

# Weilmoringle Public School

## Annual Report



2016



4305

## Introduction

The Annual Report for 2016 is provided to the community of Weilmoringle 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.

Lisa Wright

Principal (Relieving)

Weilmoringle Public School

## School contact details

Weilmoringle Public School

Burns Rd

Weilmoringle, 2839

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

[weilmoring-p.School@det.nsw.edu.au](mailto:weilmoring-p.School@det.nsw.edu.au)

6874 4941

## Message from the Principal

The 2016/2017 school year saw big changes for our small school with Ms Johnson replacing Mrs Coddington at the end of term 1 and then myself replacing Ms Johnson for 2017. Implementation of L3 Literacy program saw our K–2 students accessing early intervention to assist transition to school and help create a strong reading and writing foundation. In 2017 the continuation of L3 and introduction of TEN/TOWN numeracy strategies will help ensure all students receive the support they need to achieve age appropriate educational outcomes.

We continue to build links with our local community, other small schools in our region, larger local schools and also other organisations further afield including Royal Far West Come and See Speech Pathologist program, Royal Flying Doctors, Country Women's Association, Live Life Well and Premiers Sporting Challenge to ensure our students develop their aspirations and staff have opportunities to collaborate with colleagues at other schools.

I'd like to take this opportunity to thank staff, parents, the P&C and our community who all work tirelessly to ensure Weilmoringle students are always supported to achieve their best.

Whilst I have not been at Weilmoringle long I look forward to continuing to work closely with the staff, families and our community to ensure our students *"Strive for Success"*.

Lisa Wright

Principal (Relieving)

## School background

### School vision statement

Weilmoringle Public School focuses on providing quality learning opportunities for all children by providing programs that value and support the individual learning needs of each student. We are committed to ensuring that quality learning and teaching are the central focus of our classroom. Students will participate in engaging, enjoyable learning experiences, while endeavouring to achieve their personal best and become respectful and successful life-long learners. A strong partnership with the small schools in the Western Plains Network will be maintained to provide academic, professional and social learning opportunities for students, staff and parents.

### School context

Weilmoringle Public School is situated in far north-western NSW and is part of the NSW Western Plains Network of Schools. It is located 100kms from Brewarrina and 460kms from Dubbo. The school is well resourced with excellent facilities for its students; these include stimulating and well-resourced classrooms, access to technology, covered playground equipment as well as large playground areas. The school plays an important role in the community and is seen as a focal point for many community events. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of Weilmoringle Public School. In 2016 there will be 14 students (100% Aboriginal) at Weilmoringle PS. Weilmoringle Public School benefits from equity funding which is used to support students in all Key Learning Areas.

Through Early Action for Success the school is provided with an Instructional Leader, an additional teacher allocation to deliver tailored interventions in literacy and numeracy as well as a training allocation for teachers to strengthen personalised learning for K–2 students.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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 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.

**LEARNING** – In the domain of learning our focus was primarily on developing high expectations and a desire to be life long learners. Using Talking and Listening as a basis for Writing has led to students becoming more motivated to write. An increased focus on individual learning needs has resulted in differentiated programs empowering all students to access the curriculum at an age appropriate level. Regular meetings with parents/carers to increase awareness of how to support student learning at home has helped improve parent collaboration.

**TEACHING** – Use of explicit teaching strategies to improve literacy and numeracy has led to significant shift in literacy and numeracy outcomes K–2. Ongoing professional development is empowering teachers to analyse data and use this data to inform programming. Literacy and numeracy continuums are used to benchmark students and provide additional resources to ensure differentiated learning programs for all students. As a small school we nurture our relationships with other small schools and actively collaborate to ensure consistency of teacher judgement and quality teaching and learning programs.

**LEADING** – The priority in the domain of Leading has been to strategically use School Resources to achieve improved student outcomes through allocating funds to increasing the teaching and support staff available to work face-to-face with students. Interventions included L3, Royal Far West Come and See Speech Pathology Program and individual programs for students with additional needs. Resources purchased to support student learning included new notebook computers, L3 literacy activities and mathematics games. The school is committed to the development of leadership skills in staff by offering opportunities to lead programs within the school and within our network. The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report.

Our self-assessment 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

#### Purpose

We will improve student learning through the development and delivery of consistently high quality teaching practice whilst supporting their emotional, social, physical and spiritual wellbeing.

To improve students' performance through targeted support.

#### Overall summary of progress

In 2016 longstanding principal left the school and was replaced by a relieving principal for 9 months this caused some disruption to student learning as significant changes were made to learning programs. The second teacher completed Kindergarten L3 professional development. This had a direct positive impact on teaching in K–2 by providing scaffolds for students to work towards stage appropriate outcomes. Reading was a key focus and student progression in reading was consistent with this goal.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students will progress on the literacy and numeracy continuums in line with or above their stage–appropriate outcomes.	Through the use of Instructional Leader and staff professional learning through L3 students in K–2 have received more explicit instruction. They have begun to progress on the literacy and numeracy continuums in line with stage–appropriate outcomes.	

#### Next Steps

Additional teaching staff have been allocated to support student learning in 2017. Continuation of L3 and implementation of TOWN/TEN will support all students. All students will receive increased one–to–one support and additional stage appropriate instruction.

## Strategic Direction 2

### Professional Practice

#### Purpose

We will promote, build and sustain the professional learning of all staff members through providing consistently high level professional practices to create a meaningful, inclusive and equitable whole school learning environment. This supports a range of learning styles, ensuring personalised and differentiated learning for students in order to enhance student outcomes.

#### Overall summary of progress

Performance and Development cycle was conducted with classroom teacher and teaching principal and linked to Teaching Standards and Principal Standards.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evidence of aligned professional goals, the annual performance and development cycle, and selected Teaching Standards and the Principal Standards.  Provision of quality professional learning aligned to school learning goals; system requirements; and professional career aspirations of staff.	Teaching staff trained in L3.	

#### Next Steps

All teaching staff to complete L3 and TEN/TOWN training during 2017/2018. Internal training in L3 and TEN/TOWN strategies for SLSO/AEO staff to ensure they are fully equipped to support learning in the classroom. All staff to participate in the performance and development cycle. Teaching staff to align goals to Teaching Standards. Early Career Teacher to complete Accreditation process.

### Strategic Direction 3

#### School Community Engagement

#### Purpose

We will establish more effective partnerships with families and build community identity. To support and develop a community of successful learners, confident and creative individuals and active and informed citizens.

#### Overall summary of progress

Change of principal in term 2 and again at end of term 4 delayed progress towards meeting this goal as new relationships needed to be established with parents and community members.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased parent participation in the P&C and school-home partnerships.  Sustained high levels of student engagement, learning, and wellbeing as a result of quality and innovative strategic community learning partnerships and consultation.  Welfare Policy and Procedures reflect a positive school culture.	Parent participation in the P&C and school-home partnerships remained steady. Student engagement levels remained high.	

#### Next Steps

In 2017 a significant change in the interaction and consultation process has already seen strengthening relationships between the school and community. An increase in the number of parents/community members actively participating in P&C and school-home partnerships has resulted.

High expectations and development of detailed Personalised Learning Plans have impacted the partnerships between stakeholders. An open invitation to community members to become active partners in the learning process and a regular schedule of community events provide scaffolds to develop this relationship further.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Improved learning outcomes for targeted students through the employment of an Aboriginal Education Officer.</p> <p>Students access Speech Pathologist weekly on the Royal Far West Come and See Speech program. Significant gains were made by all participants in receptive and expressive language.</p>	<p>Aboriginal Education Officer \$64,348.</p> <p>Royal Far West Speech Pathology Program \$3000.</p>
<b>Low level adjustment for disability</b>	<p>Students in K–2 benefited from the implementation of L3 early literacy strategies.</p>	<p>Classroom teacher (0.1) \$10202</p>
<b>Socio–economic background</b>	<p>Employ SLSO 3 days per week for 3 hours.</p> <p>Employ casual teacher one day a fortnight.</p> <p>All school excursions and camps are 100% to empower student participation in a variety of activities outside the school linked to teaching learning programs.</p>	<p>SLSO 3 hours on 3 days \$14,400.</p> <p>Casual teacher (0.1) \$10202</p>
<b>Early Action for Success</b>	<p>Instructional Leader focussed on building teacher, SLSO and parent capacity, through L3.</p> <p>Employ casual teacher one day a fortnight.</p> <p>Students access Speech Pathologist weekly on the Royal Far West Come and See Speech program. Significant gains were made by all participants in receptive and expressive language.</p>	<p>Casual teacher (0.1) \$10202</p> <p>Royal Far West Speech Pathology Program \$3000.</p>



## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	3	4	6	5
Girls	9	8	9	9

Enrol numbers have stayed stable from 2015 to 2016. Currently there are four students in K–2 and ten students 3–6.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	98.8	92	97.7	94
1	95	91.6	94.6	96.4
2	86.7	95.2	96.5	92.9
3	80	84.7	97.7	94
4	83.8	85.5	81.8	95.2
5	100	91.6	95.4	67.1
6	95.6	97.6	95.9	93.5
All Years	91.3	90.6	93	88.4
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

### Management of non-attendance

School attendance is generally close to state average. Geographic isolation requires families to travel significant distances to attend specialist medical appointments and family commitments. Where students have poor attendance school staff are working closely with families to improve attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	1.7
Other Positions	0.1

\*Full Time Equivalent

Half of the staff at Weilmoringle Public School identify as Aboriginal – Aboriginal Education Officer, Student Learning Support Officer and General Assistant.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

### Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Weilmoringle Public School in 2016. With the release of a different funding model and the introduction of the Early Action for Success strategy, this was a focus area for us.

The teaching principal maintained accreditation at Proficient Teacher level in 2016.

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

### Financial information

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

Income	\$
<b>Balance brought forward</b>	<b>0.00</b>
Global funds	63 088.95
Tied funds	58 322.85
School & community sources	20 355.35
Interest	2 840.93
Trust receipts	0.00
Canteen	0.00
Total income	299 287.89
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	10 424.40
Excursions	483.28
Extracurricular dissections	9 802.75
Library	6 268.64
Training & development	69.56
Tied funds	107 883.39
Short term relief	0.00
Administration & office	21 535.54
School-operated canteen	0.00
Utilities	7 569.57
Maintenance	11 616.51
Trust accounts	0.00
Capital programs	28 134.00
Total expenditure	203 787.64
<b>Balance carried forward</b>	<b>95 500.25</b>

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

### 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 number of student's participating in NAPLAN in 2016, it is not possible to publish results here.

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

Parents agreed that the school had high expectations of students in learning, personal development and social skills. Improvements were made in student engagement.

# Policy requirements

## Aboriginal education

In 2016 Aboriginal Education was embedded into many classroom teaching programs. This aligned with the departmental policy to:

- ensure the learning outcomes of Aboriginal students match or exceed those of non-Aboriginal students.
- ensure that all members of the school community are actively engaged in learning about the culture of our Indigenous ancestors.

A range of cultural activities and teaching initiatives were implemented to develop a deeper understanding and demonstrate value for Aboriginal culture. This has had a positive impact on the culture of the school and helped build stronger community connections.

## Multicultural and anti-racism education

Students learnt about other cultures and developed intercultural understanding through the use of quality literature. In 2017 students will participate in the CWA Country of Study program examining life in Nepal.

All staff are familiar with the Anti-Racism Policy and programs include culturally sensitive and inclusive practices.