional development team was established within and across schools. Within our REIN network, staff led a variety of professional learning for the group within Instructional Rounds. Growth Coaching training and professional links developed the leadership skills of staff.
All teaching and learning programs are focused and quality, evidenced through collegial observation and feedback across a number of schools, showing improved practice over time	Involvement in Instructional Rounds ensured teacher quality focused on improving teaching and learning programs. Teachers were targeting the explicit use of learning intentions, success criteria, feedback and reflection to help improve student learning outcomes. These were evident in programs and visible in each classroom. Classroom Observations gathered data and provided feedback as to the effectiveness of these practices and identified marked improvements over the year. The evidence also enabled schools to set next steps to continue the improvement process.	Instructional Rounds is successfully implemented within our small schools REIN network. Fortnightly VC meetings were held, with each school taking turns to lead the professional learning of the group. These were well attended and kept staff focused on what needed to be achieved in the lead up to the next observational rounds and the practices we were implementing in classrooms to improve student learning outcomes.

Next Steps

Continue involvement in RIEN Instructional Rounds using classroom observations and evidence collected to refine improvement in practices.

Staff professional learning to support the improvement in the use of quality feedback and reflection in the classroom therefore improve student learning outcomes. Formalising mentoring processes to ensure support for beginning teacher.

Strategic Direction 3

Well-Being

Purpose

To develop and enrich positive relationships supporting an inclusive, vibrant school environment and building respectful and trusting relationships. A school community working to embed a system of values (Positive Behaviour for Learning) and a culture of success where students, staff and community are valued in the creation of life long learners

Overall summary of progress

PBL systems are now firmly embedded in school planning, implementation and reporting. Behavioural expectations are clearly articulated with a common set of guidelines across the school that rewards positive behaviour and a transparent set of procedures for responding to negative behaviours. With the increasing focus on student wellbeing, our school PBL systems support the development of the whole child.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>All students will improve their social, leadership and behaviour choices.</p> <p>The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social and physical wellbeing of students, which measurably improves individual and collective wellbeing.</p>	<p>The whole school community developed a strong understanding and support for the effectiveness of Positive Behaviour for Learning focused on the importance of our school values of Respect, Fairness and Learning. Temporary signage was displayed across the school while permanent signage options were investigated. This was delayed due to staff changes. Students, staff and parents had improved understandings of the responsibility each had in improving student learning. Students were given numerous opportunities to practise and demonstrate their leadership skills. There were SRC activities, Premier's Sporting Challenge groups, Peer Support lessons and EnviroChamps projects. Positive communications between the school and parents increased the home school partnership, with parents better understanding the important role they have in their child's learning. Combined Small Schools Curriculum Days also assisted and promoted the whole school focus on improving growth and development. Weethalle PS held combined small school Maths and Creative Arts Days during 2016.</p>	<p>Students were supported in becoming successful learners – engaged, independent and reflective learners. Parents and community were kept well informed of student learning and school priorities and had confidence in the school providing a good education for all students.</p>

Next Steps

Purchasing and installing permanent PBL signage and holding a Community Launch to celebrate school successes.

Formalising feedback processes from parents, students and the wider community, including brief and more regular feedback opportunities, to inform school priorities.

Utilising templates for 3 Way Conferencing to formalise the process and inform roles and responsibilities.

Update Annual Milestones to reflect success criteria for each process.

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	The consistent implementation of specific individual learning programs for targeted students was made possible with the additional SLSO and learning and support teacher time. The data gathered indicated impressive growth in student reading, writing and comprehension achievement levels..	0.2 Staffing \$20,404 \$5726 Learning and support resources MultiLit Kit – individual student folders, stickers and rewards, texts that were age appropriate for struggling readers
Quality Teaching, Successful Students (QTSS)	The minimal time allocated was accumulated weekly to use as whole days once a term. Staffing allocation used to supplement school Learning and Support teacher hours.	Extra Learning and Support Teacher time • Quality Teaching, Successful Students (QTSS) (\$0.00)
Socio-economic background	Funds assisted with student participation in performances, school excursions, resources for combined maths and creative arts days, science day visits by staff from the Lake Cowall Conservation Centre, two-way radios for use at school events and a new school Lectern for Presentation Night. STEM lessons (using robotics and computer coding) were extremely popular with years 3–6 students and their parents. Robotics kits were purchased and 100% of primary students were engaged in lessons and activities.	Maths games made, creative art resources, bus travel, six Lego Robotics kits, lectern, two-way radios • Socio-economic background (\$3 876.00)

Student information

*Full Time Equivalent

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	10	10	8	7
Girls	18	21	21	16

There are no Aboriginal staff members employed at Weethalle Public School in 2016.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	99.4	93.4	91.2	93.5
1	88.1	93.1	93.2	86.4
2	90.5	91.4	99.4	96.8
3	95.2	89.2	96.5	95.8
4	90	96	83.3	88.6
5	94.4	96	98	81.1
6	92.4	97.3	95.2	95.8
All Years	92.1	94.1	93.1	91.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Professional learning catered for individual needs (as identified through the PDPs) as well as school identified needs from the school plan. Weethalle Public School supports the professional learning of school staff at every stage of their career. Teachers have been supported in further developing their teaching practice and significant funds were allocated to professional learning. Training included:

Positive Behaviour for Learning

L3 (Language, Learning and Literacy)

Growth Coaching

Beginning Teacher Conference

HOW2Learn

TOWN

Introduction to NSW Syllabuses for the Australian Curriculum

Literacy and Numeracy Continuums

Use of PLAN

Personalised Learning

All teaching and non-teaching staff participated in mandatory compliance training.

All teaching staff developed and implemented a professional learning plan, based on the Australian professional Standards for Teachers.

Financial information (for schools using OASIS for the whole year)

Financial information

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.73
Other Positions	0.51

This summary financial information covers funds for operating costs to 30th November, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	90 501.57
Global funds	68 336.23
Tied funds	65 146.20
School & community sources	3 772.16
Interest	1 997.76
Trust receipts	1 891.70
Canteen	0.00
Total income	231 645.62
Expenditure	
Teaching & learning	
Key learning areas	15 470.24
Excursions	3 580.28
Extracurricular dissections	4 089.42
Library	834.31
Training & development	7 149.11
Tied funds	92 827.29
Short term relief	4 005.96
Administration & office	10 882.82
School-operated canteen	0.00
Utilities	11 244.13
Maintenance	9 610.53
Trust accounts	1 416.01
Capital programs	0.00
Total expenditure	161 110.10
Balance carried forward	70 535.52

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

School-based assessment

All staff engage in professional learning and discussions to ensure that student progress is monitored and plotted consistently against a shared understanding of outcome markers. All teachers collaborate to discuss student outcomes and plot them

on appropriate cluster markers on Literacy and Numeracy continuums.

Best Start – Best Start testing is a means of gaining background knowledge of a student's current level of understanding about Mathematics and Literacy before they start Kindergarten. Teacher use the collected data to plan differentiated lessons and cater for individual learning needs.

Language, Learning and Literacy – L3 is a quality Literacy program used in the K–2 classroom at Weethalle Public School. As a result of implementing L3, there has been a positive shift in the students reading and writing behaviours. Students are becoming more independent during reading and writing tasks and are developing positive reading and writing habits.

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.

Due to the small cohort of less than ten students, specific information of results at Weethalle Public School cannot be shared. However, individual information has been shared with their parents.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below:

*100% of parents agreed or strongly agreed that Weethalle PS is an attractive and well-resourced school e.g. classrooms, library and grounds.

*95% strongly agreed that the school is connected to its community and welcomes parental involvement.

*95% agreed or strongly agreed that parents are encouraged to contact the school to discuss concerns relating to their child.

*100% agreed or strongly agreed that there is good

access to computers and strong technology programs and resources.

*There was concern expressed about the range of extracurricular programs e.g. sport, music, drama, debating, dance that are offered.

The staff at Weethalle PS are very proud of their school and are committed to their ongoing development as members of the teaching profession. Our staff is committed to setting high standards of achievement for all students at Weethalle PS. All staff felt supported in their role and confident in their ability to provide quality teaching and learning activities which cater for individual student learning needs.

Student feedback acknowledged that teachers cared about students and knew them well. They all felt they had achieved success in their learning.

Policy requirements

Aboriginal education

At Weethalle Public School, staff acknowledge the importance and value of Aboriginal culture by incorporating it within teaching and learning programs.

During term 2, Weethalle PS students and staff participated in a very enjoyable celebration of Aboriginal culture. The RIEN small schools network travelled to Rankin's Springs PS for combined Aboriginal for a Day activities. Students participated in a variety of activities, such as dancing, sport, art and craft, music and story telling.

To focus on Aboriginal and Torres Strait Islanders histories and cultures, the school has:

*Acknowledgement of Country at assemblies and school activities.

*Greater awareness and appreciation of Aboriginal cultures by all students by participating in annual NAIDOC celebrations and explicit lessons.

Multicultural and anti-racism education

Multicultural education and the value of cultural diversity are promoted through the school curriculum and a variety of whole school programs and initiatives. Harmony Day was celebrated at Weethalle Public School to promote awareness of the multicultural composition of Australian society and promote the understanding and acceptance of diverse cultures. Students attended school wearing a costume from another country or the colour orange which represents Harmony Day. A variety of multicultural activities engaged all students K–6 as well as staff and parents.

Weethalle Public School has, and will continue to, promote positive community relations through effective communication with parents and community members. The school has an Anti–Racism Grievance Officer and appropriate procedures are in place to deal with anti–

racism, should incidents arise. Multicultural education and anti–racist values are promoted through school excursions, visiting performances and values education.