

Weethalle Public School

Annual Report



2018



3415

Introduction

The Annual Report for **2018** 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.

Jason Hurley

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

School background

School vision statement

To create collaborative and innovative systems that link community, parents, students and school to each other. This will be achieved through meaningful initiatives that provide students and staff with the skills to connect, thrive and succeed in all aspects of teaching, learning, and community engagement in a future focused environment.

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 26 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.

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. .

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.

Across the three domains we are Sustaining and Growing and growing in most areas. Below are some highlights of our success and areas which will be the focus of improvement.

Learning

Weethalle Public School has a positive learning culture that is data driven and supports the learning of all students. A wellbeing approach is organised so that students have regular opportunities to seek, advice and support to help them fulfil their potential. A Positive Behaviour for Learning program provides a platform for a school–wide collective responsibility for student learning and success, which is shared by all. Positive and respectful relationships are evident and widespread amongst students and staff and promote student wellbeing to ensure optimum conditions for student learning across the school.

We are delivering on our ability to analyse internal and external assessment data, however would like to have developed more explicit processes to analyse data from external sources. Our parents are presented with clear information on student achievement and have regular access to information on student progress.

Teaching

We have developed a strong partnership with neighbouring schools that work collaboratively to share curriculum knowledge, data and feedback to inform the development of evidence based programs and lessons. We are developing a range of assessment strategies and questioning techniques to explain and break down knowledge. We have a school–wide approach to effective positive classroom management, to ensure optimum learning across the school. Teacher accreditation status is monitored and all staff are encouraged to pursue higher levels of accreditation. There is a routine monitoring system in place for teachers to use the professional standards to monitor and improve their performance guided by a PDP.

A fortnightly system of mentoring and coaching is in place where all staff are supported with opportunities to discuss learning from professional development, engage in professional discussion and collaborate to improve teaching and learning in their classrooms.

Leading

In a small school the word team, encompasses all staff under the direction of the school principal, it also extends to our broader community of schools under the title of RIEN, who work together collaboratively to ensure that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements. All staff are proactive in seeking ways to improve their performance and the school supports a collaborative performance and development and efforts to continuously monitor school improvement. Technology is effectively used to enhance learning and service delivery. With continued perseverance administration staff are becoming experts in new systems and available technology.

. 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

Innovative Learners

Purpose

To give students the capacity to think critically and creatively in meaningful contexts that utilise and support the integration of innovative learning tools in a collaborative environment.

Overall summary of progress

Throughout 2018 we began implementing Minecraft Education into the classroom across multiple key learning areas. The program was effective in engaging students and exploring concepts in an engaging and interactive way. In addition to this we developed a school wide Kitchen Garden Program which produced a wide variety of vegetables throughout the year. The vegetables were used on a fortnightly basis in cooking lessons that supported student learning in mathematics and literacy as well as encouraging students to change their eating habits and views on healthy eating.. Students have enjoyed hands on learning experiences and seeing and using practical skills to develop their literacy and numeracy understandings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students will effectively use digital technologies as a means of communication and collaboration.	The T4L program has funded these initiatives Department funding of Minecraft licences. .	Students have explored Minecraft coding and design features. All students have 1:1 access to computers, laptops and iPads. Class Dojo is being used as an effective tool to share and communicate information to parents.
All students will achieve value added results in literacy and numeracy.	Casual Relief days for staff professional learning.	L3 Trained Staff Students and staff are regularly monitoring progress against Growth Outcomes rather than raw data. Student progress in monitored using the Learning Progressions

Next Steps

In 2019 we will bring the coding skills learnt in Minecraft Education to life by applying them to robotics coding using the EV3 Lego Mindstorm Robots. Student will engage in problem solving scenarios to code robots to perform a variety of tasks. Through the STEM Share program we have applied to loan a 3D printer, which will allow students to print 3D constructed models that they have designed using the Minecraft software. Students will also have access through this program to multimedia equipment that will be used to capture and share their learning journey. .

Strategic Direction 2

Quality Teaching

Purpose

To continually improve on teaching practice through a collaborative routine cycle of reflection and revision against student performance measures, evidence based teaching practices and school wide improvement strategies.

Overall summary of progress

The focus of 2018 was to develop knowledge around evidence based teaching practice and data informed practice. While also building collaborative interschool networks to effectively implement new syllabus documents. and share best practice examples of quality teaching.. A repurposing of the our small schools network (RIEN) occurred with the support of School Services and the newly appointed Director of Educational Leadership. We met regularly to develop scope and sequences for the new curriculums that were being implemented throughout 2018 and 2019. This created a shared model and understanding of what Quality teaching look like when understanding and implementing NESA curriculum documents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>A sustainable and collaborative system is embedded across the Rural Innovative Educators Network.</p> <p>All students achieve growth in assessment across a school year.</p> <p>All school systems are governed by evidence base practice and are closely reviewed and monitored through feedback and collated data.</p> <p>All staff are involved in routine cycles of review that are focused on achieving school wide improvement.</p>	<p>2 x Casual release days per term.</p>	<p>RIEN community of schools has partnered with school services to provide strategic support to all staff around curriculum implementation.</p>

Next Steps

With the support of the Rural Incentive Program the focus of 2019 will be on routine and systematic cycles of in school teacher training and development which focuses on building the skill of teacher to implement innovative teaching and learning programs with the continued use of new technologies including 3D printing, coding and robotics. Staff will be encouraged to grow their capacity to move towards achieving Higher Levels of Accreditation by mentoring and supporting casual staff within the school, to ensure quality teaching is consistent at all times.

Strategic Direction 3

Engaged Citizens

Purpose

To set high expectations for future success by giving students the tools to connect, thrive and succeed in their local community by communicating through digital technologies and establishing meaningful partnerships with community groups and local business.

Overall summary of progress

We increase our level of communication to parents using Facebook and Class Dojo. While Facebook was used by some it was not a popular choice for all our parents so an increased focus on communication through Class Dojo was made throughout 2018. This included regular post by staff sharing samples of student work and learning experiences within the classroom. Most parents engage with the site two to three times a day, liking post and commenting on student achievement. Parents are also using the platform to communicate student absence or ask clarifying questions about upcoming events. Parents have enjoyed the application due to its privacy and have preferred it to communicating via Facebook.

We have continued to engage our students in local community activities such as the ANZAC Day march and Weethalle Show. Our vegetable garden this year took out a significant number of awards in the show, and our students contributed a large number of works to the arts section.

Through a partnership with the Bland Shire Council and Museums NSW we developed an interactive tour of Weethalle. Students researched information from local community members, books and the internet to develop information reports about significant places in the local community. These stories were then recorded by a sound artist funded through the council and upload to the IZI Tour application.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students reporting a sense of belonging, expectations for success and advocacy for school within:- <ul style="list-style-type: none">• school• home• local community• Neighbouring communities &• Digital Platforms		100% of students reporting a sense of belonging on Tell Them From Me Survey.
Increased knowledge and understanding around digital identities, privacy and safety when communicating using digital technologies.	Council funded program	Community history application created in IZI Tour App.

Next Steps

Throughout 2019 we will focus on developing multimedia segments for Class Dojo and Facebook to show case the learning that is occurring at Weethalle Public School. After the students have mastered the equipment telling stories within the school, we will take part in further promoting the community through short video segments about the history of Weethalle.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1 800	Cultural programs and celebrations of significant calendar days were supported with resources to engage students and community participation.
Low level adjustment for disability	\$27 113	Additional staff to support classroom interventions.
Quality Teaching, Successful Students (QTSS)	\$3 644	We were able to maintain two teachers on site at all times, allowing for both and infants and primary classroom to run.
Socio-economic background	\$16 779	<p>Small excursions and incursions were all paid for without impacting on family budgets while managing finances in the time of drought.</p> <p>Additional funds used to help maintain two teachers</p>
Support for beginning teachers	\$6 700	The teacher was provided with additional Face to Face release, mentoring and professional learning.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	8	7	7	9
Girls	21	16	16	14

Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.2	93.5	89.4	91.1
1	93.2	86.4	92.5	91.9
2	99.4	96.8	90.3	94.2
3	96.5	95.8	95.8	88.3
4	83.3	88.6	95.9	96.7
5	98	81.1	97.7	95.9
6	95.2	95.8	72.4	72.5
All Years	93.1	91.5	90.1	90.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Regular attendance is encouraged at Weethalle Public School and any student 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

best. We deliver engaging lessons through quality teaching and learning programs that support the individual needs of all students.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.54
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.73

*Full Time Equivalent

There were 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 staff have set learning goals using the Professional Development Plan that outline personal development plans and shared goals to help drive the school Plan. These goals are closely monitored and professional learning opportunities are provided to staff to help achieve their learning goals.

The school principal has worked closely with the newly appointed Director of Educational leadership to develop and support leadership capacity. Additional HUB network meetings were established with a small grouping of principals within the West Wyalong network.

We strengthened our engagement and partnership with the RIEN schools network which has expanded to cover 12 schools within our network. The group has been supported by the Director of Educational Leadership and School Services to provide strategic support to principals and school staff on strategies to support the implementation of new curriculums.

The school Principal and Senior Office Administrator continued to work the new finance management systems as a continuation of the LMBR system role out. SAP training and whole school budgeting have been a focus of this professional learning.

All staff have completed mandatory compliance training and development modules.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	85,664
Revenue	492,071
Appropriation	474,961
Sale of Goods and Services	16
Grants and Contributions	16,375
Gain and Loss	0
Other Revenue	0
Investment Income	719
Expenses	-438,773
Recurrent Expenses	-438,773
Employee Related	-385,005
Operating Expenses	-53,768
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	53,297
Balance Carried Forward	138,962

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

All expenditures were made in consideration of the school plan and improving individual student outcomes. The budget was aligned and spent in accordance to the priorities outlined by the Resource Allocation Module.

Surplus carried forward was carried forward from 2017 and is being held for plumbing refurbishments in the school toilet and bubblers.

An additional unspent allocation of \$47 000 is included in the balance carried forward that was unspent

Integration Funding Support, this money was returned however is still indicated on this report.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	358,785
Base Per Capita	4,447
Base Location	14,524
Other Base	339,814
Equity Total	45,727
Equity Aboriginal	1,835
Equity Socio economic	16,779
Equity Language	0
Equity Disability	27,113
Targeted Total	61,911
Other Total	3,657
Grand Total	470,080

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 cannot be shared. However, individual information has been shared with their parents.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any

comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Due to the numbers of students taking part in the test these results can not be shared.

Due to the numbers of students taking part in the test these results can not be shared.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Due to the numbers of students taking part in the test these results can not be shared.

Parent/caregiver, student, teacher satisfaction

In 2018 Tell Them From Me Surveys were conducted at Weethalle Public School.

100% of students indicated on the survey that they believe that schooling is useful in their everyday life and will have a strong bearing on their future.

100% of students try hard to succeed in their learning.

Our school mean average was slightly higher than that of the state in students who believe that 'Important concepts are taught well' and of students that feel classroom instruction is relevant to their everyday lives.

80% of students feel they have someone at the school who consistently provides encouragement and can be turned to for advice.

*Unfortunately due to, too few responses many data elements from this survey were suppressed due to too few responses.

Policy requirements

Aboriginal education

At Weethalle Public School, staff acknowledge the importance and value of Aboriginal Culture by incorporating it within all teaching and learning

programs and by highlighting vents in our school calendar that are significant to Aboriginal people.

The school has an Acknowledgement of Country that is read at the beginning of all school assemblies and significant school activities. We promote greater awareness and appreciation of Aboriginal cultures by all student 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 pragmas and initiatives.

Harmony Day is celebrated annually and the day is used to promote awareness of the multicultural composition of Australian society and promote the understanding and acceptance of divers cultures.

The school has an Ani–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 performance and values