Weethalle Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 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

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 21 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Innovative Learners

Purpose

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

Improvement Measures

All students will effectively use digital technologies as a means of communication and collaboration.

All students will achieve value added results in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: **Technology**
• Implement innovative teaching practices using technology to enhance student learning.

Evaluation	Funds Expended (Resources)
Through the attendance of the Ed Tech conference and trialling of resources from the STEM for 10 program and STEM share programs, we were able to make an informed decision around the best equipment to purchase to enhance teaching in the classroom whilst being supported with quality training and development to develop teachers pedagogy in using these tools effectively. .	STEM for 10 Program Conference Attendance STEM SHARE equipment

Process 2: **Skill Development**
 • Design and implement engaging and challenging learning experiences for students based on future focused pedagogies.

Evaluation	Funds Expended (Resources)
The STEM for 10 program helped to develop staff understanding and skills in implementing coding and robotics into the classroom. However staff are still finding ways to integrate the technology into daily routines. Currently we have instead opted to continue this learning in weekly technology lessons. We were able to integrate Minecraft, Virtual Reality and Filming into our Math Day, with great success, students survey results indicated these activities were some of their favourite throughout the day, and helped them to engaged with their learning. A Promethean board was purchased after staff attended the Ed Tech conference, the range of teaching tools, and flexibility that the board offered that the existing board did not, has improved staff confidence in their ability to use the board and more frequently engage students in digital content.	STEM FOR 10 program STEM Share kits Promethean board

Next Steps

Staff have developed the confidence in their abilities to implement a broad range of technology into the curriculum. Our goal moving forward Is to set challenges and engaging learning experiences for students so that they can use these tools in meaningful ways to collaborate and problem solve in all areas of the curriculum. This will include more virtual learning experience and opportunities for students to engage in content creation in virtual platforms.

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.

Improvement Measures

A sustainable and collaborative system is embedded across the Rural Innovative Educators Network.
All students achieve growth in assessment across a school year.

All school systems are governemed by evidence base practice and are closely reviewed and monitored through feedback and collated data.

All staff are involved in routine cycles of review that are focused on achieving school wide improvement.

Progress towards achieving improvement measures

Process 1:   Evidence based Teaching Practice
        • Design and implement targeted professional learning that supports teachers to improve practice.

Evaluation	Funds Expended (Resources)
Staff valued having time once a week to focus on professional learning and working towards goals outlined in their Performance and Development Plan. Some targeted learning was delayed due to changes in the Building Blocks for Numeracy Training. The module was not recommended due to new modules being in the works to replace the training. Target training in STEM has boosted teacher confidence which is evident through teacher programs and activities taking place in the classroom.	Casual Staff Rural Experience Program.

Process 2:   School Wide Improvement Strategies
        • Review and enhance whole school systems and structures to maximise school performance.

Evaluation	Funds Expended (Resources)
Through target support from the school services team and DEL, the RIEN group have established a shared Scope and Sequence to be implemented across all schools in the RIEN group. The team has developed shared rich assessment tasks to complement these Scope and Sequences.	Casual staff

Process 3:   Student Performance Measures
        • Embed a system of data driven planning of teaching and learning experience that personalise student learning.

Evaluation	Funds Expended (Resources)
Staff engaged in routine conversations around student progress and implemented strategies to support students who were falling short of achieving set goals. Whole school Targeted support has been agreed upon with a focus on creating texts in literacy and number patterns using algebraic thinking. in mathematics.	

Next Steps

The RIEN group will continue to work together on targeted professional learning focused on improvement against shared literacy and numeracy targets.

In the coming year all staff will engage in the new Mathematics training modules 'Additiive' and 'Multiplicative' strategies.

The learning progressions will be continued to be used to evaluate student progress and set individual goals for all students.

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.

Improvement Measures

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy for school within:–
• school
• home
• local community
• Neighbouring communities &
• Digital Platforms

Increased knoweldge and understanding around digital identities, privacy and safety when communicating using digital technologies.

Progress towards achieving improvement measures

Process 1:   Wellbeing
• Enhance the wellbeing of the school community through an ongoing whole school commitment to ensure all students are known, valued and cared for..

Evaluation	Funds Expended (Resources)
The drought was set to have a large impact on our school community. Parents felt a welcome relief knowing that they would not have any out of pocket expenses throughout the school year. We were able to demonstrate that as a school we understood the adversity that community had been suffering. Despite not having access to a school councillor, our partnership with Royal Far West to fill this gap was extremely successful, with parents and students involved in the program indicating that the program had help to support their needs and was an enhancement to our usual practice. In partnership with the local Council, P&C and Weethalle Show society we were able to host a community Fun Day to help relieve some of the stress caused by the drought.	$10000

Process 2:   Digital Citizenship
• Enhance communication through the use of digital technologies and communication tools..

Evaluation	Funds Expended (Resources)
The google classroom platform provided students and teachers with an effective communication tool to upload and share work digitally between staff and students. Students are developing online etiquette and skills in uploading different files to the platform for sharing, as well as utilising the online tools for content creation. Due to the emphasis on teaching students this tool, we have not been using Class Dojo as frequently for sharing work. A survey showed that parents preferred communication method was Class Dojo, and the School Website. Parents were not actively engaged with our Facebook site. Parents also indicated that they preferred hard copies of the school newsletter to go home each Monday, rather than having to access it through email, or our school's website.	STEM Share equipment.

Progress towards achieving improvement measures	
Students learnt how to use the video recording equipment and green screen, which were used to capture messages for the end of year slide show. We did not get to the stage where we were creating regular video content, before having to return the equipment to STEM share. .	

Process 3: **Community & Partnerships**
 • Establish partnerships with local business, community groups and surrounding schools to share in student success and receive meaningful feedback that drives continued improvement towards achieving high expectations.

Evaluation	Funds Expended (Resources)
Throughout the year we frequently invited the community into the school to showcase student learning and to celebrate student achievement. The students knowing that their learning would be showcased to the broader community encouraged them to put more effort into the quality of the work being produced. Students showed great pride and a sense of achievement in being able to showcase and explain they learning to the community. Throughout the year we collaborated in small ways with different members of the community, which included the local bowling club, Whistle Stop Café, Singing Christmas Carols to the senior citizens and supporting West Wyalong business by attending art classes and touring local museums. While each event was small in nature, our acknowledgement at the end of the year morning tea, showed how meaningful and valued each of these connections were to both our students and members of the community.	$400 catering

Next Steps

Taking on board parent feedback we will look to strengthen our communication using the Class Dojo application. This will included creation of video content and sharing of student work at regular intervals throughout each term in the coming year.

We have created relationships with pockets of our community that all came together to resource and put together the Family Fun Day. We will aim to continue this event or similar events through combining all our community partners together for future community events.

If the drought continues we will maintain support in funding or subsidising all school incursions and excursions until there is a sign of relief for the community.

We will continue to develop students ability to engage with digital learning platforms, to communicate and show case their learning to reach further than our local community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$1881	Consultation with members of the Aboriginal community have taken place, and a smoking ceremony was performed on the site. Bricks have been sourced and ready to for placement. There have been some delays in getting quotes from Land Scaping companies to complete the design.
Low level adjustment for disability	$27 633	Through employing additional staff we have been able to keep class sizes small. We have kept separate, the primary and infants students so that the infants classroom can focus on supporting Early years Learners. This has allowed more 1:1 delivery of learning support in both classrooms, and the ability of staff to cater for individual learning needs.
Quality Teaching, Successful Students (QTSS)	$4269	Through employing additional staff we have been able to keep class sizes small. We have kept separate, the primary and infants students so that the infants classroom can focus on supporting Early Learners. This has allowed more 1:1 delivery of learning support in both classrooms, and the ability of staff to cater for individual learning needs.
Socio–economic background	$32582	By employing an additional staff member one day a week, staff were able to have increase time for 1:1 learning support with students falling behind expectations. During the drought it has been essential to put funds towards all of our excursions and incursions. This has enable us to provide engaging opportunities for all students, while maintaining equitable access to learning experiences for all children.
Support for beginning teachers		We did not receive funding in this area

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	7	7	9	6
Girls	16	16	14	14

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.5	89.4	91.1	94.8
1	86.4	92.5	91.9	98.5
2	96.8	90.3	94.2	88.6
3	95.8	95.8	88.3	94.2
4	88.6	95.9	96.7	87.9
5	81.1	97.7	95.9	94.2
6	95.8	72.4	72.5	94
All Years	91.5	90.1	90.9	93.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	138,962
Revenue	425,845
Appropriation	424,287
Grants and contributions	843
Investment income	715
Expenses	-400,245
Employee related	-335,484
Operating expenses	-64,761
Surplus / deficit for the year	25,600

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	0
Equity Total	62,096
Equity - Aboriginal	1,881
Equity - Socio-economic	32,582
Equity - Language	0
Equity - Disability	27,633
Base Total	387,647
Base - Per Capita	5,397
Base - Location	15,173
Base - Other	367,078
Other Total	8,140
Grand Total	457,884

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.

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Parent/caregiver, student, teacher satisfaction

This year Teachers, parents and students took part in the 'Tell Them from Me' survey. Additional surveys were also carried out due to data sets being too small to get data from our parent Tell Them from Me Survey.

Our students have indicated that they feel they have a positive sense of belonging in our schools and that they feel accepted and valued by their peers. Students have friends at school that they can trust and encourage them to make positive choices. 100% of students indicated that schooling is useful in their everyday life and will have a strong bearing on their future. Despite only 60% of students indicating high levels of motivations, 100% of students say that they try hard to succeed in their own learning.

School staff have indicated they feel they have developed their teaching skills throughout the year and have been supported to pursue growth in their teaching pedagogy. They feel confident in using technology to enhance their classroom teaching and to manage work loads.

Parents have indicated that they feel welcomed into the school and that it is a safe and caring environment for their child. They are comfortable when talking to their child's teacher and that they feel satisfied with how their child is progressing socially, emotionally and behaviourally.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.