

Weilmoringle Public School

Annual Report



2017



4305

Introduction

The Annual Report for **2017** 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

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Message from the Principal

Firstly I'd like to thank the Weilmoringle Community including the P&C, parents, staff and students who made me so welcome in 2017. It was a year of much change as we continued with early intervention strategies in K-2 for literacy and introduced TEN/TOWN for numeracy intervention. The bulk of our intervention funds we used to increase the number of teachers in the classroom each day and this was effective in enabling us to provide more one-to-one support for all students. This additional support saw a significant gain in reading skills for all students. Students will focus on writing in 2018 alongside their continued intensive reading work. Numeracy will also be a key focus for 2018.

Stage three students had the opportunity to attend two back-to-back leadership camps at Moree and then at the Warrumbungles. This resulted in these students gaining increased resilience and confidence empowering them to take more responsibility for their learning and helping prepare them for high school.

Weilmoringle Public School commemorated ANZAC Day with a special assembly and learnt about local heroes. Mr Duncan led our NAIDOC Week celebrations which saw participation from all families as we celebrated the Aboriginal heritage and culture of our students and community. Well known illustrator Tom Jellett visited the school during Book Week to work with students and share what it takes to be an illustrator. We also had a full day Robotics workshop, a sea creatures visit and installed an Aquaponics tank. Planting and harvesting vegetables and working with Waste Aid to create an instructional video about composting was also a highlight. In term 3 all students had the opportunity to attend a whole school camp to Sydney which included a visit to Taronga Zoo, the Maritime Museum, the Tribal Warrior, ice skating and a visit to Canterbury Public School. Term 4 saw us completing a swimming program with all students making significant gains in their swimming skills.

The addition of Mr Craig Duncan to the teaching team for terms 2-4, alongside visiting teachers allowed us to provide more personalised learning opportunities for all students. All visiting teachers shared their expertise in literacy and numeracy and they also contributed skills in music, drama and PE. Mr Duncan's skills in language and his deep knowledge of Aboriginal history and culture allowed us to deeply embed these areas in learning programs empowering our students to develop their passion for learning about history and culture.

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 and other local schools is 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 2018 there will be 11 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. We also apply equity funds to access an additional teacher to support the delivery of tailored interventions in literacy and numeracy and 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.

During 2017, our staff reviewed our practices with the Self Assessment Tool in line with policy. Our main focus was the Learning and Teaching domains as we began to review processes and strategies to ensure we are meeting the needs of all students and working towards closing the learning gaps.

Learning – self assessed as Delivering

- Use of PLAN data to consistently track student achievement and guide teaching learning programs.
- Staff were upskilled in the data analysis using both PLAN and SMART data.

Where to Next

- Clearer methods of recording student feedback and better ways of including data in programs to more clearly demonstrate next steps to be the focus for 2018.
- Explicit teaching of Kids Matter program to develop awareness of wellbeing and track student's cognitive, social, emotional and spiritual wellbeing. Particular focus to be on resilience.

Teaching – self assessed as Delivering

- Data Analysis has improved with data being collected and entered into PLAN on a five weekly basis.
- All teaching staff working towards maintenance of Accreditation and Teaching Principal working to achieve Accreditation at Lead Teacher.

Where to Next

- Data needs to be more consistently analysed and used to inform teaching.
- Observation practice to be more formalised with specific areas for focus and feedback more appropriate for the needs of a small school setting

Leading – self Assessed as Delivering

- Continue to create significant opportunities for parents and community to engage with school at a deeper level.
- Effective consultation ensured all stakeholders were involved in development of the new 2018–2020 School plan.

Where to Next

- Continue to build effective community consultation processes to engage active involvement in the school
- Establish partnerships with a broader range of schools, businesses and industry to extend opportunities for students develop aspirations and knowledge of the world outside Weilmoringle.

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

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students will progress on the literacy and numeracy continuums in line with or above their stage-appropriate outcomes.	Additional teacher 0.468 = \$48,725	All students achieved growth on literacy and numeracy continuum however 75% yet to achieve stage appropriate outcomes.
Increase the proportion of students in the top 2 NAPLAN bands by 30% by 2019	Additional teacher 0.468 = \$48,725	Impact yet to be measured on NAPLAN. PLAN data and benchmarking shows significant growth particularly in reading.

Next Steps

Continue to allocate equity/Aboriginal funds to employ an additional teacher 2–3 days per week to support PLPs and differentiated programming. Continue to employ SLSO minimum 2 days per week to support early interventions and speech programs.

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Beginning Teacher Funds \$6500 – Accreditation Support/ Mentoring and Professional Development	Beginning Teacher Accredited at Proficient.

Next Steps

Review of projected professional learning for all staff to ensure direct alignment to PDP and school goals and support staff, student and community aspirations.

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Aboriginal/Equity funds \$3500 allocated to support parent workshops, community events and release staff for PLP meetings.	Increased parent/family participation in P&C, community events and School Plan consultation. Welfare Procedures still under review.

Next Steps

Finalise review of Welfare procedures and continue to develop deep and authentic relationships with parents and community members.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$46,265	Employment of second classroom teacher to support differentiated learning for all students. Bus Registration and insurance and lease of school vehicle to ensure students were able to participate events both within the community and further afield.
Low level adjustment for disability	\$10,435	Employment of teachers aid (SLSO) to support Speech program and early intervention programs.
Socio-economic background	see Aboriginal background loading	Funds combined for these two categories.
Early Action for Success	\$6,455	Training and support from Instructional Leader Purchase of equipment and resources for literacy and numeracy early intervention.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	4	6	5	7
Girls	8	9	9	7

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92	97.7	94	85.8
1	91.6	94.6	96.4	95.2
2	95.2	96.5	92.9	94
3	84.7	97.7	94	88.1
4	85.5	81.8	95.2	94
5	91.6	95.4	67.1	95.6
6	97.6	95.9	93.5	75.4
All Years	90.6	93	88.4	87.9
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

The majority of students have excellent attendance however a small number of students have attendance below state average. Geographic isolation is the key factor that impacts on attendance as students and other family members need to travel to a major centre for specialist medical appointments or treatment and for other family commitments. The school works closely with the Home School Liaison Officer to follow up on student absences and ensure all students attend school regularly. When required we negotiate shared enrolments with other schools to empower students to access schooling when away from Weilmoringle for extended periods.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.24
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.7
Other Positions	0

*Full Time Equivalent

The workforce of Weilmoringle Public School is 67% Aboriginal. There is a full-time Aboriginal Education Officer, a part-time School Learning Support Officer and our General Assistant. In 2017 we also had a full-time Aboriginal Classroom teacher. We also had an Aboriginal pre-service teacher working with the students on his internship.

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	50

Professional learning and teacher accreditation

All teaching staff are Accredited at Proficient and the Teaching Principal is currently working towards Accreditation at Lead.

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.

The bulk of discretionary funds were spent on additional staffing consisting of an additional 2 days Classroom Teacher and 3 days School Learning Support Officer.

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	107,893
Appropriation	100,952
Sale of Goods and Services	0
Grants and Contributions	6,942
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-47,631
Recurrent Expenses	-47,631
Employee Related	-18,664
Operating Expenses	-28,967
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	60,262
Balance Carried Forward	60,262

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.

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	274,046
Base Per Capita	2,140
Base Location	22,474
Other Base	249,432
Equity Total	131,202
Equity Aboriginal	81,560
Equity Socio economic	37,793
Equity Language	0
Equity Disability	11,848
Targeted Total	0
Other Total	1,022
Grand Total	406,270

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.

In 2017 three students sat Year 3 NAPLAN – Literacy (including Reading, Writing, Spelling, Grammar and Punctuation).

In 2017 one student sat Year 5 NAPLAN – Literacy (including Reading, Writing, Spelling, Grammar and Punctuation).

Due to the small number of students sitting NAPLAN it is not possible to discuss the results without breaching confidentiality. The results have been discussed with students and caregivers.

In 2017 three students sat Year 3 NAPLAN – Numeracy.

In 2017 one student sat Year 5 NAPLAN – Numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> for further information.

Parent/caregiver, student, teacher satisfaction

Each year schools request feedback from parents, students and teachers about their satisfaction with the school. This year the feedback took the form of consultation meetings in preparation for the writing of the 2018–2020 School Plan. All stakeholders were generally happy with the school with the key area for further focus being increased communication. Families felt welcome and encouraged to come into the school and felt their opinions were valued. Further opportunities for the use of technology, excursions including local area excursions and an increased focus on cultural experiences and language were all identified as areas for ongoing focus in the 2018–2020 School Plan. Parents and Elders expressed an appreciation for the increased opportunities for students to explore the world outside the local community and strongly endorsed a desire to encourage students to be aspirational.



Policy requirements

Aboriginal education

Aboriginal Education is a key component of all teaching and learning programs. Our student body is 100% Aboriginal and Aboriginal history and culture whilst mandated are also the key to student engagement. Our students are passionate about the environment, the animals and the history of this area and many of the older students take on the role of teachers as well as learners in this area. We work closely with Aboriginal Elders, the Aboriginal Education Officer and an Aboriginal School Learning Support Officer to ensure protocols are followed and that learning experiences are authentic. Staff work closely with the Department of Education Aboriginal Services Team to regularly update their knowledge and broaden their understanding. Aboriginal perspectives are incorporated in all curriculum areas.

Multicultural and anti-racism education

In 2017 all students participated in an introduction to China and Chinese New Year. They learnt basic phrases in Mandarin, investigated Chinese food, learnt to use chopsticks and discovered some of the key differences between China and Australia. They also participated in the Country Women Association's International Country of Study. Students completed a study of Nepal developing a basic knowledge of the history, geography and cultural differences between Nepal and China.

Students developed their understanding of multiculturalism and anti-racism through the Kids Matter social and emotional learning program incorporating skills in working together and building resilience.

Through investigating some significant events in Australian history including the White Australia Policy, the Stolen Generation and The Apology students explored changing attitudes to racism, inclusion, multiculturalism and tolerance.