

Weilmoringle Public School

2019 Annual Report



4305

Introduction

The Annual Report for 2019 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.

School contact details

Weilmoringle Public School

Burns Rd

Weilmoringle, 2839

www.weilmoring-p.schools.nsw.edu.au

weilmoring-p.school@det.nsw.edu.au

6874 4941

Message from the principal

At the end of my third year as Principal of Weilmoringle Public School I am very proud of how much growth we have seen in our students. Whilst our academic results are not as high as we would like our students have done us proud representing the school in Sydney at the NSW AECG Languages App Launch, performing with other schools in Dubbo at the Languages Spectacular, making incredible artworks and competing in sporting teams. Special mention must be made of Nikylah Byno whose performances on the footy field were outstanding both as part of the school team but also representing the region.

Our team has worked closely with Elders and community members to embed Aboriginal history, culture, art and language in all learning programs ensuring that all our students are very proud of who they are. This has helped build student confidence and empowered students to be aspirational.

We started the year by studying our local environment including the dry Culgoa. We went to Gerrera Springs to plant trees, learn about the local history and spend time On Country with Elders. We went to Bourke for school camp and explored the sights including 2WEB, the Outback Show and a river walk with Bourke Aboriginal Tours. We learnt about Chinese language and culture through video conferencing with a teacher in China each week. Travelled for excursions to Dubbo and Sydney. We were Cheeky Monkeys with Eleanor Clapham. July saw us celebrate NAIDOC week with time On Country, an emu in the hole and the official opening of our outdoor learning space. Science Week was shared with our friends from Engonnia and Warrambungles EEC who ran an amazing day of hands on activities. We continued to improve our swimming with weekly trips to Brewarrina pool during terms 1 and 4. We developed our boxing and football skills under the guidance of Uncle Doug Gordon. We were enthusiastic students of Murrawarri language with Uncle Tom Barker, made emu callers with Jonathan Knight and created amazing mosaics with the help of Mr Whitbourne.

As the end of the year approached we coughed and sputtered through dust storms but filmed a clip for Mark Scott's Christmas message. The year ended with a Christmas Tree and Presentation night which brought together the community to celebrate the achievements of the year. Thank you to everyone who participated in all our events throughout the year.

Once again I thank the students, staff and community for their on going enthusiasm, encouragement and collaboration. I feel very lucky to be the principal of such an incredible small school.

School background

School vision statement

At Weilmoringle Public School every student is engaged and challenged to continue to learn throughout life. Teachers employ evidence-based teaching methods to optimise learning progress for all students. The school community holds aspirational expectations of learning progress and achievement for all students. There is a strong focus on positive, transparent, respectful relationships and student well-being across the whole school. Our vision is to strengthen the partnerships between school and community locally and beyond and deepen our understanding of Aboriginal Culture and Language.

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 2019 there were 13 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 has access to an Instructional Leader and school funds are allocated for additional teacher and SLSO time to deliver tailored interventions in literacy and numeracy for K–2 students.

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

Strategic Direction 1

Teaching & Learning – Learning Leaps for All

Purpose

To ensure every students' learning is adjusted to meet their needs ensuring that they are challenged with a focus on building a strong foundation in literacy and numeracy.

Teachers use evidence based teaching strategies and a range of data to inform their practice.

To provide learning experiences that develop skills to prepare students for further education and life long learning.

Improvement Measures

Every student achieves expected growth in NAPLAN.

Increase teacher use of evidence based practice to inform teaching and learning.

Provide a wide range of learning and life experiences that develop student and community aspirations and opportunities to investigate post school work and life choices.

Progress towards achieving improvement measures

Process 1: Personalised Learning

Ensure learning is data driven through formative assessment practices, use of learning progressions and standardised assessments. PLPs are collaboratively developed and regularly reviewed. Interventions are timely and targeted providing feedback for all students reflecting dynamic practice.

Evaluation	Funds Expended (Resources)
Evidence sets demonstrate growth for all students with those requiring adjustments receiving additional support and scaffolds to empower learning.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$2000.00)

Process 2: Data informed and Evidence based Practice

Teachers collect and analyse data to inform planning and implement teaching strategies based on current best practice.

Evaluation	Funds Expended (Resources)
Data entered and evaluated to inform teaching/learning programs	Increased teacher allocation and learning support officer to support students with additional needs. Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$20000.00)

Process 3: Creating life-long learners

Develop and implement a range of learning experiences within the school, across our hub and with our sister schools that create and encourage aspirations with a focus on technology, STEAM and careers.

Evaluation	Funds Expended (Resources)
Student engagement and aspirations increased and families were extremely enthusiastic about being involved in incursions and seeing a wide range of ICT incorporated in learning.	In addition to suppliers we collaborated with Warrumbungles EEC and STEMshare.

Progress towards achieving improvement measures

Student engagement and aspirations increased and families were extremely enthusiastic about being involved in incursions and seeing a wide range of ICT incorporated in learning.

Funding Sources:

- Socio-economic background (\$7000.00)

Strategic Direction 2

Community & Culture – Walking Together

Purpose

To walk together to develop a deep understanding and respect for Community and Culture.

To continue to strengthen respectful relationships across the school community.

To expand the network of learning and support organisations to enhance curriculum delivery and connections with the world beyond Weilmoringle.

Improvement Measures

Increased community presence, collaboration and consultation in the delivery of Cultural and Language learning.

Increase stakeholder sense of belonging and engagement.

Increase the network of learning and support organisations to enhance curriculum delivery and connections with the world beyond Weilmoringle.

Progress towards achieving improvement measures

Process 1: Community Engagement

Continue to refine best practice strategies to engage and empower community members and groups including Parents & Citizens, Aboriginal Education Consultative Group, Isolated Children's Parents Association have a strong voice in the school community. Work collaboratively with all stakeholders to further develop a strong learning culture in the community.

Evaluation	Funds Expended (Resources)
All students have current Personalised Learning Pathways and families regularly meet with staff to discuss student learning and aspirations.	Aboriginal Education Officer and additional teacher allocation Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$30000.00)• Socio-economic background (\$10000.00)

Process 2: Build and Refine Staff Capacity

Prioritise professional learning that will build staff capacity to work closely with community and culture and embed Aboriginal history and culture into all programs.

Evaluation	Funds Expended (Resources)
Successfully implemented with Principal and support staff. Second teacher role was vacant for three terms with only short term casuals.	Principal and staff release time to write and review PDPs.

Next Steps

Allocation of funds to create a permanent second teacher for 2020 will provide more consistency and better support for intervention programs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Education Officer Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$70 000.00) 	Culture programs increased community engagement and supported Strategic Direction 2.
Low level adjustment for disability	School Learning Support Officer Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$27 000.00) 	Intervention programs supported by SLSO saw academic growth for targeted students. SLSO also worked with all students in playground social skills program which resulted in decreased playground incidences.
Quality Teaching, Successful Students (QTSS)	Second teacher Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$1 900.00) 	Second teacher allowed team teaching, appropriate teacher release time and principal release. Second teacher position was vacant for 70% of 2019
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$32 000.00) 	Funds used to support student incursions and excursions and to fund School Learning Support Officer
EaFS	Instructional Leader Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$0.00) 	Learning Progressions used to impact teaching and learning.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	5	7	6	6
Girls	9	7	4	7

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94	85.8	92.9	87.4
1	96.4	95.2		89.5
2	92.9	94	96.5	100
3	94	88.1	94.2	92
4	95.2	94	94.2	50.5
5	67.1	95.6	96.5	74.7
6	93.5	75.4	97.7	93.1
All Years	88.4	87.9	95.4	81.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8		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)	0.24
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.7

*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	62,599
Revenue	464,365
Appropriation	466,461
Grants and contributions	-2,633
Investment income	537
Expenses	-431,350
Employee related	-337,785
Operating expenses	-93,566
Surplus / deficit for the year	33,015

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	130,539
Equity - Aboriginal	70,575
Equity - Socio-economic	32,078
Equity - Language	0
Equity - Disability	27,886
Base Total	322,313
Base - Per Capita	2,346
Base - Location	20,571
Base - Other	299,396
Other Total	6,886
Grand Total	459,739

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.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. 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.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. 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.

Parent/caregiver, student, teacher satisfaction

Parent, students and staff feedback has been collected through the P&C, and student and staff discussion groups. All stakeholders regularly hold conversations with the Principal and have authentic relationships which promote honest and open discourse.

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.