

Weethalle Public School

Annual Report



2017



3415

Introduction

The Annual Report for 2017 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.

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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 25 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

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.

In each element there are areas in which we are excelling, however as an overall reflection of our school performance it was determined that we are continuing to sustain and grow within each area of the framework. Below are some key points from each domain.

Learning

In the domain of learning we have established partnerships with parents and students that support clear improvement aims and planning for learning and that through these partnerships students are motivated to deliver their best and continually improve on their learning.

We have systematic approaches to ensure absences do not impact learning outcomes, that are supported by the majority of the school community.

Through the implementation of the Positive Behaviour for Learning Program the school has implemented evidence based change to whole school practices, resulting in measureable improvements in wellbeing and engagement across the school. Relationships across the school are positive and respectful to ensure optimal conditions for student learning.

School curriculum documents need to be updated and refreshed as new curriculum documents are rolled out across the state. In the coming year Teaching and Learning programs will require imbedded practices that demonstrate that feedback and assessment are being used to drive teacher programs.

In the coming year Weethalle School will retrain staff on data collection and the use of the new learning progressions to assess student achievement with a greater focus on growth in student learning over time.

Teaching

Throughout the year systems have been put in place to support beginning teachers, through these systems the school is approaching on Excelling in this domain. We have developed collaborative practices across the school and network of schools where we reflect on our teaching practices regularly and make improvements and adjustments to teaching programs through collaborative practices.

Teachers are routinely reviewing learning with each student, ensuring that students receive timely feedback to help them reflect and improve upon their learning.

All teachers use data to inform their practice and evaluate teaching programs, however the extent this data is used to measure growth could be improved as staff develop the ability to extrapolate, interpret and analyse data further to determine whole school trends.

All teachers are supported through a coordinated approach to develop and monitor teaching using the Professional Development Plan. While teachers are encouraged to focus on achieving at the Highest Levels of Accreditation our school has focused its efforts this past year on beginning teacher support.

Formal mentoring and coaching opportunities have occurred in the school throughout the year to support new staff to meet the needs of their accreditation. Suggested development for future planning in this areas is to establish interschool relationships that help to provide mentoring and coaching support to all staff.

Leading

We have regularly throughout the year both in formal and informal practices sort feedback on school performance. In the coming year we will take the opportunity to broaden this approach by conducting the Tell Them From Me survey across the school.

In a small school we do not have a formal leadership team, however as a staff we feel that we are focused on continuous improvement of teaching and learning through an established interschool professional learning community.

The school has clear processes, with accompanying timelines and milestones to direct school activity towards the implementation of the school plan.

Technology is increasingly being used by our whole school community to enhance learning and service delivery.

In the area of Leading Weethalle Public School will strive to create stronger networks of support within our small schools network to ensure that teachers across the schools are using research, evidence based strategies and innovative thinking, when designing and implementing our school plans.

Our self-assessment process will assist the school to refine our school 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/sef-evidence-guide>

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

Students have built on past systems of goal setting, resilience building and raising expectations through the introduction of Growth Mindset learning. Students have been encouraged and supported to reflect on their learning and given the time and opportunity to improve on their learning through peer conferencing opportunities and frequent collaborative feedback that focuses on task improvement. Students have been encouraged to look at data and not reflect on the frequency of scores but rather the gradual improvement in their work over time as a determiner for success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PLAN data measures literacy and numeracy continuum progress. Students are able to confidently use all aspects of both continuums to monitor their own learning.	\$5000 In teacher relief	Teachers are continuing to use PLAN data to measure growth in Literacy and Numeracy. The K–2 Teacher has completed Training in the Early Years Literacy Program and funds have been used to help release teachers to meet together regularly to review data and give feedback on where to next for individual students.
All students to achieve growth in school-based and/or Year 5 NAPLAN assessments at the completion of each year.	\$3000 in teacher relief and course costs	Writing was identified as a point of low growth for some students. The 3–6 teacher took part in training and development on Writing using the Seven Steps program. This program will be rolled out across the school after a successful trial in the Primary room.

Next Steps

Student learning and Engagement is still an ongoing priority for Weethalle Public School. In the coming three year plan we will be focusing on Learning Innovation and building upon past practices to ensure that all students have the necessary tools to face challenges that the future will hold in a society that is rapidly becoming more advanced in digital and mechanical technologies.

Students will engage in activities that promote problem solving and critical and creative thinking involving lessons focused on Science, Technology, Engineering, Arts and Mathematics.

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

With a high turn over of staff not only within Weethalle Public School, but our larger grouping of small schools the practice of Instructional Rounds was replaced with the development of Collective Efficacy Training. Time given to the Instructional Rounds program has been replaced with regular training and development meetings with staff and Principals in our community of schools. These meetings have been focused on the development of teacher quality and improved practices across our network of schools.

In addition to this Weethalle Public School has continued to develop programs to support beginning teachers to develop their skills and capacity leading towards accreditation.

Weethalle has had an 80% roll over in staff during 2017, with the most experienced teacher having only been part of the community for 3 terms during 2016. Throughout this year we have focused on teacher training in school systems such as PBL, How To Learn and LMBR to ensure that systems that were already imbedded in the school could continue to run successfully.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Teacher Relief Professional Learning	We have developed a planned cycle of professional learning through the PDP cycle that ensures all staff are met with learning that is commensurate with their experience. Extra release time has been provided to met the specific needs of beginning teachers as well as extra time given to allow for mentoring support.
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	Learning Scope (cost deferred to 2018) Teacher Relief \$5000	We have establish a community of learning within our cluster of schools, Through the Learning Scope as well as regular meetings with whole school staff that focus on stage specific professional learning opportunities.

Next Steps

Imbed in the beginning teacher program clear pathways and support for leadership opportunities and accreditation at higher levels.

Develop systems within our Small Schools Network that are sustainable and rigorous against high staffing turn overs in particular the roles of school leaders and principals.

Continue to build a culture of High Expectations for all staff in the performance of their duties.

Retrain staff in Learning Progressions, new Science and Technology Curriculum and data driven, innovative, research based quality teaching

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

Positive Behaviour for Learning is still effectively running within the school. Parents are regularly kept informed and are in regular contact with the school through the use of an online application called Class Dojo. The same system is also being used to reflect and record both positive and problem behaviours. Staff regularly review the data from this system to look at how improvements in the area of Wellbeing can be made for individuals and the wider school community. Retraining for new staff in Positive Behaviour for Learning was conducted and staff regularly attend network meetings to further develop and reflect on this program.

We have worked collectively with our community of schools to give students the opportunities to socialise and connect with other students. Opportunities have been made for schools to combine in whole school, Mathematics, Science, Art and Sports days. These days are not competitive and focus on skill development, team building and collaboration.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>	\$4000	<p>All staff were retrained in Positive Behaviour for Learning due to a high turn over of staff.</p> <p>Systems were re-established with the school community to ensure the successful continuation of the Positive Behaviour For Learning Program.</p> <p>Staff regularly attended PBL networking days to review and adapt systems.</p>

Next Steps

To develop students capabilities in our 2018–2020 School Plan we will be developing a sense of Wellbeing and identity in the digital world. This will occur through continued shared usage of the Class Dojo system between parents, students and teachers but also include safe usage of other digital platforms that help students to connect and share achievements with broader community groups.

Digital communication skills will be looked at through digital identity and digital citizenship so that students are able to connect, thrive and succeed using these platforms.

Students will continue to have networking opportunities with our collective community of schools through shared curriculum days in Mathematics, Science, Technology, Art and Physical Education.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$20 315 (Staff Loading) \$ 5 726 (Learning and Support)	<p>Equity funding was used to create an additional class grouping. Allowing a focus on an early years grouping of k–2 and a primary class of 3–6.</p> <p>This gave staff the opportunity to give students more one to one learning time and structure routines specifically to the early years and primary years.</p> <p>Learning and Support funds were used with additional school funds to create a classroom teacher position one day a week. This allowed staff to be released to work one to one with students on individualised programs.</p>
Quality Teaching, Successful Students (QTSS)	FTE 0.019	This allowances was factored into creating the additional classroom.
Socio–economic background	\$10, 459	Funds were used to subsidise the cost of special learning activities to ensure that all students were able to participate in all learning programs. This included art classes at in West Wyalong, Travel for interschool events, Leadership initiatives such as Young Leaders and touring programs such as Healthy Harold and Games and Gadgets.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	10	8	7	7
Girls	21	21	16	16

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.4	91.2	93.5	89.4
1	93.1	93.2	86.4	92.5
2	91.4	99.4	96.8	90.3
3	89.2	96.5	95.8	95.8
4	96	83.3	88.6	95.9
5	96	98	81.1	97.7
6	97.3	95.2	95.8	72.4
All Years	94.1	93.1	91.5	90.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Regular Attendance is encouraged at Weethalle Public School and any students whose attendance falls below acceptable levels as outlined by Department of Education policies are reviewed by the Principal and Home School Liaison Officer.

Attendance requirements are regularly reported on through the school newsletter and clear and easy systems are in place for parents to be able to report and explain student absences.

To maximise attendance at our school we have developed a safe and secure learning environment that encourages and supports students to strive and do their personal best. We have implemented the Positive

Behaviour for Learning program and give students frequent opportunities to reflect and meet with staff to discuss learning progress and general wellbeing. Students identified with support needs are supported by school staff, the Learning and Support Team and the school councillor.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.52
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.73
Other Positions	0

*Full Time Equivalent

There are no Aboriginal staff members employed at Weethalle Public School in 2017

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	0

Professional learning and teacher accreditation

All pre-2004 teachers received status as approved teachers and will transfer over to the maintenance cycle that matches their years of service in 2018.

All staff have set learning goals using the Professional Development Plan that outline personal development plans and shared goals that help to drive the School

Plan.

Weethalle Public School currently has one staff member who identifies as a Beginning Teacher. The needs of this teacher have been met through extra provisions of release time and regular supervisor meetings.

The school Principal and Office Administration staff have been trained and began to implement the roll out of the LMBR system and training has been given to staff where necessary to help support the successful running of this system.

All staff have completed mandatory compliance training and development modules.

All teaching Staff successfully completed their Professional Learning Plan for the year based on the Australian Professional Standards for Teachers.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	70,536
Global funds	42,728
Tied funds	43,665
School & community sources	363
Interest	821
Trust receipts	137
Canteen	0
Total Receipts	87,714
Payments	
Teaching & learning	
Key Learning Areas	32,192
Excursions	677
Extracurricular dissections	3,478
Library	0
Training & Development	1,221
Tied Funds Payments	28,238
Short Term Relief	300
Administration & Office	8,719
Canteen Payments	0
Utilities	4,839
Maintenance	2,530
Trust Payments	137
Capital Programs	0
Total Payments	82,332
Balance carried forward	75,918

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	157,544
Appropriation	151,347
Sale of Goods and Services	0
Grants and Contributions	6,196
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-71,879
Recurrent Expenses	-71,879
Employee Related	-45,221
Operating Expenses	-26,659
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	85,664
Balance Carried Forward	85,664

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

This year we rolled over to the LMBR system of school management. In this transition Weethalle Public School took over management of our school finances where as in previous year this was managed by Small Schools Finance.

- All financial information is now managed locally using SAP finance.
- In 2018 we will be looking to spend carried over funds on grounds improvements
- Carried over funding will also be used to maintain our current structure of having both Infant and Primary classes running in the school.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	344,257
Base Per Capita	3,515
Base Location	16,083
Other Base	324,659
Equity Total	37,259
Equity Aboriginal	759
Equity Socio economic	10,459
Equity Language	0
Equity Disability	26,041
Targeted Total	45,900
Other Total	1,943
Grand Total	429,359

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.

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 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.

Parent/caregiver, student, teacher satisfaction

100% of parents and staff agreed or strongly agreed that Weethalle Public School is well resourced.

100% of parents agreed that they can speak easily with their child's teacher

100% of parents, staff and students agreed that Weethalle Public School is a caring environment.

50% of parents felt they were able to set learning goals with their students

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.

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.